

LCFF Budget Overview for Parents

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

CDS Code: 10622570000000

School Year: 2024-25

LEA contact information:

Cindy Schreiner

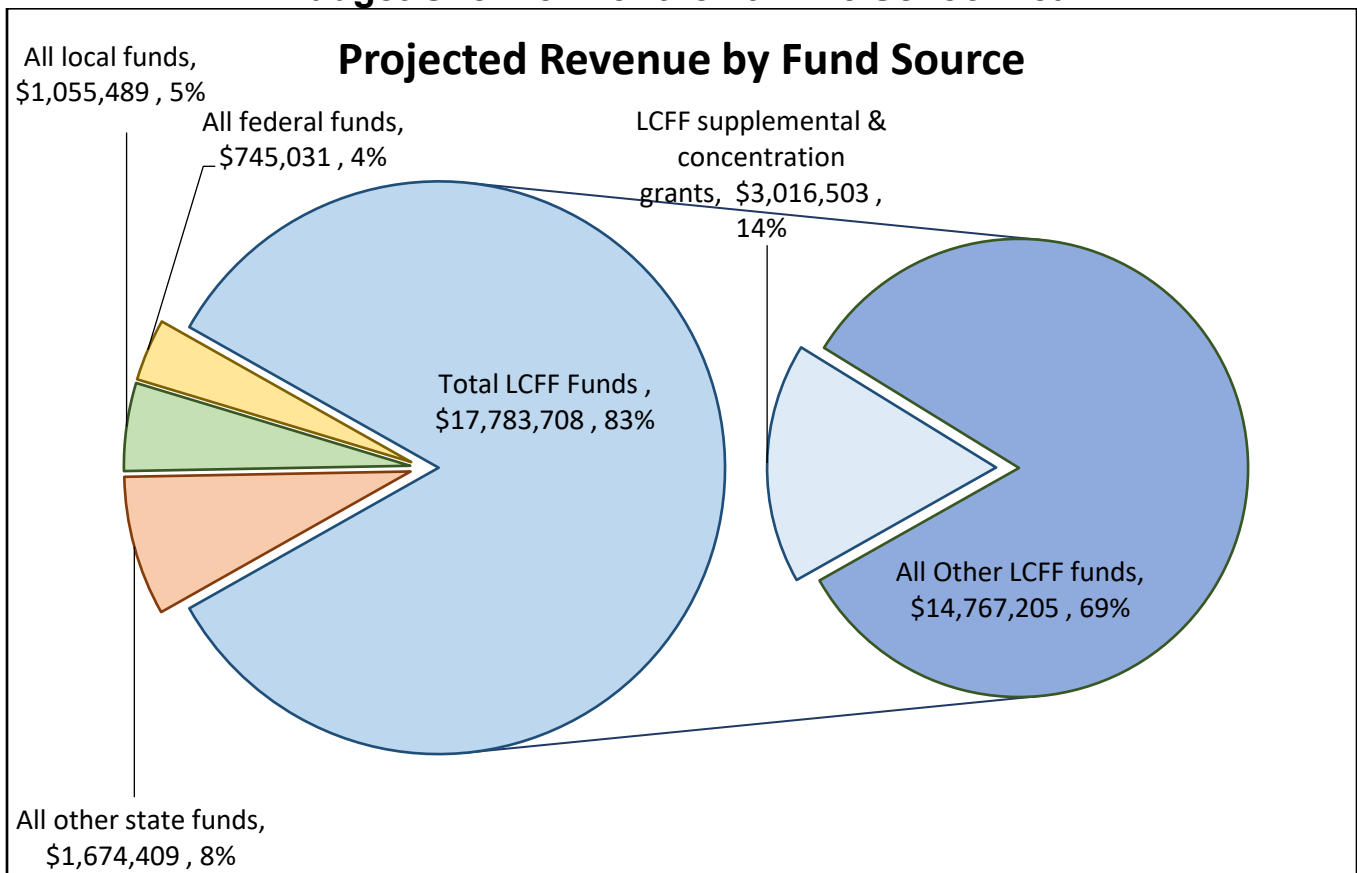
Executive Director of Student Services

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5598977721

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

Budget Overview for the 2024-25 School Year

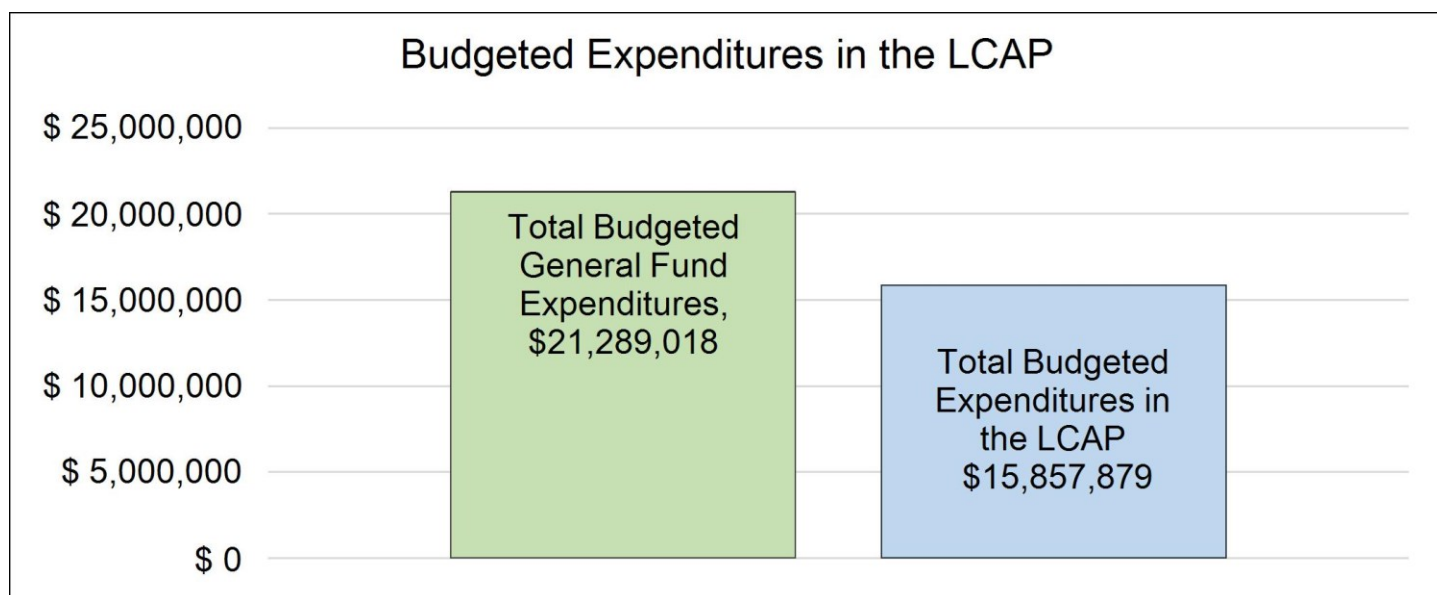


This chart shows the total general purpose revenue Kingsburg Joint Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Kingsburg Joint Union High School District is \$21,258,637, of which \$17,783,708 is Local Control Funding Formula (LCFF), \$1,674,409 is other state funds, \$1,055,489 is local funds, and \$745,031 is federal funds. Of the \$17,783,708 in LCFF Funds, \$3,016,503 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Kingsburg Joint Union High School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Kingsburg Joint Union High School District plans to spend \$21,289,018 for the 2024-25 school year. Of that amount, \$15,857,879 is tied to actions/services in the LCAP and \$5,431,139 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The budgeted expenditures that are not included in the LCAP include:

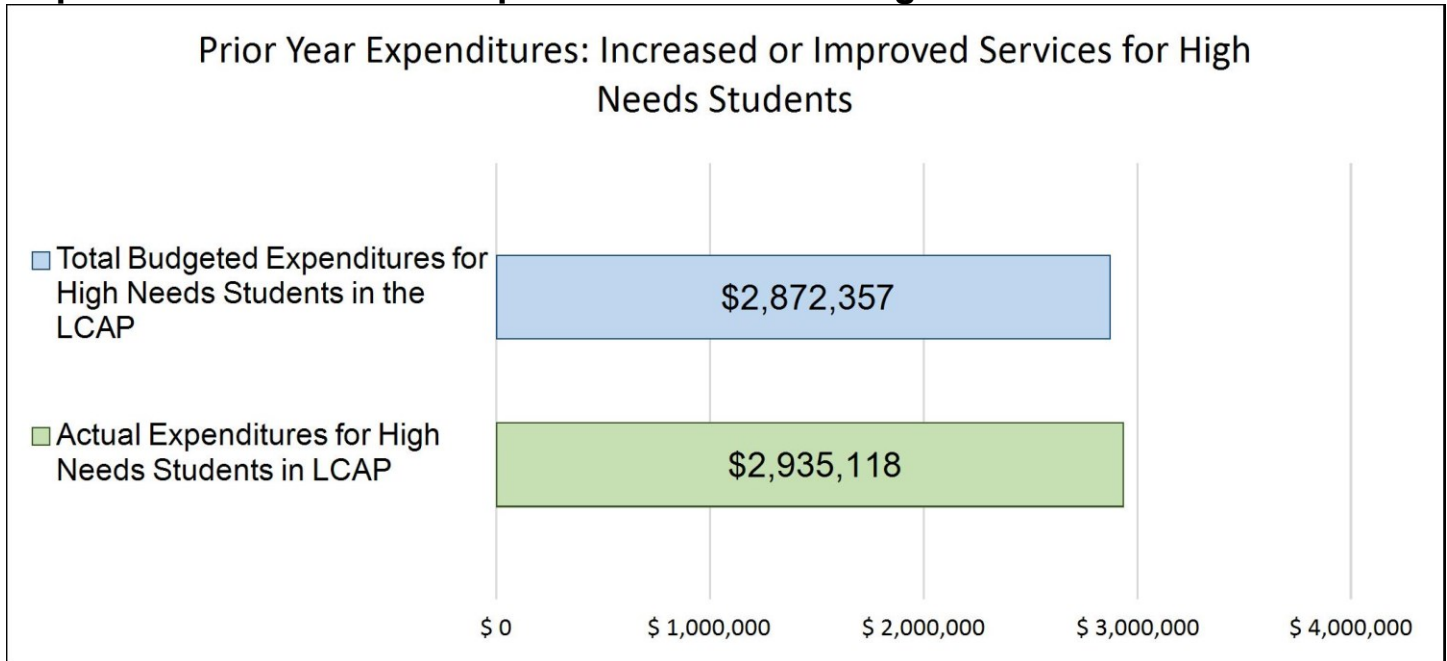
Federal and state one time funds (ESSER III, A-G Grant, Art and Music grant, Educator Effectiveness, the majority of Learning Recovery and other state grants), a strong ending balance to prepare for economic uncertainties, salary/benefits of administration/counselors, office staff, supplies and services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

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

In 2024-25, Kingsburg Joint Union High School District is projecting it will receive \$301,650.3 based on the enrollment of foster youth, English learner, and low-income students. Kingsburg Joint Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Kingsburg Joint Union High School District plans to spend \$304,218.0 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Kingsburg Joint Union High School District's LCAP budgeted \$2872357 for planned actions to increase or improve services for high needs students. Kingsburg Joint Union High School District actually spent \$2935118 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kingsburg Joint Union High School District	Cindy Schreiner Executive Director of Student Services	cschreiner@kingsburghigh.com 5598977721

Goals and Actions

Goal

Goal #	Description
1	Academic Achievement- KJUHSD believes that all students need to be able to leave our district college and career ready. Improving student academic achievement helps demonstrate that our students are ready when they graduate with a diploma. Measurement of academic achievement will be through SBAC assessment data, graduation rate, A-G completion, AP participation and passing rate, English learner reclassification rate, and educational partner feedback.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately assigned and fully credentialed teachers	0 -Misassignments 0- Vacancies Data Year: 2020-21 Data Source: Dashboard Fall 2021	0 -Misassignments 0- Vacancies Data Year: 2021-22 Data Source: Dashboard Fall 2022	1 -Misassignments 0- Vacancies Data Year: 2022-23 Data Source: Dashboard Fall 2023	0 -Misassignments 0- Vacancies Data Year: 2023-24 Data Source: Local Data	0 -Misassignments 0- Vacancies Data Year: 2023-24 Data Source: Dashboard Fall 2024
Access to standards aligned instructional materials	100% Data Year: 2020-21 Data Source: Dashboard Fall 2021	100% Data Year: 2021-22 Data Source: Dashboard Fall 2022	100% Data Year: 2022-23 Data Source: Dashboard Fall 2023	100% Data Year: 2023-23 Data Source: Dashboard Fall 2024	100% Data Year: 2023-24 Data Source: Dashboard Fall 2024
Smarter Balanced ELA	50.1 points above standard Data Year: 2019 Data Source: California Dashboard	Data was not made available by the state.	25 points above standard Data Year: 2022 Data Source: California Dashboard	26 points above standard Data Year: 2023 Data Source: California Dashboard	50 points above standard Data Year: 2022-23 Data Source: Dashboard Fall 2023
Smarter Balanced Math	31.9 points below standard Data Year: 2019 Data Source: California Dashboard	Data was not made available by the state.	70 points below standard Data Year: 2022 Data Source: California Dashboard	62.6 points below standard Data Year: 2023 Data Source: California Dashboard	30 points below standard Data Year: 2022-23 Data Source: Dashboard Fall 2023

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA local benchmarks will be used until Smarter Balanced ELA Results become available	Met or exceeded standards: All 25% Data Year: 2020-21 Data Source: Illuminate	Met or exceeded standards: All: 65% EL: 10% SED: 54% FY: Not published to protect privacy Data Year: 2020-21 Data Source: CAASPP	Met or exceeded standards: All: 61% EL: 0% SED: 56% FY: Not published to protect privacy Data Year: 2021-22 Data Source: CAASPP	Met or exceeded standards: All: 64% EL: 7% SED: 54% FY: Not published to protect privacy Data Year: 2022-23 Data Source: CAASPP	Met or exceeded standards: All: 65% EL: 10% SED: 58% Data Year: 2022-23 Data Source: CAASPP
Math local benchmarks will be used until Smarter Balanced Math Results become available	Met or exceeded standards: All 4% Data Year: 2020-21 Data Source: Illuminate	Met or exceeded standards: All 29% EL: 11% SED: 18% FY: Not published to protect privacy Data Year: 2020-21 Data Source: CAASPP	Met or exceeded standards: All: 27% EL: 11% SED: 19% FY: Not published to protect privacy Data Year: 2021-22 Data Source: CAASPP	Met or exceeded standards: All: 30% EL: 3% SED: 19% FY: Not published to protect privacy Data Year: 2022-23 Data Source: CAASPP	Met or exceeded standards: All: 29% EL: 13% SED: 21% Data Year: 2022-23 Data Source: CAASPP
A-G Completion Rate	40% Data Year: 2019-20 Data Source: DataQuest	All:43.7% EL: 16.7% SED: 29.6% FY: Not published to protect privacy Data Year: 2020-21 Data Source: DataQuest	All:37.5% EL: 14.3% SED: 29.6% FY: Not published to protect privacy Data Year: 2021-22 Data Source: DataQuest	All: 35.7% EL: 0% SED: 27.7% FY: Not published to protect privacy Data Year: 2022-23 Data Source: DataQuest	All: 44% EL: 17% SED: 31% Data Year: 2022-23 Data Source: DataQuest
EAP ELA Note: Local benchmarks will be used until CAASPP	College Ready 4% Data Year: 2020-21 Data Source: Illuminate	College Ready All: 30.7% EL: 0.0% SED: 20.7%	College Ready All: 24.8% EL: 0.0% SED: 18.2%	College Ready All: 28% EL: 0.0% SED: 18.0%	All: 31% college ready EL: 4% SED: 21% Data Year: 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Results become available		FY: Not published to protect privacy Data Year: 2020-21 Data Source: CAASPP	FY: Not published to protect privacy Data Year: 2021-22 Data Source: CAASPP	FY: Not published to protect privacy Data Year: 2022-23 Data Source: CAASPP	Data Source: CAASPP Test Results
EAP Math Note: Local benchmarks will be used until CAASPP Results become available	College Ready 1% Data Year: 2020-21 Data Source: Illuminate	College Ready All: 11.9% EL: 0.0% SED: 4.5% FY: Not published to protect privacy Data Year: 2020-21 Data Source: CAASPP	College Ready All: 12.2% EL: 0.0% SED: 5.9% FY: Not published to protect privacy Data Year: 2021-22 Data Source: CAASPP	College Ready All: 11.8% EL: 0.0% SED: 5.8% FY: Not published to protect privacy Data Year: 2022-23 Data Source: CAASPP	All: 15% college ready EL: 4% SED: 8% Data Year: 2022-23 Data Source: CAASPP Test Results
High School Graduation Rate	93.5% Data Year: 2019-20 Data Source: DataQuest	All: 91.3% EL: 90.0% SED: 88.2% FY: Not published to protect privacy Data Year: 2020-21 Data Source: DataQuest	All: 97.4% EL: 91.7% SED: 95% FY: Not published to protect privacy Data Year: 2021-22 Data Source: DataQuest	All: 96.4% EL: 95.2% SED: 95.7% FY: Not published to protect privacy Data Year: 2022-23 Data Source: DataQuest	All: 97% EL: 96% SED: 95% Data Year: 2022-23 Data Source: DataQuest
AP Passage Rate	54% Data Year: Summer 2020 Data Source: CollegeBoard	All: 49.8% EL: Not published to protect privacy SED: 39.7% FY: Not published to protect privacy SWD: Not published to protect privacy Data Year: Summer 2021	All: 43.7% EL: Not published to protect privacy SED: 68.8% FY: Not published to protect privacy SWD: Not published to protect privacy Data Year: Summer 2022	All: 62% EL: Not published to protect privacy SED: 54.8% FY: Not published to protect privacy SWD: Not published to protect privacy Data Year: Summer 2023	All: 50% EL: 50% SED: 50% SWD: 50% Data Year: Summer 2023 Data Source: CollegeBoard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Source: CollegeBoard	Data Source: CollegeBoard	Data Source: CollegeBoard	
EL students making progress toward English Proficiency	32.3% Data Year: Spring 2019 Data Source: Summative ELPAC	Refer to data below in lieu of no ELPI per suspended 2020 ELPAC Level 4- 16.3% Level 3- 41.9% Level 2- 31.4% Level 1- 10.5% Data Year 2020-21 Data Source: ELPAC	30.3% Data Year: Spring 2022 Data Source: Summative ELPAC	51.1% Data Year: Spring 2023 Data Source: Summative ELPAC	35% Data Year: Spring 2023 Data Source: Summative ELPAC
EL Reclassification Rate	0% Data Year: 2019-20 Data Source: DataQuest	0% Data Year: 2020-21 Data Source: DataQuest	13.9% Data Year: 2021-22 Data Source: DataQuest	13.0% Data Year: 2022-23 Data Source: DataQuest	15% Data Year: 2022-23 Data Source: DataQuest
A-G Completion and CTE Pathway Completion Rate	4.9% students completed a-g and were a CTE completer. Data Year: 2019-20 Data Source: CALPADS EOY 1	Students completed a-g and were a CTE completer. All: 12.1% EL: 0.0% SED: 7.0% FY: Not published to protect privacy Data Year: 2020-21 Data Source: CALPADS EOY 1	Students completed a-g and were a CTE completer. All: 4.3% EL: 0.0% SED: 1.3% FY: Not published to protect privacy Data Year: 2021-22 Data Source: CALPADS EOY 1	Students completed a-g and were a CTE completer. All: 15% EL: 4.8% SED: 10.6% FY: Not published to protect privacy Data Year: 2022-23 Data Source: CALPADS EOY 1	Students completed a-g and were a CTE completer. All: 12% EL: 4% SED: 7% Data Year: 2022-23 Data Source: CALPADS EOY 1

Goal Analysis

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

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

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

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

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

Action 1: Properly credentialed teachers.

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

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

Action 2: Credential teachers for English and math supplemental support

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

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

Action 3: Instructional Aides

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

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

Action 4: School Intervention, with after school transportation

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

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

Action 5: Summer School with Transportation

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

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

Action 6: Alignment of instruction with content standards

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

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

Action 7: Library Media Services

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

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

Action 8: Intervention Class

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

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

Action 9: English Language Development Program

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

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

Action 10: Data Accountability

Implementation Status: Full Implementation. Kingsburg JUHSD has a person who provides data to teachers and departments of the school to support students by monitoring attendance, behavior, and academic progress.

To better support the data accountability person, a new software that is able to input data and produce comparable data was purchased. These reports were easier for teachers to understand.

Action 11: Instructional Aides

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

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

Overall Successes: To ensure this goal is met, Kingsburg JUHSD provided additional intervention, including access to 24/7 online tutoring and 1:1 online tutoring in addition to in person tutoring during lunch and after school. An increase focus on English Learners, through monitoring software and professional development. The district was able to hire more instructional aides to provide support for students in the classroom.

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

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

Action 1: Properly credentialed teachers. There was an increase in funds to this action because there is a districtwide raise.

Action 2: Credential teachers for English and math supplemental support. There was an increase in funds to this action because there is a districtwide raise.

Action 8: Intervention Class. There was a decrease in the amount of expenditures to this action as one of the schools did not need as many intervention classes that was expected. Student needs continued to be met, with fewer resources. This will be adjusted for the 2024-25 LCAP.

Action 9: English Language Development Program. There was an increase in funds to this action because there is a districtwide raise.

Action 10: Data Accountability. There was an increase in funds to this action because a new software was used to better track, disaggregate, and present data to teachers, staff, and educational partners.

Action 11: Instructional Aides. There was a decrease in the amount expenditures because the district had a difficult time keeping aides during the year. When a position was vacant, it was able to be filled, but sometimes the new hire was also at a lower pay due to experience.

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

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

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

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

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

Metrics: Graduation Rate, A-G completion and CTE Completion Rate, Fully Credentialed teachers, access to aligned instructional materials
Kingsburg JUHSD saw an progress in preparing students for college and career using he following measures in 2022-23:

* Graduation rate.

- All Students: 93.5% to 96.4%, increased from baseline year.
- EL: 90.0% to 95.2%, increased from baseline year.
- SED: 88.2% to 95.7%, increased from baseline year.

* A-G completion and CTE Pathway Completion Rate

- All Students: 4.9% to 15%, increased from baseline year.
- EL: 0.0% to 4.8%, increased from baseline year.
- SED: 7.0% to 10.6%, increased from baseline year.

* Appropriately assigned and fully credentialed teachers

- Misassignments: 0
- Vacancies- 0

* Access to standards aligned instructional materials

- 100%

Analysis Statement: The continued focused on properly credentialed teachers, having instructional aides in the classroom and alignment of instruction led to an increase in graduation requirement and students meeting A-G requirements and a CTE Completion completer increase for all students, EL and SED students. Because the actions were effective, as demonstrated by growth in both graduation and A-G/CTE completer, we will continue these actions into the new three-year cycle.

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

Effectiveness of Action(s): 2- Somewhat Effective

Metrics: CAASPP ELA and Math

Kingsburg JUHSD observed some progress in student meeting CAASPP using the following measures in 2022-23:

* CAASPP ELA, distance from standard

- All Students: 50.1 points above standard to 26 points above standard, decrease from baseline.

* CAASPP ELA, % met or exceed

- All Students: 25% to 64%, increase from baseline.
- EL: 10% to 7%, decrease from baseline (baseline year was 2020-21 as data was not included in baseline year).
- SED: 54% to 54%, remained the same from the baseline (baseline year was 2020-21 as data was not included in baseline year).

* CAASPP Math, distance from

- All Students: 31.9 points below standard to 62.6 points below standard, decrease from baseline.

* CAASPP Math, % met or exceed

- All Students: 4% to 30%, increase from baseline.
- EL: 11% to 3%, decrease from baseline (baseline year was 2020-21 as data was not included in baseline year).
- SED: 18% to 19%, increase from baseline (baseline year was 2020-21 as data was not included in baseline year).

Analysis Statement: Student success on CAASPP ELA and Math saw mixed results. In comparing CAASPP regarding distance from, the baseline year was pre-COVID. The students have not reached where they were at that time, but have seen improvements. In comparing CAASPP percent met or exceed, overall there was a large improvement, but that compared two different tests as the baseline was a local assessment and data after was from CAASPP. When comparing CAASPP data, all students showed increase from year 2 to year 3. in both ELA and Math. In the subgroups SED showed little growth in ELA in year 2 and then back to baseline for year 3, showed growth in math. EL students saw increase in ELA from year 2 to 3, but a decrease in Math from year 2 to 3. Providing credentialed teachers for English and math supplemental support and library media services benefited our EL and SED students. Providing these supports for low-income students helped to improve their Math scores and remain at the same level in ELA during this time period. Because the actions were somewhat effective, we will continue these actions into the new three-year cycle.

Actions(s): Action 4: School Intervention, with after school transportation, Action 11: Instructional Aides

Effectiveness of Action(s): 3- Effective

Metrics: Graduation rate

Kingsburg JUHSD saw progress in preparing students for college and career using the following measure in 2022-23:

* Graduation rate.

- All Students: 93.5% to 96.4%, increased from baseline year.
- EL: 90.0% to 95.2%, increased from baseline year.
- SED: 88.2% to 95.7%, increased from baseline year.

Analysis Statement: School intervention was increased through the number of students attending both lunch and after school tutoring. Though there was not an increase in the number of students using transportation, there was an increase in the number of students participating in the 24:7 online tutoring available to students. Graduation rates improved for all students, EL and SED students. Because these actions were effective, as demonstrated by growth in both graduation and A-G/CTE completion, we will continue this action into the new three-year cycle.

Actions(s): Action 5: Summer School with Transportation

Effectiveness of Action(s): 3- Effective

Metrics: Graduation Rate, A-G completion and CTE Pathway Completion Rate, AP Passage Rate, Students meeting A-G requirements

Kingsburg JUHSD saw progress in preparing students for college and career using the following measure in 2022-23:

* Graduation rate.

- All Students: 93.5% to 96.4%, increased from baseline year.

- EL: 90.0% to 95.2%, increased from baseline year.
- SED: 88.2% to 95.7%, increased from baseline year.

* A-G completion and CTE Pathway Completion Rate

- All Students: 4.9% to 15%, increased from baseline year.
- EL: 0.0% to 4.8%, increased from baseline year.
- SED: 7.0% to 10.6%, increased from baseline year.

* AP Passage Rate

- All Students: 54% to 62%, increased from baseline year.
- EL: not published to protect privacy
- SED: 39.7% to 54.8%, increased from baseline year.

* Students meeting A-G requirements

- All Students: 40% to 35.7%, decreased from baseline year.
- EL: 16.7% to 0%, , decreased from baseline year.
- SED: 29.6% to 27.7%, decreased from baseline year.

Analysis Statement: Summer school has impacted the district positively. There has been an increase in the number of students attending, both through in-person and online. Of the metrics, 3 showed improvement in all students, EL and SED subgroups. The only metric that saw a decrease was in meeting A-G requirements. Data shows that the district has seen an increase in the number of students enrolling in community college due to the financial benefit of free tuition and the military, students are dropping out of A-G courses because they are not needed. Because this action was effective, as demonstrated by growth in 3 of the 4 metrics, we will continue this action into the new three-year cycle.

Actions(s): Action 8: Intervention Class

Effectiveness of Action(s): 2- Somewhat Effective

Metrics: CAASPP ELA and Math, Graduation Rate

Kingsburg JUHSD saw progress in preparing students for college and career using the following measure in 2022-23:

* Graduation rate.

- All Students: 93.5% to 96.4%, increased from baseline year.
- EL: 90.0% to 95.2%, increased from baseline year.
- SED: 88.2% to 95.7%, increased from baseline year.

* CAASPP ELA, distance from

- All Students: 50.1 points above standard to 26 points above standard, decrease from baseline.

* CAASPP ELA, % met or exceed

- All Students: 25% to 64%, increase from baseline.

- EL: 10% to 7%, decrease from baseline (baseline year was 2020-21 as data was not included in baseline year).
- SED: 54% to 54%, remained the same from the baseline (baseline year was 2020-21 as data was not included in baseline year).

* CAASPP Math, distance from

- All Students: 31.9 points below standard to 62.6 points below standard, decrease from baseline.

* CAASPP Math, % met or exceed

- All Students: 4% to 30%, increase from baseline.
- EL: 11% to 3%, decrease from baseline (baseline year was 2020-21 as data was not included in baseline year).
- SED: 18% to 19%, increase from baseline (baseline year was 2020-21 as data was not included in baseline year).

Analysis Statement: Intervention class had mixed results, but the metric that educational partners are most concerned about, graduation, improved. Student success on CAASPP ELA and Math saw mixed results. In comparing CAASPP regarding distance from, the baseline year was pre-COVID. The students have not reached where they were at that time, but have seen improvements. In comparing CAASPP percent met or exceed, overall there was a large improvement, but that compared two different tests as the baseline was a local assessment and data after was from CAASPP. When comparing CAASPP data, all students showed increase from year 2 to year 3. in both ELA and Math. In the subgroups SED showed little growth in ELA in year 2 and then back to baseline for year 3, showed growth in math. EL students saw increase in ELA from year 2 to 3, but a decrease in Math from year 2 to 3. Because the actions were somewhat effective and because of feedback from educational partners , we will continue this action into the new three-year cycle.

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

Effectiveness of Action(s): 3- Effective

Metrics: Reclassification Rate, ELPI

Kingsburg JUHSD saw progress in preparing students to be reclassified using he following measure in 2022-23:

* Reclassification: 0% to 13.0%

* EL students making progress toward English Proficiency: 32.3% to 51.1%

Analysis Statement: The district has focused on improving support to English learner through a monitoring system, professional development both in person and online has supported our teachers in preparing our students for success. There has been an increase in both reclassification rate and making progress towards English Proficiency. Because this action was effective, as demonstrated by growth in both reclassification and English Proficiency, we will continue this action into the new three-year cycle.

Actions(s): Action 10: Data Accountability

Effectiveness of Action(s): 2- Somewhat Effective

Metrics: Graduation Rate, A-G rate

Kingsburg JUHSD saw progress in preparing students for college and career using the following measure in 2022-23:

* Graduation rate.

- All Students: 93.5% to 96.4%, increased from baseline year.
- EL: 90.0% to 95.2%, increased from baseline year.
- SED: 88.2% to 95.7%, increased from baseline year.

* A-G completion and CTE Pathway Completion Rate

- All Students: 4.9% to 15%, increased from baseline year.
- EL: 0.0% to 4.8%, increased from baseline year.
- SED: 7.0% to 10.6%, increased from baseline year.

Analysis Statement: Data accountability had mixed results, but the metric that educational partners are most concerned about, graduation, improved. Meeting A-G requirements metric decreased, but the metric of A-G completion and CTE Pathway Completion Rate increased. Data shows that the district has seen an increase in the number of students enrolling in community college due to the financial benefit of free tuition and the military, students are dropping out of A-G courses because they are not needed. Educational partners have stated the increased data being produced has been beneficial to see more specific areas of concern to focus on. Because this action was somewhat effective and educational partner feedback has stated that data analysis is important, we will continue this action into the new school year.

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 Changes

Action 3- Special education, instead of just including instructional aides for special education, all funding related to special education will be included.

Action 9- ELD, added professional development. ELD professional development was previously Goal 4, Action 3

Action 10- Data Accountability, added software.

Additional Actions:

Action 12- Professional Development- this action combines all other actions related to professional development into one action.

Action 13- This action was previously Goal 4, action 5. Was moved to better reflect the metrics it is measuring.

Action 14- This action was previously Goal 4, action 2. Was moved to better reflect the metrics it is measuring.

Adjusted Metrics:

Appropriately assigned and fully credentialed teachers: Local data used as TAMO data not yet released by CDE.

New Metrics:

Broad course of study- moved from Goal 4

Implementation of standards for all students and enable ELs access to CCSS and ELD standards- moved from Goal 4

Implementation of State Academic Standards- moved from Goal 4

CAST % met or exceed

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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	Maintain a positive and safe environment- KJUHSD believes that a positive and safe environment is paramount in providing an environment that promotes learning, high academic achievement and students who will become good citizens. Measurement of a positive and safe environment will be through attendance rate, chronic absenteeism rate, suspension rate, expulsion rate, educational partner feedback.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	94.8% Data Year: 2020-21 Data Source: P-2	92.95% Data Year: 2021-22 Data Source: P-2	93.3% Data Year: 2022-23 Data Source: P-2	93.72% Data Year: 2023-24 Data Source: P-2	95% Data Year: 2023-24 Data Source: P-2
Chronic Absenteeism	9.85% Data Year: 2019-20 Data Source: CALPADS EOY 3	All: 15.5% EL: 21.3% SED: 21.7% FY: Not published to protect privacy Data Year: 2020-21 Data Source: CALPADS EOY 3	All: 18.7% EL: 24.5% SED: 23.4% FY: Not published to protect privacy Data Year: 2021-22 Data Source: CALPADS EOY3	All: 20.4% EL: 24.1% SED: 24.8% FY: Not published to protect privacy Data Year: 2022-23 Data Source: CALPADS EOY3	All: 55% EL: 20% SED: 20% Data Year: 2022-23 Data Source: CALPADS EOY 3
High School Dropout Rate	6.5% Data Year: 2019-20 Data Source: DataQuest	All: 1.7% EL: 0% SED: 2.5% FY: Not published to protect privacy Data Year: 2020-21 Data Source: DataQuest	All: .6% EL: 4.3% SED: .9% FY: Not published to protect privacy Data Year: 2021-22 Data Source: DataQuest	All: 0.6% EL: 0% SED: 0.4% FY: Not published to protect privacy Data Year: 2022-23 Data Source: DataQuest	All: 3% EL: 1% SED: 1% Data Year: 2022-23 Data Source: DataQuest
Suspension Rate	3.3%	All: .6%	All: 4.8%	All: 5.2%	All: Below 4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Year: 2019-20 Data Source: DataQuest	EL: 0% SED: .4% FY: Not published to protect privacy Data Year: 2020-21 Data Source: DataQuest	EL: 6.5% SED: 5.8% FY: Not published to protect privacy Data Year: 2021-22 Data Source: DataQuest	EL: 9.1% SED: 6.1% FY: Not published to protect privacy Data Year: 2022-23 Data Source: DataQuest	EL: Below 4% SED: Below 4% Data Year: 2022-23 Data Source: DataQuest
Expulsion Rate	.24% Data Year: 2019-20 Data Source: DataQuest	All: 0% EL: 0% SED: 0% FY: Not published to protect privacy Data Year: 2020-21 Data Source: DataQuest	All: .4% EL: .9% SED: .6% FY: Not published to protect privacy Data Year: 2021-22 Data Source: DataQuest	All: 0.5% EL: 0% SED: 0.6% FY: Not published to protect privacy Data Year: 2022-23 Data Source: DataQuest	All: Below 1% EL: Below 1% SED: Below 1% Data Year: 2022-23 Data Source: DataQuest
Facilities maintained in good repair	All met good repair Data Year: 2020-21 Data Source: Dashboard Fall 2021	All met good repair Data Year: 2021-22 Data Source: Dashboard Fall 2022	All met good repair Data Year: 2022-23 Data Source: Dashboard Fall 2023	All met good repair Data Year: 2023-24 Data Source: Dashboard Fall 2024	All facilities met good repair Data Year: 2023-24 Data Source: Dashboard Fall 2024
School Climate Survey- % agree or higher for provide a safe environment	Students- 91.5% Parents- 94.7% Data Year: 2020-21 Data Source: Local Survey	Students- 87.5% Parents- 95.8% Teachers- 92.3% Data Year: 2021-22 Data Source: Local Survey	Students- 83.8% Parents- 90.7% Teachers- 89.4% Data Year: 2022-23 Data Source: Local Survey	Students-90% Parents- 91% Teachers/Staff- 95% Data Year: 2023-24 Data Source: Local Survey	Students- 90% Parents- 95% Teachers- 95% Data Year: 2023-24 Data Source: Local Survey
School Climate Survey- % agree or higher for school connectedness	Students- 67.6% Data Year: 2020-21 Data Source: Local Survey	Students- 64.8% Parents- 84% Teachers- 84.7% Data Year: 2021-22 Data Source: Local Survey	Students- 63.8% Parents- 88.4% Teachers- 87.3% Data Year: 2022-23 Data Source: Local Survey	Students- 73% Parents- 87% Teachers- 88% Data Year: 2022-23 Data Source: Local Survey	Students- 68% Parents- 88% Teachers- 88% Data Year: 2023-24 Data Source: Local Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Survey- % agree or higher for provide resources to help students with personal issues	New Metric- Baseline established in Year 1 Outcome.	Students- 76.3% Data Year: 2021-22 Data Source: Local Survey	Students- 77.9% Data Year: 2022-23 Data Source: Local Survey	Students- 85% Data Year: 2022-23 Data Source: Local Survey	Students- 80% Data Year: 2023-24 Data Source: Local Survey

Goal Analysis

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

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

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

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

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

Action 1: Behavior Supports

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

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

Action 2: School Safety.

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

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

Action 3: Mental Health Services.

Implementation Status: Full Implementation. KJUHSD continued to provide mental health counseling/resources for students and families through mental health counselors, All 4 Youth, and online platform to connect to outside resources.
No substantive difference in planned action compared to the actual implementation.

Action 4: Outside Agencies

Implementation Status: Full Implementation and Sustainability. KJUHSD continued to provide outside services for school psychologist, speech, nurse and athletic trainer.
No substantive difference in planned action compared to the actual implementation.

Action 5: School Transportation

Implementation Status: Full Implementation and Sustainability. KJUHSD provides transportation to students not living in the city limits.
No substantive difference in planned action compared to the actual implementation.

Action 6: Maintenance and Facilities

Implementation Status: Full Implementation and Sustainability. KJUHSD maintained all facilities as planned.
No substantive difference in planned action compared to the actual implementation.

Action 7: 9th Grade Mentor Program

Implementation Status: Full Implementation. KJUHSD provided a 9th grade mentor program at KHS. Students had multiple opportunities to get involved in activities outside of the school day and work with their mentors.
No substantive difference in planned action compared to the actual implementation.

Action 8: Attendance Intervention Specialist

Implementation Status: Full implementation. KJUHSD had one full time person and one part time person supporting attendance. The number of home visits increased, in addition to SARB meetings to communicate more frequently with parents about attendance concerns.
No substantive difference in planned action compared to the actual implementation.

Action 9: School Safety Monitor

Implementation Status: Full implementation. KJUHSD has a safety monitor who monitors campus, interacts and builds positive relationships with students, ensures students are in class, respond to alerts from vape detectors, and manages the online hall pass system to ensure students are not out longer than assigned.
No substantive difference in planned action compared to the actual implementation.

Action 10: After School Transportation, Athletics

Implementation Status: Full implementation. KJUHSD continues to provide transportation for both athletics and academics, but only a small number of students are taking advantage of it.
No substantive difference in planned action compared to the actual implementation.

Action 11: Custodial Staff

Implementation Status: Initial implementation. KJUHSd was not able to implement this action as expected. The district was not able to hire a full time custodial person and had two substitutes in that position. This action will have a financial impact on S&C funds, as less funds were used, but the increased service for students continued as after school transportation was not impacted.

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

Overall Challenges: The district struggled to find a full time custodial staff member and had to rely on substitute's to maintain classrooms. Attendance rates continue to be struggle even with the additional staff to support this area. The number of unexcused absences have been decreasing, but the number of excused absences continue to go up.

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

Action 5: School Transportation. There was a decrease in the amount of expenditures to this action as with a predicted lower budget coming in the future, the district tightened the budget for supplies for transportation. All transportation services continued to be provided.

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

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

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

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

Actions(s): Action 1: Behavior Supports, Action 2: School Safety, Action 9: School Safety Monitor

Effectiveness of Action(s): 2- Somewhat Effective

Metrics: Suspension, Feeling Safe survey, SRO Data

KJUHSd saw mixed results in student safety using the following measures in 2022-23 and 2023-24 survey results.

* Suspension

- All Students: 3.3% to 5.2%, increase from baseline
- EL: 0% to 9.1%, increase from baseline
- SED: .4% to 6.1%, increase from baseline

* Safe Environment, from yearly survey

- Students: 91.5% to 90%, decrease from baseline. Increase of 6.2% from last year.
- Parents: 94.7% to 91%, decrease from baseline. Increase of 1% from last year.
- Teachers/Staff: 92.3% to 95%, increase from baseline. Increase of 5.6% from last year.

* School Resources Officer- make you feel safer, first year data.

- Students: 89%
- Parents: 92%
- Teachers/Staff: 90%

Analysis Statement: The district continues to see an increase in suspensions from the baseline year of a shortened year due to COVID. Though there is a decrease in students and parents in feeling a safe environment from the baseline year, both groups saw an increase from last year. Teachers stated the school was safer since the baseline year. One of the requests for the 23-24 LCAP was the addition of a school resource officer (SRO). Results from the current survey show students (89%), parents (92%), teacher/staff (90%) feel they are safer on campus with the SRO. Educational partners stated that the SRO should continue to be on campus. Survey data also revealed that students feel that bullying, fights on campus, and drugs are not as large as issues as the previous year. Educational partner feedback shows that drugs are still a concern on campus and more focus is needed on this. Providing behavior supports, school resource officer and school safety monitor benefited our EL and SED students. Providing these supports for low-income students and English Learners saw an increase in students feel safer on campus, specially a school resource officer on campus as measured by the survey Because of feedback from educational partners and metric data a new action will be developed that will focus on suspensions related to drugs (see prompt 4 for an explanation of the new action).

Actions(s): Action 3: Mental Health Services, Action 4: Outside Agency Services, Action 7: 9th Grade Mentor Program, Action 10: After school transportation, athletics

Effectiveness of Action(s): 3- Effective

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

KJUHS D saw positive progress in students feeling connected to school and resources available to them using the following measures in 2022-23 and 2023-24 survey results.

* School Connectedness

- Students: 67.6% to 73%, increase from baseline. 9% increase from last year.
- Parents: 84% to 87%, increase from baseline. 1% decrease from last year.
- Teachers/Staff: 84.7% to 88%, increase from baseline. .7% increase from last year.

Resources for Students personal issues

- Students: 76.3% to 85%, increase from baseline. 7.1% increase from last year.

* Graduation rate

- All Students: 93.5% to 96.4%, increase from baseline
- EL: 90.0% to 95.2%, increase from baseline

- SED: 88.2% to 95.7%, increase from baseline

Analysis Statement: KJUHS D continues to provide resources to support low income and English Learner students, educational partners, especially students, stated that the increased access to mental health counselors has helped. Link Crew saw an increase of 9% of students strongly agreeing that Link Crew should be kept on campus. There is still work to do to bring the student connectedness to the same level that parents and staff feel it is at. Because this action was effective, as demonstrated by increase in school connectedness, resources for students and graduation rate, we will continue these actions into the new three-year cycle.

Actions(s): Action 5: School Transportation, Action 6: Maintenance and Facilities, Action 11: Custodial Staff

Effectiveness of Action(s): 3- Effective

Metrics: Facilities reports, Campus cleanliness surveys

KJUHS D saw mixed data on the action related to facilities and campus cleanliness using the following measures in 2022-23 and 2023-24 survey results.

* Facilities Report

- Good repair to Good repair, no change

* Campus (classrooms, bathrooms, office)

- Students: 51% to 44%, decrease from baseline
- Teachers/Staff: 89% to 82%, decrease from baseline

* Campus (grounds, parking lots, athletic fields)

- Students: 82% to 80%, decrease from baseline
- Teachers/Staff: 95% to 96%, increase from baseline

Analysis Statement: KJUHS D works hard to maintain the campus. There has been a decrease reported by educational partners in the cleanliness of the campus, but when actually specific comments are made in the surveys, the main area are the restrooms. Though educational partner feedback showed a decrease in cleanliness, the annual facility report stated all facilities were in good repair. Not being able to hire a full time custodial staff has made it difficult for consistency for staff, but the substitutes do help provided needed cleaning after school which allowed afterschool transportation to be provided for our low income and foster students. The district will continue to recruit and hire a qualified full time custodial staff, though concentrated funds will not be used to fund the custodial position. This money will be targeted for an intervention specialist. Because this action was somewhat effective, as demonstrated by facilities report and educational partner feedback on future construction to support the restrooms, we will continue with these actions into the new three-year cycle.

Actions(s): Action 8: Attendance Intervention Specialist

Effectiveness of Action(s): 3- Effective

Metrics: Chronic Absenteeism, Overall Attendance Rate

KJUHS D saw mixed data on the actions related to attendance using the following measures in 2022-23 and attendance rates from 2023-24 P2.

* Chronic Absenteeism

- All: 9.85% to 20.4%, increase from baseline.
- EL: 21.3% to 24.1%, increase from baseline. Was a small decrease from last year.
- SED: 21.7% to 24.8%, increase from baseline.

* Overall Attendance

- 94.8% to 93.72%, decrease from baseline. Since the baseline, there was a drop to 92.5% and there has been an increase each year since.

Analysis Statement: KJUHSD like many other districts in the state are continuing to struggle with chronic absenteeism. Metric data does not show improvement from the baseline, but overall attendance has increased yearly since year 1 numbers dropped in attendance. Educational partner feedback state that the district needs to continue and increased support for chronic absenteeism is necessary. Because of feedback from educational partners and metric data a new action will be developed that will focus on attendance, Goal 5, Action 4 and increase in FTE for Goal 2 Action 8 (see prompt 4 for an explanation of the new action).

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 Changes

Action 4- Outside agencies being moved to Goal 1, Action 3. Action 4 will then be removed.

Action 8- Increase from 1.5 FTE to 2 FTE with a focus on attendance.

Action 11- Was focused on custodial staff, but will now be a intervention specialist.

Metric Changes:

School Climate Survey- % agree or higher for provide a safe environment- staff was added to teacher/staff in the Year 3 outcome.

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	College and Career Exploration- KJUHSD believes that all students should have the opportunity to explore both college and career options in order to be ready when they leave high school. Through the college and career center, career technical education (CTE) classes, AVID program, and Advanced placement classes students will be provided with multiple options to explore and prepare for the transition to post-secondary schooling/training. In addition the district will provide parent nights on supporting student success during high school and preparing for post-secondary. Measurement of this goal will be through % of CTE completers, number of dual enrolled classes, number of students earning dual enrollment credits, percent of students attending college or trade school and educational partner feedback.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of graduating seniors enrolled in trade school, community college, or 4-year college	86% Data Year: 2019-20 Data Source: Local Data	77% Data Year: 2020-21 Data Source: Local Data	85% Data Year: 2021-22 Data Source: Local Data	74% Data Year: 2022-23 Data Source: Local Data	88% Data Year: 2022-23 Data Source: Local Data
% of CTE Pathway Completers	31.9% Data Year: 2019-20 Data Source: CALPADS EOY 1, 3.15	34.98% Data Year: 2020-21 Data Source: CALPADS EOY 1, 3.15	30.8% Data Year: 2021-22 Data Source: CALPADS EOY 1, 3.20	31.6% Data Year: 2022-23 Data Source: CALPADS EOY 1, 3.20	37% Data Year: 2022-23 Data Source: CALPADS EOY 1, 3.20
Number of Dual Enrolled Courses	13 courses Data Year: 2019-20 Data Source: CALPADS EOY 1, 3.10	13 courses Data Year: 2020-21 Data Source: CALPADS EOY 1, 3.10	12 courses Data Year: 2021-22 Data Source: CALPADS EOY 1, 3.10	13 courses Data Year: 2022-23 Data Source: CALPADS EOY 1, 3.10	13 courses Data Year: 2022-23 Data Source: CALPADS EOY 1, 3.10
Number of students earning dual enrollment credits	172 students Data Year 2019-20 Data Source: CALPADS EOY, 3.11	162 students Data Year 2020-21 Data Source: CALPADS EOY, 3.11	149 students Data Year 2021-22 Data Source: Local Data	178 students Data Year 2022-23 Data Source: Local Data	175 students Data Year 2022-23 Data Source: Local Data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Engagement- % agree or higher for communication	94% Data Year: 2020-21 Data Source: Local Data	88.5% Data Year: 2021-22 Data Source: Local Data	90.7% Data Year: 2022-23 Data Source: Local Data	88% Data Year: 2023-24 Data Source: Local Data	93% Data Year: 2023-24 Data Source: Local Data
Parent Engagement- Priority 3, LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	3.23 Data Year: 2020-21 Data Source: Local Data	3.66 Data Year: 2021-22 Data Source: Local Data	2.94 Data Year: 2022-23 Data Source: Local Data	3.21 Data Year: 2023-24 Data Source: Local Data	3.50 Data Year: 2023-24 Data Source: Local Data
Parent Engagement- # of parent/community survey responses on the direction of the LCAP	151 Data Year: 2020-21 Data Source: Local Data	96 Data Year: 2021-22 Data Source: Local Data	86 Data Year: 2022-23 Data Source: Local Data	110 Data Year: 2023-24 Data Source: Local Data	100 Data Year: 2023-24 Data Source: Local Data

Goal Analysis

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

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

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

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

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

Action 1: Parent and Student Participation

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

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

Action 2: Technology-targeted

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

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

Action 3: Career Technical Education

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

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

Action 4: Advanced Placement Courses

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

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

Action 5: College and Career Center

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

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

Action 6: AVID

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

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

Action 7: Technology

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

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

Overall Success: KJUHS D has maintained a focus on ensuring students are college and career ready. As encouraged by educational partners, the need for more CTE courses is something the district is trying to improve. The district was able to add a new CTE class that was available for all students at all schools. Technology continues to be a focus on ensuring students have access at home through the use of district provided hotspots. The district had an exceptional year for students related to AP passing rate and number of tests, both were huge improvements from previous years.

Overall Challenges: KJUHS D is seeing a drop in the number of students attending college or trade school after graduating. There has been an increase in the number of students enlisting in the military and wanting to directly join the workforce. With the increase of students entering the workforce, a focus needs to continue on having CTE pathways available to students to earn the necessary certificates to be successful in the workforce.

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

Action 1: Parent and Student Participation. There was an increase in the amount of expenditures to this actions as the district translation cost was more than anticipated and additional documents were translated to better communicate with parents and educational partners.

Action 2: Action 2: Technology-targeted. There was an increase in the amount of expenditures to this actions because there was a districtwide raise.

Action 4: Advanced Placement Courses. There was a decrease in the amount of expenditures to this action as the district did not have any teacher attend professional development during the summer. AP courses continued to be provided, materials and supplies were provided for AP testing, and the district continued to cover the costs of AP tests for those who qualified.

Action 7: Technology. There was a decrease in the amount of expenditures to this action as with a predicted lower budget coming in the future, the district tightened the budget for materials and supplies. All services continued to be provided.

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

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

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

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

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

Effectiveness of Action(s): 3- Effective

Metrics: School Connectedness, Support for families, Parent communication

KJUHSD saw mixed results related to parent and student participation using the following measures in 2023-24 survey results.

* School Connectedness

- Students: 67.6% to 73%, increase from baseline. 9% increase from last year.
- Parents: 84% to 87%, increase from baseline. 1% decrease from last year.
- Teachers/Staff: 84.7% to 88%, increase from baseline. .7% increase from last year.

* Support for Families

- Parents: 3.23 to 3.21, slight decrease from baseline. 0.27 increase from last year.

* Parent Communication

- Parents: 91% to 88%, decrease from last year.

Analysis Statement: The district has seen an increase in students feeling connected based on both students, parents and teacher/staff feedback from the baseline year. Parents also reported that support for families has remain consistent since the baseline year, but did see a slight increase from last year. From educational partner meetings, it is reported that there is an increase in the number of ways the school communicates with parents and this is appreciated. Because this action was effective, as demonstrated by increase in school connectedness, we will continue these actions into the new three-year cycle.

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

Effectiveness of Action(s): 3- Effective

Metrics: CAASPP ELA and Math, Graduation Rate

KJUHSD overall positive increases in both academics and graduation rates using the following measures in 2022-23.

* CAASPP ELA, distance from

- All Students: 50.1 points above standard to 26 points above standard, decrease from baseline.

* CAASPP ELA, % met or exceed

- All Students: 25% to 64%, increase from baseline.
- EL: 10% to 7%, decrease from baseline (baseline year was 2020-21 as data was not included in baseline year).
- SED: 54% to 54%, remained the same from the baseline (baseline year was 2020-21 as data was not included in baseline year).

* CAASPP Math, distance from

- All Students: 31.9 points below standard to 62.6 points below standard, decrease from baseline.

* CAASPP Math, % met or exceed

- All Students: 4% to 30%, increase from baseline.
- EL: 11% to 3%, decrease from baseline (baseline year was 2020-21 as data was not included in baseline year).
- SED: 18% to 19%, increase from baseline (baseline year was 2020-21 as data was not included in baseline year).

* Graduation rate

- All Students: 93.5% to 96.4%, increase from baseline
- EL: 90.0% to 95.2%, increase from baseline
- SED: 88.2% to 95.7%, increase from baseline

Analysis Statement: The district saw overall growth in CAASPP ELA and Math for all students, SED in math, and graduation rate, but saw level or decline in results relate to standard from distance in ELA and Math for all students, a decline in EL scores for both ELA and math and level for SED in ELA. The offering of hotspots for students in need has also opened up additional 24/7 tutoring services to students. Because this action was overall effective, as demonstrated by increase in CAASPP scores and graduation rate, we will continue these actions into the new three-year cycle.

Actions(s): Action 3: Career Technical Education

Effectiveness of Action(s): 2- Somewhat Effective

Metrics: CTE Pathway Completers, Dual Enrolled Credits

KJUHS D saw mixed results related to CTE pathway completers and students earning dual enrollment credits using the following measures in 2022-23.

* CTE Pathway Completers

- 31.9% to 31.6%, a small decline from baseline. 0.8% increase from last year.

* Students Earning Dual Enrollment Credits

- 172 to 178, increase from baseline. 29 student increase from last year.

Analysis Statement: The district did not see an increase in the number of CTE completers from the baseline year, but through examination of data, it was found that coding was not correct for last school year and not all students were reported correctly. Educational partners state that offering more CTE classes, in addition to dual enrolled classes, is important for student success in post secondary. Because this action was somewhat effective, as demonstrated by increase in students earning dual enrollment credits, we will continue these actions into the new three-year cycle.

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

Effectiveness of Action(s): 3- Effective

Metrics: AP Passing Rate, AP Participation Rate, A-G completion, Graduation Rate, EAP ELA and Math

KJUHS D saw mixed results related to students being prepared for college using the following measures in 2022-23.

* AP Passage Rate

- All Students: 54% to 62%, increase from baseline

- EL: not published to protect privacy
- SED: 39.7% to 54.8%, increase from baseline

* AP Participation Rate

- All Students: an increase of 54 students from last year
- EL: not published to protect privacy
- SED: an increase of 15 students from last year.

* Students meeting A-G requirements

- All Students: 40% to 35.7%, decrease from baseline
- EL: 16.7% to 0%, decrease from baseline
- SED: 29.6% to 27.7%, decrease from baseline

* Graduation rate

- All Students: 93.5% to 96.4%, increase from baseline
- EL: 90.0% to 95.2%, increase from baseline
- SED: 88.2% to 95.7%, increase from baseline

CAASPP ELA, EAP

- All Students: 4% to 28%, increase from baseline.
- EL: 0% to 0%, no change from baseline (baseline year was 2020-21 as data was not included in baseline year).
- SED: 20.7% to 18%, decrease from the baseline (baseline year was 2020-21 as data was not included in baseline year).

CAASPP Math, EAP

- All Students: 1% to 11.8%, increase from baseline.
- EL: 0% to 0%, no change from baseline (baseline year was 2020-21 as data was not included in baseline year).
- SED: 4.5% to 5.8%, increase from baseline (baseline year was 2020-21 as data was not included in baseline year).

Analysis Statement: The district saw mixed results in metrics. AP passing rate and participation for Low-income students, graduation rates for Low-income and English Learner students and overall EAP scores increased. The number of students participating in AP has increased, though comparing AP numbers in broad course of students appears to show a decline, this is because broad course of study changed from duplicated to unduplicated. The number of students meeting A-G requirements has been declining, but data shows that the district has seen an increase in the number of students enrolling in community college due to the financial benefit of free tuition and the military, students are dropping out of A-G courses because they are not needed. Educational partner feedback has discussed the drop in A-G and understand the issue, but would like to continue to focus on ensuring students are A-G ready. Providing AP classes, College and Career Center teacher, and AVID benefited our EL and SED students. Providing these supports for low-income students helped to improve AP passing rate and participation. English learners and Low-income students both saw an increase in graduation rate. Because this action was effective, as demonstrated by increase in AP, graduation rates and EAP scores, in addition to educational partner feedback, we will continue these actions into the new three-year cycle.

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

Action Changes
What was previously Action 4- Professional development for AP was moved to Goal 1 Action 12 as it more appropriately applies to the academic nature of that goal.

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	Provide professional development and collaboration time that builds student achievement- KJUHSD recognizes the importance of providing professional development to teachers and staff to help meet the needs of our students. Through professional development training on campus and off, in addition to collaboration release time, teachers and staff will be better prepared to engage students and improve students achievement and graduation success. Measure of this data will be through educational partner feedback on the local priorities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Broad course of study	<p>Students enrolled in advanced placement courses: All= 277 (duplicated) EL= 6 (duplicated) Low-income = 82 (unduplicated)</p> <p>Students enrolled in CTE courses: All= 943 (duplicated) EL= 58 (duplicated) Low-income= 334 (unduplicated)</p> <p>Students enrolled in VAPA courses: All= 454 (duplicated) EL= 28 (duplicated) Low-income= 243 (unduplicated)</p> <p>Total Enrollment= 1191</p>	<p>Students enrolled in advanced placement courses: All= 250 (duplicated) EL= 3 (duplicated) Low-income = 153 (unduplicated)</p> <p>Students enrolled in CTE courses: All= 927 (duplicated) EL= 77 (duplicated) Low-income= 389 (unduplicated)</p> <p>Students enrolled in VAPA courses: All= 565 (duplicated) EL= 39 (duplicated) Low-income= 319 (unduplicated)</p> <p>Total Enrollment= 1219</p>	<p>Students enrolled in advanced placement courses: All= 241 (duplicated) EL= 1 (duplicated) Low-income = 97 (duplicated)</p> <p>Students enrolled in CTE courses: All= 891 (duplicated) EL= 66 (duplicated) Low-income= 547 (duplicated)</p> <p>Students enrolled in VAPA courses: All= 518 (duplicated) EL= 32 (duplicated) Low-income= 330 (duplicated)</p> <p>Total Enrollment= 1095</p>	<p>Students enrolled in advanced placement courses: All= 188 (unduplicated) EL= 2 (unduplicated) Low-income = 84 (unduplicated)</p> <p>Students enrolled in CTE courses: All= 656 (unduplicated) EL= 43 (unduplicated) Low-income= 396 (unduplicated)</p> <p>Students enrolled in VAPA courses: All= 458 (unduplicated) EL= 30 (unduplicated) Low-income= 286 (unduplicated)</p>	<p>Students enrolled in advanced placement courses: All= 260 (duplicated) EL= 4 (duplicated) Low-income = 100 (duplicated)</p> <p>Students enrolled in CTE courses: All= 950 (duplicated) EL= 75 (duplicated) Low-income= 550 (duplicated)</p> <p>Students enrolled in VAPA courses: All= 500 (duplicated) EL= 40 (duplicated) Low-income= 300 (duplicated)</p> <p>Data Year: 2023-24</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Year: 2020-21 Data Source: CALPADS Fall 2	Data Year: 2021-22 Data Source: CALPADS Fall 2	Data Year: 2022-23 Data Source: CALPADS Fall 2	Total Enrollment= 1110 Data Year: 2023-24 Data Source: CALPADS Fall 2	Data Source: CALPADS Fall 2
Implementation of standards for all students and enable ELs access to CCSS and ELD standards.	CCSS- Initial Implementation, 3.6 ELD- Initial Implementation, 3.11 Data Year: 2020-21 Data Source: Local Data- Priority 2 Self Reflection Tool	CCSS- Full Implementation, 4.1 ELD- Initial Implementation, 3.92 Data Year: 2021-22 Data Source: Local Data- Priority 2 Self Reflection Tool	CCSS- Initial Implementation, 3.85 ELD- Initial Implementation, 3.2 Data Year: 2022-23 Data Source: Local Data- Priority 2 Self Reflection Tool	CCSS- Full Implementation, 4.1 ELD- Full Implementation, 4.0 Data Year: 2023-24 Data Source: Local Data- Priority 2 Self Reflection Tool	CCSS- Full Implementation, 4.0 ELD- Full Implementation, 4.0 Data Year: 2023-24 Data Source: Local Data- Priority 2 Self Reflection Tool
Implementation of State Academic Standards:	Professional Learning as a group- Full Implementation, 4.25 Professional Learning needs of individuals- Full Implementation, 4.09 Providing support for teachers on standards not met- Full Implementation, 4.09 Data Year: 2020-21 Data Source: Local Data- Priority 2 Self Reflection Tool	Professional Learning as a group- Initial Implementation, 3.89 Professional Learning needs of individuals- Initial Implementation, 3.78 Providing support for teachers on standards not met- Initial Implementation, 3.72 Data Year: 2021-22 Data Source: Local Data- Priority 2 Self Reflection Tool	Professional Learning as a group- Full Implementation, 4.24 Professional Learning needs of individuals- Full Implementation, 4.12 Providing support for teachers on standards not met- Full Implementation, 4.0 Data Year: 2022-23 Data Source: Local Data- Priority 2 Self Reflection Tool	Professional Learning as a group- Full Implementation, 4.17 Professional Learning needs of individuals- Initial Implementation, 4.83 Providing support for teachers on standards not met- Initial Implementation, 3.83 Data Year: 2023-24 Data Source: Local Data- Priority 2 Self Reflection Tool	Professional Learning as a group- Full Implementation, 4.3 Professional Learning needs of individuals- Full Implementation, 4.3 Providing support for teachers on standards not met- Full Implementation, 4.3 Data Year: 2023-24 Data Source: Local Data- Priority 2 Self Reflection Tool

Goal Analysis

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

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

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

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

The actions outlined in Goal Four supported the progress toward meeting the goal of providing professional development to improve student achievement.

Action 1: Professional Development

Implementation Status: Full Implementation. KJUHSd provided multiple opportunities for teachers to receive professional development.

Teachers had options to attend buyback days for PD prior to school, onsite professional development for Reading Apprenticeship, Monday department collaboration time, work days to build curriculum and assessments, and attend off campus professional development during the school year.

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

Action 2: Data Management Systems

Implementation Status: Full Implementation. KJUHSd continued to provide teachers with data management systems that can help analyze student data so reteaching could occur.

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

Action 3: Professional Development for ELD

Implementation Status: Full Implementation. KJUHSd provided both online professional development for teachers to receive specific strategies for their students and collaboration time with staff through Reading Apprenticeship including ELD strategies.

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

Action 4: Professional Development for AVID. KJUHSd sent 4 teachers to AVID Summer Institute in addition to trainings during the school year to build on instructional strategies to support student achievement.

Implementation Status: Full Implementation. KJUHSd continued

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

Action 5: Mentor support for new teachers

Implementation Status: Full Implementation. KJUHSd had 2 teachers who were in the induction program to earn their clear credential and worked with their mentor coach during the year. One intern coach received additional support to support her development as an educator and improve student achievement.

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

Overall Successes: KJUHS D continues to support new teachers on campus in both clearing their credential, but in providing a coach on campus to ensure student success. Professional development was targeted towards Reading Apprenticeship and after the initial two day training, there were multiple follow-up trainings to support continued learning and focus for the year.

Overall Challenges: With all of the required trainings mandated by the state, teachers and staff are feeling fatigued by the large amount of training and professional development that they are required to attend. The district will need to continue to find the balance for teachers and staff to ensure they have what is required and what they feel is needed to help students meet the district goals.

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

There were no material differences between budgeted and actual expenditures for the actions in this goal.

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

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

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

The actions outlined in Goal Four supported the progress toward meeting the goal of providing professional development to improve student achievement.

Actions(s): Action 1: Professional Development, Action 2- Data Management System, Action 4- Professional Development to AVID, Action 5- Mentor support for new teachers

Effectiveness of Action(s): 2- Somewhat Effective

Metrics: CAASPP ELA and Math, Graduation Rate, Meeting A-G

KJUHS D saw mixed results related to professional development to improve student achievement using the following measures in 2022-23:

* CAASPP ELA, distance from

- All Students: 50.1 points above standard to 26 points above standard, decrease from baseline.

* CAASPP ELA, % met or exceed

- All Students: 25% to 64%, increase from baseline.
- EL: 10% to 7%, decrease from baseline (baseline year was 2020-21 as data was not included in baseline year).

- SED: 54% to 54%, remained the same from the baseline (baseline year was 2020-21 as data was not included in baseline year).

* CAASPP Math, distance from

- All Students: 31.9 points below standard to 62.6 points below standard, decrease from baseline.

* CAASPP Math, % met or exceed

- All Students: 4% to 30%, increase from baseline.
- EL: 11% to 3%, decrease from baseline (baseline year was 2020-21 as data was not included in baseline year).
- SED: 18% to 19%, increase from baseline (baseline year was 2020-21 as data was not included in baseline year).

* Graduation rate

- All Students: 93.5% to 96.4%, increase in graduation rate
- EL: 90.0% to 95.2%, increase in graduation rate
- SED: 88.2% to 95.7%, increase in graduation rate

* Students meeting A-G requirements

- All Students: 40% to 35.7%, decrease from baseline.
- EL: 16.7% to 0%, decrease from baseline.
- SED: 29.6% to 27.7%, decrease from baseline.

Analysis Statement: The districts focus on professional development, data management system, AVID and supporting new teachers saw mixed results. Graduation rate saw an increase from the baseline year, which is a metric that is most important to our educational partners. In comparing CAASPP regarding distance from, the baseline year was pre-COVID. The students have not reached where they were at that time, but have seen improvements. In comparing CAASPP percent met or exceed, overall there was a large improvement, but that compared two different tests as the baseline was a local assessment and data after was from CAASPP. When comparing CAASPP data, all students showed increase from year 2 to year 3. in both ELA and Math. In the subgroups SED showed little growth in ELA in year 2 and then back to baseline for year 3, showed growth in math. EL students saw increase in ELA from year 2 to 3, but a decrease in Math from year 2 to 3. Meeting A-G requirements saw a decrease, but as mentioned previously, this can be contributed to an increase in students enlisting in the military and more wanting to attend community college because it is free. Because the actions were somewhat effective, we will continue these actions into the new three-year cycle.

Actions(s): Action 3- Professional Development for ELD

Effectiveness of Action(s): 3- Effective

Metrics: Reclassification Rate

Kingsburg JUHSD saw progress in preparing students to be reclassified using the following measures in 2022-23:

* Reclassification: 0% to 13.0%, increase from baseline.

* EL students making progress toward English Proficiency: 32.3% to 51.1%, increase from baseline.

Analysis Statement: The district has focused on improving support to English learner through a monitoring system, professional development both in person and online has supported our teachers in preparing our students for success. There has been an increase in both reclassification rate and making progress towards English Proficiency. Because this action was effective, as demonstrated by growth in both reclassification and English Proficiency, we will continue this action into the new three-year cycle.

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

Goal 4 previous was focused on professional development and to better align the specific actions, these actions were moved to other goals. Therefor eliminating a professional development goal. Educational partner feedback agreed with this change. The new Goal 4 will focus on Actions related to the Equity Multiplier funds.

Metric Changes:

Broad Course of Study- The district was able to calculate all data as unduplicated instead of duplicated which gives a more accurate data.

Action Changes:

What was previously Action 1- Professional Development was moved to Goal 1 Action 12 as it more appropriately applies to the academic nature of this goal.

What was previously Action 2- Data management systems was moved to Goal 1 Action 14 as it more appropriately applies to the academic nature of this goal.

What was previously Action 3- Professional development for ELD was moved to Goal 1 Action 13 to better reflect the desired outcome of improving academic achievement English learners.

What was previously Action 4- Professional development for AVID was moved to Goal 1 Action 12 as it more appropriately applies to the academic nature of this goal.

What was previously Action 5- Mentor support for new teachers was moved to Goal 1 Action 13 as it more appropriately applies to the academic nature of this goal.

New Actions

Action 1- Intervention specialist

Action 2- Full time instructional aide

Action 3- Mental health support

Metric Changes

Broad course of study- moved to Goal 1

Implementation of standards for all students and enable ELs access to CCSS and ELD standards- moved to Goal 1

Implementation of State Academic Standards- moved to Goal 1

New Metrics

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kingsburg Joint Union High School District	Cindy Schreiner Executive Director of Student Services	cschreiner@kingsburghigh.com 5598977721

Plan Summary [2024-25]

General Information

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

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

The district boundaries cover a total of ninety-five square miles, with a population of nearly 18,000 people in portions of Fresno, Tulare and Kings Counties. Except for the city of Kingsburg, the district’s area is predominantly a well producing rural agricultural region. KJUHSD is provided students by four elementary school districts and although not unified, the superintendents work closely together to provide continuity. KJUHSD is student population is 1,227 with 64.7% being Hispanic, 29.01% white, 1.87% Asian, 2.37 multiple, and less than 2% of other ethnicities. Our socioeconomically disadvantaged population makes up 66.9% of our population, EL population is at 8.1%, and foster youth population is less than 1 percent.

In the last decade, Kingsburg has passed two ten-million-dollar school bonds to help improve the facilities at KJUHSD. A majority of the money of the first bond went to support building and facilities upgrades at Kingsburg High school. The most recent bond focused on technology and providing a student laptop to every student, buying out the solar project, and other upgrades to facilities.

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

Metrics:
KJUHSD does not have a numerically significant number of Foster Youth students. To protect the privacy of these students, we will not publish the data related to our Foster Youth in the Measuring and Reporting Results section below; however, we will monitor the progress of this student group internally.

Reflections: Annual Performance

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

In reviewing data from the 2023 California Dashboard, the district demonstrated some positives, but also areas that need to continue to be focused on. The Positives for the district is that Math (7.2 point increase) and ELPI (20.7% increase) both increased from the previous year. The large increase in ELPI scores can be attributed to an increased focus through professional development and access to software that provides individualized supports for English Learners. The district maintained in the following areas, ELA (1 point, yellow), Graduation Rate (0.2%, blue), Suspension (0.4%/yellow). Maintaining graduation at a blue level is good, but there needs to be a continued focus on moving ELA and Suspension to green/blue. The 2024-25 LCAP will have two new actions, Goal 2, Action 10 that focuses on students at risk of not graduating by employing an intervention specialist to work with students and Goal 5, Action 2 that focuses on targeted professional development for teachers to support the different types of learning of students. In reviewing subgroup data, the district had subgroups in graduation rate and suspension rate that were two or more levels below the all group. The district subgroups who were lower in graduation rate were homeless (8.5% decline, orange) and White (3% decline, yellow) and in suspension were English Learner (2.7% increase, red) and Students With Disabilities (12.2% increase, red). The district is focused on supporting these students through two new actions, one related to suspension and one adding an intervention specialist to target students at risk of not graduating. When reviewing dashboard data related to schools and subgroups, the following were red or very low on the dashboard. Kingsburg High School was red for students with disabilities under suspension. Oasis High School was red for all students, SED, and Hispanics under suspension. Kingsburg Independent Study was very low for all students and SED for college and career indicator.

The district will address the concerns related to suspension in Goal 5, Action 3, through the addition of drug counseling, drug prevention programs, and voluntary drug testing. The district will address the concerns related to the college and career indicator in Goal 4, Action 1, through the addition of an intervention specialist who will work with students to be college and career ready.

In reviewing data from local data, the district saw positive results related to student connectedness, feeling safe on campus, and resources being provided to support students dealing with personal issues. Students feeling connected to school increased by 9%, having a positive attitude toward school increased by 3%, resources for students dealing with personal issues increased by 7%, and students reported less issues on campus related to bullying, fights on campus, and drugs on campus. Results from surveys from students, parents, teachers/staff all reported at least 89% felt the new school resource officer makes them feel safer on campus. The district will continue to implement the actions that supported student safety to the 2024-25 LCAP.

2023 Dashboard- schools, student groups that received the lowest performance
District: English Learners- Suspension, Students with Disabilities- Suspension

Kingsburg High School- Students with Disabilities- Suspension

Kingsburg Independent High School- All students- College and Career Indicator, SED- College and Career Indicator

Oasis High School- All Students- Suspension, SED- Suspension, Hispanic- Suspension

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

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

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

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

Monitoring and Evaluating Effectiveness

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

Monitoring the implementation of the CSI plan includes looking at data that directly impacts student discipline in our CSI school. The LEA will make sure school administration is communicating effectively and consistently with all educational partners to achieve the desired results of the CSI plan. The LEA will look at data on office referrals, cool down visits, and suspension/expulsions to monitor the implementation of the CSI school plan. The LEA will also evaluate the CSI plan by sending out surveys to educational partners as part of the CSI plan evaluation. By looking at this data regularly, it will allow the LEA to have continuous monitoring throughout the school year.

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

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

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	<p>2/14-2/26: LCAP Survey: Teacher survey response- 49. Overall the district is providing a positive learning environment, invested in education resources, emphasized support services for students including the intervention specialist, appreciate the SRO, and focus on student success. Areas of improvement included specialized professional development by area, more transparency, support for teacher/staff morale, continued supports both social/emotional and academic supports both during the school day and after school for students, increased focus on attendance, and more community outreach.</p> <p>4-8-24: Discussed new goals, moving from 4 to 5 goals in addition new actions focused on subgroups that were red on the dashboard. No comments, agreed with the focus.</p>
Principals	<p>2-22-24: Met to discuss LCAP. Reviewed data and focuses for next year. Based on data, attendance and suspensions are a concern.</p> <p>3-21-24: Met to discuss concerns around chronic absenteeism.</p> <p>4-5-24:Reviewed potential LCAP changes. Supports needed for student success include a new SARB coordinator, continued mental health support, intervention specialist to support at risk students, and drug prevention programs. Discussed the potential use of funds for Equity Multiplier.</p>

Educational Partner(s)	Process for Engagement
	<p>4-8-24: Discussed new goals, moving from 4 to 5 goals in addition new actions focused on subgroups that were red on the dashboard. No comments, agreed with the focus.</p>
Administrators	<p>2-22-24: Met to discuss LCAP. Reviewed data and focuses for next year. Based on data, attendance and suspensions are a concern.</p> <p>3-21-24: Met to discuss concerns around chronic absenteeism.</p> <p>4-5-24: Reviewed potential LCAP changes. Supports needed for student success include a new SARB coordinator, continued mental health support, intervention specialist to support at risk students, and drug prevention programs. Discussed the potential use of funds for Equity Multiplier.</p> <p>4-8-24: Discussed new goals, moving from 4 to 5 goals in addition new actions focused on subgroups that were red on the dashboard. No comments, agreed with the focus.</p>
Other School Personnel	<p>2/14-2/26: LCAP Survey: Staff survey response- 28. Overall the district is providing a positive learning environment, invested in education resources, emphasized support services for students, appreciate the SRO, and focus on student success. Areas of improvement included specialized professional development by area, more transparency, support for teacher/staff morale, continued supports (social and emotional) for students, and more community outreach.</p> <p>4-8-24: Discussed new goals, moving from 4 to 5 goals in addition new actions focused on subgroups that were red on the dashboard. No comments, agreed with the focus.</p>
Local Bargaining Units (Certificated and Classified)	<p>4-25-24: Reviewed the 23-24 annual update. Discussed metrics and how some areas may be short on the amount spent. Presented new goals and actions for the 24-25 LCAP. No questions or comments.</p>
Parents	<p>2/20-3/1: LCAP Survey: Parent/Community survey response- 110 (103 parents/7 community). Overall parents/community were happy with the safe environment, appreciate the SRO on campus,</p>

Educational Partner(s)	Process for Engagement
	<p>school/community spirit, flexibility in support mental health issues, academic supports and extracurricular activities. Areas of improvement were related to updating the facilities, continued technology such as devices and internet access, continued focus on mental health, more opportunities for dual enrollment, professional development/accountability for teachers, expanded course offerings, more support for students well-being and addressing the drug issue on campus.</p>
Students	<p>2/15-2/26: LCAP Survey: Student survey response- 863. Overall students are proud of the academic support, positive school culture, sports/extracurricular opportunities, teacher support and care. Areas of improvement- improving bathroom facilities, improved engagement strategies in class, more support for struggling students, continued focus on mental health, concerned about drug use on campus, and more communication.</p> <p>3-13-24: Student Council Meeting- students though voluntary drug testing may help support students to not use drugs. reviewed survey results from students. Overall students were happy with the school, but would like restrooms to be cleaned and repaired, update campus speakers, and repaint parking lines in parking lots.</p>
Submission to Applicable Committees (PAC)	<p>9-27-23: Reviewed ESSER III funding. LCAP- reviewed that the Dashboard will be released later in the fall. There will be a mid-year review of the LCAP and there are significant changes for the 24-25 school year. Reviewed AP scores and State Seal of Biliteracy. Parents were concerned about safety on campus in light of the recent fight and drugs on campus.</p> <p>12-18-23: Reviewed LCAP data. Chronic absenteeism rates are up with most because of excused absences. Parents want the district to continue to focus on attendance. Reviewed Dashboard results- Suspension data and college and career indicator had subgroups in the red. While parents approve of the use of suspension for cases of drug use, they also support the use of preventative approaches and would like to see the district put more effort here.</p>

Educational Partner(s)	Process for Engagement
	<p>2-28-24: Review LCAP Mid-year review. Parents concerned that we did not meet many of the metrics and asked about the breakdown of metrics by subgroup. That will be reviewed at the next meeting. Parents asked about including specific supports for special education in the new action. They liked the focus of the money for the equity multiplier for OHS and KIS. Parents want to make sure all goals/actions are student centered and not the easy choice.</p> <p>5-14-24: Presented Draft of 2024-25 LCAP. Reviewed draft LCAP. Parents like the focus on attendance and drugs. There were no questions from this educational partner group, however- had there been questions, these would have been presented to the Superintendent who would respond in writing.</p>
Submission to Applicable Committees (DELAC)	<p>9-26-2023: 9-27-23: Reviewed current EL data. Reviewed ESSER III funding. LCAP- reviewed that the Dashboard will be released later in the fall. There will be a mid-year review of the LCAP and there are significant changes for the 24-25 school year. Reviewed AP scores and State Seal of Biliteracy. Parents did not have any questions or comments.</p> <p>12-19-23: Reviewed reclassification update for special education students. Reviewed LCAP data. Chronic absenteeism rates are up with most because of excused absences. Parents want the district to continue to focus on attendance. Reviewed Dashboard results- Suspension data and college and career indicator had subgroups in the red. Parents were concerned about the attendance and suspension rates. Would like the district to continue to focus on these areas.</p> <p>2-27-24: Reviewed ELPAC testing. Review LCAP Mid-year review. Parents concerned that we did not meet many of the metrics and asked about the breakdown of metrics by subgroup. That will be reviewed at the next meeting. Committee would like maintaining an intervention specialist , mental health support, professional development on vaping, more parent classes, and more elective options.</p>

Educational Partner(s)	Process for Engagement
	<p>5-16-24: Presented Draft of 2024-25 LCAP. Reviewed draft LCAP. Parents like the focus on drugs and additional supports for students. There were no questions from this educational partner group, however- had there been questions, these would have been presented to the Superintendent who would respond in writing.</p>
Schools receiving Equity Multiplier funding	<p>4-15-24: Meeting with KIS and OHS teachers/staff regarding use of equity multiplier funds. All in agreement with the focus on intervention specialist, full time instructional aide, and mental health services.</p> <p>5-6-24: Meeting with KIS and OHS parents regarding equity multiplier funds. No parents attended the meeting.</p> <p>Parents of students in both programs were provided surveys as another opportunity to provide feedback. Feedback included above.</p> <p>Student in both programs were provided surveys as another opportunity to provide feedback. Feedback included above.</p> <p>School Site Council Meeting: Equity Multiplier funding was discussed.</p>
SELPA Consultation	<p>9-14-23: Consultation regarding supports for students with disabilities in the LCAP. A reminder that a parent of a special education student must be a member of the Parent Advisory Committee. A specific action must be included on the 24-25 LCAP related to special education and any subgroup that is red on the dashboard.</p> <p>10-19-23: Consultation regarding supports for students with disabilities in the LCAP. Reach out to the county with any questions.</p> <p>11-7-23: Consultation regarding supports for students with disabilities in the LCAP. New LCAP template will be reviewed in February.</p> <p>1-22-24: Consultation regarding supports for students with disabilities in the LCAP. Reviewed again the need for a parent on the PAC, consultation with SELPA and an action for special education students.</p>

Educational Partner(s)	Process for Engagement
	<p>2-25-24: Consultation regarding supports for students with disabilities in the LCAP. No updates.</p> <p>3-19-24: Consultation regarding supports for students with disabilities in the LCAP. No updates, please contact county of questions. LCAP writers are in full force writing the plans.</p> <p>4-18-24: Consultation regarding supports for students with disabilities in the LCAP.</p> <p>5-14-24: Discussed making sure LCAP writer and special ed director were in communication about the action required related to students with disability. LCAP's need to be presented to boards by June 30.</p>
Board Meetings	<p>9-11-23: Reviewed major changes to the 24-25 LCAP and the new CALPADS deadlines so data will be released sooner.</p> <p>10-9-23: Discussed the need to adjust goals for the 24-25 LCAP. Collapse goal 4 and move those actions into other goals and then adding a new goal related to Equity Multiplier. Reviewed AP scores.</p> <p>11-13-23: Reviewed chronic absenteeism, ELPAC, SBAC (ELA, Math), CAST, EAP (ELA, Math), and CSA.</p> <p>1-22-24: Reviewed Dashboard results. LCAP update- new required actions for LTEL's, special education, all schools/subgroups who were red on the dashboard.</p> <p>2-13-24: Reviewed the LCAP Mid-year update. Highlighted metrics that the district did not meet, how funds have been spent through first interim.</p> <p>3-11-24: Reviewed survey data from students, teachers/staff, and parents/community.</p> <p>4-15-24: Reviewed potential new goals and actions for the 24-25 LCAP. Summarized areas of focus from educational partners from meetings and surveys from the year.</p>

Educational Partner(s)	Process for Engagement
	5-13-24: Reviewed the 2024-25 LCAP Annual review. Presented all goals and actions for 2024-25 LCAP.
Public Comment	5-31-24 to 6-10-24: Draft 2024-25 LCAP was posted on the district and school websites. No comments were submitted.
Public Hearing	6-10-24: Presented Draft of 2024-25 LCAP with the budget information. No comments were given.
LCAP Adoption by the governing board	6-24-24: 2024-25 LCAP were adopted.
Budget Adoption and Local Indicator Report to governing board	6-24-24: 2024-25 Local indicators were reported. LEA budget were adopted.

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

Meetings with educational partners confirmed that our new goals meet the needs of students. When creating the new 24-25 LCAP, the district reviewed metrics and educational partner feedback to design the new LCAP that resulted in some same actions, some modified and some new. As a result of collaborating with educational partners the following were new or modified actions.

Goal 1:

Action 3- Special Education -modified action. Educational partner (parent) feedback requested more detail on the types of supports for students.

Action 8- Intervention class. Educational partner (parent) feedback stated that even though metric results were mixed, the metric of graduation rate was most important and this improved. Educational partners wanted this action to continue.

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

Goal 2:

Action 8- Attendance Intervention Specialist- modified action. Educational partners (parents/community, administration) stated that attendance is a concern. The district plans to have 2 full time staff members focused on attendance and getting to students to class.

Action 10- Intervention Specialist- new action. Education partners (teachers/staff) stated that an intervention specialist that supports 9th graders and students at risk should be continued. This position was previously funded through one time funds and was demonstrating results in getting students one track for graduation.

Goal 3:

Action 1- Parent and Student Participation. Educational partner (parent) feedback stated that the increase in the number of ways of communication has been appreciated. It was reported that parent participation in District meetings of English Learner and Low-income students is lower than other students in the district. Educational partners wanted this action to continue.

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

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

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

Action 2- Full time instructional aide- new action. The district will provide a full time instructional aide to support students throughout the day. This position was previously a part time position.

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

Goal 5: Learning Recovery Block Grant

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

Action 2- Professional Development- new action. Educational partners (students, parents/community, teachers/staff) stated that professional development to help engage and provide learning strategies for students was important. The district will provide professional development, through in person training, virtually and through an online platform.

Action 3- Drug Prevention- new action. Educational partners (students, parents/community, admin) feedback stated that more needs to be provided to support drug prevention. The district will provide additional drug counseling, drug prevention programs and voluntary drug testing.

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Our analysis of 2023 Dashboard and other LCAP metrics, indicate a need to continue to focus on improving academic achievement to ensure students are prepared for college and career. This need is echoed by feedback provided by educational partners, to ensure all students are ready after they graduate from the district. The following actions and metrics are specifically designed to enhance student academic achievement, ultimately aligning with our overarching goal of preparing students for college and career success. We measure this preparedness through various indicators, including SBAC assessment data, graduation rates, A-G completion, AP participation and success rates, English learner reclassification rates, and feedback from educational partners. These metrics collectively serve as benchmarks for evaluating students' readiness for post-secondary endeavors upon graduation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately assigned and fully credentialed teachers	Clear(% of teacher FTE)- 84.8% Comparison to State- Above Data Year: 2023 Data Source: Dashboard Fall 2023			Clear(% of teacher FTE)- 90% Comparison to State- Above Data Year: 2026 Data Source: Dashboard Fall 2026	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Access to standards aligned instructional materials	100% Data Year: 2023-24 Data Source: Dashboard Fall 2024			100% Data Year: 2026-27 Data Source: Dashboard Fall 2027	
1.3	Smarter Balanced ELA-standard	26 points above standard Data Year: 2022-23 Data Source: California Dashboard			50 points above standard Data Year: 2025-26 Data Source: California Dashboard	
1.4	Smarter Balanced Math-standard	62.6 points below standard Data Year: 2022- 23 Data Source: California Dashboard			30 points below standard Data Year: 2025-26 Data Source: California Dashboard	
1.5	Smarter Balanced ELA - % met or above	Met or exceeded standards: All: 64% EL: 7% LTEL: 8.7% LI: 54% Data Year: 2022- 23 Data Source: CAASPP			Met or exceeded standards: All: 66% EL: 10% LTEL: 12% LI: 58% Data Year: 2025-26 Data Source: CAASPP	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Smarter Balanced Math - % met or above	Met or exceeded standards: All: 30% EL: 3% LTEL: 4.35% LI: 19% Data Year: 2022- 23 Data Source: CAASPP			Met or exceeded standards: All: 33% EL: 13% LTEL: 13% LI: 21% Data Year: 2025-26 Data Source: CAASPP	
1.7	A-G Completion Rate	All: 35.7% EL: 0% LI: 27.7% Data Year: 2022-23 Data Source: DataQuest			All: 42% EL: 17% LI: 31% Data Year: 2025-26 Data Source: DataQuest	
1.8	EAP ELA	College Ready All: 28% EL: 0.0% LI: 18.0% Data Year: 2022-23 Data Source: CAASPP			College Ready All: 31% EL: 4% LI: 21% Data Year: 2025-26 Data Source: CAASPP	
1.9	EAP Math	College Ready All: 11.8% EL: 0.0% LI: 5.8% Data Year: 2022-23			College Ready All: 15% EL: 4% LI: 8%	

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-23 Data Source: Local Data			Data Year: 2025-26 Data Source: Local Data	
1.14	A-G Completion and CTE Pathway Completion Rate	Students completed a-g and were a CTE completer. All: 15% EL: 4.8% LI: 10.6% Data Year: 2022-23 Data Source: CALPADS EOY 1			Students completed a-g and were a CTE completer. All: 17% EL: 6% LI: 12% Data Year: 2025-26 Data Source: CALPADS EOY 1	
1.15	Broad Course of Study	Students enrolled in advanced placement courses: All= 188 (unduplicated) EL= 2 (unduplicated) Low-income = 84 (unduplicated) Students enrolled in CTE courses: All= 656 (unduplicated) EL= 43 (unduplicated) Low-income= 396 (unduplicated) Students enrolled in VAPA courses: All= 458 (unduplicated) EL= 30 (unduplicated)			Students enrolled in advanced placement courses: All= 195 (unduplicated) EL= 4 (unduplicated) Low-income = 90 (unduplicated) Students enrolled in CTE courses: All= 665 (unduplicated) EL= 50 (unduplicated) Low-income= 410 (unduplicated)	

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

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

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Properly credentialed teachers.	The district will provide properly credentialed teachers to improve academic achievement.	\$8,555,619.00	No
1.2	Credentialed teachers for English and math supplemental support	The district will provide additional, targeted time with credentialed teachers who will reinforce concepts and provide additional skills practice	\$495,785.00	Yes
1.3	Special Education	Provide the resources to support the academic needs of students with disabilities. * Credentialed teachers * Instructional Aides * Credentialed support services (school psychologist, speech therapist, APE, OT) * After school tutorial support	\$848,873.00	No

Action #	Title	Description	Total Funds	Contributing
		* Curriculum/Materials		
1.4	School Intervention, with after school transportation	The district will provide lunchtime intervention, after school intervention, and Saturday School with transportation for after school and Saturday school.	\$129,794.00	Yes
1.5	Summer School with Transportation	The district will provide summer school classes, including transportation, for tutorial support for both remediation and A-G requirements.	\$247,177.00	Yes
1.6	Alignment of instruction with content standards	Alignment of instruction with content standards by * utilizing outside services * purchasing textbooks, books, materials, resources and technology.	\$85,824.00	No
1.7	Library Media Services	The district will provide: * A program that provides audio reading of textbooks, novels, and pleasure reading. * The library media service teacher will provide supplemental reading material at the students level and interest. * Students will engage in the text and novels in the classroom	\$142,740.00	Yes
1.8	Intervention Class	The district will provide intervention classes during the school day to address academic gaps, credit recovery, and academic skills.	\$164,706.00	Yes
1.9	English Language Development Program	The district will have a designated ELD class for newcomers, designated ELD instruction in English class, instructional aide support in classrooms, supplemental material to support English language development, a software program to better monitor the progress of English language learners, in addition to Long Term English Learners (LTEL's) and provide professional development for teachers with specific lessons to support EL and LTEL students.	\$65,043.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Data Accountability	The district will promote monitoring student achievement and instructional practices through the support of the Data and Accountability Team, including maintaining a staff member and software to work at the local sites to gather, disaggregate, and provide data, specific to the identified student groups, to site teachers and departments for analysis and collaboration.	\$150,221.00	Yes
1.11	Instructional Aides	The district will provide instructional aides in the classroom to address achievement gaps by providing individualized and small group support within the classroom, targeting the identified students who lack the academic skills needed to succeed.	\$206,357.00	Yes
1.12	Professional Development	The district will provide professional development both on campus and off campus, and collaboration time to meet with colleagues to analyze data	\$146,453.00	Yes
1.13	Mentor Support for New Teachers	The district will provide a mentor teacher for teachers with fewer than two years of experience and any new teacher to the district.	\$7,985.00	Yes
1.14	Data Management System	Purchase/Contract with data management system to create benchmark exams, analyze local and state assessments, and monitor students' progress.	\$12,308.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-23 Data Source: CALPADS EOY3			Data Year: 2025-26 Data Source: CALPADS EOY3	
2.3	High School Dropout Rate	All: 0.6% EL: 0% LI: 0.4% Data Year: 2022-23 Data Source: DataQuest			All: Less than 1% EL: Less than 1% LI: Less than 1% Data Year: 2025-26 Data Source: DataQuest	
2.4	Suspension Rate	All: 5.2% EL: 9.1% LI: 6.1% Data Year: 2022-23 Data Source: DataQuest			All: Less than 4% EL: Less than 4% LI: Less than 4% Data Year: 2025-26 Data Source: DataQuest	
2.5	Expulsion Rate	All: 0.5% EL: 0% LI: 0.6% Data Year: 2022-23 Data Source: DataQuest			All: Less than 1% EL: Less than 1% LI: Less than 1% Data Year: 2025-26 Data Source: DataQuest	
2.6	Facilities maintained in good repair	All met good repair Data Year: 2023-24			All met good repair	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Dashboard Fall 2024			Data Year: 2026-27 Data Source: Dashboard Fall 2027	
2.7	School Climate Survey- % agree or higher for provide a safe environment	Students-90% Parents- 91% Teachers/Staff- 95% Data Year: 2023-24 Data Source: Local Survey			Students-92% Parents- 92% Teachers/Staff- 95% Data Year: 2026- 27 Data Source: Local Survey	
2.8	School Climate Survey- % agree or higher for school connectedness	Students- 73% Parents- 87% Teachers- 88% Data Year: 2023-24 Data Source: Local Survey			Students- 80% Parents- 90% Teachers- 90% Data Year: 2026- 27 Data Source: Local Survey	
2.9	School Climate Survey- % agree or higher for provide resources to help students with personal issues	Students- 85% Data Year: 2023-24 Data Source: Local Survey			Students- 90% Data Year: 2026- 267 Data Source: Local Survey	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Behavior Supports	The district will incorporate evidenced based software for students, professional development for staff on behavioral supports, and additional administrative focus to provide individual support for positive behavior.	\$155,991.00	Yes
2.2	School safety	Provide a safe environment for students * Full time school resource officer * Use and upgrade of security cameras * School safety dog * Visitor check-in system * Online system to monitor student mental health * Emergency alert system	\$211,095.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Mental Health Services	The district will continue to contract with outside agencies to provide on campus counseling in addition to providing a company that will work with families to find counseling services outside of the school setting.	\$176,019.00	Yes
2.4	School Transportation	Provide transportation to students who do not live in the city limit boundaries.	\$163,263.00	No
2.5	Maintenance and Facilities	Includes salaries/benefits for personnel and materials and supplies to maintain facilities.	\$1,455,383.00	No
2.6	9th grade mentor program	The district will continue the freshman mentor program at the comprehensive high school to support the transition to high school and get the identified students connected with student mentors.	\$32,903.00	Yes
2.7	Attendance Intervention Specialist	The district will have two full time employees who will focus on attendance. These position will pick up students, run reports to track attendance, conduct home visits and work with parents and students through the SARB process to have students attend school on a regular basis.	\$302,327.00	Yes
2.8	School Safety Monitor	The district will hire a full time safety monitor.	\$71,035.00	Yes
2.9	After School Transportation, Athletics	The district will provide transportation for after school school athletics to improve student connectivity, physical and mental development, self-discipline, and access to opportunity through school sports.	\$76,004.00	Yes
2.10	Intervention Specialist	The district will provide an intervention specialist that will meet with students regarding academic progress, behavior issues, and attendance to ensure they are making progress in meeting graduation requirements.	\$121,649.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	% of CTE Pathway Completers	All: 31.6% LI: 22.3% EL: 2.5% Data Year: 2022-23 Data Source: CALPADS EOY 3.20			All: 37% LI: 28% EL: 5% Data Year: 2025-26 Data Source: CALPADS EOY 3.20	
3.3	Number of Dual Enrolled Courses	13 courses Data Year: 2022-23 Data Source: CALPADS EOY 1, 3.10			15 courses Data Year: 2025-26 Data Source: CALPADS EOY 1, 3.10	
3.4	Number of students earning dual enrollment credits	All: 178 students LI: 107 students EL: 10 students Data Year 2022-23 Data Source: Local Data			All: 200 students LI: 135 students EL: 35 students Data Year 2025-26 Data Source: Local Data	
3.5	Parent Engagement- % agree or higher for communication	88% Data Year: 2023-24 Data Source: Local Data			93% Data Year: 2026-27 Data Source: Local Data	
3.6	Parent Engagement- Priority 3, LEA's progress in supporting	3.21 average Data Year: 2023-24			3.5 average	

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

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent and Student Participation	The district will provide additional parental workshops and student involvement opportunities such as Freshman Orientation Night, Senior Survival Night, Financial Aid, and College and Career Night.	\$83,100.00	Yes
3.2	Technology- targeted	The district will continue to provide computers, internet connections and have additional technology personnel to support students both at school and at home.	\$375,921.00	Yes
3.3	Career Technical Education	Provide a variety of career technical classes and pathways to support students.	\$418,127.00	No
3.4	Advanced Placement Courses	The district will have a policy that all Advanced Placement courses be open to all students, provide professional development, and ensure all students who want to take the AP test are able to do so through financial support for the test.	\$3,500.00	Yes
3.5	College and Career Center	The district will provide a college and career teacher to support the process of preparing students for post secondary.	\$157,747.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	AVID	Maintain the AVID program to help students become college ready by developing academic skills.	\$96,272.00	No
3.7	Technology	Provide technology on campus to support students.	\$122,910.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Kingsburg Independent Study is receiving \$121,050 and Oasis High School is receiving \$83,156 in Equity Multiplier Funding. Both programs are housed at a single alternative education site. Our analysis of the 2023 Dashboard data indicated a need to ensure both both schools have low suspension rates and increase in the College and Career Indicator, specifically for low-income and Hispanic students are Oasis High School and Kingsburg Independent Study High School, our Equity Multiplier school sites. This need is supported by feedback provided by educational partners, specifically the request for increased programs and supports for lowering the suspension rates, especially those associated with drug use. In addition, they stated a continued focus on students meeting the requirements to demonstrate the are college and career ready. The district plans to improve both of these areas through the actions included in the goal and will measure progress using College and Career Indicator, Suspension rates, and Graduation Rates, differentiated by student groups.

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Oasis High School All: 0% SED: 0% Hispanic: 0%</p> <p>Data Year: 2022-23 Data Source: Dashboard 2023</p>			<p>Hispanic: 8% prepared</p> <p>Oasis High School All: 5% prepared SED: 5% prepared Hispanic: 5% prepared</p> <p>Data Year: 2025-26 Data Source: Dashboard 2026</p>	
4.2	Graduation Rate	<p>District All: 96.4% SED: 95.7% Hispanic: 97%</p> <p>Kingsburg Independent Study All: 85.4% SED: 83.3% Hispanic: 88.9%</p> <p>Oasis High School All: 89.5% SED: 89.5% Hispanic: 93.3%</p> <p>Data Year: 2022-23 Data Source: DataQuest</p>			<p>District All: 97% SED: 97% Hispanic: 97%</p> <p>Kingsburg Independent Study All: 90% SED: 90% Hispanic: 92%</p> <p>Oasis High School All: 94% SED: 94% Hispanic: 94%</p> <p>Data Year: 2022-23 Data Source: DataQuest</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Suspension Rates	District All: 5.2% SED: 6.0% Hispanics: 6.1% Kingsburg Independent Study All: 0% SED: 0% Hispanic: 0% Oasis High School All: 12.7% SED: 11.6% Hispanic: 15.4% Data Year: 2022-23 Data Source: DataQuest			District All: Less than 4% SED: Less than 4% Hispanics: Less than 4% Kingsburg Independent Study All: Less than 2% SED: Less than 2% Hispanic: Less than 2% Oasis High School All: Less than 4% SED: Less than 4% Hispanic: Less than 4% Data Year: 2025-26 Data Source: DataQuest	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Intervention Specialist	As demonstrated in the metric section and educational partner feedback, college and career indicator identified all students (KIS), low income (KIS) and through local data all students (OHS) had lowed rates of meeting the College and Career and were very low on the California Dashboard. To address this need, the district wants to hire an intervention specialist that will serve students at both Oasis High School and Kingsburg Independent Study to provide academic intervention, monitor student attendance, provide goal oriented counseling sessions, and track student progress on meeting graduation and being college and career ready. KJUHSD expects for the listed groups College and Career Indicator rates will increase. The intervention specialist: KIS- \$72,650 (.6FTE) and OHS- \$49,917 (.4 FTE)	\$122,567.00	No
4.2	Instructional Aide	Hire a full time instructional aide that will serve students at both Oasis High School and Kingsburg Independent Study to provide individualized and small group support within the classroom to support the academic skills needed to succeed both in school and prepare them for post secondary. The instructional aide: KIS- \$38,037 (.6 FTE) and OHS- \$26,106 (.4 FTE).	\$64,143.00	No

Action #	Title	Description	Total Funds	Contributing
4.3	Mental Health Support	Contract for mental health counseling that will serve students at both Oasis High School and Kingsburg Independent Study to address the mental and social barriers students have in meeting the goals of improved graduation, college and career readiness, and lower suspension rates. Mental health counseling: KIS- \$10,363 (60% of time) and OHS- \$7,133 (40% of time).	\$17,496.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Learning Recovery Emergency Block Grant funding will be provided to assist school districts, COEs, and charter schools with long-term recovery from the COVID-19 pandemic, including addressing pupil learning, mental health, and overall well-being. The district wants transparency with educational partners on how the district will continue to support student progress academically, emotionally, and socially since the pandemic. The following actions and metrics, grouped together, will help achieve the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Suspension	District All: 5.2% EL: 9.1% SWD: 12.2% Kingsburg High School All: 5% SWD: 12% Oasis High School All: 12.7% SED: 11.6%			District All: Less than 4% EL: Less than 4% SWD: 1Less than 4% Kingsburg High School All: Less than 4% SWD: Less than 4%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 15.4% Data Year: 2022-23 Data Source: DataQuest			Oasis High School All: Less than 4% SED: Less than 4% Hispanic: Less than 4% Data Year: 2025-26 Data Source: DataQuest	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Mental Health Services	The district will provide mental health counselors to work with students who are in need of mental health support.	\$213,883.00	No
5.2	Professional Development	The district will provide professional development to support teachers and staff in working with students with neurodiverse learning styles. * In person training * Virtual training * Online modules	\$28,349.00	No
5.3	Drug Prevention	As demonstrated in the metric section, suspension and educational partner feedback, identify all students (OHS), English Learners (KJUHSD), Students with Disabilities (KJUHSD, KHS), low income (OHS) and Hispanics (OHS) had higher rates of suspension and were red on the California Dashboard. We completed a needs assessment and found a common issue in these students was the use of vaping that lead to a higher rate of suspension. To address this need, the district wants to design a system that helps prevent the number of students being suspended because of drugs. The district will contract out a outside agency for drug counseling, implement drug prevention programs on campus, and implement a voluntary drug testing program on campus to provide parents a way to support their students. KJUHSD expects that for the listed groups suspension rates will drop to lower than 4% by 2025-26.	\$48,200.00	No
5.4	Attendance	The district will provide additional support to lower the chronic absenteeism rate for all students. * Increase nurse contract * Additional personnel * Incentives to encourage regular attendance	\$81,110.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$3,016,503	\$250,814

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
20.801%	0.000%	\$0.00	20.801%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Credentialed teachers for English and math supplemental support</p> <p>Need: As demonstrated in the Annual Performance and metrics section, CAASPP ELA and math data, identified our low-income students have continued to perform lower than the all student group. CAASPP ELA and Math data for low income students is 10% lower in ELA and 11%</p>	In order to address these needs, the district will provide additional, targeted time with credentialed teachers who will reinforce concepts and provide additional skills practice. In providing specialized support classes, the identified students will engage in individualized lessons with credentialed teachers that support the closing of their specific learning gaps. Target time will occur during the school day and will be supported by individualized and small group support.	CAASPP ELA (all students, low income) CAASPP Math (all students, low income)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>lower in math than the performance rate for all students.</p> <p>A needs analysis showed that our low income students need specialized direct instruction and support through individualized and small group remediation and acceleration lessons by credentialed teachers. Educational partners agreed that students need academic supports.</p> <p>Scope: LEA-wide</p>	<p>We expect the CAASPP rate for the groups listed will increase, as the program is designed to meet the needs most associated with the stresses and experiences of the listed students. However, because the district expects that all students struggling will benefit, this action is provided on an LEA-wide basis.</p>	
1.4	<p>Action: School Intervention, with after school transportation</p> <p>Need: As demonstrated in the metrics section and educational partner feedback there is a need for English learners and low income for more after school intervention and support to help the identified students meet both local and four year college graduation requirements. Graduation data for overall is 96.4% with low income being 95.7%, English learners 95.2%.</p> <p>A needs analysis shows that the identified students need more focused intervention and support during lunch and after school hours including transportation home as the identified students are less likely to have transportation options for after school and academic support at home.</p> <p>Scope:</p>	<p>In order to address these needs, the district will provide lunchtime intervention, after school intervention, and Saturday School with credentialed teachers in core academic areas to address the identified needs of each student. Extended time is given to LI and EL students to allow them additional opportunities for completing assignments, and receiving personalized support tailored to their areas of difficulty, with increased access to supportive staff. The district will also provide additional transportation routes so that the identified students can attend the after-school interventions. In these additional intervention sessions, teachers will work with the identified students to develop the academic and organizational skills needed to meet the academic expectations of the classes.</p> <p>We expect the graduation rate for the groups listed will increase, as the program is designed to meet the needs most associated with the stresses and experiences of the listed students. However, because the district expect that all students</p>	Graduation Rate (All, Low Income, English Learners)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	struggling will benefit, this action is provided on an LEA-wide basis.	
1.5	<p>Action: Summer School with Transportation</p> <p>Need: As demonstrated in the metrics section, graduation data and A-G completion rate show that, low income and English Learners have a lower rate than other students within the district. Currently, graduation data for overall is 96.4% with low income being 95.7%. Meeting A-G requirements for overall is 35.7% with low income is 27.7% and English Learners is 0%.</p> <p>A local needs assessment shows that the identified student groups need extended learning opportunities to learn skills and concepts and deepen understandings, in addition to the ability to retake A-G classes to meet college requirements as identified students are less likely to have parents who have attended college and know the requirements.</p> <p>Scope: LEA-wide</p>	<p>In order to address these needs, the district will provide summer school classes, including transportation, for tutorial support for both remediation and meeting A-G requirements. Providing summer school, including transportation, for the identified students will provide more educational opportunities and additional time for students to master the academic content through the practice of missing skills and concepts. Summer school will also provide the additional time needed for the identified students to complete missing credits toward graduation and/or retake courses with the goal of meeting A-G eligibility requirements in a smaller, more focused environment.</p> <p>By providing these services the district anticipates the graduation rate and meeting A-G requirements to increase as the program is designed to meet the needs most associated with the these student groups. However, because the district expects that all students struggling will benefit, this action is provided on an LEA-wide basis.</p>	Graduation Rate (All, Low Income, English Learners) A-G requirements (All, Low Income, English Learners)
1.7	<p>Action: Library Media Services</p> <p>Need: As demonstrated in CAASPP ELA assessment scores, data reflected that our low-income students are remaining consistent in ELA and</p>	In order to address these needs, the district will provide a program that provides audio reading of textbooks, novels, and pleasure reading. The library media service teacher will provide supplemental reading material at the students level and interest. In providing additional library media services, students will engage in the text	CAASPP ELA (All, Low Income, English Learners)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>our English Learners are showing a slight decrease in ELA, but a large gap between all students still exists. CAASPP ELA data for low-income students is 54%, 10% lower than the performance rate for all students and English Learners is 7%, 57% lower than all students.</p> <p>A local needs assessment shows that low-income and English Learner students need additional access and opportunities to improve reading comprehension skills by providing greater access to content as it is necessary to develop reading comprehension and critical thinking as they are less likely to have access to additional resources at home. In addition student survey results indicated that students want more academic support.</p> <p>Scope: LEA-wide</p>	<p>and novels in the classroom, in addition to pleasure reading as students can focus on comprehending the material and not just being able to read the material. The leveled material will be provided at no cost to the identified students, increasing their access to materials that they can take home for additional practice.</p> <p>The district expects that the CAASPP ELA scores for low-income students will increase significantly, as the program is design to meet the needs most associated with the experiences of low-income students. However, because we expect that all students showing CAASPP scores of standard nearly met or standard not met will benefit, this action provided on an district wide basis.</p>	
1.8	<p>Action: Intervention Class</p> <p>Need: As demonstrated by the metrics and educational partner feedback, state assessment data in the areas of ELA and Math, and graduation data, English learners and low income students show a need for more targeted intervention during the school day in order to help students meet graduation requirements and improve ELA and Math assessment data. Graduation data for overall is 96.4% with low income being 95.7%, English learners 95.2%. CAASPP ELA data for overall is 64% with low income 54%,</p>	<p>In order to address these needs, the district will provide intervention classes during the school day to address academic gaps, credit recovery, and academic skills. Intervention classes will provide targeted academic supports delivered through evidence-based instructional strategies in an effort to strengthen basic academic skills.</p> <p>We expect the graduation rate and CAASPP scores for ELA and math for the identified groups listed will increase, as the program is designed to meet the needs most associated with the stresses and experiences of the listed students. However, because the district expect that all students struggling will benefit, this action is provided on an LEA-wide basis.</p>	<p>Graduation (All, Low Income, English Learners) CAASPP ELA (All, Low Income, English Learners) CAASPP Math (All, Low Income, English Learners)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>English learners 7%. CAASPP Math data for overall is 30% with low income 19%, English learners 3%.</p> <p>A local needs assessment revealed that the identified students often have time constraints outside of school hours, so it is important to offer additional intervention during the learning day.</p> <p>Scope: LEA-wide</p>		
1.10	<p>Action: Data Accountability</p> <p>Need: As demonstrated in the Annual Performance and metrics section, graduation data, A-G completion rate and input from educational partners identified that our English learners and low income students perform lower than the performance rate of all students.</p> <p>An analysis of local needs revealed that the academic needs of these students are most efficiently addressed when teachers have up-to-date disaggregated information so that they can quickly identify the resources needed to tailor instruction to be able to close specific achievement gaps. Further, teachers report not having sufficient time and expertise to be able to collect and disaggregate data from various platforms related to the academic and social-emotional wellness of their students on a frequent basis. Educational Partners found</p>	<p>In order to address these needs, the district will promote monitoring student achievement and instructional practices through the support of the Data and Accountability Team, including maintaining a staff member and software to work at the local sites to gather, disaggregate, and provide data, specific to the identified student groups, to site teachers and departments for analysis and collaboration. The staff member will provide teachers data after formative assessments, grading windows and statewide data release and then collaborate with teachers on if additional or different data is needed. Staff will be provided monthly reports on suspension and attendance to analyze and then provide teachers timely academic and behavioral wellness information about the identified students in their classes, keeping them focused on the identified gaps of English Learners, Low-Income students and Foster Youth. Equipped with this information, teachers will be empowered to make informed decisions about specific instructional strategies and lesson design that will positively impact the identified student groups. They will also be able to</p>	<p>Graduation Rate (All, Low Income, English Learners) A-G requirements (All, Low Income, English Learners)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>this service beneficial and requested that it continue.</p> <p>Scope: LEA-wide</p>	<p>analyze and track trends both in the short term and over time which will help them to make decisions leading to improving the outcomes for the identified students.</p> <p>We expect that graduation data and A-G completion rates for the identified groups will increase significantly, as teachers will be able to dive deeper into the data to see specific areas that the identified students are struggling in and provide appropriate support. However, because the district expects that all students showing lower graduation and A-G completion rates will benefit, this action is provided on an district-wide basis.</p>	
1.11	<p>Action: Instructional Aides</p> <p>Need: As demonstrated by the metrics and educational partner feedback, state assessment data in the areas of ELA and Math, and graduation data, English learners and low income students show a need for more targeted intervention during the school day in order to help students meet graduation requirements and improve ELA and Math assessment data. Graduation data for overall is 96.4% with low income being 95.7%, English learners 95.2%. CAASPP ELA data for overall is 64% with low income 54%, English learners 7%. CAASPP Math data for overall is 30% with low income 19%, English learners 3%.</p> <p>A local needs assessment revealed that additional support in the classroom to provide more individualized instruction is important to</p>	<p>In order to address these needs, the district will provide instructional aides in the classroom to address achievement gaps by providing individualized and small group support within the classroom, targeting the identified students who lack the academic skills needed to succeed. Instructional aides will be able to provide just-in-time personalized support to struggling students, providing the intervention needed to help support the learning of essential skills for grade-level achievement.</p> <p>We expect the graduation rate and CAASPP scores for the identified groups listed will increase, as the program is designed to meet the needs most associated with the stresses and experiences of the listed students. However, because the district expects that all students struggling will benefit, this action is provided on an LEA-wide basis.</p>	<p>Graduation (All, Low Income, English Learners) CAASPP ELA (All, Low Income, English Learners) CAASPP Math (All, Low Income, English Learners)</p>

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>identify English learners and low income students, are not performing at the same performance rate of all students.</p> <p>An analysis of root causes show that new teachers often lack support and experience required to address the specific needs of the identified students.</p> <p>Scope: LEA-wide</p>	<p>identified student groups and have a support person on campus to help learn the expectations of the district.</p> <p>It is our expectation that professional development through personalized mentorship will increase the effectiveness of inexperienced and new teachers in supporting the identified students in decreasing the achievement gap, as the program is designed to meet the needs most associated with the experiences of the above groups. However, because we expect that all students will benefit by more prepared new teachers, this action is provided on a district-wide basis.</p>	
2.1	<p>Action: Behavior Supports</p> <p>Need: As demonstrated in the Annual Performance and metrics section, identified our low-income students are being suspended at a higher rate than the all student group. Suspension rate, overall is 5.2% with low income being 6.1% both an increase from the previous year. Educational partners feeling the campus is safe increased in all groups, students 90%, parents 91% and teachers/staff 95%.</p> <p>An analysis of the causes for increased suspension rates showed that the identified groups could benefit from developing intra and inter-personal skills like self-regulation which is a necessary behavioral life skill. Equipping staff and students with de-escalation strategies and other behavioral supports is essential in creating a safe and positive climate.</p>	<p>To address this need, the district will incorporate evidenced based software for students to have students examine why they are being suspended and provide skills to prevent future behavior issues. Professional development for staff on behavioral supports will provide staff with skills and understanding on why behaviors occur and ways to prevent the behavior from happening. Administrative support will provide individual support for positive behavior and reinforce the skills students are learning through the evidenced based software. In providing this additional support, students will learn to recognize reasons for behavior issues and how to cope with those reasons.</p> <p>The district expect that suspension rates will decrease and safety survey data will remain positive for the identified students, as the program is designed to meet the needs most associated with the stresses and experiences of low income and homeless. However, because we expect that all students need the skills to develop</p>	<p>Suspension Rate (All, Low Income) Feel Safe on Campus (Students, Parents, Teachers/Staff)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	self-regulation skills, this action is provided on a district-wide basis.	
2.3	Action: Mental Health Services Need: As demonstrated in the Annual Performance and metrics section, student survey data, local data, and input from educational partners identified a continued need for mental health services. Student survey data shows an increase of 9% school connectedness and 7% increase in resources to support personal issues, showing the effectiveness of this action over the past year. A needs analysis found that low income students have seen a higher request of mental health services as compared to all students, but often have the least amount of access to mental health services. Scope: LEA-wide	<p>To address this need, the district will continue to contract with outside agencies to provide on campus counseling in addition to providing a company that will work with families to find counseling services outside of the school setting. Counseling services are designed to help the identified students develop coping strategies, build resilience, and gain a better understanding of themselves and their challenges. This can lead to improved mental well-being, increased motivation, and enhanced ability to engage with school activities, ultimately fostering a stronger connection to their education and improving their overall academic performance.</p> <p>The district expects that student survey data on school connectedness and supports will increase, as the supports are designed to meet the needs most associated with the stresses and experiences of the identified group. However, because we know that all students are experiencing an increased need in mental health services, this action will be provided on an district-wide basis.</p>	School Connectedness Provide resources for students for personal issues
2.6	Action: 9th grade mentor program Need: As demonstrated in the Annual Performance and metrics section, identified a need to increase the English learners and low income populations' engagement to school to increase	To address this need, the district will continue the freshman mentor program at the comprehensive high school to support the transition to high school and get the identified students connected with student mentors. Student mentors serve as a connection point for new students, inviting them to campus events, pointing out people and places where struggling students can get help, and	Graduation Rate (All, Low Income, English Learners) Survey Data: 1) Mentor program supported transition to high school 2) The district should keep mentor program

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>the graduation rate. Graduation data overall is 96.4%, for low income is 95.7% and English learners is 95.2%. Student survey data shows an increase of 10% in ninth graders stating the mentor program supported their transition from 66% to 76% and a 6% increase in stating that Link Crew should remain from 80% to 86%.</p> <p>A local analysis of data of students showed that the identified students would benefit from a positive transition from middle school to high school. Educational partner feedback reflects that low-income and English learner students who struggle during their freshman year are more likely to not graduate from the comprehensive high school.</p> <p>Scope: Schoolwide</p>	<p>encouraging students to engage in school activities. In providing a strong foundation of support, identified students will be more engaged in school by having activities to participate in and a mentor student they can go to for support.</p> <p>The district expect higher graduation rates and higher levels of feeling that the program helped their transition to high school as the program is designed to meet the needs most associate with the stresses and experiences of the identified students. However, because we expect that all students who do not engage in school will benefit, this action is provided on a school-wide basis.</p>	
2.7	<p>Action: Attendance Intervention Specialist</p> <p>Need: As demonstrated in the metrics sections, chronic absenteeism data identifies that low-income and English Learners, have a higher chronic absenteeism rate than all students. Chronic absenteeism rate for all is 40.4% (increase of 1.7%), low-income students is 24.8% (1.4% increase), and English learners 21.4% (decrease of 0.4%). Previous data showed students felt less connected, but there was a 9% increase in connectedness compared to last year, but this increase has not lead to better attendance.</p>	<p>To address this need, the district will have two full time employees who will focus on attendance. These positions will pick up low income and EL students who are at risk of missing school, run reports to track chronic absenteeism, conduct home visits and work with parents and students through the SARB process to identify barriers to school attendance and provide interventions to have students attend school on a regular basis.</p> <p>The district expects that the chronic absenteeism rate will decline and school connectedness to increase, as the support people are designed to meet the needs most associated with the stresses and experiences of low-income and English Learners. However, because we expect that all students high high chronic absenteeism will</p>	Chronic Absenteeism (All, Low Income, English Learners) Student Connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>A needs analysis showed the district is seeing less unexcused absences, but there is an increase in excused absences for students. Through SARB meetings, data shows that one issue affecting students who are Low Income or English Learners is having parents who leave for work before school and are not able to make sure their student goes to school.</p> <p>Scope: LEA-wide</p>	benefit, this action is provided on an district-wide basis.	
2.8	<p>Action: School Safety Monitor</p> <p>Need: As demonstrated in the Annual Performance and metrics section, shows an increase in suspension for low income and English learner students. Suspension rate, overall is 5.2% with low income being 6.1% both an increase from the previous year. Educational partners feeling the campus is safe increase in all groups, students 90%, parents 91% and teachers/staff 95%. Student survey results showed that 84% of students feel the school safety monitor makes them feel safer.</p> <p>A needs analysis showed a need to maintain a safe learning environment that is focused on academic achievement, maintaining high standards, fostering positive relationships between staff and students.</p> <p>Scope: LEA-wide</p>	<p>To address this need, the district will hire a full time safety monitor. A full time safety monitor will allow students to have the same consistent presence on campus and encourage students to report potential issues that will help lower suspension rates and increase the rate students feel safe on campus. The safety monitor will provide daily positive interactions, help to implement clear behavioral expectations, and help to reduce physical conflicts by promoting the use of conflict resolution skills.</p> <p>The district expects that identified students suspension rate will decrease and student survey results on feeling safe will increase, as the program is designed to meet the needs most associated with the stresses and experiences of Low Income and English Learner students. However, because we expect that all students need the sense of safety, this action is provided on a district-wide basis.</p>	<p>Suspension Rate (All, Low Income, English Learner) Survey Data: 1) Feeling Safe of Campus (Students, Parents, Teachers/Staff) 2) Safety Monitor makes students feel safer</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.9	<p>Action: After School Transportation, Athletics</p> <p>Need: As demonstrated in the Annual Performance and metrics section, student connectedness has improved from last year by 9% by student rating. Local data shows that 83% of students participate in some type of school activity.</p> <p>A needs analysis showed that the focus on providing multiple activities, including transportation for students has increased students feeling of connectedness and students are engaging. Student feedback showed that low income and English Learner students do not always have reliable after school transportation creating a barrier to participating in sports or other activities.</p> <p>Scope: LEA-wide</p>	<p>To address this need, the district will provide transportation for after school school athletics to improve low income and English learner connectivity, physical and mental development, self-discipline, and access to opportunity through school sports.</p> <p>The district expects that school connectedness and student involvement to increase, as this program is designed to meet the needs most associate with the stresses and experiences of the above groups. However, because we expect all students to benefit, this action is provided on a district-wide basis.</p>	<p>Survey Results:</p> <p>1) School Connectedness</p> <p>2) Student participation rate in activities</p> <p>Educational partner feedback</p>
2.10	<p>Action: Intervention Specialist</p> <p>Need: As demonstrated in the Annual Performance and metrics section, Graduation Rate, Suspension Data and Chronic Absenteeism, identified Low-Income and English Learner students have continued to perform lower than the all student group. Graduation rate, overall is 96.4%, Low Income is 95.7%, and English Learners is 95.2%. Suspension rate, overall is 5.2%, Low Income is 6.1%, and English Learners is 9.1%. Chronic Absenteeism,</p>	<p>In order to address these needs, the district will provide an intervention specialist that will meet with identified students regarding academic progress, behavior issues, and attendance to ensure they are making progress in meeting graduation requirements. Intervention specialists can provide personalized support tailored to the unique needs of each student such as addressing language barriers and socio-economic challenges that may hinder their academic progress. Provide targeted remediation and academic support to help these students catch up on assignments, develop essential skills, and stay on track for graduation. Intervention specialists can work with</p>	<p>Graduation Rate (All, Low Income, English Learner)</p> <p>Suspension Rate (All, Low Income, English Learner)</p> <p>Chronic Absenteeism Rate (All, Low Income, English Learner)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>overall is 20.4%, Low Income is 24.8%, and English Learners is 21.4%.</p> <p>A needs analysis showed that our low income and English Learner students need more support on helping guide them through high school and understanding what is required to graduate.</p> <p>Scope: LEA-wide</p>	<p>LI and EL students to identify underlying causes of behavior problems, provide counseling or behavioral interventions, and teach coping mechanisms to help students manage their emotions and behaviors effectively.</p> <p>We expect the graduation rate to increase and the suspension and chronic absenteeism rate to decrease for the groups listed, as the program is designed to meet the needs most associated with the stresses and experiences of the listed students. However, because the district expects that all students struggling will benefit, this action is provided on an LEA-wide basis.</p>	
3.1	<p>Action: Parent and Student Participation</p> <p>Need: As demonstrated in educational partner feedback and local data, parent participation from English learners and low income students is lower than that of other students in the district. Parent survey showed a 3% decrease in good communication. Though in school connectedness parents report the same level of 88%, teachers/staff report a 1% increase to 88% and students report of 9% in school connectedness to 73%. Local data shows that there has been an increase in the number of parents attending parent nights, but attendance at district meetings remains low.</p> <p>Local analysis of data and parent feedback indicated the need to provide multiple methods of parent communication for parents, including providing translation services, upgrading the parent communication system through the</p>	<p>In order to address these needs, the district will provide additional parental workshops and student involvement opportunities such as Freshman Orientation Night, Senior Survival Night, Financial Aid, and College and Career Night. Parents will be equipped with knowledge and skills to support and encourage student attendance and academic success and students will have more opportunities to become connected to school.</p> <p>The district expects that by providing these services that the parent participation rates of the identified student groups will increase and student's sense of school connectedness will increase, as the supports and programs is designed to meet the needs most associated with experiences of low income and English learners. However, because all parents and students could benefit from increased participation in school functions, this action is provided on a district-wide basis.</p>	<p>Survey results: 1) Parent Communication 2) Student Connectedness (Parents, Students, Teachers/staff) Educational partner feedback</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>student information system, providing incentives for parents and offering more parenting classes.</p> <p>Scope: LEA-wide</p>		
3.2	<p>Action: Technology- targeted</p> <p>Need: As demonstrated in the metrics section and educational partner feedback there is an increased need for low income students compared to other students in the district to have access to technology and internet connections outside of school which impacts a student's academic achievement. Graduation data for overall is 97.4% with low income being 95% and English learners 91.7%.</p> <p>A needs analysis of local data shows that our low-income students did not have consistent and reliable internet access. Unreliable internet limits student access to extended resources, the ability to connect with school, and expanded learning opportunities.</p> <p>Scope: LEA-wide</p>	By providing these services, the identified students will be able to engage in class work at home and develop academic skills needed for post secondary employment. We will provide reliable technology and internet access at home, eliminating this barrier to low income and EL students academic achievement. We expect the academic performance of the identified students to increase, as the program is designed to meet the needs most associated with the experiences of low-income students. However, because we expect that not all students will have access to technology and reliable internet, this action is provided on a district-wide basis.	Graduation Rate (All, Low Income, English Learner)
3.4	<p>Action: Advanced Placement Courses</p> <p>Need: As demonstrated in the metrics section and educational partner feedback section, AP data</p>	To address this need, the district will have a policy that Advanced Placement (AP) courses be open to all students, provide professional development, and ensure all students who want to take the AP test are able to do so through financial support for the test. Access to AP courses benefits low-	<p>AP Passing Rate (All, Low Income)</p> <p>AP Participation Rate (All, Low Income)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>and educational partner feedback identify that low income students have a lower participation and passing rate than for all students. AP Passing rates, overall 62%, low income was 54.8% (a decrease of 14% from the previous year). Number of exams taken by students, overall 292, Low Income 31 (an increase of 15 from previous year).</p> <p>An analysis of root causes shows that our identified students need to increase participation and passing rates in AP courses and providing equity in access to course enrollment, professional development, and ensuring all students are financially able to pay for the exam.</p> <p>Scope: LEA-wide</p>	<p>income students by providing them with opportunities for rigorous academic challenges and college-level coursework, which can help level the playing field and bridge the educational gap between them and their more affluent peers. This exposure not only prepares them for the academic demands of college but also increases their competitiveness in college admissions and access to scholarships and other forms of financial aid.</p> <p>We expect that the identified student group AP participation and passing rate to increase, as the support is designed to meet the needs most associate with the experiences of low-income students. However, because of the lower passing rate for all students, this action is provided on an district-wide basis.</p>	
3.5	<p>Action: College and Career Center</p> <p>Need: As demonstrated in the metrics section and education partner feedback, a focus on the number of students meeting CTE completion and dual enrollment credits needs to improve. Percent of CTE completers is 31.6% and number of dual enrolled students earning credit of 178 which are both increases from previous years. College and Career Indicator (CCI) was 39.2% overall, with Low Income of 33.5%.</p> <p>A needs assessment revealed that the identified group are the most unfamiliar with</p>	<p>To address this need, the district will provide a college and career teacher to support the process of preparing students for post secondary. In providing additional college and career services, identified students will have access to a four year plan to support post secondary goals, college representatives, college and career fairs, support with FAFSA and college admissions, and access to the ASVAB test.</p> <p>The district expects CCI, CTE Completion, and Dual Enrollment credits earned to increase for the identified group, as the program is designed to meet the needs most associated with the stresses and experiences of Low-Income students. However, because not all students have the</p>	<p>CCI (All, Low Income) CTE Completion (All, Low Income) Dual Enrolled students earning credit (All, Low Income)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>how to navigate and access college and post-secondary opportunities.</p> <p>Scope: LEA-wide</p>	necessary support for navigating college, this action is provided on an district-wide basis.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.9	<p>Action: English Language Development Program</p> <p>Need: As demonstrated in the metrics sections and educational feedback section, the district saw an increase in reclassification rates and ELPI (English Learner Progress Indicator), but a continued focus on English Learners is needed to reduce the number of LTEL's. Reclassification rate was 11.6%, ELPI was 51.1% making progress and percent of LTEL's was 66% of total EL's. CAASPP ELA scores for LTEL's are lower than the all students.</p> <p>A needs assessment revealed a continued need to provide targeted ELD instruction and monitoring of progress for both ELs and LTELs. Specifically, it was determined that LTELs could benefit from targeted progress monitoring to identify specific barriers to learning. We found that staff may benefit from professional Development related to these areas.</p>	<p>In order to address these needs, the district will have a designated ELD class for newcomers, designated ELD instruction in English class targeting EL and LTEL students, instructional aide support in classrooms, supplemental material to support English language development, a software program to better monitor the progress of English language learners and Long Term English Learners (LTEL's) and provide professional development for teachers with specific lessons to support EL and LTEL students.</p> <p>Professional development will focus on embedding language development strategies into classroom lessons that enhance language acquisition for ELs and LTEL students, including but not limited to: explicit vocabulary instruction, use of visual aides, manipulatives, and sentence frames, and cross-content opportunities to practice skills needed to improve both language and literacy.</p> <p>Supplemental materials will be provided in order to enhance understanding and retention of new vocabulary and grammatical structures in an effort</p>	<p>Reclassification Rate ELPI LTEL % of all EL's CAASPP ELA (EL, LTEL)</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Educational partners would like to see a decrease in the number of LTEL's.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>to make the learning process more engaging and effective. They may include manipulatives, visual aids, audio recordings, and interactive activities.</p> <p>Instructional aides will assist teachers in providing targeted instruction for the identified students and ensure students have access to more individualized support in small groups or one on one.</p> <p>Site staff will utilize collaboration time to analyze formative and summative assessment data for LTELs and identify barriers and appropriate strategies to implement toward proficiency.</p>	

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

Not Applicable.

Additional Concentration Grant Funding

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

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

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

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

Goal 1 Action 11- Instructional aide will provide services at Kingsburg High School as the number of high concentration students is higher compared to the other two schools.

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

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$14,502,069	3,016,503	20.801%	0.000%	20.801%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$14,991,569.00	\$593,633.00	\$0.00	\$272,677.00	\$15,857,879.00	\$13,186,323.00	\$2,671,556.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Properly credentialed teachers.	All	No			All Schools	3 years	\$8,555,619.00	\$0.00	\$8,555,619.00				\$8,555,619.00	
1	1.2	Credentialed teachers for English and math supplemental support	Low Income	Yes	LEA-wide	Low Income	All Schools	3 years	\$490,645.00	\$5,140.00	\$288,120.00			\$207,665.00	\$495,785.00	0%
1	1.3	Special Education	Students with Disabilities	No			All Schools	3 years	\$753,133.00	\$95,740.00	\$848,873.00				\$848,873.00	
1	1.4	School Intervention, with after school transportation	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	\$101,319.00	\$28,475.00	\$129,794.00				\$129,794.00	0%
1	1.5	Summer School with Transportation	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	\$242,177.00	\$5,000.00	\$247,177.00				\$247,177.00	0%
1	1.6	Alignment of instruction with content standards	All	No				3 years	\$0.00	\$85,824.00	\$85,824.00				\$85,824.00	
1	1.7	Library Media Services	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	\$114,740.00	\$28,000.00	\$142,740.00				\$142,740.00	0%
1	1.8	Intervention Class	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Kingsburg High School, Oasis High School	3 years	\$162,206.00	\$2,500.00	\$164,706.00				\$164,706.00	0%
1	1.9	English Language Development Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 years	\$49,043.00	\$16,000.00	\$65,043.00				\$65,043.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.10	Data Accountability	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$131,471.00	\$18,750.00	\$150,221.00				\$150,221.00	0%
1	1.11	Instructional Aides	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$206,357.00	\$0.00	\$206,357.00				\$206,357.00	0%
1	1.12	Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	\$127,453.00	\$19,000.00	\$109,132.00			\$37,321.00	\$146,453.00	0%
1	1.13	Mentor Support for New Teachers	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	\$3,985.00	\$4,000.00	\$7,985.00				\$7,985.00	0%
1	1.14	Data Management System	All	No			All Schools	3 years	\$0.00	\$12,308.00	\$12,308.00				\$12,308.00	
2	2.1	Behavior Supports	Low Income	Yes	LEA-wide	Low Income	All Schools	3 years	\$132,491.00	\$23,500.00	\$155,991.00				\$155,991.00	0%
2	2.2	School safety	All	No			All Schools	3 years	\$0.00	\$211,095.00	\$208,695.00			\$2,400.00	\$211,095.00	
2	2.3	Mental Health Services	Low Income	Yes	LEA-wide	Low Income	All Schools	3 years	\$0.00	\$176,019.00	\$176,019.00				\$176,019.00	0%
2	2.4	School Transportation	All	No			All Schools	3 years	\$79,338.00	\$83,925.00	\$163,263.00				\$163,263.00	
2	2.5	Maintenance and Facilities	All	No			All Schools	3 years	\$605,341.00	\$850,042.00	\$1,455,383.00				\$1,455,383.00	
2	2.6	9th grade mentor program	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Kingsburg High School	3 years	\$20,403.00	\$12,500.00	\$32,903.00				\$32,903.00	0%
2	2.7	Attendance Intervention Specialist	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	\$289,327.00	\$13,000.00	\$302,327.00				\$302,327.00	0%
2	2.8	School Safety Monitor	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$69,535.00	\$1,500.00	\$71,035.00				\$71,035.00	0%
2	2.9	After School Transportation, Athletics	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$76,004.00	\$0.00	\$76,004.00				\$76,004.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.10	Intervention Specialist	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Kingsburg High School		\$120,649.00	\$1,000.00	\$121,649.00				\$121,649.00	0%
3	3.1	Parent and Student Participation	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	\$39,541.00	\$43,559.00	\$83,100.00				\$83,100.00	0%
3	3.2	Technology- targeted	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	\$187,521.00	\$188,400.00	\$375,921.00				\$375,921.00	0%
3	3.3	Career Technical Education	All	No			All Schools	3 years	\$0.00	\$418,127.00	\$319,132.00	\$98,995.00			\$418,127.00	
3	3.4	Advanced Placement Courses	Low Income	Yes	LEA-wide	Low Income	Specific Schools: Kingsburg High School	3 years	\$0.00	\$3,500.00	\$3,500.00				\$3,500.00	0%
3	3.5	College and Career Center	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	\$151,747.00	\$6,000.00	\$132,456.00			\$25,291.00	\$157,747.00	0%
3	3.6	AVID	All	No			Specific Schools: Kingsburg High School	3 years	\$87,199.00	\$9,073.00	\$96,272.00				\$96,272.00	
3	3.7	Technology	All	No			All Schools		\$92,910.00	\$30,000.00	\$122,910.00				\$122,910.00	
4	4.1	Intervention Specialist	All Low Income, Hispanic	No			Specific Schools: Oasis High School and Kingsburg Independent Study High School	3 years	\$122,567.00	\$0.00		\$122,567.00			\$122,567.00	
4	4.2	Instructional Aide	All Low Income, Hispanic	No			Specific Schools: Oasis High School and Kingsburg	3 years	\$64,143.00	\$0.00		\$64,143.00			\$64,143.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							g Independ ent Study High School									
4	4.3	Mental Health Support	All Low Income, Hispanic	No			Specific Schools: Oasis High School and Kingsbur g Independ ent Study High School	3 years	\$0.00	\$17,496.00		\$17,496.00			\$17,496.00	
5	5.1	Mental Health Services	All	No			All Schools		\$0.00	\$213,883.00		\$213,883.00			\$213,883.00	
5	5.2	Professional Development	All	No			All Schools		\$28,349.00	\$0.00		\$28,349.00			\$28,349.00	
5	5.3	Drug Prevention	All Students with Disabilities English Learners, SED, Hispanic	No			Specific Schools: KHS, OHS		\$0.00	\$48,200.00		\$48,200.00			\$48,200.00	
5	5.4	Attendance	All	No			All Schools		\$81,110.00	\$0.00	\$81,110.00				\$81,110.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$14,502,069	3,016,503	20.801%	0.000%	20.801%	\$3,042,180.00	0.000%	20.978 %	Total:	\$3,042,180.00
								LEA-wide Total:	\$2,944,234.00
								Limited Total:	\$65,043.00
								Schoolwide Total:	\$32,903.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Credentialed teachers for English and math supplemental support	Yes	LEA-wide	Low Income	All Schools	\$288,120.00	0%
1	1.4	School Intervention, with after school transportation	Yes	LEA-wide	English Learners Low Income	All Schools	\$129,794.00	0%
1	1.5	Summer School with Transportation	Yes	LEA-wide	English Learners Low Income	All Schools	\$247,177.00	0%
1	1.7	Library Media Services	Yes	LEA-wide	English Learners Low Income	All Schools	\$142,740.00	0%
1	1.8	Intervention Class	Yes	LEA-wide	English Learners Low Income	Specific Schools: Kingsburg High School, Oasis High School	\$164,706.00	0%
1	1.9	English Language Development Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$65,043.00	0%
1	1.10	Data Accountability	Yes	LEA-wide	English Learners Low Income	All Schools	\$150,221.00	0%
1	1.11	Instructional Aides	Yes	LEA-wide	English Learners Low Income	All Schools	\$206,357.00	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.12	Professional Development	Yes	LEA-wide	English Learners Low Income	All Schools	\$109,132.00	0%
1	1.13	Mentor Support for New Teachers	Yes	LEA-wide	English Learners Low Income	All Schools	\$7,985.00	0%
2	2.1	Behavior Supports	Yes	LEA-wide	Low Income	All Schools	\$155,991.00	0%
2	2.3	Mental Health Services	Yes	LEA-wide	Low Income	All Schools	\$176,019.00	0%
2	2.6	9th grade mentor program	Yes	Schoolwide	English Learners Low Income	Specific Schools: Kingsburg High School	\$32,903.00	0%
2	2.7	Attendance Intervention Specialist	Yes	LEA-wide	English Learners Low Income	All Schools	\$302,327.00	0%
2	2.8	School Safety Monitor	Yes	LEA-wide	English Learners Low Income	All Schools	\$71,035.00	0%
2	2.9	After School Transportation, Athletics	Yes	LEA-wide	English Learners Low Income	All Schools	\$76,004.00	0%
2	2.10	Intervention Specialist	Yes	LEA-wide	English Learners Low Income	Specific Schools: Kingsburg High School	\$121,649.00	0%
3	3.1	Parent and Student Participation	Yes	LEA-wide	English Learners Low Income	All Schools	\$83,100.00	0%
3	3.2	Technology- targeted	Yes	LEA-wide	English Learners Low Income	All Schools	\$375,921.00	0%
3	3.4	Advanced Placement Courses	Yes	LEA-wide	Low Income	Specific Schools: Kingsburg High School	\$3,500.00	0%
3	3.5	College and Career Center	Yes	LEA-wide	English Learners Low Income	All Schools	\$132,456.00	0%

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$13,425,599.00	\$14,146,733.00

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)
1	1.1	Properly credentialed teachers.	No	\$7,633,017.00	\$8,268,165
1	1.2	Credential teachers for English and math supplemental support	Yes	\$468,030.00	\$563,104
1	1.3	Instructional Aides	No	\$97,359.00	\$101,522
1	1.4	School Intervention, with after school transportation	Yes	\$130,784.00	\$124,981
1	1.5	Summer School with Transportation	Yes	\$238,467.00	\$233,588
1	1.6	Alignment of instruction with content standards	No	\$78,792.00	\$85,824
1	1.7	Library Media Services	Yes	\$126,486.00	\$131,288
1	1.8	Intervention Class	Yes	\$217,914.00	\$128,889
1	1.9	English Language Development Program	Yes	\$44,001.00	\$58,469
1	1.10	Data Accountability	Yes	\$122,146.00	\$136,980
1	1.11	Instructional Aides	Yes	\$187,102.00	\$153,165

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	2.1	Behavior Supports	Yes	\$150,222.00	\$150,402
2	2.2	School safety	No	\$191,375.00	\$193,245
2	2.3	Mental Health Services	Yes	\$172,500.00	\$170,000
2	2.4	Outside Agency Services	No	\$112,009.00	\$115,612
2	2.5	School Transportation	No	\$213,357.00	\$180,474
2	2.6	Maintenance and Facilities	No	\$1,397,946.00	\$1,442,537
2	2.7	9th grade mentor program	Yes	\$31,484.00	\$29,084
2	2.8	Attendance Intervention Specialist	Yes	\$279,420.00	\$292,398
2	2.9	School Safety Monitor	Yes	\$76,588.00	\$86,766
2	2.10	After School Transportation, Athletics	Yes	\$70,732.00	\$72,381
2	2.11	Custodial Staff	Yes	\$88,720.00	\$80,758
3	3.1	Parent and Student Participation	Yes	\$43,109.00	\$55,274
3	3.2	Technology- targeted	Yes	\$342,457.00	\$391,818
3	3.3	Career Technical Education	No	\$311,489.00	\$311,489

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	Advanced Placement Courses	Yes	\$10,500.00	\$2,225
3	3.5	College and Career Center	Yes	\$149,328.00	\$152,415
3	3.6	AVID	No	\$127,210.00	\$130,712
3	3.7	Technology	No	\$100,513.00	\$80,071
4	4.1	Professional Development	Yes	\$173,947.00	\$178,764
4	4.2	Data Management Systems	No	\$12,000.00	\$12,308
4	4.3	Professional Development for ELD	Yes	\$10,000.00	\$12,696
4	4.4	Professional Development for AVID	Yes	\$8,300.00	\$8,198
4	4.5	Mentor support for new teachers	Yes	\$8,295.00	\$11,131

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$2,906,704	\$2,872,357.00	\$2,935,118.00	(\$62,761.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Credential teachers for English and math supplemental support	Yes	\$250,718.00	\$335,533	0%	
1	1.4	School Intervention, with after school transportation	Yes	\$130,784.00	\$124,980	0%	
1	1.5	Summer School with Transportation	Yes	\$238,467.00	\$233,588	0%	
1	1.7	Library Media Services	Yes	\$126,486.00	\$131,288	0%	
1	1.8	Intervention Class	Yes	\$217,914.00	\$128,889	0%	
1	1.9	English Language Development Program	Yes	\$44,001.00	\$58,469	0%	
1	1.10	Data Accountability	Yes	\$122,146.00	\$136,980	0%	
1	1.11	Instructional Aides	Yes	\$187,102.00	\$153,165	0%	
2	2.1	Behavior Supports	Yes	\$150,222.00	\$150,402	0%	
2	2.3	Mental Health Services	Yes	\$172,500.00	\$170,000	0%	
2	2.7	9th grade mentor program	Yes	\$31,484.00	\$29,084	0%	
2	2.8	Attendance Intervention Specialist	Yes	\$279,420.00	\$292,398	0%	
2	2.9	School Safety Monitor	Yes	\$76,588.00	\$86,766	0%	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.10	After School Transportation, Athletics	Yes	\$70,732.00	\$72,381	0%	
2	2.11	Custodial Staff	Yes	\$88,720.00	\$80,758	0%	
3	3.1	Parent and Student Participation	Yes	\$43,109.00	\$55,274	0%	
3	3.2	Technology- targeted	Yes	\$342,457.00	\$391,818	0%	
3	3.4	Advanced Placement Courses	Yes	\$10,500.00	\$2,225	0%	
3	3.5	College and Career Center	Yes	\$126,132.00	\$127,998	0%	
4	4.1	Professional Development	Yes	\$136,280.00	\$141,097	0%	
4	4.3	Professional Development for ELD	Yes	\$10,000.00	\$12,696	0%	
4	4.4	Professional Development for AVID	Yes	\$8,300.00	\$8,198	0%	
4	4.5	Mentor support for new teachers	Yes	\$8,295.00	\$11,131	0%	

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$14,295,499	\$2,906,704	0.00%	20.333%	\$2,935,118.00	0.000%	20.532%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

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

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

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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