

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kings Canyon Online

CDS Code: 10622650116640

School Year: 2023-24

LEA contact information:

Ron Pack

Principal, KCO

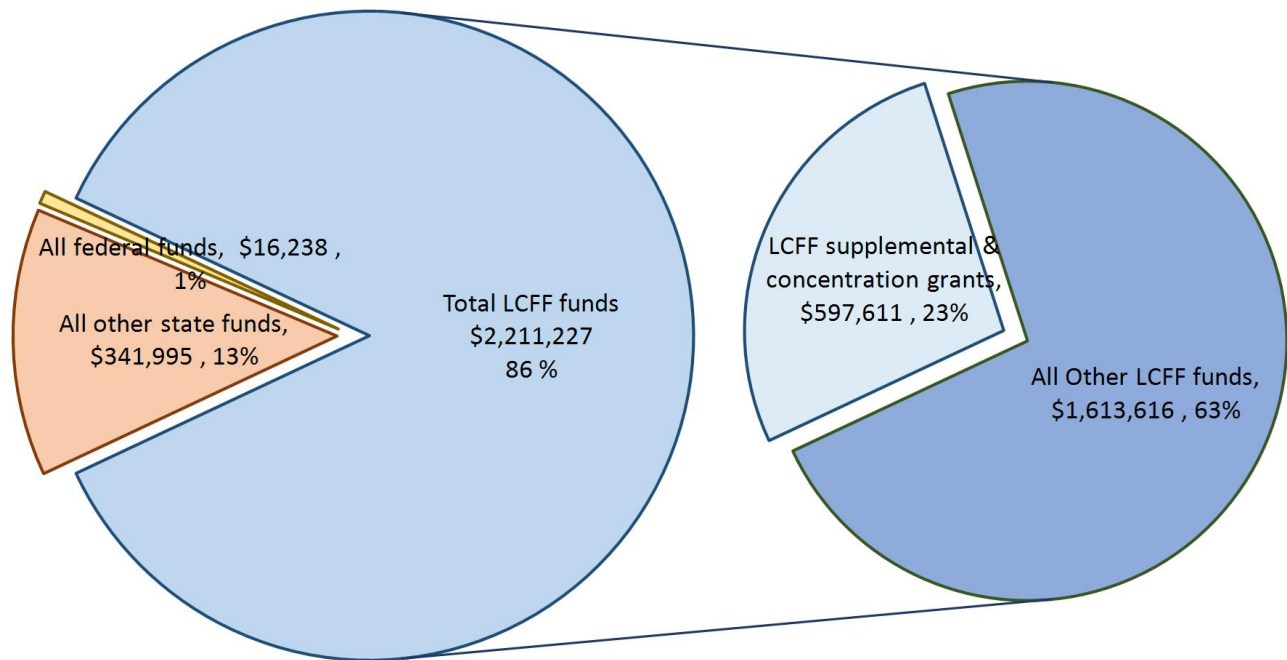
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559-305-7320

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source



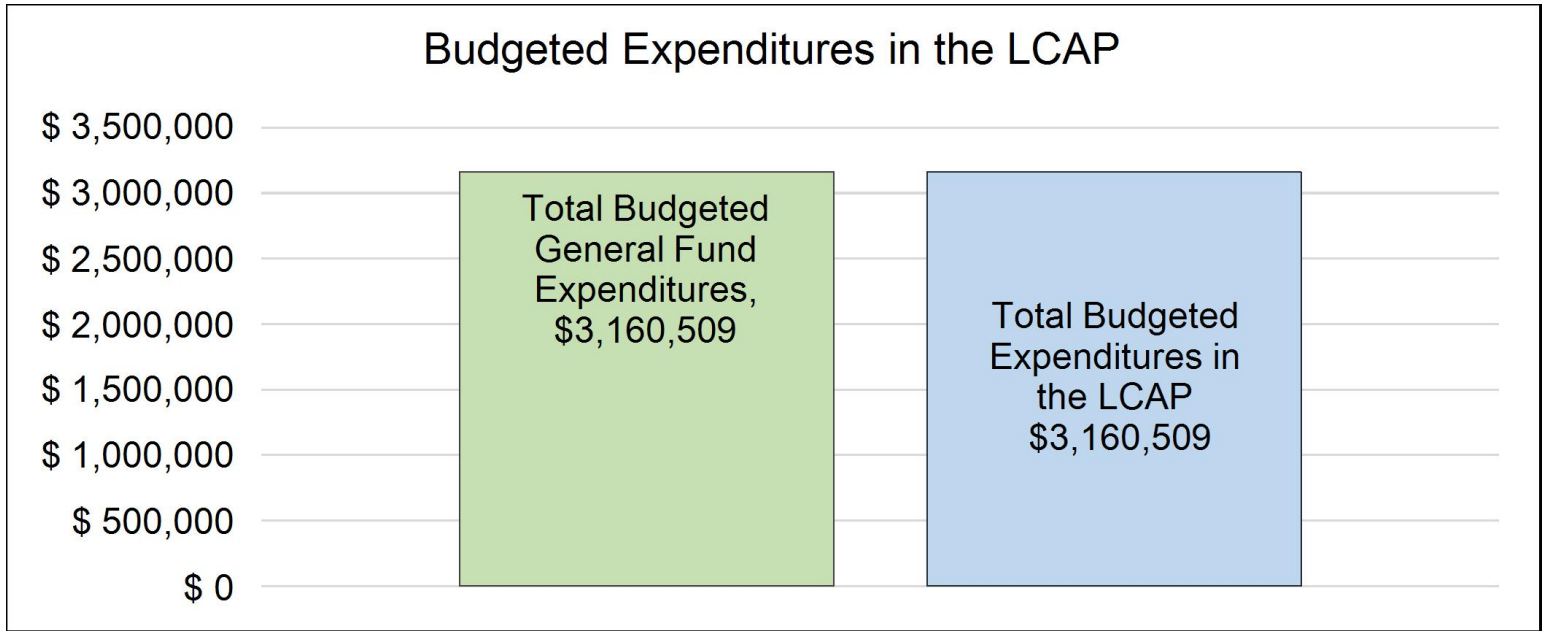
This chart shows the total general purpose revenue Kings Canyon Online expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Kings Canyon Online is \$2,569,460, of which \$2,211,227 is Local Control Funding Formula (LCFF), \$341,995 is other state funds, \$0 is

local funds, and \$16,238 is federal funds. Of the \$2,211,227 in LCFF Funds, \$597,611 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 Online plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Kings Canyon Online plans to spend \$3,160,509 for the 2023-24 school year. Of that amount, \$3,160,509 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

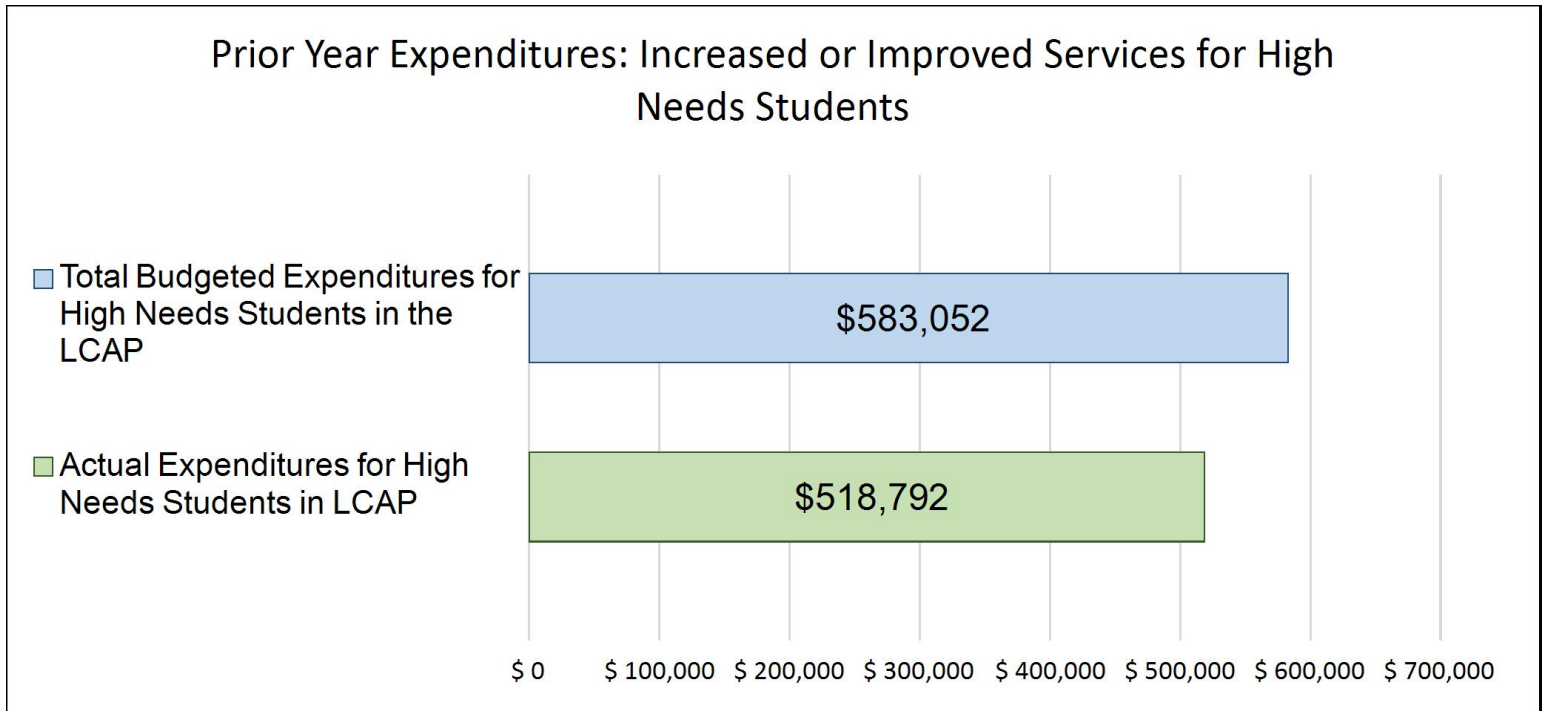
All general fund budgeted expenditures are included in the 23-24 LCAP.

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

In 2023-24, Kings Canyon Online is projecting it will receive \$597611 based on the enrollment of foster youth, English learner, and low-income students. Kings Canyon Online must describe how it intends to increase or improve services for high needs students in the LCAP. Kings Canyon Online plans to spend \$1206607 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 2022-23



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

The text description of the above chart is as follows: In 2022-23, Kings Canyon Online's LCAP budgeted \$583,052 for planned actions to increase or improve services for high needs students. Kings Canyon Online actually spent \$518,792 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-64,260 had the following impact on Kings Canyon Online's ability to increase or improve services for high needs students:

Funds allocated in 2022-2023 that were not expended, will be carried over into the 2023-2024 school year in support of the actions planned in the Local Control and Accountability Plan. Additional services were provided to support high needs students utilizing funds secured through state and federal grants. These actions will be continued in the upcoming school year to increase or improve services for high need students outlined in the plan.

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kings Canyon Online	Ron Pack Principal, KCO	pack-r@kcusd.com 559-305-7320

Plan Summary [2023-24]

General Information

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

The main campus of Kings Canyon Online opened in 2008 under the school name Dunlap Leadership Academy. KC Online's main office is located in the foothills of Eastern Fresno County, close to Sequoia National Forest. It is a K-12 online program serving students from all over the district. Kings Canyon Unified School District is a K-12 public school district that serves students from a 600 square mile area, one of the largest geographic area 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. The district employs approximately 1,500 staff members and has a student population just over 10,000. KCUSD also offers a robust selection of programs that include adult education, alternative education options such as independent study and continuation, vocational courses, special education, and an online school (Kings Canyon Online) that meet the broad spectrum of students' needs represented in our community. Students enjoy stimulating and innovative Common-Core aligned curricula which effectively targets student needs and interests. KCUSD's student population is reflective of the demographic makeup of Fresno County as a whole.

As a charter school, KC Online draws students from Fresno County and the seven contiguous surrounding counties, with the majority of students coming from Kings Canyon Unified School District. In addition to the Dunlap location, the school also has a resource center in the city of Reedley, which is the largest city in KCUSD. The school originally opened as a high school with six students and graduated its first class of seven students a year later in the spring of 2010. Currently, the school now has an average of 150 students in grades Kindergarten through 12th grade, with the majority of our students in grades 9th through 12th. Kings Canyon Online mostly serves students that are looking for a more flexible educational option due to family circumstances, mental health needs, schedule conflicts, and medical concerns. As a result of the number of high needs students that we serve, Kings Canyon Online is qualified as a DASS school (Dashboard Accountability School Status).

Reflections: Successes

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

KC Online successes can be noted below:

- Our KC Online graduation numbers have increased significantly in the past few years. The recent school numbers have increased in response to offering an online option for families wishing to work independently at home. This change has increased the number of students in the KC Online graduating class. In 2022, KC Online had 45 graduates. This year, we have 30 students graduating in the class of 2023. This group will include 7 juniors, who due to the opportunity of working independently, are graduating a year early.
- We have had very low suspension rates in recent years. This is largely due to the proactive approach our team takes with explicitly outlining expectations for our resource centers and explicitly teaching those expectations.
- We also have low chronic absenteeism rate in recent years. This is due to the dedicated staff who work with each student who may struggle with independent, online learning to find strategies that encourage and increase work completion for each student. We continue to work in a 3 tier system to ensure that each student will receive the help they need for academic and socio-emotional needs.

Through observation and other local data, we have also identified the following areas to be of strength:

- Leadership, teachers, and staff have developed to become sensitive to the socio-emotional needs of our unique student population and work both as a team and individually to address all students' SEL needs.
- KC Online continue to provide students in the Reedley/Orange Cove/Dinuba/Mountain areas with a safe, clean, and learning-optimized environment. These areas provide state-of-the-art technological resources to meet our students' needs in an online learning platform.
- Our PBIS rewards system continues to expand and improve to provide students with incentives and rewards for positive behavior and academic performance.
- KC Online continues to improve student recognition for students in Kindergarten through 12th grade. Award ceremonies are offered each fall and spring to recognize students who have excelled in number of classes finished and maintain a high GPA. These ceremonies also offer a chance for our educational partners to visit our sites.
- In 2021- 2022 school year, KC Online began to employ a full time English Language Development teacher to meet the needs of our ELD students. This resulted in 20% of our students becoming Reclassified Fluent English Proficient (RFEP). These students are now considered proficient in English.
- The care and concern of our KC Online teachers is a strength as evidenced by parent comments and feedback on the annual parent survey.

Reflections: Identified Need

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

- Our ELA and Math performance scores on the CAASPP assessment did reflect a decline this year. This decline highlighted the larger group of students enrolled at KC Online that were given the opportunity to work independently with our program. This provided KC Online the opportunity to ensure that students are placed in best location to fit their educational needs. Some students were returned to traditional sites as part of their intervention. Other students were provided ELA and Math intervention. Our performance on the CAASPP continues to be an area of focus for KC Online. We continue to look for interventional strategies that fit each of our struggling students. As we continue to improve our interventional strategies, this support system will result in improved performances.
- The college career readiness indicator on the state dashboard has been very low over the past few years. One of our goals at KCO is to better promote and connect KCO students with CTE opportunities while with our program. The reality is that, while some do, many of our students do not have aspirations of attending a 4-year university. Many are looking to graduate and find work or attend technical training programs or community college after high school. The better job we do at connecting them with CTE opportunities in high school, the more experience they will have going into post secondary programs. In turn, increased CTE participation will improve our rating on the College and Career Readiness indicator on the CA School Dashboard.
- The KCO team has identified and agreed upon the need for a stronger formative assessment system to use throughout the school year for ELA and Math in particular. We must have a way to monitor student achievement, specific to Common Core State Standards, along the journey, rather than waiting for summative data at the end of the year. Our students in grades kindergarten through 5th, were given a formative assessment three times in the 22/23 school year to ensure that their online curriculum is keeping our students on track with KCUSD students in traditional settings. The plan is to expand on this type of formative assessment for our 6th through 12th grade students in ELA and Math.
- KC Online started the year with a parent/student/teacher orientation. This allowed every student to have the material and information needed to immediately start on the first day of school. It also ensured that the KC Online parents were aware of expectations, goals, and how we would celebrate achievements throughout the year. We have continued to have "meet and greet" opportunities for all new students and parents, so they are provided with all of the information needed to be successful from the start. Parents have also had the opportunity to participate in educational experiences on the campus and during field trips. We plan to continue to explore ways to increase parent buy-in to the school culture in order to provide students with an integral support system that invigorates student achievement.

LCAP Highlights

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

The 2021-2024 Kings Canyon Online Local Control and Accountability Plan contains six goals designed to primarily increase and/or improve services for our low-income, English learner and foster youth student population.

The goals are as follows:

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

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

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

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

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

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

The focus areas for the next three school years will include the following:

- Continue to seek new ways to motivate and engage students at KC Online.
- Formalize an intervention plan for struggling students to ensure their success, to include the implementation of a progress monitoring assessment.
- Continue to explore ways to increase parent buy-in to the school culture in order to provide students with an integral support system that invigorates student achievement.
- Increase the number of students participating in CTE courses in partnership with Valley ROP

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

Kings Canyon Online used a variety of methods to solicit input from all educational partners. Educational partners include parents/guardians, teaching staff, support staff, principals, learning directors, district administrators and local bargaining units for both classified and certificated staff. In collaboration with Kings Canyon Unified, KCO engaged parent groups on the LCAP and solicited input as to how the program could improve the services provided to students. In addition to District meetings and school site meetings, KCO also distributed annual surveys to all parents, students in grades 9-12, and to all staff members. The surveys were used as tools to collect feedback from educational partners on the actions and goals of the LCAP.

Educational Partner Engagement Process:

KCO has traditionally collected an annual Parent Survey. This information is used to help provide a focus for site direction. To gather information from students, KCO utilized an annual Student LCAP Survey to help inform the direction of the LCAP from a student perspective. In addition to these surveys, a community survey specific to the LCAP was also conducted for anyone in the communities of Reedley, Orange Cove, or Dunlap to complete, including parents, teachers, classified staff and community members.

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

- District Advisory Committee - October 24, 202, January 23, 2023, March 6, 2023 and May 8, 2023
- Kings Canyon Teachers Association - February 27, 2023 CSEA - January 5, 2022 and May 11, 2022
- District English Language Advisory Committee - October 24, 2022, January 23, 2023, March 6, 2023 and May 8, 2023
- LCAP Community Survey - Spring, 2023 (Teachers, Classified, Staff, Parents, Community Members)
- Annual Student LCAP Survey - February 2023
- Principals/Administrators - ongoing at biweekly meetings

School Site Parent Input:

KCO requested input from parent groups regarding the Local Control and Accountability Plan. We reviewed LCAP goals and actions and collected feedback at quarterly school site council meetings and again for an approval meeting on _____, 2023. In addition, a parent survey was sent out to all KCO parents to provide them with an opportunity to give us feedback on the program and suggest areas to focus on to better meet the needs of the students that we serve.

SELPA Collaboration and Special Education Engagement:

Kings Canyon Online is part of the Kings Canyon Unified School District. KCUSD is part of the Fresno County SELPA and participated in SELPA Operations meetings, where the LCAP goals and actions were discussed with member districts and input was solicited from that educational partner group. Operations meetings were held on September 15, 2022, October 18, 2022, November 10, 2022, January 26, 2023, February 16, 2023, March 9, 2023, April 20, 2023 and May 8, 2023.

KCO's authorizing district, Kings Canyon Unified, also utilizes a Special Education Cabinet to seek input on how to improve services for Special Education students in KCUSD, including both charter school programs (KCO and RMCHS). This team is comprised of site administrators, special education and general education teachers and District administration.

Additionally, KCUSD holds regular Special Education "Parent Connect" meetings to seek input on what KCUSD can do to improve services for special education students. This year, those engagement opportunities took place on September 20, 2022, October 18, 2022, November 15, 2022, February 7, 2023, March 14, 2023 and April 18, 2023. KCUSD also utilizes a Special Education Cabinet to seek input on how to improve services for Special Education students in KCUSD. This team is comprised of site administrators, special education and general education teachers and District administration.

Board Meetings- May 23, 2023, June 13, 2023

LCAP Proposed Draft actions presented to the District Advisory Committee (Parent Advisory Committee)-(May 8, 2023) and the District English Learner Advisory Committee (May 8, 2023). There were no questions proposed by either advisory council.

Public Comment Period - May 23- June 13, 2023

Local Indicators were presented in conjunction with LCAP as per Ed Code 52062 (b)(2)

Board adopted the LEA budget at the same meeting as the LCAP Adoption.

Public Hearing - May 23, 2023

Board Approval - June 13, 2023

A summary of the feedback provided by specific educational partners.

Input gathered at the Stakeholder meetings indicated the following trends:

Parent Groups:

Parents continue to provide positive feedback as to the supports provided for students. Parents expressed that they continue to appreciate that teachers are quick to respond, friendly, and focused on helping each student succeed in online coursework. They also were appreciative of the two way communication capabilities of Parent Square and hope that it would continue. A theme that presented itself was the need to increase the social emotional support for students, as many are struggling with the return to in person learning. Parents expressed that teachers are understanding about difficult situations that arise in life and treat each student as an individual. Students continue to experience issues like feeling disconnected, depression and parents would like there to be more support from counselors, social workers, psychologists and caring staff. Parents continue to express their appreciation for the new KC Online facility in Reedley. Parents expressed a desire for more days where students could participate in group experiments and/or projects in person. Educational partners also expressed a wish to extend field trip and college visitations to students in grades 6th-8th, who are recent additions to Kings Canyon Online.

Teacher Groups:

Teachers were very supportive of the actions currently taking place through the previous LCAP and expressed that they would want all of these actions to continue. They also addressed the change in the way Instructional Coaches have been utilized (delivering individualized support to new teachers) as being highly effective. They provided suggestions on how to expand professional development, especially for new teachers across all grade levels. This includes the continued provision of an ELD teacher to provide focus on students mastering the English language. KC Online teachers are appreciative of the continued professional development that supports the online curriculum provided. They also encouraged the expansion of intervention teachers and improved systems as to who receives intervention services. Teachers provided positive feedback about the additional administrative support. They also want to continue to fund the academic counselor who is advising students on career/college goals.

Classified Groups:

Classified staff was very pleased with additional supports provided through extended hours for classified staff. A lot of feedback was provided regarding supports to students who are struggling to support improving graduation rates for students. They also made recommendations regarding additional special education supports to assist with helping students get onto school buses having more time to help students during the day. They also expressed positive feedback about the addition of a bilingual staff to support parent engagement. The bilingual community aide has been a great addition to Kings Canyon Online.

Advisory Groups:

Feedback received from the District English Learner Advisory Committee and District Advisory Committee groups was very supportive of the actions being implemented by KCUSD. These groups, which are predominantly made up of parents, expressed that there was a great need for additional supports for struggling students, especially for social emotional needs. This includes additional SEL for students and anti bullying support. It was a request that social workers be added to the elementary grades. Parents also requested an expansion of the supports in place to support special education students and students with behavior issues. Parents requested additional parent education specifically around navigating student information systems like PowerSchool and being able to navigate that system to be able to support their children from home. This year, greater requests for parent training around social media and how to support the challenges posed by negative postings and social media pressures. Advisory groups also requested that the technology that is being utilized is adequately updated to keep up with changing technological requirements. Parents expressed their gratitude for parent workshops through Parent Academy, Children's Day and new in 2022-2023, Parent University through the partnership with Fresno State. Parents commented on how well structured and informative these programs are and would want to not only continue, but be expanded. These workshops should continue to include financial literacy. In order to address the limited number of parents that participate, it was requested that incentives be offered for parents who participate and make parent engagements more enjoyable. Parents expressed how grateful they are for the co and extracurricular activities that are available as many would not be able to afford to provide them otherwise. They requested that these activities be expanded at the elementary level. These advisory groups also advocated for the establishment of "Family Resource Centers" in both Orange Cove and Reedley as hubs to serve as student and family support centers. Advisory groups expressed interest in expanding current CTE pathways and providing alternatives to college while still helping student stay eligible for UC/CSU admission. It was discussed that there is a need to connect students to CTE opportunities in elementary school District wide. Advisory groups, especially DELAC expressed that additional resources are needed for newcomer English Learners as these students have greater and more immediate needs. Additional teacher support and professional development is needed to adequately support these students.

Student Groups:

A large majority of the feedback received from students was positive regarding offerings and supports provided through their school sites. It was evident from student feedback that there is additional need for social-emotional support. Students expressed appreciation that the teachers are there for them, especially by having constant communication and keeping students focused. They also expressed the importance of relationships from their teachers while acknowledging that teachers and staff do their best to promote a positive climate and culture. Many expressed that they need more counseling opportunities and access to a wider range of elective courses to prepare for college and career opportunities. Students shared the desire to have individual technology devices such as headsets to avoid sharing. Educational partners have expressed appreciation for a PBIS chart that address the range of students from kindergarten through 12th grades, as well as our Special Day Class students. They also provided positive feedback about the multiple field trips arranged for Kings Canyon Online students to visit colleges and educational venues, such as the Monterey Bay Aquarium. Students did request an increase in social opportunities. While Kings Canyon Online students shared that they enjoy the opportunity of working independently and at their own pace, they would still like the opportunity to participate in sports, clubs, and extracurricular activities. Students overwhelmingly perceive that they are getting a good education through the educational programs established by their school site.

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

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

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

Goal 1-

The actions in Goal 1 are continued actions provided by the district. Our educational partners expressed the desire to continue to engage in district provided as well as out of district professional development around independent study and online learning. This goal is to continue to improve our practice to increase student success in not only A-G coursework, but also in (1.2) online curriculum platforms.

Goal 2-

Educational partners and students are supportive of the continuing to provide students with updated technology, (2.3) including individual chromebooks, headsets, and hotspots, to ensure access when off site. There was also an acknowledgment that we are continuing to improve our student recognition system by providing awards and rewards to students to reinforce positive behavior and academic performance (2.4). The Academic Awards ceremony has been appreciated by students and parents, especially the new inclusion of Student of the Month for each supervising teacher. We plan to be more intentional with the intervention of struggling students (2.5). This will be done by an increase in more opportunities for students to participate in person for group experiments and/or projects. This was a need expressed by both educational partners and students. Kings Canyon Online will continue to seek CTE opportunities for students.

Goal 3

The number of English Learners has risen in the last couple of years. This increase has been met by funding an ELD teacher who focuses EL instruction to meet the needs of students working in an online platform. Educational partners expressed a desire to continue to fund the support of an ELD teacher for our EL students (3.1). Kings Canyon Online will continue to provide supplemental software for EL students to receive english language practice in addition to daily ELD instruction (3.3). Kings Canyon Online will also continue to look for ways to provide additional tutoring/intervention time with a certificated teacher in addition to the normal school day.

Goal 4-

Kings Canyon Online continue to strive to reach a 100% graduation rate goal, so we will continue to provide a school counselor to support students with understanding the requirements of CSU/UC admission along with transcript evaluation to improve A-G completion rate (4.1). Educational partners wish Kings Canyon Online to continue to provide students with opportunities to visit college campus to motivate students to meet admission requirements. Their was also a request to increase the visits to educational venues for students to see the other career opportunities that are available in our changing world (4.2). The included a desire to provide this opportunity for students in grades 6th-8th, who are new additions to Kings Canyon Online, along with our students in grades 9th - 12th. Students expressed a need to Increase co-curricular opportunities for students to improve their social connections with others at Kings Canyon Online and at other schools (4.5). Feedback about summer school showed that parents and students are appreciative of the additional time to complete yearly coursework or engage in credit recovery (4.3 and 4.4).

Goal 5-

Kings Canyon Online continues to improve our student recognition system, recognizing students for academic success and highlighting their accomplishments for other students to see (PBIS).(5.2) Kings Canyon Online will continue to improve recognition that is tailored to the wide range of students from kindergarten through 12th grade, as well as our SDC students. We will also work to increase student access to socio-emotional supports on site, by continuing to have our social workers be a part of the enrollment process. This ensures that all students are aware of these services if needed at the time of enrollment or if future situations require a need for these services. We will also continue to supply materials that ensure the Kings Canyon Online labs are clean and safe. (5.1) This includes providing individual equipment, such as headphones, to keep all students safe.

Goal 6-

Kings Canyon Online has strived to Increase opportunities for parent involvement through registration, informational meetings, award ceremonies, and field trip participation (6.1, 6.2, and 6.3). We will also strive to provide events that give parents and guardians an opportunity to come to the labs to meet with supervising teachers and check on the progress of their students. (6.3)

Goals and Actions

Goal

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

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<ul style="list-style-type: none"> Percentage of appropriately credentialed, with English Language Certification, and appropriately assigned 	2020-2021 - 100%	78% were appropriately credentialed. 22% (2 teachers out of 9) were on STIPs	2022-2023- 89% of teachers were appropriately credentialed (1 teacher on internship credential)		95% or more of teachers are appropriately credentialed.
<ul style="list-style-type: none"> Percentage of misassigned teachers and vacancies will be less than 1% 	2020-2021 - 0%	0%	2022-2023 - 0% of teacher were misassigned		Continue to be below 1%
	2020-2021 - 100%	100%	2022-2023 - 100% of students have access		Continue to be at 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<ul style="list-style-type: none"> Percentage of students having access to standards aligned curriculum will maintain at 100% 			to standards aligned curriculum.		

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Credentialed Teachers and Administrator	Continue to hire and assign fully and appropriately credentialed teachers at all levels and monitor implementation. Provide credentialed administration.	\$1,000,000.00	No
1.2	Professional Development	<p>Our low-income, English learner and foster youth population changes every year. Students grow, technologies change, and society evolves. It is imperative that our teachers can meet the needs of our ever changing students.</p> <p>KCO staff will provide professional development or participate in professional development to improve instructional strategies and share best practices. Professional development will specifically include use of digital tools for assessment and continued staff training on use of Google Classroom. This action also includes the costs associated with charter school and independent study conference registration and accommodations as well as sub coverage for professional development.</p> <p>It is our expectation that providing low-income, English learner and foster youth students with well trained teachers will result in increased</p>	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		academic performance as measured by the CAASPP state assessment.		
1.3	Professional Development	<p>Our low-income, English learner and foster youth population changes every year. Students grow, technologies change, and society evolves. It is imperative that our teachers can meet the needs of our ever changing students.</p> <p>KCO staff will provide professional development or participate in professional development to improve instructional strategies and share best practices. Professional development will specifically include use of digital tools for assessment and continued staff training on use of Google Classroom. This action also includes the costs associated with charter school and independent study conference registration and accommodations as well as sub coverage for professional development.</p> <p>It is our expectation that providing low-income, English learner and foster youth students with well trained teachers will result in increased academic performance as measured by the CAASPP state assessment.</p>	\$1,115.98	No
1.4	Basic Operating Expenses	<p>Provide basic operating expenses. This action includes but is not limited to the following:</p> <ul style="list-style-type: none"> • Salaries/benefits (classified office) • General office and classroom materials, supplies, and equipment • Copier lease fees 	\$391,638.99	No

Action #	Title	Description	Total Funds	Contributing
1.5	Indirect Costs- Program Academic Support	<p>KCO's English learners and low income students are in need of additional academic support as evidenced by ELA and Math scores on state and local assessments. Program support staff are provided to KC Online through our authorizing school district. Support staff include Learning Center staff for students with disabilities and psychologist and social worker services for students with mental health challenges.</p> <p>This action includes indirect costs to KCUSD for program support staffing (students with disabilities and mental health support).</p> <p>We expect this action to continue to reduce the achievement gap for English learners and low income students on state and local ELA and math assessments.</p>	\$27,000.00	Yes
1.6	Indirect Costs- Basic Operating Costs	Indirect costs to KCUSD for program support staffing, accounts payable, and operating costs.	\$91,011.00	No
1.7	Routine Restricted Maintenance	Routine restricted maintenance (3%) to ensure facilities are kept up to date and support an effective learning environment.	\$50,077.00	No
1.8	Additional Administrator Support	Low-income students are in need of additional attendance intervention support, behavior support, and academic support in comparison to all students as indicated by local data. Based on feedback from students, families, teachers and site administrators, KC Online is in need of an additional administrator to support students with behavior/attendance through more frequent monitoring, attendance make up days, consequences for misbehavior, and positive reinforcement for struggling students meeting their goals.	\$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>This action is to provide salaries and benefits for an additional administrator to meet the needs of our low income students. This action is designed to meet the needs most associated with low income students. However, because we expect that all students will benefit from additional attendance and behavior monitoring, this action is provided on an LEA-wide basis.</p> <p>We expect this action will result in increased attendance and improved academic performance for low income students.</p>		
1.9	Basic Operating Expenses-Substitutes	Provide substitutes when teachers are out due to illness or school business.	\$50,000.00	No

Goal Analysis [2022-23]

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

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

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

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

The actions outlined in Goal One supported the progress toward meeting the goal: All students will receive a high quality education in an environment designed to provide them with opportunities to develop their greatest potential.

Action 1.1 - Credentialed Teachers

Implementation Status: 5 – Full Implementation and Sustainability

- Kings Canyon Online and our authorizing school district, 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 - Professional Development

Implementation Status:5 - Full Implementation and Sustainability

- Kings Canyon Online continues to provide opportunities for staff to have to participate in professional development that will improve instructional strategies and share best practices among educators. The professional development at Kings Canyon Online continues to include opportunities that will expand the use of the Google platform for student/teacher interaction and support. This also includes the costs associated with charter school and independent study conference registration and accommodations.

Action 1.3 - Basic Operating Expenses - substitutes

Implementation Status:5 - Full Implementation and Sustainability

- Kings Canyon Online provided substitutes when staff is out due to illness or professional development.

Action 1.4 - Transportation

Implementation Status: 5 - Full Implementation and Sustainability

- Kings Canyon Online provided basic operating expenses such as salaries/benefits (secretary), general office supplies, and equipment. This also includes maintenance of facilities and transportation for students.

Action 1.5 - Indirect Costs

Implementation Status:5 - Full Implementation and Sustainability

- Kings Canyon Online's English Learners and low income students need additional academic support. The evidence for this is shown in the ELA and Math scores earned on state and local assessments. KCUSD support staff serves KCO students with disabilities, as well as EL, foster youth, and low income students.

Action 1.6 - Indirect Costs

Implementation Status:5 - Full Implementation and Sustainability

- Kings Canyon Unified provides general operating support to KC Online such as site staffing, accounts payable, and other operating costs.

Action 1.7 - Routine Restricted Maintenance

Implementation Status:5 - Full Implementation and Sustainability

- Kings Canyon Online pays costs of routine restricted maintenance (3%) to ensure facilities are kept up to date and support an effective learning environment.

Action 1.8 - Additional Administrator Support

Implementation Status:5 - Full Implementation and Sustainability

- The low-income students at Kings Canyon Online are in need of additional support to aid with attendance, behavior, and academic progress. This is based on local data when low-income students are compared to all students. This additional administrator provided

consistent monitoring and support for misbehavior and poor attendance. The additional administrator also provided positive reinforcement for struggling students who are meeting individual and school goals.

Action 1.9 - Teachers Providing Additional Support

Implementation Status:5 - Full Implementation and Sustainability

- The low-income students at Kings Canyon Online are in need of additional support to aid with attendance, behavior, and academic progress. This is based on local data when low-income, EL, and foster youth students are compared to all students. Discussions with parents and teachers, it has been decided that this group of students would benefit from extra support. This support took place in the form of management strategies, resource allocation, and academic intervention in subject areas that the student is struggling in. This accounted for 25% of the supervising teacher work week. The time allocated provided teachers the time to further connect with students and address socioemotional barriers.

Overall Successes: Kings Canyon Online continues to show success in providing qualified staff for all students, but particularly English Learners, low-income, and foster youth. The student population of Kings Canyon Online increased during the 2021-2022 school year, the addition of qualified staff provided consistent monitoring of academic progress, as well as providing additional intervention for struggling students. The additional administrator support provided for by 1.8 allowed Kings Canyon Online to begin monitoring low-income students, as well as other in need of students. This support will be reflected in increased attendance and improved academic/behavioral performance in 2022-2023.

Overall Challenges: The most challenging aspect of Goal 1 is the provision of professional development for Kings Canyon Online teachers. The authorizing school district and county do provide professional development, however these opportunities do not address all aspects of an online learning platform. Kings Canyon Online did utilize the services of the online curriculum providers to provide professional development that helped our teachers to become more adept at managing the online curriculum and facilitating student experiences on the platform.

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.

Kings Canyon Online Action 1.2 is to provide for professional development for staff. It has been a challenge to find adequate professional development that address the needs of an online platform. There are professional development opportunities available through our online curriculum provider that are included in the initial licensing costs, so by utilizing these opportunities, Kings Canyon Online did not need to use all funds that were budgeted for this action for additional professional development. Action 1.3 is for the provision of substitutes at Kings Canyon Online. There was a unexpected increase in the actual expenditure to cover teachers who were on extended leave.

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

The LEA used the following rating scale to determine the 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.

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.

Action(s): Action 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, and 1.9.

Effectiveness of Action(s): Effective

Metric(s): Credentialed Teachers, Professional Development for Teachers, Basic Operating Expenses, Facilities in Good Repair, Additional Administrator Support, Additional Teacher Support.

Analysis Statement: The basic services provided in these actions were effective in supporting the goals outlined in Goal 1. Surveys conducted show that 100% of students have the necessary basic services, campus facilities are in good condition, teachers are appropriately assigned and supported to provide instruction, materials, supplies, academic supports, and intervention supports, and additional administration to aid low-income students with attendance, behavior, and academic progress.

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.

Action 1.9 - Teachers providing Additional Support will be removed for the 2023-2024 school year. This action is already being provided in Action 1.1 - Credentialed Teachers and 1.8 Additional Administrator Support. These actions provided additional support for attendance, behavior, and academic progress. This is not only for unduplicated students, but for all students LEA-wide.

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 student will demonstrate and increase in academic achievement in all core subject areas- English Language Arts (ELA), Math, Science, and Social Science - through the implementation of state standards.

An explanation of why the LEA has developed this goal.

Goal 2 was developed to address state priorities 2 (State Standards), 4 (Pupil Achievement), 7 (Course Access), and 8 (Other Pupil Outcomes). It is a priority of Kings Canyon Online that all students have access to grade-level state standards, along with rigorous curriculum to support academic achievement for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students who meet or exceed standards on the Smarter Balanced ELA Assessment	18/19 -- 72% Meets/Exceeds Standard	2020-2021 (CAASPP) All Students: 65% Foster: N/A English Learners: N/A Low Income: 30% Data Source: Data Quest	2021-2022 (CAASPP) All Students:45.0% Foster:N/A English Learners: N/A Low Income: 37.1% Data Source: DataQuest		- 75% or higher
Percentage of students who meet or exceed standards on the Smarter Balanced Math Assessment	18/19 -- 33% Meets/Exceeds Standard	2020-2021 (CAASPP) All Students: 24% Foster: N/A English Learners: N/A Low Income: 20% Data Source: Data Quest	2021-2022 (CAASPP) All Students: 13.75% Foster: N/A English Learners:N/A Low Income: 12.91% Data Source: DataQuest		- 35% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Adjusted Metric: Percentage of students considered college and career ready will be maintained at 100%.	18/19 -- 33%	20-21 -- There was no college career readiness data on the dashboard in 20-21.	There is no college career readiness data reported for 21-22.		- 45% or higher

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Instruction/Curriculum - Online Provider	Provide students with online curriculum provider and online platform for learning.	\$200,000.00	No
2.2	Additional Materials and Supplies	Provide students with materials and supplies for learning.	\$10,000.00	No
2.3	Technology	<p>Educational partner feedback indicates that many low-income students do not have reliable access to technology in class and at home. KCUSD will continue to provide supplemental technology support to promote increased student achievement through the effective use of technology. Resources will be allocated to students to ensure low-income students have supplemental technology in classrooms and at home to support increasing student achievement.</p> <p>This action will support the purchasing and updating of computers and supporting technology to ensure 1:1 access for students in the KCO computer labs. In addition, this action will provide all students with an opportunity to check out computers and internet devices so that they have reliable access to their online courses from home. These supplemental technology investments are designed to meet the needs most associated with low-income students. However, because we expect that all students will benefit from the improved use of</p>	\$213,355.96	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>technology, this action is provided on a school wide basis.</p> <p>Technology updates will includes the following:</p> <ul style="list-style-type: none"> • Chromebooks • Chromebook bags • Wifi access/hotspots • Computers for the on site resource centers • Teacher laptops for reliable tutoring/intervention sessions with struggling students <p>We expect this action to improve student progress in their online courses and improved performance on state ELA and math assessments through the the increased access to reliable technology both at school and at home.</p>		
2.4	Academic Awards/Recognition	<p>Feedback from low-income and EL students, their parents, and staff indicate the celebrating students' academic achievements throughout the year is a motivator for students. Feedback was collected verbally through parent meetings, student listening forums, as well as parent surveys. Students that attend KC Online typically come from challenging educational experiences. Academic recognition celebrates student success and motivates students to continue with their efforts.</p> <p>This action will provide low income and EL students with both recognition and awards (plaques/medals/trophies/incentive trips) for their academic and behavior progress throughout the school year. While this action is designed to meet the needs of our low income and EL students, we expect that this action will benefit all students and therefore be implemented school wide.</p> <p>It is our expectation that providing students with academic recognition each year gets parents involved in celebrating student success and reinforces ongoing academic effort amongst students. The outcome of this action will be improved student performance in online</p>	\$12,831.00	Yes

Action #	Title	Description	Total Funds	Contributing
		coursework and improved academic performance on state assessments.		
2.5	Credit Recovery/Intervention	<p>Many of the students enrolling in the KC Online program are missing core or elective graduation requirements. District and school site graduation data and local credit recovery performance reports indicate that credit recovery opportunities improve the graduation rate for English learners, low-income, and foster youth students.</p> <p>This action is to provide online credit recovery course options to help students in need of making up coursework to meet graduation requirements. This action is designed to meet the needs most associated with English learners, low-income students, and foster youth. However, because we expect that all students who have failed required courses would benefit from credit recovery options, this action will be implemented school wide.</p> <p>We expect this action to continue to result in increased graduation rates for English learners, low-income, and foster youth.</p>	\$31,054.00	Yes
2.6	Credit Recovery/Intervention	<p>Many of the students enrolling in the KC Online program are missing core or elective graduation requirements. District and school site graduation data and local credit recovery performance reports indicate that credit recovery opportunities improve the graduation rate for English learners, low-income, and foster youth students.</p> <p>This action is to provide online credit recovery course options to help students in need of making up coursework to meet graduation requirements. This action is designed to meet the needs most associated with English learners, low-income students, and foster youth. However, because we expect that all students who have failed</p>	\$3,102.45	No

Action #	Title	Description	Total Funds	Contributing
		<p>required courses would benefit from credit recovery options, this action will be implemented school wide.</p> <p>We expect this action to continue to result in increased graduation rates for English learners, low-income, and foster youth.</p>		
2.7	Library	<p>Educational partner feedback collected from parents and school sites and local data indicate that English learners, low-income, and foster youth students at KC Online have limited access to reading material and technology at home. This resource gap can be a potential obstacle for English learners, low-income, and foster youth who are in need of additional academic support and reading exposure.</p> <p>This action is to provide additional access to reading material for students who may not have access to books at home or access to their local library. This opportunity will not only provide students with additional reading exposure but also broaden their perspectives by giving them access to a wide range of books to explore. These additional resources are 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>We expect this action increase access to resources and continue to reduce the achievement gap for English learners, low-income, and foster youth on state and local ELA and math assessments.</p>	\$3,975.00	No
2.8	Indirect Costs-Academic Program Support Staff	<p>KCO's English learners and low income students are in need of additional academic support as evidenced by ELA and Math scores on state and local assessments. Program support staff are provided to KC Online through our authorizing school district. Support staff</p>	\$25,550.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>include an ELD instructional coach, supplemental instruction resources, and progress monitoring staff and resources.</p> <p>This action includes indirect costs to KCUSD for program support staffing (progress monitoring, ELD support, supplemental instruction/resources).</p> <p>We expect this action to continue to reduce the achievement gap for English learners and low income students on state and local ELA and math assessments.</p>		
2.9	Extended Day Support	<p>Local data and educational partner input indicates that providing after school extended learning opportunities increases attendance, and provides interventions and support for academic achievement, especially for English learners, low-income, and foster youth students.</p> <p>KC Online will continue to provide supplemental tutoring/intervention opportunities after the school to benefit low-income, English learner and foster youth students and their academic progress. 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 school-wide basis.</p> <p>We expect that this action will result in improved academic performance of all students, improved test scores, and increase graduation rate.</p>	\$5,000.00	Yes

Goal Analysis [2022-23]

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

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

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

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

The actions outlined in Goal One supported the progress toward meeting the goal:

Action 2.1- Instruction/Curriculum - Online Provider

Implementation Status: 5 – Full Implementation and Sustainability

- Kings Canyon Online provided students with an online curriculum platform that provides all core subjects: Math, Science, English Language Arts, and Social Science, as well as required electives.

Action 2.2 - Additional Materials and Supplies

Implementation Status: 5 – Full Implementation and Sustainability

- Kings Canyon Online provided students with all materials and supplies to ensure they have materials/supplies necessary to succeed in the online educational platform.

Action 2.3 - Technology

Implementation Status: 5 – Full Implementation and Sustainability

- Feedback from educational partners have revealed that low-income students do not always have reliable access to internet and other technological needs. Kings Canyon Online was able to continue to supply chromebooks, hot spots, listening devices, and other technological items as needed. This helped to ensure that our low-income students had access to technology in the classroom and at home.

Action 2.4 - Academic Recognition and Reinforcement

Implementation Status: 5 – Full Implementation and Sustainability

- Kings Canyon Online students who are English Learners and low-income have shared through surveys and parent/teacher conversations that celebrating their academic achievements provides them with the motivation to continue to strive in their academic coursework. Many students have struggled academically before coming to Kings Canyon Online, so the recognition for their hard work keeps the motivated to succeed. This action was fulfilled through award assemblies, certificates, special field trips, and points to spend in the school store. The action also included award ceremonies for each semester's achievements. While this action was to motivate English Learners and low-income, it was implemented school wide to benefit all Kings Canyon Online students.

Action 2.5 - Credit Recovery/Intervention

Implementation Status: 5 – Full Implementation and Sustainability

- The state data and parent/student surveys have shown that credit recovery can improve the graduation rate for English Learners, low-income, and foster youth students. Kings Canyon Online's plan is to provide a variety of credit recovery coursework that will allow students to make up any coursework that will help them with meeting graduation requirements. While this action was focused on English learners, low-income and foster youth students, it also benefited all students striving to meet graduation requirements. Therefore, credit recovery/intervention was implemented school wide. We plan to see an increase in graduation rate for all Kings Canyon Online students at the end of this year.

Action 2.6 - Extended Day Support

Implementation Status: 5 – Full Implementation and Sustainability

- Engagement partners have told us through surveys, parent conferences, and conversations, that by providing extended day support outside of the normal school hours, there will be an increase in attendance and academic achievement. This type of intervention will be more focused on the exact areas of struggle experienced by our English learners, low-income, and foster youth students. Kings Canyon Online plans to continue to provide supplemental tutoring and intervention opportunities to these unduplicated students. However, this type of intervention will help all students who are struggling academically, so it will be implemented on a school-wide basis. The result should be improved academic performance seen in an increase in test scores and graduation rates.

Action 2.7 - Library

Implementation Status: 5 – Full Implementation and Sustainability

- Kings Canyon Online engagement partners have indicated that English learners, low-income, and foster youth students do not have full access to reading material and technology. This type of resource gap will hinder a student's potential and progress toward academic success. This type of gap can also be extremely harmful to English Learners, low-income, and foster youth students. This action provided additional access to reading materials to students who don't have access at home. The action provided students with additional reading exposure to broaden their perspectives.

Action 2.8 - Indirect Costs- Academic Program Support Staff

Implementation Status: 5 – Full Implementation and Sustainability

- Kings Canyon Online English learners and low-income students have shown that they are in need of additional academic support. This is seen by the ELA and Math scores on state and local assessments. This action provided KCO with program support staff to assist with curriculum planning, instructional strategies, and progress monitoring.

Action 2.9 Online Curriculum Licensing

Implementation Status: 5 – Full Implementation and Sustainability

- Kings Canyon Online have learned in feedback from our engagement partners that our English learners, low-income, and foster youth students were in need of information, guidance, and instruction in career opportunities. We met this goal through providing additional access to CTE courses. Kings Canyon Online provided CTE courses through our online curriculum provider, Edgenuity.

This action was designed to meet the needs most associated with English learners, low-income, and foster youth. However, because we expected that all students would benefit from being exposed to CTE opportunities, this action was provided on a school wide basis.

Overall Successes - Kings Canyon Online continues to show success in helping students to achieve academic success in core standards. This is done primarily through the online curriculum provider and the motivation of the staff to provide support and intervention when needed for our English learners, low-income and foster youth students, but also all Kings Canyon Online students who are struggling academically. The staff at Kings Canyon Online have found themselves as motivated as the students in the increased implementation of an academic award recognition system. They have also seen the recognition of students, challenge and motivate other students to achieve for themselves in the following semesters. We look forward to seeing more students achieve academically in the 2023-2024 school year.

Overall Challenges - The two most challenging aspects of Goal 2 are the fulfillment of technology and library resources. Technology changes quickly in our current world, so Kings Canyon Online will continue to strive toward having all of our students receiving access to current technology that will help them achieve academically as they work toward graduation requirements. The other challenge is ensuring that all Kings Canyon Online students, particularly our English learners, low-income, and foster youth students have access to reading material that will close the academic gap. These actions, once improved, should show an improvement in ELA and Math scores for our Kings Canyon Online students.

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

Action 2.3 is to provide Technology for students. The Estimated Actual Expenditures were less than Budgeted, but there are plans to update both campuses technological needs in the upcoming school year.

Action 2.5 for Credit Recovery coursework also had Estimated Actual Expenditures less than Budgeted Expenditures. There was not a large need for Credit Recovery coursework due to the increased intervention provided by the staff.

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

The LEA used the following rating scale to determine the 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.

Goal 2 will help all student to demonstrate and increase in academic achievement in all core subject areas- English Language Arts (ELA), Math, Science, and Social Science - through the implementation of state standards.

Action(s): Action 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9

Effectiveness of Action(s): Effective

Metric(s): Instruction/Curriculum - Online Provider, Additional Materials and Supplies, Technology, Academic Recognition and Reinforcement, Credit Recovery/Intervention, Extended Day Support, Library, Indirect Costs- Academic Program Support Staff, Online Curriculum Licensing.

Analysis Statement: The basic services provided in these actions were effective in supporting the goals outlined in Goal 2. Students at Kings Canyon Online were able to demonstrate an increase in academic success as shown during the academic award assemblies Kings Canyon Online learned in a survey that 92.7% of the students in 9th -12th felt that their school was providing them a good education. Kings Canyon Online is planning to invest in new technology in the upcoming school year of 2023-2024, as many items need to be updated to meet current demands. However 98.1% of the students agreed that the school provided Chromebooks and technology that helped them learn. Credit Recovery was not needed for as many students as originally planned. This is due to the increase in intervention provided by the teachers at Kings Canyon Online. Currently the library is not able to be fully accessed by all Kings Canyon Online. There are plans to create a catalog that will allow students at both campuses to request books and increase the amount of recreational reading completed by Kings Canyon Online.

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.

Action 2.2 Additional Material and Supplies has been increased. We have seen a need for more materials as our student size increases, but also in requests from online curriculum coursework that requires more supplies for students to gain a better understanding of the material.

The budget for action 2.7 has been reduced. At this time, Kings Canyon Online needs to solidify a facilities plan to ensure that our buildings can support the additional reading materials so that all students receive equal access, whether at the Reedley site or the Dunlap site. This estimate can be increased in the 2024-2025 school year, once a plan of action is in place.

Previous (21-22) Action 2.9 - Curriculum for CTE, has been removed for the 2023-2024 school year. While Kings Canyon Online remains committed to providing a wide variety of experiences and opportunities that will enhance and guide a student in the their post high school endeavors, students and parents have shared in surveys and conversations that their focus is on meeting graduation requirements, rather than enrichment and elective coursework. We will instead try to broaden students' exposure to career and work experience through student trips and in person options.

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 of attaining proficiency in ELA and Math.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of English Learner students who score proficient (level 4) on the English Language Proficiency for Summative ELPAC.	This is a new goal. Baseline data will be collected in 22-23.	This is a new goal. Baseline data will be collected in 22-23.	2022-2023 data is not yet available.		
Percentage of EL students that meet or exceed standards on the ELA CAASPP.	This is a new goal. Baseline data will be collected in 22-23.	This is a new goal. Baseline data will be collected in 22-23.	2022-2023 data is not yet available.		
Percentage of EL students that meet or exceed standards on the Math CAASPP.	This is a new goal. Baseline data will be collected in 22-23.	This is a new goal. Baseline data will be collected in 22-23.	2022-2023 data is not yet available.		

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Teacher Salaries	<p>KC Online's English learners 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.</p> <p>This action is to ensure that all teachers at KC Online are qualified and expected to support ELD standards and implement effective research-based EL strategies to increase learning. Increases in student achievement, particularly of English learners, is directly affected by the implementation of tools and strategies necessary to support language acquisition and equity of access. This action is principally directed to meet the needs of our English learners.</p> <p>We expect this action to continue to reduce the achievement gap for English learners on state and local ELA and math assessments.</p> <p>ELD Salaries (3.8%)</p>	\$65,000.00	Yes
3.2	Extended Day Support	<p>KC Online's English learners 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.</p> <p>Extended day supplemental opportunities will be provided to increase language acquisition as well as student achievement in core subjects (math, ELA) through extended day intervention and support. The academic support provided for these students will accelerate the acquisition of language through the reinforcement of academic language, speaking and listening activities, and individualized support. This action is principally directed to meet the needs of our English learners.</p> <p>We expect this action to continue to reduce the achievement gap for English learners on state and local ELA and math assessments.</p>	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Supplemental Tools	<p>KCO's English learners 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.</p> <p>This action is to implement a language acquisition software to support English Language Learners in reaching language proficiency. Local data shows that some English learners may respond more readily to instruction delivered through technology. The use of these types of supplemental resources has contributed to the continued academic growth of EL students in our authorizing district. This action is principally directed to meet the needs of our English learners.</p> <p>We expect this action to continue to reduce the achievement gap for English learners on state and local ELA and math assessments as well as improve their overall academic progress in their online courses.</p>	\$2,500.00	Yes
3.4	ELD Teacher	Provide English learners with a full time ELD teacher to provide daily English language development.	\$90,000.00	No

Goal Analysis [2022-23]

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

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

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

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

Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Three supported the progress toward meeting the goal: All English learners will demonstrate progress towards attaining English language proficiency and increase the percentage of attaining proficiency in ELA and Math.

Action 3.1 - Teacher Salaries

Implementation Status: 5 – Full Implementation and Sustainability

- Kings Canyon Online's English Learners continue to need additional academic support. This has been determined by the metric section on state and local English Language Arts and Math assessments. This action benefited all Kings Canyon Online students who are struggling academically, so it will be provided for all Kings Canyon Online students. This action ensured that all teachers at Kings Canyon Online were qualified and expected and able to support all students, especially English Learners with ELD standards and research-based EL strategies to increase learning.

Action 3.2 - Extended Day Support

Implementation Status: 4 - Full Implementation

- Kings Canyon Online's English Learners continue to need additional academic support. This has been determined by the metric section on state and local English Language Arts and Math assessments. Extended day supplemental opportunities were provided to increase not only language acquisition, but also student achievement in the core subjects of English and Math. This supplemental time provided an individualized opportunity for reinforcement and support of academic language acquisition through speaking and listening activities.

Action 3.3 - Supplemental Tools

Implementation Status: 5 – Full Implementation and Sustainability

- Kings Canyon Online's English Learners continue to need additional academic support. This has been determined by the metric section on state and local English Language Arts and Math assessments. This action provided a language acquisition software to support English Language Learners to reach language proficiency.

Overall Successes: Kings Canyon Online continued to provide for an ELD teacher to guide and tailor instruction to provide optimum support for English Learners. The utilization of language acquisition software allowed the ELD teacher to provide this level of individualized instruction for the English Learners. This resulted in students attaining RFEP status during the 2022-2023 school year.

Overall Challenges: Kings Canyon Online continues to work to close the gap in language acquisition and student achievement in the core subjects, particularly English and Math, by searching for extended day supplemental opportunities.

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.

Kings Canyon Online budgeted to spend \$2500 on additional software for language acquisition, but did not need to use these funds. This was due to our connection with our authorizing district, allowing us to use language acquisition software purchased for English Language Learners throughout the district.

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

The LEA used the following rating scale to determine the 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.

Goal 3 has been developed for the purpose of addressing the needs of English Language Learners.

Action(s): Action 3.1, 3.2, and 3.3
Effectiveness of Action(s): Effective

Metric(s): Teacher Salaries, Extended Day Support, and Supplemental Tools.

Analysis Statement: The basic services provided in these actions were effective in supporting the goals outlined in Goal 3. Surveys conducted revealed that 94.5% of the students felt that English Language Learners felt supported by teachers and curriculum, including the language acquisition software. This is also shown by students attaining RFEP. While 92.8% of 9th -12th graders are aware that the teachers are available for them outside of regular school hours/days, Action 3.2 - Extended day support is at an Implementation Status of 4 - Full Implementation, since we are still encouraging students to use this time more regularly.

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.

As a result of reflection on our practice in 22-23 and the number EL students KC Online is currently serving, we have added an additional action. Action 2.4 is to fund a full time ELD teacher to focus on daily ELD instruction for students in grades K-12.

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/career goals.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Cohort Graduation Rate	19/20 -- 90%	2020-2021 All Students: 94% Foster: N/A English Learners: 100% Low Income: 93.1% Special Education: NA Data Source: Data Quest	2021-2022 All Students: 93.2% Foster: NA English Learners: NA Low Income: 94.7% Special Education: NA Data Source: DataQuest		-- Above 90%
Increase the percentage of	19/20 -- 0%	2020-2021 All Students: 0%	2021-2022 All Students: 0%		-- Above 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
graduates completing A-G requirements.		Foster: N/A English Learners: 0% Low Income: 0% Special Education: 0% Data Source: EdData.org	Foster: N/A English Learners: NA Low Income: 0% Special Education: NA Data Source: EdData.org		
CTE Participation Rate	19/20 -- 2%	2021-2022 All Students: 5% Foster: N/A English Learners: 0% Low Income: 3% Data Source: Local Data	2021-2022 All Students: 0% Foster: N/A English Learners: 0% Low Income: 0% Data Source: CALPADS		-- 10% or higher
High School Dropout Rate	19/20 -- 0%	20-21 SY -- 4% (1/22 students) All Students: 3.45% Foster: N/A English Learners: 0% Low Income: 3.45% Data Source: Data Quest	2021-2022 All Students: 0% Foster: N/A English Learners: NA Low Income: 0% Data Source: DataQuest		-- below state average

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	College Readiness-Counseling	KC Online's low-income and foster youth students' graduation rates and state and local academic achievement data are lower than the all-student group, as identified in the metric section.	\$49,981.55	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>This action will provide academic support and guidance for low-income and foster youth students who need additional support in meeting graduation requirements and developing a plan for post high school opportunities. Students with access to a qualified academic counselor will better understand admission requirements for community college, CSU's, and UC schools. In addition, counseling services are imperative to ensuring students are college and career ready.</p> <p>This action is designed to meet the needs and stresses most associated with low-income, English learners, and foster youth. However, because we expect that all students struggling academically will benefit, this action will be provided to all students at KC Online.</p> <p>We expect this action to continue to increase graduation rates for our low-income students and foster youth.</p>		
4.2	College Readiness - College/Career Study Trips	<p>Based on feedback from students and parents through parent conferences, school site council meetings, and the annual parent survey, students of low-income status and foster youth lack the opportunity to visit colleges, museums, and participate in other educational trips outside of school.</p> <p>This action is to provide students with educational study/college trips for college and career exposure. This action will both educate students about post high school opportunities and motivate student to commit to their education in effort to reach their goals. While this action is intended to support our low income and foster youth students, we recognize that it will benefit all students. Therefore, this action will be implemented school wide.</p> <p>With the successful implementation of this action, we expect that our low-income and foster youth students will be better prepared to make</p>	\$10,236.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>decisions about both college and career opportunities that align with their interests and will be more motivated to complete high school.</p>		
4.3	Summer School	<p>KCO local data indicates that an extended school year has helped mitigate summer learning loss, supports in closing achievement gaps, and improves the graduation rate for English learners, low-income, and foster youth students.</p> <p>KCO will provide robust extended learning summer opportunities to strengthen the engagement of low-income, English Learners, and foster youth students. These action will provide students with opportunities for both credit recovery as well as enrichment via online coursework during the summer. 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 will benefit from credit recovery and/or enrichment opportunities, this action is provided on an LEA-wide basis.</p> <p>We expect this action to continue to see increased graduation rates for English learners, low-income, and foster youth on state and local ELA and math assessments.</p>	\$17,929.93	No
4.4	Summer School Curriculum Licensing	<p>Kings Canyon Online local data indicates that an extended school year has helped mitigate summer learning loss, supports in closing achievement gaps, and improves the graduation rate for English learners, low-income, and foster youth students.</p> <p>In order to provide a robust extended learning summer opportunities to strengthen the engagement of low-income, English Learners, and foster youth students, Kings Canyon Online will need to provide for the purchase of summer school curriculum licensing. This licensing will provide students with opportunities for both credit recovery as well as</p>	\$6,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>enrichment via online coursework during the summer. 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 will benefit from credit recovery and/or enrichment opportunities, this action is provided on an LEA-wide basis.</p> <p>We expect this action to continue to see increased graduation rates for English learners, low-income, and foster youth on state and local ELA and math assessments.</p>		
4.5	Extra/Co Curricular Opportunities	<p>Student input and feedback from parents on the annual parent survey show that our low income, foster youth, and EL students who are involved in extra and co-curricular activities have a better connection to school and are more motivated to perform. In addition, data analysis indicates that students who are connected with school have a higher attendance rate.</p> <p>This action is to provide materials, supplies, and services to expand after school clubs for students at KC Online. Students have requested that we expand after school club opportunities to provide opportunities for student to student connection and hands on engagement. While this action was designed to meet the needs of our low-income, foster youth, and EL students, we recognize that increased connection with school will benefit all students.</p> <p>It is our expectation that if we provide our students opportunities to connect with school outside of the core instructional day, student attendance and academic performance will improve.</p>	\$1,500.00	Yes
4.6	Additional In-Person Instructional Support	Local data indicates that low-income, English Learner, and Foster Youth students attending Kings Canyon Online have a lower A-G rate than the overall metric for KCUSD. Kings Canyon Online provides	\$610,039.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>instruction via an internet platform. Families and students have expressed needing a place to be able to come onto campus to receive additional support as well as participate in engagement/enrichment activities.</p> <p>This action is to expand existing facilities to accommodate critical staff that will support students in the completion of their courses, participate in co/extracurricular activities, and to receive socio-emotional support. This additional support center is designed to support low-income students, their parents, in order to create a welcoming and collaborative environment where the identified students can access these additional supports. This action is designed to meet the needs most associated with low-income, English Learner and Foster Youth students. However, because we expect that all students enrolled at Kings Canyon Online will benefit from these additional supports, this action is provided on a school-wide basis.</p> <p>We expect this action to improve student engagement and connectedness with school and ultimately increase A-G completion rates at Kings Canyon Online for our unduplicated students.</p>		

Goal Analysis [2022-23]

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

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

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

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

The actions outlined in Goal Four supported the progress toward meeting the goal: 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/career goals.

Action 4.1 - College Readiness-Counseling

Implementation Status: 5 – Full Implementation and Sustainability

- This action provided academic support and guidance for low-income and foster youth students who need additional support for meeting graduation requirements and assistance in developing a plan for post high school opportunities. This action addressed the fact that Kings Canyon Online's low-income and foster youth graduation rates, in addition to state and local achievement data are lower than the group of all Kings Canyon Online students. This action supported not only low-income and foster youth, but all students who are struggling academically or trying to navigate post high school opportunities.

Action 4.2 - College Readiness - College/Career Study Trips

Implementation Status: 5 – Full Implementation and Sustainability

- Kings Canyon Online provided students with educational study/college trips for college and career exposure. This addressed the feedback in surveys from parents and students in the annual parent survey, student survey, school site council meetings, and parent conferences requesting an opportunity for low-income and foster youth to visit colleges, museums, and participate in educational opportunities outside of the typical school day. We expected that this action would benefit all Kings Canyon Online students, so the action will be implemented school wide.

Action 4.3 - Summer School

Implementation Status: 5 – Full Implementation and Sustainability

- Kings Canyon Online local data results point to an extended school year helping to decrease summer learning loss, provide support in closing achievement gaps, and improve the graduation rate for English learners, low-income, and foster youth students. Kings Canyon Online provided extended learning through summer school for opportunities in credit recovery and enrichment. These opportunities were provided through online coursework. This action targeted the needs of English Learners, low-income, and foster youth. However, because we expected that all students would benefit from credit recovery and enrichment, it was implemented school wide.

Action 4.4 Summer School Curriculum Licensing

Implementation Status: 5 – Full Implementation and Sustainability

- Kings Canyon Online paid for summer school curriculum licensing to support credit recovery and/or enrichment opportunities.

Action 4.5 Extra/Co-Curricular Opportunities

Implementation Status: 4 - Full Implementation

- English Learners, low-income, and foster youth students who are involved in extra co-curricular activities have a better connection to school and show an increased motivation to perform. This has been shown in local data and feedback from parents and students in the annual parent survey, student survey, school site council meetings, and parent conferences. This action is to provide materials, supplies, and services with the aim of expanding after school clubs. This action provided a chance for students to form connections with fellow Kings Canyon Online students and be able to participate in hands on engagement.

Overall Successes: Kings Canyon Online was able to provide an academic counselor that provided support for low-income and foster youth

students, in addition any students who could benefit. This allowed students to finalize post high school opportunities. The 2022-2023 school year provided increased opportunities for students to engage in college and educational study trips. These opportunities have been limited since the pandemic period, so the increase in trips was appreciated. This appreciation was reflected in feedback received from parents and students. Summer school continues to be an opportunity that student utilize to engage in credit recovery or enrichment courses. This is made possible by extending the school year and providing for summer school curriculum licensing. Kings Canyon Online began to explore more opportunities for students to engage with fellow students by holding in-person science labs and enrichment opportunities.

Overall Challenges: Kings Canyon Online needs to continue to find extra/co-curricular activities that are intriguing and available for our student population. Students have expressed in local feedback meetings and surveys that although they appreciate engaging in on-line curriculum, they welcome more opportunities to engage with fellow 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 were no significant material differences between budgeted expenditures and estimated actual expenditures, when reflecting on the two expenditures.

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

The LEA used the following rating scale to determine the 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.

Goal 4 has been developed for the purpose of providing a broad spectrum of educational and co-curricular activities so that they may reach their highest potential and their college/career goals.

Action(s): Action 4.1, 4.2, 4.3, 4.4, and 4.5

Effectiveness of Action(s): Effective

Metric(s): College Readiness - Counseling, College/Career Study Trips, Summer School, Summer School Curriculum Licensing, and Extra/Co-Curricular Opportunities.

Analysis Statement: The basic services provided in these actions were effective in supporting the goals outlined in Goal 4. Surveys conducted revealed that 94.5% students were able to learn, reflect, and decide on post high school opportunities through the efforts of our academic counselor and the multiple opportunities for college and educational study trips. Summer school was able to provide students with

the chance of working toward post high school opportunities. Lastly, extra/co-curricular activities were appreciated by students and parents as expressed in local data and feedback from surveys, school site council meetings, and parent conferences.

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.

Action 4.6 is a new action in 2023-2024. This action is to expand facilities as a result of input and feedback from parents and students. Expanded facilities will allow for space for additional academic and socio-emotional support as well as extra-curriculars activities. This action is utilizing carry over funds from the 22-23SY.

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 a safe and nurturing learning environment that supports their social, emotional, and academic success.

An explanation of why the LEA has developed this goal.

Goal 5 was developed to address state priorities 5 (Pupil Engagement), 6 (School Climate), and 8 (Other Pupil Outcomes). This goal was established with the purpose of ensuring that students are provided with safe and nurturing learning environments to support their social, emotional, and academic success. Due to the effects of the COVID pandemic, the social and emotional wellness of students will be more important than ever.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students suspended will continue to be lower than the state average.	2019-2020 - 0% of student suspended	2020-2021- 0% of students suspended	2021-2022- 0% of students suspended		The percentage of students expelled will continue to be below the state average.
Percentage of expelled students will continue to be lower than the state average.	2019-2020 - 0% of students expelled	2020-2021- 0% of students expelled	2021-2022- 0% of students expelled		The percentage of students expelled will continue to be below the state average.
Student attendance rate will be 95% or higher.	19/20- 95%	2020-2021 - 95%	2021-2022- 100%		The school attendance rate will continue to be at 95% or higher.
Chronic absenteeism rates will be below 20%	19/20 -- 19.4%	2020-2021 All Students: 17.3% Foster: 28.6%	2021-2022 All Students: 0% Foster: NA		The chronic absenteeism rate will be below 10%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
for all students, including significant subgroups.		English Learners: 0% Low Income: 28.6% Ed Data	English Learners: 0% Low Income: 0% Ed Data		
All facilities will meet Williams Act requirements with a "Good" standing on the overall summary of facility conditions evaluations, as reflected on the School Accountability Report Cards (SARC).	19/20 -- 100%	2020-2021 100% of facilities met "good" overall standing.	2021-2022 100% of facilities met "good" overall standing.		The overall summary of facility conditions will continue to have a "good" standing on the annual SARC report.
Percentage of students feeling safe at school will maintain at 95%, as reported on the Student Survey.	19/20-- 97%	2020-2021 97.2% of students feel safe at school.	2021-2022 97.6% of students feel safe at school.		Students feeling safe at school should be maintained at 95% or higher as measured on the annual student survey.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Campus Safety - Custodial Supplies	Provide materials and supplies to ensure a clean, safe environment for students.	\$5,000.00	No
5.2	Positive Climate - Awards/Rewards/Incentives	Low-income students are in need of additional behavioral and academic support in comparison to all students as indicated by our chronic absenteeism (defined by academic progress with independent	\$11,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>study) and our local academic progress data.</p> <p>Positive Behavior Intervention & Support (PBIS) have been shown to be effective in reducing student misbehaviors as well as increasing student connection with school and motivation to success. Positive behavioral support refers to the application of positive behavioral and academic interventions and systems to achieve socially important behavior change. KC Online will continue to implement PBIS strategies to proactively teach our low income students our expectations and to reward and recognize low income students for their progress.</p> <p>Action 2 is to provide students with a positive, proactive approach to student attendance, discipline, and academic achievement. This action includes the following:</p> <ul style="list-style-type: none"> • Awards and Rewards for student achievement • Incentive trips for students meeting their academic goals • Student incentives for attendance, behavior, and academic achievement <p>The additional resources are designed to meet the needs most associated with low-income students. However, because we expect that all students struggling behaviorally and academically will benefit, this action is provided on an school-wide basis.</p> <p>We expect this action to continue to keep suspension rates low and improve both academic performance and attendance. suspension rates for low income students.</p>		

Goal Analysis [2022-23]

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

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

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

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

The actions outlined in Goal Five has been developed to provide ways of providing students with a safe and nurturing learning environment that will support their social, emotional, and academic success.

Action 5.1 - Campus Safety - Custodial Supplies

Implementation Status: 5 – Full Implementation and Sustainability

- This action provided a clean and safe campus for when students are in attendance. Kings Canyon Online provided cleaning supplies and services for classrooms, labs, bathrooms, and outdoor areas.

Action 5.2 - Positive Climate - PBIS

Implementation Status: 5 – Full Implementation and Sustainability

- It is the goal of Kings Canyon Online to provide students with a proactive approach that is not only positive, but addresses the needs and outcomes of an online learning program. This action included addressing attendance, discipline, and academic achievement. Students were presented with awards and rewards through weekly and monthly successes with supervising teachers. Incentive trips were also offered to encourage further academic achievement from our low income students, as well as other students in our LEA who will benefit from a positive climate and recognition system. This system has been in use for several years and continues to show success among not only low income students, but all students associated with Kings Canyon Online.

Overall Successes: Kings Canyon Online continues to work with our authorized district to support a clean and safe environment which allows students the opportunity to attain social, emotional, and academic achievement. Action 5.2 provides for the students of Kings Canyon Online to be recognized in a manner that is unique. An online learning environment can be difficult for staff to rate progress socially, emotionally, and academically. However, the staff at Kings Canyon Online have created a system that not only supports this progress, but allows students to set goals and work toward achieving them.

Overall Challenges: The challenges for the 2022-2023 school year were to provide incentive trips that would encourage each student in the social, emotional, and academic goals set by themselves and the staff. This was due to a post-pandemic climate. Students and parents have now expressed that they are eager for incentive trips to take place, so that Kings Canyon Online students will have multiple chances to participate.

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.

Opportunities for incentive positive climate trips have been hindered due to post pandemic situations. As a result, there was a material difference between budgeted and actual expenditures. Student and parent feedback have provided new suggestions for our low income students to benefit from a positive educational trip that will encourage further social, emotional, and academic success. Kings Canyon Online is looking forward to fully utilizing the budget expenditures in the upcoming 2023-2024 school year.

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

The LEA used the following rating scale to determine the 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.

Goal 5 has been developed to provide students with a safe and nurturing learning environment that supports their social, emotional, and academic success.

Action(s): Action 5.1 and 5.2.

Effectiveness of Action(s): Effective

Metric(s): Campus Safety - Custodial Supplies and Positive Climate - PBIS.

Analysis Statement: The services provided in these actions were effective in supporting the goals outlined in Goal 5. Feedback from educational partners provided statements that demonstrated appreciation for the care and maintenance of the Kings Canyon Online facilities. Surveying students showed that 97.6% felt safe at Kings Canyon Online.

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.

KCO planned to take multiple incentive trips during the 22-23 year. However, planning, implementing, and student participation made this a difficult action to implement. However local feedback from student and parent surveys, school site council, and parent conferences have shown that we should continue to fund incentive trips that celebrate goals made for social, emotional, and academic growth. Therefore, we will continue to fund awards, rewards, and incentive activities in Action 5.2 to support a positive climate.

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.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey Return Rate	19-20 -- 60%	20-21 - 39%	21-22 - 35%		50% or above
More than 10 opportunities will be offered to parents for parental involvement, as defined by a two-way, meaningful communication	19-20 -- 100%	20-21 -- 100% of parents had 10 or more opportunities to get involved at school.	21-22 -- 100% of parents had 10 or more opportunities to get involved at school.		Continue to ensure that we offer at least 10 opportunities for parent involvement.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Parent/Teacher Conferences and Communication	Feedback received from parents of English learners, low-income, and foster youth students through the district-wide parent survey includes requests to provide more frequent opportunities and varying methods of communicating with staff about student progress. Student progress includes online course progress, grades, and attendance. Providing	\$1,111.60	No

Action #	Title	Description	Total Funds	Contributing
		<p>parents with up to date information regarding their child's progress will enable them to support their child's success from home.</p> <p>This action includes materials, supplies, refreshments, and translation for parent conferences, workshops, and other parent meetings.</p> <p>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. We expect this action to continue to reduce the achievement gap for English learners, low-income, and foster youth on state and local ELA and math assessments by supporting the way parents can support their children through improved access to student information.</p>		
6.2	Parent Involvement in Student Recognition/Celebration	<p>Feedback from low-income and EL students, their parents, and staff indicate the celebrating students' academic achievements throughout the year is a motivator for students. Feedback was collected verbally through parent meetings as well as via parent surveys. Students that attend KC Online typically come from challenging educational experiences. Academic recognition celebrates student success and motivates students to continue with their efforts.</p> <p>This action will provide low income and EL students with both recognition and awards (plaques/medals/trophies/incentive trips) for their academic and behavior progress throughout the school year and materials/supplies for parents participating in such events. While this action is designed to meet the needs of our low income and EL students, we expect that this action will benefit all students and therefore be implemented school wide.</p> <p>It is our expectation that providing students with academic recognition each year gets parents involved in celebrating student success and reinforces ongoing academic effort amongst students. The outcome</p>	\$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
		of this action will be improved student performance in online coursework.		
6.3	Parent Advisory and Participation Opportunities	<p>Feedback received from educational partners included requests to continue user-friendly ways to communicate with site leaders in order to support English learners, low-income and foster youth students. KC Online will continue to provide a parent survey written in parent friendly language to allow for greater interaction and quality input on the KC Online program. This survey will be easy to access as it will be available on an online platform. This survey will allow for increased parent engagement 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 • Offering an array of opportunities for families to participate in school planning, leadership and volunteering <p>This action includes the following:</p> <ul style="list-style-type: none"> • Refreshments at parent advisory meetings/school site council • Materials and supplies for the district fair • Parent resources • Student incentives for parent feedback (surveys) <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 a school-wide basis. The survey will continue to provide families, especially families of English learners, low-income and foster youth students an opportunity to provide feedback that is used by site leadership to develop plans and measure progress.</p>	\$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
6.4	Advertisement and Promotion	Provide visual banners and marquee announcements utilizing existing city/community digital marquees to communicate information to our students, parents, and community.	\$5,000.00	No

Goal Analysis [2022-23]

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

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

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

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

The actions outlined in Goal Six supports that all students will have the opportunity to increase academic achievement through the engagement of parents and families.

Action 6.1 - Parent/Teacher Conferences and Communication

Implementation Status: 5 – Full Implementation and Sustainability

- Kings Canyon Online continued to implement parent/teacher/student conferences prior to each student being enrolled. These conferences included the following members of the Kings Canyon Online team: Supervising Teacher, Academic Counselor, Administrative Assistant for Registration, Social Worker, and a Kings Canyon Online Administrator. Parents and students have the opportunity to ask any questions and needed and to meet the different resources available to them while enrolled at Kings Canyon Online. Parents of English Learners, low-income, and foster youth students have requested more ways of connecting with supervising teachers and staying apprised of their students progress. Kings Canyon Online utilized the Parent Square platform that is overseen by our authorizing district, KCUSD. Supervising teachers of Kings Canyon Online also provided regularly updated progress trackers of each student's academic progress. The online curriculum provider also provided a service of emailing each parent weekly progress, so that they remained updated. This action also included materials, supplies, refreshments, and translation services at our parent involvement activities.

Action 6.2 - Parent Involvement in Student Recognition/Celebration

Implementation Status: 5 – Full Implementation and Sustainability

- Feedback from parent and student surveys, school site councils, and parent/teacher communications reflected that Kings Canyon Online students come from other sites with challenging educational experiences. This is seen most in English Learners, low-income, and foster youth, but also includes the general population of students at Kings Canyon Online. KCO student academic successes were celebrated throughout the year for all students, improving parent involvement in non-intimidating school activities.

Action 6.3 - Parent Advisory and Participation Opportunities

Implementation Status: 4 – Full Implementation

- Kings Canyon Online included parents in many opportunities throughout the school year such as parent/teacher conferences, orientation, student progress meetings, school site council and academic awards celebrations.

Action 6.4 - Advertisement and Promotion

Implementation Status: 5 – Full Implementation and Sustainability

Kings Canyon Online provided visual banners and marquee announcements in the local community. This helped to relay information about our program to students, parents, and the community.

Overall Successes - Kings Canyon Online has worked hard this past year to improve not only how we recognize student achievement, but ensure that their parents and families are a part of this recognition. This year saw a continuation of award ceremonies for academic achievement, but also providing Supervising Teachers a chance to recognize students who work hard to improve or overcome difficult situations, while still striving to do their best in their academic subjects. These have proven to be successful by an increase in student work completion and a reduction in attendance issues. Students have enjoyed being given the opportunity to share this academic success with their parents at our academic celebrations. Students are also happy to receive a certificate and be recognized for their achievement.

Overall Challenges - The challenge at Kings Canyon Online is to continue to find ways that welcome and encourage our parents to visit our campuses and be a part of our activities. The goal is to continue to find ways that invite parents to visit and interact with not only the staff, but other parents of Kings Canyon Online as we work together to support our 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.

We did not fully spend the budgeted amount for action 6.3. This was due to searching for viable parent involvement activities for Kings Canyon Online. The use of surveys, school site council, and parent conversations have revealed activities that parents of our online school would like to be involved in for the upcoming school year of 2023-2024. We are searching for more opportunities that allow our parents to be a viable part of the Kings Canyon Online community.

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

The LEA used the following rating scale to determine the 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.

Goal 6 has been developed for the purpose of providing all students will have the opportunity to increase academic achievement through the engagement of parents and families.

Action(s): Action 6.1, 6.2, 6.3, and 6.4.

Effectiveness of Action(s): Effective

Metric(s): Parent/Teacher Conferences and Communication, Parent Involvement in Student Recognition/Celebration, Parent Advisory and Participation Opportunities, and Advertisement and Promotion.

Analysis Statement: The basic services provided in these actions were effective in supporting the goals outlined in Goal 6. Kings Canyon Online has continued to find ways to involve parents in the online curriculum process. At this time 100% of the parents have the opportunity to be involved in 10 or more school events. One was is through parent/teacher conference at enrollment time for every Kings Canyon Online. This conference includes the student, parent, supervising teacher, social worker, academic counselor, and administrator. This ensures that every family is provided with the right training to have a successful start with Kings Canyon Online. It is also an opportunity to introduce parents and students to the variety of resources that are available to help students with their socio-emotional and academic successes. This process has developed into an opportunity to share the success made each semester in a student recognition/celebration. We continue to look for ways to expand parent participation. The current advertisement and promotion services at Kings Canyon Online have helped to introduce our program to the communication and provide further understanding to current students and parents.

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 made to the planned goal, metrics, desired outcomes, or actions for the coming year.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$597611	\$74,138

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
37.04%	29.53%	\$499,912.93	66.56%

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

Required Descriptions

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

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

The contributing "wide" actions in this plan are:

Goal.Action

1.2 - Professional Development

1.5 - Indirect Costs to KCUSD for Program Staffing (Students with Disabilities, Mental Health Support)

1.8 - Additional Administrator Support

2.3- Technology

2.4 - Academic Recognition and Reinforcement

2.5 - Credit Recovery/Intervention

2.6 - Extended Day Support

2.8 - Indirect Costs for Program Staffing (English learner coach and additional support staff)

3.1 - Teacher Salaries

3.2 - Extended Day Support

3.3 - Supplemental Tools

4.2 - College Readiness - College/Career Study Trips

4.3 - Summer School

4.5 - Extra Co Curricular Opportunities

4.6 - Additional In-Person Instructional Support

5.2 - Positive Climate - PBIS

6.1 - Parent/Teacher Conferences and Communication

6.2 - Student Recognition and Celebration

6.3 - Parent Advisory and Participation Opportunities

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

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

Using the calculation tool provided by the state, our LEA has calculated that it will receive \$175,977 in Supplemental and/or Concentration funding and an additional \$31,054 in add-on concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 54.29%. Our LEA has demonstrated that it has exceeded the 54.29% proportionality percentage by planning to expend all the supplemental and/or concertation funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

It is our intent that this approach of justifying how each applicable action is principally directed and effective in the action’s description meets/exceeds requirements for the “principally directed and effective threshold” as well as contributing toward meeting the Minimum Proportionality Percentage (MPP) requirement. These actions/services are most transparently communicated and understood by our educational partners through the approach we use in this plan. Building on the information provided in the prior prompt response above, the limited actions/services below are contributing to increasing or improving services for English learner, foster youth, and/or low-income students by the percentage indicated above as explained in the language of each unique actions.

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.

Kings Canyon Online has a concentration of foster youth, English learners, and low-income students greater than 55%. Additional concentration add-on funding will be utilized to increase the number of staff providing direct services to unduplicated students by implementing additional credit recovery online courses, utilizing online teachers. Because KC Online's additional concentration funding is not sufficient to increase in person staff providing direct services to students, KC Online will provide licensing for use of online teachers for credit recovery and intervention on an individual student basis (course online licenses). This action is outlined in goal 2, action 5.

Determination for how these funds were utilized was based on a comprehensive needs assessment to determine need.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	244:1
Staff-to-student ratio of certificated staff providing direct services to students	NA	30:1

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non personnel
Totals	\$2,803,345.76	\$341,995	0	\$16,238.77	\$3,160,509.46	\$1,488,922.55	\$1,671,586.91

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Credentialed Teachers and Administrator	All	\$800,000.00	\$200,000.00			\$1,000,000.00
1	1.2	Professional Development	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
1	1.3	Professional Development	All				\$1,115.98	\$1,115.98
1	1.4	Basic Operating Expenses	All	\$372,150.00	\$17,784.00		\$1,704.99	\$391,638.99
1	1.5	Indirect Costs- Program Academic Support	English Learners Foster Youth Low Income	\$27,000.00				\$27,000.00
1	1.6	Indirect Costs- Basic Operating Costs	All	\$91,011.00				\$91,011.00
1	1.7	Routine Restricted Maintenance	All	\$50,077.00				\$50,077.00
1	1.8	Additional Administrator Support	English Learners Foster Youth Low Income	\$150,000.00				\$150,000.00
1	1.9	Basic Operating Expenses- Substitutes	All	\$50,000.00				\$50,000.00
2	2.1	Instruction/Curriculum - Online Provider	All	\$200,000.00				\$200,000.00
2	2.2	Additional Materials and Supplies	All	\$10,000.00				\$10,000.00
2	2.3	Technology	English Learners Foster Youth	\$203,152.21			\$10,203.75	\$213,355.96

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
2	2.4	Academic Awards/Recognition	English Learners Foster Youth Low Income	\$12,831.00				\$12,831.00
2	2.5	Credit Recovery/Intervention	English Learners Foster Youth Low Income	\$31,054.00				\$31,054.00
2	2.6	Credit Recovery/Intervention	All				\$3,102.45	\$3,102.45
2	2.7	Library	All Students with Disabilities		\$3,975.00			\$3,975.00
2	2.8	Indirect Costs- Academic Program Support Staff	English Learners Foster Youth Low Income	\$25,550.00				\$25,550.00
2	2.9	Extended Day Support	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
3	3.1	Teacher Salaries	English Learners	\$65,000.00				\$65,000.00
3	3.2	Extended Day Support	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
3	3.3	Supplemental Tools	English Learners Foster Youth Low Income	\$2,500.00				\$2,500.00
3	3.4	ELD Teacher	All		\$90,000.00			\$90,000.00
4	4.1	College Readiness- Counseling	English Learners Foster Youth Low Income	\$49,981.55				\$49,981.55
4	4.2	College Readiness - College/Career Study Trips	All		\$10,236.00			\$10,236.00
4	4.3	Summer School	All		\$17,929.93			\$17,929.93
4	4.4	Summer School Curriculum Licensing	English Learners Foster Youth Low Income	\$6,500.00				\$6,500.00
4	4.5	Extra/Co Curricular Opportunities	English Learners Foster Youth Low Income	\$1,500.00				\$1,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.6		English Learners Foster Youth Low Income					
5	5.1		All					
5	5.2		All					
6	6.1		All					
6	6.2		All					
6	6.3		English Learners Foster Youth Low Income					
6	6.4		All					

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			Yes	LEA-wide	English Learners Foster Youth Low Income			
2			Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3			Yes	LEA-wide	English Learners	All Schools		
3			Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3			Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4			Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4			Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4			Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4			Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4			Yes	LEA-wide	English Learners Foster Youth Low Income			
6		Parent Advisory and Participation Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,812,837.76	\$1,663,419.57

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Credentialed Teachers and Administrator	No	\$800,000.00	744,050.51
1	1.2	Professional Development	No	\$11,115.98	4,012.00
1	1.3	Basic Operating Expenses-Substitutes	No	\$1,000.00	48,422.70
1	1.4	Basic Operating Expenses	No	\$69,027.86	64,589.86
1	1.5	Indirect Costs	Yes	\$1,311.00	1,311.00
1	1.6	Indirect Costs	No	\$91,011.00	37,718.73
1	1.7	Routine Restricted Maintenance	No	\$50,077.00	50,077.00
1	1.8	Additional Administrator Support	Yes	\$150,000.00	150,000.00
1	1.9	Teachers Providing Additional Support	Yes	\$137,500.00	196,800.00
2	2.1	Instruction/Curriculum - Online Provider	No	\$185,000.00	184,256.00

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	2.2	Additional Materials and Supplies	No	\$2,500.00	2,500.00
2	2.3	Technology	Yes	\$30,839.87	9622.07
2	2.4	Academic Recognition and Reinforcement	Yes	\$12,831.00	10,000.00
2	2.5	Credit Recovery/Intervention	Yes	\$38,698.45	20,000.00
2	2.6	Extended Day Support	Yes	\$5,000.00	5,000.00
2	2.7	Library	Yes	\$10,000.00	1,039.70
2	2.8	Indirect Costs	Yes	\$25,550.00	10,000.00
2	2.9	Online Curriculum Licensing	Yes	\$88,521.00	33,000.00
3	3.1	Teacher Salaries	Yes	\$26,904.00	26,904.00
3	3.2	Extended Day Support	Yes	\$5,000.00	5,000.00
3	3.3	Supplemental Tools	Yes	\$2,500.00	0
4	4.1	College Readiness- Counseling	No	\$0.00	0.00

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	4.2	College Readiness - College/Career Study Trips	Yes	\$5,000.00	6790.00
4	4.3	Summer School	Yes	\$37,839.00	37,846.00
4	4.4	Summer School Curriculum Licensing	No	\$6,500.00	6,500.00
4	4.5	Extra/Co Curricular Opportunities	Yes	\$1,500.00	1,000.00
5	5.1	Campus Safety - Custodial Service	No	\$1,500.00	1,500.00
5	5.2	Positive Climate - PBIS	Yes	\$12,000.00	3,500.00
6	6.1	Parent/Teacher Conferences and Communication	Yes	\$611.60	380.00
6	6.2	Student Recognition and Celebration	Yes	\$1,000.00	400.00
6	6.3	Parent Advisory and Participation Opportunities	Yes	\$1,500.00	200.00
6	6.4	Advertisement and Promotion	No	\$1,000.00	1,000.00

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$518,938	\$583,052.00	\$518,792.77	\$64,259.23	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	Indirect Costs	Yes	\$1,311.00	1311.00		
1	1.8	Additional Administrator Support	Yes	\$150,000.00	150,000		
1	1.9	Teachers Providing Additional Support	Yes	\$137,500.00	196800		
2	2.3	Technology	Yes	\$25,000.00	9622.07		
2	2.4	Academic Recognition and Reinforcement	Yes	\$12,831.00	10,000		
2	2.5	Credit Recovery/Intervention	Yes	\$35,596.00	20,000		
2	2.6	Extended Day Support	Yes	\$5,000.00	5,000		
2	2.7	Library	Yes	\$10,000.00	1039.70		
2	2.8	Indirect Costs	Yes	\$25,550.00	10,000		
2	2.9	Online Curriculum Licensing	Yes	\$88,521.00	33,000		
3	3.1	Teacher Salaries	Yes	\$26,904.00	26,904		
3	3.2	Extended Day Support	Yes	\$5,000.00	5,000		

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)
3	3.3	Supplemental Tools	Yes	\$2,500.00	0		
4	4.2	College Readiness - College/Career Study Trips	Yes	\$5,000.00	6790		
4	4.3	Summer School	Yes	\$37,839.00	37,846		
4	4.5	Extra/Co Curricular Opportunities	Yes	\$1,500.00	1000		
5	5.2	Positive Climate - PBIS	Yes	\$10,000.00	3500		
6	6.1	Parent/Teacher Conferences and Communication	Yes	\$500.00	380		
6	6.2	Student Recognition and Celebration	Yes	\$1,000.00	400		
6	6.3	Parent Advisory and Participation Opportunities	Yes	\$1,500.00	200		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,692,980	\$518,938	29.52%	60.17%	\$518,792.77	0.00%	30.64%	\$499,912.93	29.53%

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 (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

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

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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