LCFF Budget Overview for Parents

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

CDS Code: 10622650000000

School Year: 2022-23

LEA contact information:

Jose E Guzman

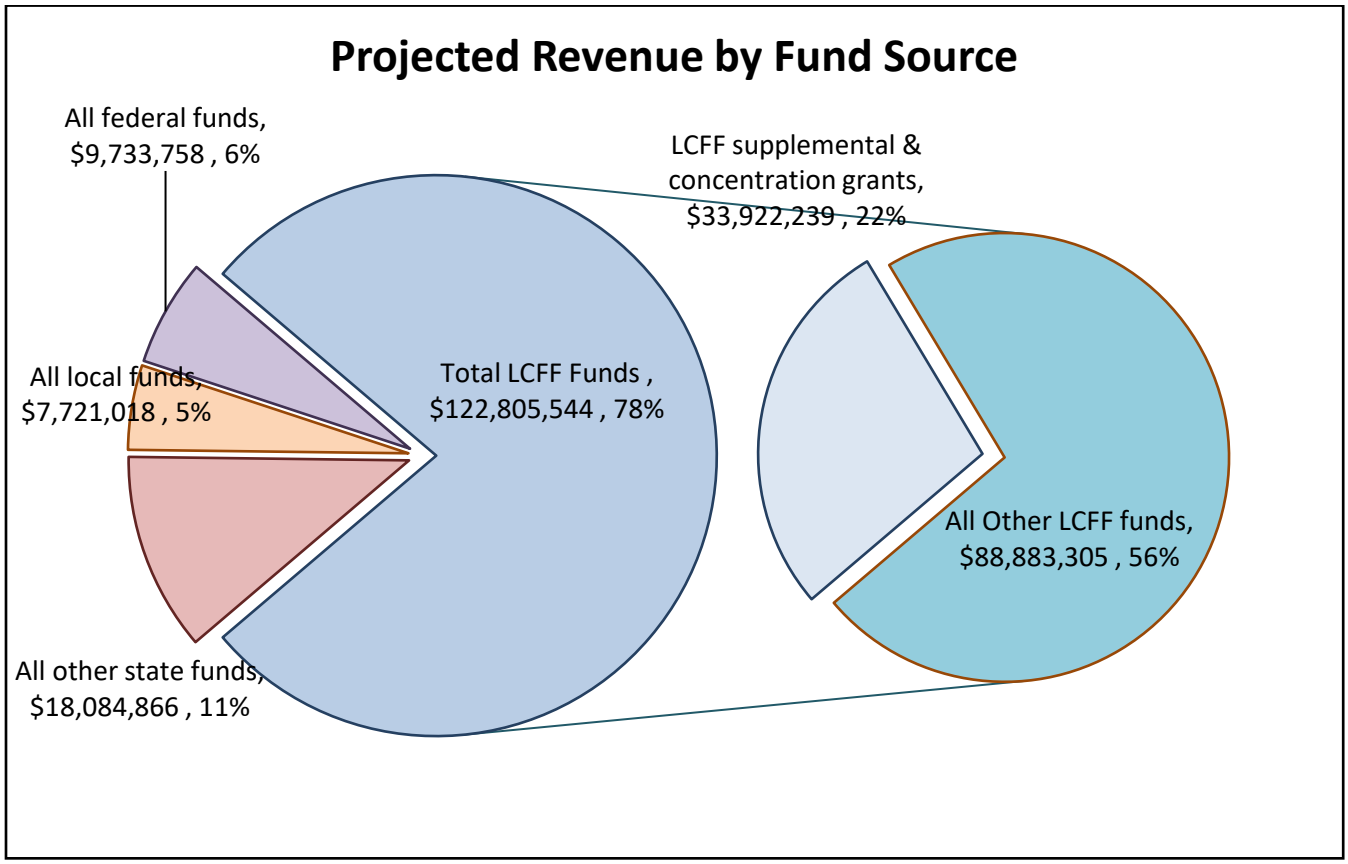
Administrator, Educational Programs

guzman-j@kcusd.com

559-305-7013

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

Budget Overview for the 2022-23 School Year

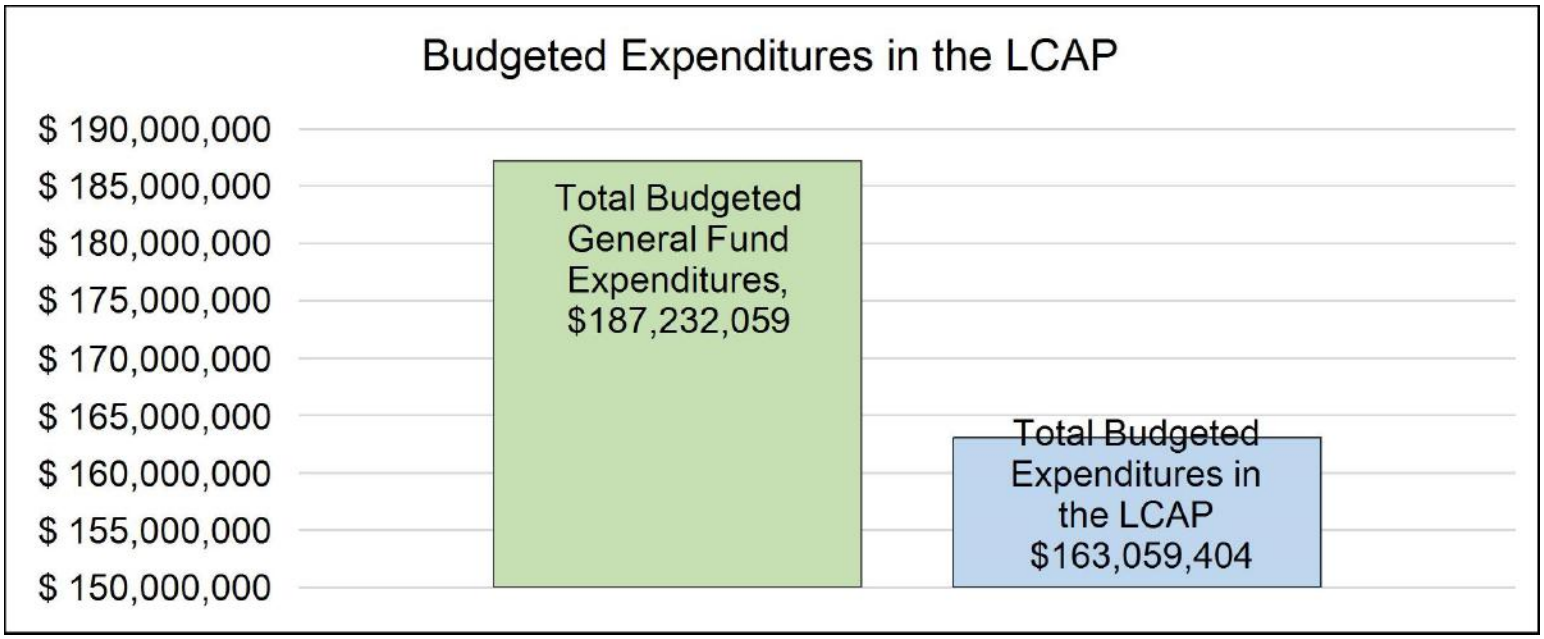


This chart shows the total general purpose revenue Kings Canyon Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Kings Canyon Joint Unified School District is $158,345,186, of which $122,805,544 is Local Control Funding Formula (LCFF), $18,084,866 is other state funds, $7,721,018 is local funds, and $9,733,758 is federal funds. Of the $122,805,544 in LCFF Funds, $33,922,239 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Kings Canyon Joint Unified School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Kings Canyon Joint Unified School District plans to spend $187,232,059 for the 2022-23 school year. Of that amount, $163,059,404 is tied to actions/services in the LCAP and $24,172,655 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

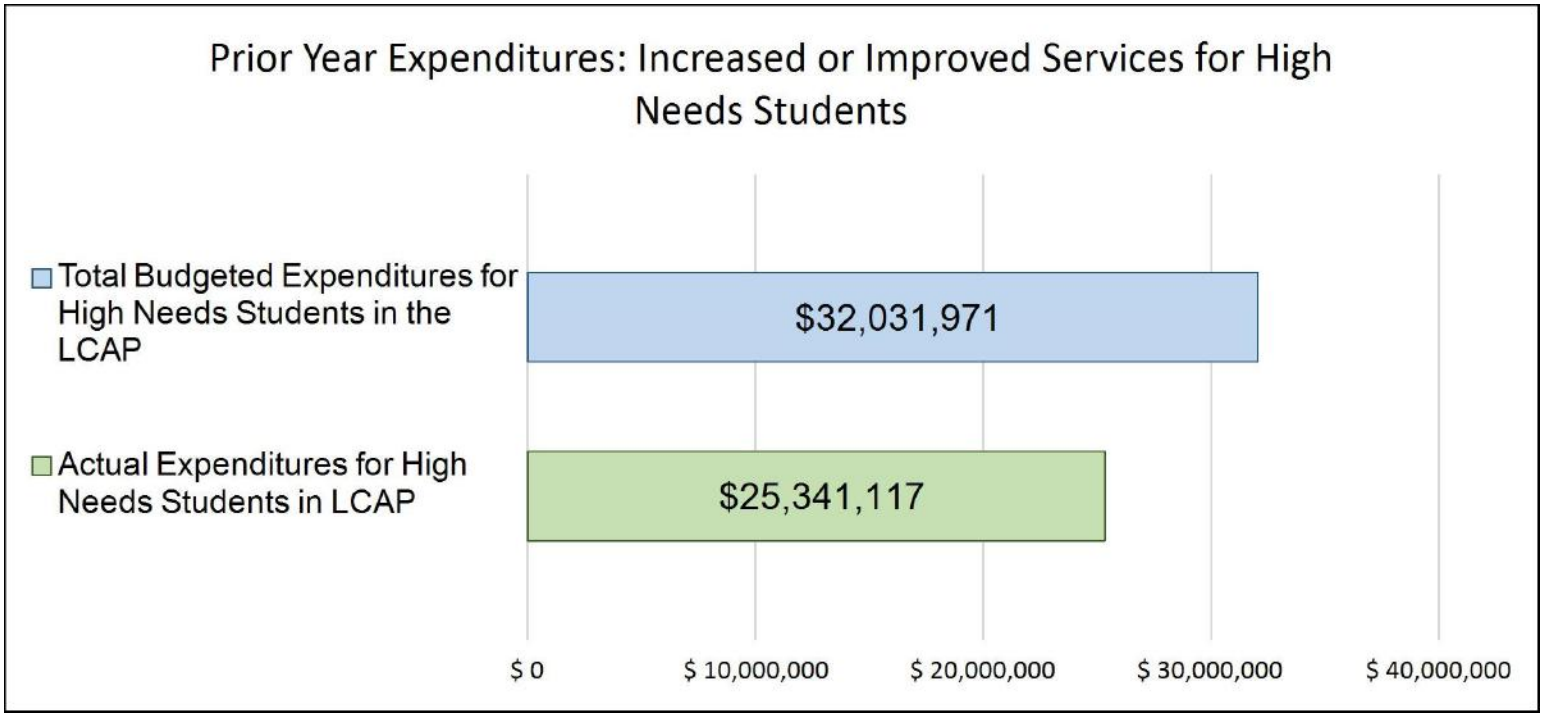
Federal funds that are site specific were not included in the Local Control and Accountability Plan (Title I Site Allocations per the Consolidated Application are included in individual site School Plans for Student Achievement). Additionally, federal and state COVID-19 relief "one time" funds were not included in the LCAP. KCUSD included only ongoing actions as part of the District's strategic action plan to serve students through this LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Kings Canyon Joint Unified School District is projecting it will receive $33,922,239 based on the enrollment of foster youth, English learner, and low-income students. Kings Canyon Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Kings Canyon Joint Unified School District plans to spend $40,738,115 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 2021-22



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

The text description of the above chart is as follows: In 2021-22, Kings Canyon Joint Unified School District's LCAP budgeted $32,031,971 for planned actions to increase or improve services for high needs students. Kings Canyon Joint Unified School District actually spent $25,341,117 for actions to increase or improve services for high needs students in 2021-22.

Funds allocated in 2021-2022 that were not expended, will be carried over into the 2022-2023 school year in support of the actions planned in the Local Control and Accountability Plan. Services were provided utilizing additional funds secured through federal grants. These actions will be continued in the upcoming school year to increase or improve services for high need students outlined in the plan.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kings Canyon Joint Unified School District	Jose Guzman Administrator, Educational Programs	guzman-j@kcusd.com 559-305-7013

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Kings Canyon Unified School District (KCUSD) has a long-established foundational principle of meaningful educational partner engagement. KCUSD has continued to engage educational partners in the development of strategic plans to support students and staff. Educational partners were provided multiple opportunities to provide input on how the District could potentially utilize new and existing funds to provide for the needs of all students in KCUSD.

Previous engagement opportunities include the Virtual LCAP Input workshops in February of 2021 that were held in an effort to inform educational partners of the District's progress with LCAP goals, discuss actions that were implemented to achieve the goals and share evidence that showed progress towards meeting positive and improved outcomes for students, especially in light of the District's response to the COVID-19 pandemic. School sites engaged parent groups on the LCAP and solicited input as to how KCUSD could improve the services provided to students and how additional funding sources could be leveraged to maximize the District response to student needs throughout the COVID-19 pandemic. In addition to District meetings and school presentations the District also distributed surveys to all parents, students in grades 3-12 and to all staff members. Surveys were used as a tool to collect feedback from stakeholders on the actions and goals of the LCAP. This feedback informed the development of the plan to utilize the 15% increase in concentrated funds to address any needs that were not initially included in the original LCAP.

In the fall of 2021, additional consultation took place with the District Advisory Committee and District English Learner Advisory Committee (August 23, 2021) to seek input on needs to be addressed by the 15% increase in concentrated funds. Additional feedback was received from special education advocates, parents of students with disabilities, the Migrant Program parent advisory group as well as the Native American advisory group. Feedback continued through out the year through DELAC and DAC meetings scheduled for January 24 and through routine feedback loops with administrators, parents, collective bargaining units and other staff.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Every school site in KCUSD has a population of low-income, English learners, and/or foster youth greater than 55%. In order to maximize the use of additional concentration grant add-on funding, KCUSD conducted a comprehensive evaluation of staffing at all sites and determined the greatest areas of need based on current site needs.

Each school site was evaluated based on student needs and site's current staffing. Through this evaluation process, Human Resources, Educational Programs, Curriculum and Instruction and site leaders were consulted to determine how to best support each school site. As a result of this collaboration, additional positions were increased at school sites based on the determined need. Staff positions that will be increased at each school include:
Campus Assistants, Preschool Staffing, Teen Early Childhood Staff, Family Connections Techs, Library Media Techs, Bilingual Community Aides, Health Office Aides, Visual and Performing Arts Techs, Physical Education Techs. Behavior Intervention Team Staff, Middle School Transition Liaisons, School Social Workers, School Psychologists, Site Learning Directors, Program Specialist to Support Students with Disabilities and Teachers on Special Assignment to Support for English Learners.

The direct increased/improved services that the additional positions will provide to students include an increase in the positions already established in the LCAP to provide additional ongoing support to unduplicated students and to address needs that have emerged as students have returned to in-person instruction in addition to new positions aligned with LCAP goals and objectives.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

KCUSD has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The District's practices have been further enhanced during the pandemic as KCUSD sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan. The following links and page numbers indicate how and when the LEA engaged its educational partners in the use of funds received to support recovery throughout the COVID- 19 Pandemic.

- Learning Continuity and Attendance Plan https://www.kcusd.com/about/lcap (p. 3-6)
- Expanded Learning Opportunities Grant Plan https://www.kcusd.com/about/lcap (p. 1-2)

- Local Control and Accountability Plan https://www.kcusd.com/about/lcap(p. 10-14)
- ESSER III Expenditure Plan https://www.kcusd.com/about/lcap(p. 2-3)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Implementation of ESSER III Safe Return to In-Person Instruction & Continuity of Services Plan - https://www.kcusd.com/about/kcusd-covid-19-prevention-program-for-in-person-instruction

KCUSD has implemented the ESSER III Safe Return to In-Person Instruction and Continuity of Services Plan by establishing and frequently adjusting the protocols and procedures for safe in-person instruction based on guidance from local, state and federal health departments. This plan is updated at minimum, every six months based on changes in requirements and adjusting for new guidance from health officials. This plan is centered on the health and safety of staff and students and ensuring continuity of services in KCUSD. The implementation of this plan has been successful as all KCUSD schools continue to be open for in-person instruction. While successful, the implementation of this plan has also been met with significant challenges.

Health and Safety of Students, Educators, and Other Staff

Successes:
Through collaboration of all District departments, KCUSD was able to successfully implement a uniform return to school plan with systematic protocols for staff and student safety, This plan established a uniform communication system to report exposures, transmissions and contact tracing. This system is utilized by all school sites and District departments which have allowed for consistency in required reporting to state and local health officials. All educational partners were included in the development and updating of this plan. Through this collaboration, many partnerships with local health agencies were established or strengthened. KCUSD partners with agencies such as Adventist Health, United Health Centers, Cultiva La Salud and Fresno County Department of Public Health. As a result KCUSD saw tremendous success in how students, staff and community members adhered to the safety measures put in place with minimal disruptions to the implementation. Due to implementation of this plan, parents have been instrumental in taking mitigative actions to allow for students to continue to attend in person instruction. Parents have been in direct communication with school sites to inform of illnesses and receive guidance. Through the strict following of this plan by all partners, KCUSD has closed very few classrooms due to at school transmissions and have established consistent protocols for students returning to school. In order to assist with the communication of these protocols, KCUSD staff utilized new systems such as ParentSquare, Zoom, redesigned websites for sites and District which allowed for direct receipt of messages and clear safety requirements and expectations.

Challenges:
While the implementation of the return to school plan was extremely successful, there have been many challenges throughout this pandemic. The constant changes in guidance and protocols set forth by federal, state and local officials has been difficult to manage as the changes are frequent and often changed from day to day. As a result, the COVID District Team was required to meet frequently to adjust the District

response to changing requirements and ensure consistent communication with all educational partners. One of the greatest challenges has been the need to clarify District protocols as many educational partners received information from a variety of sources such as non-District employers, social media and mainstream media outlets. Increasing the frequency of communication with all educational partners was of paramount importance which required a huge investment of time and human resources. Another major challenge has been the lack of available PPE and testing supplies. While KCUSD was proactive in ordering all materials and working in partnership with Fresno County Superintendent of Schools, the worldwide supply chain shortages impacted the delivery of these essential materials and supplies. This continues to require strategic management to ensure sites have everything they need in regards to PPE and testing supplies to remain open and support the prompt return of students and staff to in person instruction.

Continuity of Services

Successes:
As a result of strict adherence to the Safe Return to In-Person Instruction & Continuity of Services Plan established by KCUSD and through the constant adjustments made by utilizing the guidance provided by federal, state and local health officials, KCUSD has been able to ensure continuity of services throughout the pandemic. This was made possible through the strong collaboration between educational partners including bargaining units as they play a major role in the continuation of providing students with in person instruction. Through this plan, KCUSD was able to phase in a return to school in the fall of 2020 by utilizing a hybrid return to in-person instruction while keeping 100% of District departments operational. In order to meet the needs of students in KCUSD, many departments continued operation while conducting out of classification assignments with many employees providing supports at school sites, delivering instructional materials to homes when necessary, providing technological support for students at school and at home. Due to the frequently changing guidance, the hybrid instructional model allowed KCUSD to pilot new safety protocols and programs to ensure continuity of services. Upon full return to in-person instruction in the fall of 2021, KCUSD utilized the lessons learned during the previous school year to strengthen the current plan. Additionally, KCUSD was able to expand opportunities for families for alternatives to in person instruction as required by the law. KCUSD expanded the grade level opportunities for participation in KC Online (District Dependent Online Charter) and established a uniform plan for short term independent study.

In order to ensure continuity of services, one of the greatest successes for KCUSD was the opportunity to provide a variety of vaccination clinics for the immediate community and staff of KCUSD. Through KCUSD's partnership with Adventist Health, KCUSD was able to hold the first educator vaccination clinic in Fresno County. This was then followed up with additional staff vaccination clinics through Adventist Health, United Health Centers, Fresno County Department of Public Health and Cultiva La Salud. These clinics have resulted in a great majority of KCUSD staff receiving vaccinations, which has had a great impact in KCUDS's ability to provide in person instruction.

Challenges:
The greatest challenge throughout the pandemic for KCUSD has been the recruitment and retention of qualified staff to fill necessary positions and to provide substitute coverage. KCUSD made a commitment during the onset of the pandemic to limit the number of students in certain grades which required the hiring and reassignment of staff to fill these positions. Additionally, during 2020-2021, KCUSD established an online option for students that remained in the distance learning format, which required additional staffing. Compounding the difficulty in

finding qualified staff to fill these needs, another challenge was providing these new staff members with the requisite professional development to be able to deliver high quality instruction. Fortunately, throughout this pandemic, the challenges that many other districts have experienced with mass retirements and resignations has not been experienced in KCUSD. KCUSD has maintained a high retention rate throughout this period.

Throughout the pandemic, it has been difficult to recruit staff for a variety of classified positions as there are a variety of alternatives for benefits statewide , resulting in an inability to fill some positions. This has created an opportunity to analyze and redefine current positions. While this has been a challenge, as California emerges out of the pandemic, KCUSD is confident that these positions will continue to be filled with qualified candidates and will be able to increase the supports in place for families and students.

Implementation of the ESSER III Expenditure Plan

Successes:
Through the implementation of the ESSER III Expenditure Plan, KCUSD has been able to ensure continuity of services and expand the services provided to the students of KCUSD while maintaining safe conditions for students, staff and families during the COVID-19 pandemic. Through the funds allocated to KCUSD and implemented through the ESSER III Expenditure Plan, KCUSD has been able to provide improvements to many campuses to mitigate virus transmission and provide repairs and improvements to District HVAC units, windows, buildings and new construction to provide safe conditions for students. Another success for KCUSD has been the ability to provide necessary sanitation supplies and equipment to mitigate illness on campus and reduce the spread of COVID-19.

Through the ESSER III Expenditure Plan, KCUSD was able to ensure the necessary supports for continued high quality instruction during the return to in-person schooling and in preparation for potential future school closures. A huge success for KCUSD was the ability to purchase necessary computer equipment and technology to be able to continue to deliver instruction in either scenario. In addition to technology, KCUSD was able to expand supports for students during the school day and through the expanded learning program for students through collaboration with sites and community partners. KCUSD was also able to hire additional teachers and staff to support high quality instruction in smaller classroom settings during the pandemic. Additionally, KCUSD was able to utilize ESSER III funds to expand the social emotional supports in place for students through the expansion of a District wide SEL curriculum in grades K-8 and site specific SEL programs in grades 9-12 in addition to the newly added universal screener, DESSA. Through the implementation of the ESSER III Expenditure Plan additional supports for students were put in place that would not have been possible otherwise.

Challenges:
The most difficult challenge facing Kings Canyon in regards to the implementation of the ESSER III Expenditure Plan has been the constant adjusting to everchanging guidance and regulations throughout the COVID-19 pandemic and pivoting to meet the needs of students, staff and families. This has required both sites and District office to be flexible and adjust as needed, whether it be around changing guidance regarding testing, returning to school following a positive test, technology needs, increasing costs from vendors and business partners, to finding the human resources needed to support our schools. These challenges have resulted in increased communication and circling back to clarify following these adjustments. This has required frequent meetings of all educational partners and decision makers to ensure everyone is on the same page regarding plans and expectations. These challenges are compounded by absences created as a result of

positive COVID-19 tests and having staff on quarantine or isolation from time to time. This has resulted in all staff being asked to support when there is a shortage of staff to fill the positions needed to deliver the services our students and families require. While this has been a challenge, KCUSD has worked together to meet these challenges and is very pleased with how the District staff has come together to continue to support our students and families throughout this pandemic.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Safe Return to In-Person Instruction and Continuity of Services Plan

KCUSD used its fiscal resources to implement the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan by making significant improvements to school facilities and making necessary repairs to address safety issues stemming from the COVID-19 pandemic. School facility repairs and improvements were made to enable operation of schools to reduce the risk of virus transmission and exposure to environmental health hazards and support overall staff and student health needs. This included improvements made to mechanical and non-mechanical heating, ventilation, air conditioning systems, filtering, purification, fans, control systems and window repair/replacement. Additionally, KCUSD hired additional staff to ensure that students had qualified staff to provide instructional services to students as students returned to in-person instruction. In addition to required additional staff, KCUSD ensured the the necessary personal protective equipment and cleaning supplies were made available to mitigate the risk of virus transmission.

The implementation of these additional funds received in the 2021-2022 school year are specifically aligned to LCAP Goal 1 (All students will receive a high quality education in an environment designed to provide them with opportunities to develop their greatest potential.), where safety is the number one priority of the District. The improvements and repairs that were made were above and beyond those regularly prescribed in Goal 1 and were specifically required as a result of the District's response to the COVID-19 pandemic. Staffing and safety equipment allowed for the best environment possible under COVID-19 conditions.

ESSER III Expenditure Plan

KCUSD used its fiscal resources to implement the requirements of the ESSER III Expenditure Plan by focusing on the implementation of actions to ensure the continuation of in-person instruction and to address the impact of lost instructional time on students.

Continuation of In-Person Instruction

In order to ensure the continuation of in-person instruction, KCUSD conducted a variety of school facility repairs and improvements to enable operation of schools and to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. Sufficient Personal Protective Equipment (PPE) was also purchased to support staff and student health needs. In order to support the

needs of KCUSD to ensure the District's ability to maintain operations and continuity of services and continue to employ existing and additional staff, KCUSD utilized resources through ESSER III. These actions ensured the continued function of District transportation, expansion of the warehouse to accommodate increased needs, provide for additional materials and equipment, as well as necessary staff to accommodate additional classrooms and related costs. Additionally, KCUSD purchased additional educational technology (including hardware, software, and connectivity) to ensure continuity of instruction in the case of a need to close school sites and to support the use of technology utilized throughout the pandemic.

Addressing the Impact of Lost Instructional Time

In order to address the impact of lost instructional time, KCUSD utilized the resources available through ESSER III to provide greater supports for students in the form of extended time, intervention, social emotional support and by providing professional development for staff to support the needs of students stemming from the COVID-19 pandemic. KCUSD addressed learning loss among students with disabilities and students with unique needs by providing targeted instruction to address gaps in learning and provide engaging curriculum to support instruction. Additional classroom teachers were added/continued to support the delivery of instruction in smaller class settings, with an emphasis on early grades and core subject areas to mitigate the loss of instructional time due to the pandemic. Addressing learning loss among students, including low income students, students with disabilities, English learners, students experiencing homelessness, and children in foster care provided through strategic intervention programs included extended day instruction and support for expanded learning programs. Additionally, there was continued support for the use of technology to include the development of standards aligned technology integration and the purchase of necessary instructional technology. In response to the COVID-19 pandemic, KCUSD launched a Districtwide implementation of Social Emotional Curriculum including universal screeners to inform a multi-tiered system of support for students' needs and to build the capacity of staff to provide necessary supports and interventions for students.

The implementation of the additional funds received in the 2021-2022 school year are specifically aligned to the LCAP by supplementing and expanding existing LCAP actions that were determined based on a comprehensive evaluation and needs assessment to determine best practices. The use of additional funds allowed KCUSD to expand services through the use of additional time and staffing available to deliver these actions as written in the LCAP. The KCUSD LCAP and ESSER III Expenditure Plan may be found at https://www.kcusd.com/about/lcap.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kings Canyon Joint Unified School District	Jose E Guzman Administrator, Educational Programs	guzman-j@kcusd.com 559-305-7013

Plan Summary [2022-23]

General Information

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

Kings Canyon Joint Unified School District (KCUSD) is a preschool through 12th grade public school system that serves students from a 600 square-mile area, one of the largest geographic area school districts in California.

Diverse in geography and culture, KCUSD serves the cities of Reedley, Orange Cove and the foothill and mountain communities of Navelencia, Squaw Valley, Dunlap and Miramonte. KCUSD employs approximately 1,500 staff members and has a student population approaching 10,000.

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

Our student population (2020 California School Dashboard) is 29.2% English Learner, 88.6% are classified as Low Income, and 0.5% as Foster Youth. The percentage of students who are low-income, English learners or foster youth is 88.09%. Our student population is made up of many ethnicities – 88.6% Hispanic, 7.8% White, .6% Asian, 0.2% African American, 0.3% Native American, 0.5% Filipino, and 1% two or more races.

KCUSD's mission is to provide a broad spectrum of educational programs and co-curricular activities for all students so that they may attain their highest potential.

Over the 2021-2022 school year, KCUSD has worked diligently to continue to provide the students of the District with the highest quality educational experience possible. For KCUSD, getting students back to as normal a school year as possible under the current context of the COVID-19 pandemic was of paramount importance. Through countless hours of preparation, collaboration and continuous adjustments in response to the everchanging pandemic, KCUSD was able to successfully implement a uniform return to school plan that resulted in a return to full day, in-person instruction. The most difficult challenge that Kings Canyon faced in 2021-2022 in regards to the safe return to school has been the constant adjustments with everchanging guidance and regulations throughout the COVID-19 pandemic and pivoting to meet the needs of students, staff and families. This has required both sites and District office to be flexible and adjust as needed, whether it be around changing guidance regarding testing, returning to school following a positive test, technology needs, increasing costs from vendors and business partners to finding the human resources to needed to support our schools. These challenges have resulted in increased communication and circling back to clarify following these adjustments. This has required frequent meetings of all educational partners and decision makers to ensure everyone is on the same page regarding plans and expectations. These challenges were compounded by absences created as a result of positive COVID-19 tests and having staff on quarantine or isolation from time to time. This resulted in all KCUSD team members being asked to support when there was a shortage of staff to fill the positions needed to deliver the services our students and families require. While this has been a challenge, KCUSD has worked together to meet these challenges and is very proud of how the District staff has come together to continue to support our students and families throughout this pandemic. The actions established by this Local Control and Accountability Plan (LCAP), along with the support of additional state and federal COVID relief actions will allow KCUSD to continue to support our students through the recovery from this pandemic.

It is important to note that Senate Bill 98 and Assembly Bill 130 suspended the reporting of performance indicators in the California School Dashboard for 2020-2021 and 2021-2022. The comprehensive needs assessment conducted for the purpose of this LCAP is based on reflections on successes and areas of need utilizing the most recently available state and local data.

Reflections: Successes

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

Following the previous two school years, the greatest success for KCUSD was the ability to return to in person instruction. KCUSD was able to do so through the effective implementation of the Safe Return to In-Person and Continuity of Services Plan to ensure safety for staff and students and a return to a more “normal” school environment. Through collaboration of all District departments, KCUSD was able to successfully implement a uniform return to school plan with systematic protocols for staff and student safety, This plan established a uniform communication system to report exposures, transmissions and contact tracing. This system is utilized by all school sites and District departments which have allowed for consistency in required reporting to state and local health officials. All educational partners were included in the development and updating of this plan. Through this collaboration, many partnerships with local health agencies were

established or strengthened. KCUSD partners with agencies such as Adventist Health, United Health Centers, Cultiva La Salud and Fresno County Department of Public Health. As a result KCUSD saw tremendous success in how students, staff and community members adhered to the safety measures put in place with minimal disruptions to the implementation.

As a District, KCUSD was able to return to a focus on instruction and delivering the necessary social and emotional supports for students, addressing many of the gaps that emerged as a result of the COVID-19 pandemic. When comparing the 2021 Smarter Balanced Assessment results with previous years, students in KCUSD showed an average drop in scores of approximately 10% across the District. In response to this expected decrease in achievement, KCUSD found it necessary to implement a series of strategies to support both the academic and social emotional needs of students upon return to daily in-person instruction. KCUSD utilized a District-wide intervention in grades (3-8) for ELA and Math and began implementation of District-wide Social Emotional Learning for all grades. Evidence from these programs shows that KCUSD has been successful in not only identifying gaps that emerged as a result of the pandemic but supporting the closing of those gaps for students.

Through the use of the iReady intervention program in combination with targeted best first instruction, local data shows students have made significant progress in closing learning gaps. District-wide, students showed a decrease of 11.54% in the number of students who were reading at 2 or more levels below grade level and an almost 10% increase in the number of students reading at grade level when compared to the beginning of the year. Special education students showed a slight increase in the percentage of students at or above grade level (3.4%). Special education students also showed a decrease of 4% in the number of students reading two or more levels below grade level. English Learners showed an increase of 6.2%. English learners also showed a decrease of 14% in the number of students reading two or more levels below grade level. Low income students showed an increase of 8.6%. Low income students also showed a decrease of 12.3% in the number of students reading two or more levels below grade level. KCUSD's largest student group, Hispanic students also showed similar growth. Hispanic students showed an increase of 10% in the number of students reading at or above grade level. They also showed a decrease of 12% in the number of students reading two or more grade levels below grade level. In Math, students in KCUSD showed an increase of 15.46% in the number of students performing at grade level compared to the beginning of the year. Special education students showed a slight increase in the percentage of students at or above grade level (.6%). English Learners showed an increase of 6.7%. Low income students showed an increase of 14%. KCUSD's largest student group, Hispanic students, also showed similar growth. Hispanic students showed an increase of 14.4% in the number of students performing at or above grade level. While there is a lot of growth possible, these local metrics show that the strategies being implemented are having a positive impact on the achievement of our students.

As a result of the pandemic, it was evident that KCUSD would need to increase the social-emotional learning available for students. It would be necessary to establish a universal screener to identify the areas in which students needed these supports the most. KCUSD established the use of the DESSA (Devereux Student Strengths Assessment) for students across the District to inform sites on the areas of social-emotional need and to identify specific students in need of Tier 2 and 3 support. This screener, utilized in tandem with Second Step curriculum in grades K-8 and a high school driven curriculum in grades 9-12, allowed KCUSD to deliver greater social-emotional support than in years prior. Beyond the delivery of the Second Step curriculum, KCUSD support staff was able to provide additional services based on the needs identified through the DESSA that otherwise could have potentially gone unnoticed. In support of this increased focus on SEL, KCUSD hired additional school social workers, psychologists, behavior team members and restorative justice counselors to deliver the SEL support students required. Through these additional supports, KCUSD SEL providers are able to see students in small groups, individually

and if necessary, refer to Tier III or outside services on a wider scale than in the past. In order to further support these social-emotional needs, KCUSD staff have been introduced to Trauma Informed Care through collaboration with All 4 Youth service providers and have launched a trainer of trainers cohort to further support the professional development of staff to better prepare adults in KCUSD to support the social-emotional needs of our students. Additionally, SEL lessons were expanded to the KCUSD Expanded Learning Program (formerly Afterschool Program) to ensure an aligned system of supports across the entire District. In 2021-2022, KCUSD was able to establish its own Restorative Justice program with two experienced coordinators. Our Restorative Justice team has been successful in providing support to students resulting in a reduction in the number of students that would have otherwise been suspended, expelled or incarcerated.

Reflections: Identified Need

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

Student performance data on the 2020-2021 CAASPP showed that there was a close to ten percent decline in achievement compared to the previous year the CAASPP was administered. While the CAASPP exam utilized in 2020-2021 was modified from the exam utilized in previous years, this decrease in achievement served as a starting point to identify student needs. Through an analysis of this data, it is evident that our English learners, low-income, and foster youth students are in need of additional academic support in comparison to all students as indicated in the metric section on the state ELA and math assessments. English learners, low-income, and foster youth students have a slightly lower percentage of students meeting or exceeding standards (40% in ELA and 23% in math) in ELA and Math than the all students group (44% in ELA and 27% in math). Similarly, the average distance from met is greater for English learners, low-income students, and foster youth students (-25.41 in ELA and -72.39 in math) compared to the all student group (-16.45 in ELA and -64.88 in math). Additionally, the achievement of English learners and students with disabilities is also significantly lower than the all student group. 7% of English learners met or exceeded standards in ELA and 5% met or exceeded standards in math. 7% of students with disabilities met or exceeded standards and 4% met or exceeded standards in math.

The suspension of state testing due to the COVID-19 pandemic in 2019-2020 and the decrease in achievement on the 2020-2021 CAASPP highlighted the tremendous need for KCUSD to identify and implement a common tool for universal screening and academic progress monitoring to address the achievement gaps that have emerged. In the spring of 2021, KCUSD began to pilot the use of the iReady assessment and instruction platform for initial use in grades 3-8. iReady was launched across grades 3-8 in 2021-2022 and has helped shine a light on areas of need and has provided KCUSD teachers with a systematic intervention platform to allow students to fill identified gaps in learning. As a result of the implementation of the iReady platform, KCUSD has been able to identify additional needs, especially in the area of math. While there has been significant student achievement growth in ELA as measured by the iReady system, the same is not true in math. When comparing student achievement data on the iReady math assessment from the beginning of the year to the second administration of the iReady, there has been an overall growth in the percentage of students scoring at grade level (+15.46% across the District). However, there has also been a slight increase in the percentage of students scoring two or more levels below. Special education students showed a slight improvement (.6%) in students scoring on grade level, but a 6.2% increase in the percentage of students scoring two or more levels below. English learners showed a 6.7% increase in the percentage of students scoring on grade level, but also showed

an increase of 3% in the percentage of students scoring two or more levels below. Low-income students showed a great improvement (14%) in the percentage of students scoring on grade level, and only a .5% increase in the percentage of students scoring two or more levels below.

In addition to the academic needs that surfaced through the comprehensive needs assessment and educational partner engagement process, the need to focus on social-emotional needs surfaced. While student attendance and behavior data from the previous two school years cannot truly be compared to the data being collected in the current year, it is evident that there is a tremendous need for continued support. Due to the hybrid schedule and a higher percentage of students attending school in distance learning in 2020-2021, suspension data was very low. In 2020-2021, only .5% of all students were suspended. As the great majority of KCUSD students returned to in-person instruction in 2021-2022, suspensions are at the level that is slightly higher than in 2018-2019. Local data shows that suspension rates are currently around 3.8% for students overall. English learners represent approximately 28% of those suspensions while low-income students represent close to 70% of suspensions. While these figures are significantly lower than in 2017-2018, KCUSD will focus on reducing those behaviors that lead to suspension in 2022-2023 with the actions outlined in this LCAP.

In order to address these gaps in student achievement, KCUSD will continue to conduct cycles of inquiry through the professional learning community process at every school site, with professional development being offered to teachers, administrators, instructional coaches and classified para professionals to support closing these achievement and behavioral gaps. KCUSD will continue to implement the actions that showed success prior to the pandemic and will expand services to accelerate the recovery from the COVID-19 pandemic.

LCAP Highlights

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

The Kings Canyon Joint Unified School District (KCUSD) Local Control and Accountability Plan (LCAP) is organized to address six goals. The following is a brief overview of the components within each of the six goals.

Goal 1: All students will receive a high quality education in an environment designed to provide them with opportunities to develop their greatest potential.
This goal focuses on “basic services,” ensuring that students are attending school on campuses that are in good condition while being taught by teachers who are appropriately credentialed and assigned, provided with adequate textbooks, materials and supplies

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

This goal focuses on the implementation of state standards ensuring that students have access to grade-level state standards, along with rigorous curriculum and instruction to support academic achievement for all students. Included in this goal are actions that provide necessary structures for progress monitoring, professional development, intervention and enrichment support for student success.

Goal 3: All English learners will demonstrate progress towards attaining English language proficiency and increase the percentage of attaining proficiency in ELA and Math.
This goal focuses on actions designed to ensure that English learners have increased support towards attaining English language proficiency and increasing student achievement on state and local metrics. Included in this goal are actions that provide necessary structures for progress monitoring, professional development, intervention and enrichment support targeted specifically to address the needs of English learners.

Goal 4: All students will be provided a broad spectrum of educational and co-curricular activities so that they may reach their highest potential and their college and career goals.
This goal focuses on the co/extra-curricular activities available for students to help ensure that students are provided a broad spectrum of activities to support college and career readiness. Included in this goal are actions designed specifically to keep students engaged in school activities beyond the core curriculum that support students on their path towards graduation while preparing them for college and careers.

Goal 5: All students will be provided with safe and nurturing learning environments that support their social, emotional, and academic success.
This goal focuses on the school climate, culture and safety, ensuring that students are provided with safe and nurturing learning environments to support their social, emotional, health and academic success. Included in this goal are actions aligned with a District-wide implementation of PBIS structures, school climate and culture supports, social-emotional learning and health related services.

Goal 6: All students will have the opportunity to increase academic achievement through the engagement of parents and families.
This goal focuses on parent education and engagement for the purpose of ensuring that parents and families have meaningful and relevant engagement opportunities and experiences with KCUSD and school sites. Included in this goal are actions designed to support communication structures between families and schools while providing educational and engagement activities for parents and caregivers to support student achievement.

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.

Mountain View School (Alternative)

Support for Identified Schools

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

For the purpose of supporting Mountain View School (MVS), KCUSD required that a comprehensive needs assessment be conducted to drive the goals for improvement aligned to the California School Dashboard indicators. This needs assessment was conducted through analysis of data, analysis of the current instructional program, current status of results on performance assessments related to student achievement from local and state assessments, staffing and professional development, alignment of curriculum and instruction and parent engagement. This data was provided to the site through the mining of the student information system data, using the California School Dashboard to identify current reality. Data was presented to the school site through a district wide analysis of all indicators on the California School Dashboard, comparing data from previous year on all indicators. This data was compared to other similar schools and analysis was conducted to determine what movement would have to take place to move out of the "red" indicators.

The School Site Council (SSC), in partnership with site and District administration reviewed this data together to help guide the development of the School Plan for Student Achievement (SPSA) and incorporated the resources available through the Comprehensive Support and Improvement (CSI) program as well as through other District provided resources in response to the identified needs. Through this needs assessment, it was determined that additional supports are needed to increase graduation rate for MVS students and improve attendance rates. At MVS, credits towards graduation and attendance rates are directly tied to successful completion of assigned independent study curriculum. KCUSD is currently investigating additional ways to support MVS students so they can successfully complete their assigned course work. KCUSD will utilize the Edgenuity platform to provide additional learning opportunities tailored to students needs and abilities. In order to provide this support, an additional MVS facility was built on the Orange Cove High School campus to increase access to the program for students residing in Orange Cove. Additionally, KCUSD is expanding the facilities at the Reedley MVS campus to allow for greater engagement and participation in school activities. These facilities are expected to be available for students in the winter of 2022-2023 and will allow for greater in-person support of students and facilitate credit recovery. and provide academic support which will be required in the delivery of this instructional model.
Additional staffing has been added to MVS in the form of an academic guidance counselor and a learning director specifically assigned to the MVS program. As part of this comprehensive review, MVS also reviewed attendance trends for the school by grade level to identify trends and patterns and enrollment data to identify areas of greatest need. Through this process, it was determined that the school site would need to target chronic absenteeism at the lower grades through earlier intervention. It was determined through this evaluation many of the students at MVS had limited resources at home and as a result had obstacles to attending school or completing their assignments. MVS will continue to utilize the additional technology and staffing to mitigate those obstacles by providing greater 1:1 service opportunities, increased technology and access to the internet for students enrolled in the independent study program.

MVS will receive supplementary funding through the CSI ESSA grant to support improvement in the areas identified through the California School Dashboard (Graduation Rate and Chronic Absenteeism). Kings Canyon Unified School District will collaborate with Mountain View to draft ongoing plans to support the areas of need identified through the school dashboard and provide additional support in aligning resources to implement the plan.

MVS's SPSA was built to provide evidence-based improvement strategies to support chronic absenteeism and graduation rate. Selection of evidence based intervention included a review of literature, study of meta-analysis and utilizing resources such as the What Works Clearinghouse. When contracting with external providers, KCUSD will only utilize providers who demonstrate research based practices that are in alignment with District goals and objectives in support of student achievement. Once the appropriate department has determined that research based practices indicate potential for a benefit to the students and/or staff of KCUSD, contracts for services will be reviewed and approved by the KCUSD Board of Education.

Monitoring and Evaluating Effectiveness

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

During school year 2019-2020, KCUSD established an additional monitoring support structure for schools identified for CSI that includes bringing together District leaders, other principals and administrators for the purpose of supporting the implementation of improvement actions. Approximately every month, this group will collaborate with MVS in support of progress monitoring and action plan implementation.

The addition of the academic counselor and learning director assigned directly to MVS will support the effective progress monitoring of the implementation of the CSI/SPSA. Working collaboratively with site and District staff, the primary measurement of the effectiveness of implementation will an increase in attendance, completion of credits towards graduation and ultimately, an increase in graduation rate for MVS school. The primary goal of the greater 1:1 service opportunities, increased access to technology and internet will be to increase the amount of work completed by all students enrolled at MVS. Students at MVS earn attendance and credits based on the completion of assigned work and are supported by their independent study teacher. Student data will be collected on the increase of work completion (which will also impact attendance for those students) and credits earned.

During these collaborative support meetings, site and District leaders will review attendance trend data, completion of work data and credits earned by Mountain View School students and adjust accordingly based on progress or the absence of progress. This data will be tracked at the site level and reviewed during the monthly collaborative support meetings with any proposed changes to the plan being discussed with the School Site Council.

Engaging Educational Partners

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

Kings Canyon Unified School District (KCUSD) used a variety of methods to solicit input from all educational partners. Educational partner groups included parents, teaching staff, support staff, principals, learning directors, District administrators and local bargaining units for both classified and certificated staff. School sites engaged parent groups on the LCAP and solicited input as to how KCUSD could improve the services provided to students. In addition to District meetings and school presentations,KCUSD also distributed annual surveys to all parents, students in grades 3-12 and to all staff members. The surveys were used as tools to collect feedback from educational partners on the actions and goals of the LCAP.

Educational Partner Engagement Process:

KCUSD has traditionally collected an annual Parent Survey. This information is used to help provide a focus for both District and site direction. To gather information from students, KCUSD utilized an annual Student LCAP Survey to help inform the direction of the LCAP from a student perspective. In addition to this parent survey, a community survey specific to the LCAP was also conducted for anyone in the KCUSD community to complete, including parents, teachers, classified staff and community members.

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

District Advisory Committee (Parent Advisory Committee) - August 23, 2021, October 25, 2021, January 24, 2022, March 7, 2022 and May 9, 2022
Kings Canyon Teachers Association - April 4, 2022
California School Employees Association - January 5, 2022 and May 11, 2022
District English Language Advisory Committee - August 23, 2021, October 25, 2021, January 24, 2022, March 7, 2022 and May 9, 2022
Principals/Administrators - biweekly meetings

School Site Parent Input:
All school sites requested input from parent groups regarding the Local Control and Accountability Plan. School sites requested feedback and suggestions through their School Site Councils, English Learner Advisory Committees, Puente a Tecnologia programs, Latino Literacy groups and Parent Teacher Clubs.

SELPA Collaboration and Special Education Engagement
Kings Canyon Unified School District is part of the Fresno County SELPA and participated in SELPA Operations meetings, where the LCAP was discussed with member districts and input was solicited from that educational partner group. 2021 - 2022 Operations meetings were held on September 16, 2021, October 14, 2021, November 16, 2021, January 13, 2022, February 17, 2022, March 23, 2021, April 7, 2022 and May 12, 2022.

Additionally, KCUSD holds regular Special Education "Parent Connect" meetings to seek input on what KCUSD can do to improve services for special education students. This year, those engagement opportunities took place on September 22, 2021, October 19, 2021, November 30, 2021, March, 14th, 2022, April 4, 2022 and May 11, 2022.
KCUSD also utilizes a Special Education Cabinet to seek input on how to improve services for Special Education students in KCUSD. This team is comprised of site administrators, special education and general education teachers and District administration.

Board Meetings- May 24, 2022, June 14, 2022
LCAP Proposed Draft actions presented to the District Advisory Committee (Parent Advisory Committee)-(May 9, 2022) and the District English Learner Advisory Committee (May 9, 2022)
Public Comment Period - May 17-24, 2022
Local Indicators were presented in conjunction with LCAP as per Ed Code 52062 (b)(2)
Board adopted the LEA budget at the same meeting as the LCAP Adoption.
Public Hearing - May 24, 2022
Board Approval - June 14, 2022

A summary of the feedback provided by specific educational partners.

Below is a brief summary of the feedback collected from a variety of Educational Partners:

Parent Groups:
Parents gave very positive feedback as to the supports provided for students, especially during the COVID-19 pandemic. Parents expressed that they appreciated the two way communication capabilities of Parent Square and hoped that that would continue. Parents also expressed that the availability of the expanded learning program is a great support for students and families. A theme that presented itself was the need to increase the supports for social emotional supports and for students that have behavior issues. Parents expressed that as a result of the pandemic, students are going through issues like feeling disconnected and depression. Parents would like there to be more support from counselors, social workers, psychologists and caring staff. Parents were also interested in seeing an expansion of the offerings in CTE courses, school field trips, athletics, visual and performing arts and other co/extra curricular activities. They felt that CTE classes are good for students, and adding more options will benefit students, especially for those that do not see college as their primary option upon graduation. Parents expressed their appreciation for facilities projects and that they would like more classrooms to be built, especially with new construction happening in the KCUSD area. Parents also expressed a need for greater options for students at the middle school level in regards to electives. Parents also mentioned that they feel a need to expand the offerings that allow students to earn high school diplomas via independent studies and adult school for students who have fallen behind. Parents also expressed that many students, especially those from poverty do not have access to the same resources and schools should ensure that they have access through school to technology, athletics, activities and academic and college field trips.

Teacher Groups:

Teachers were very supportive of the actions currently taking place through the previous LCAP and expressed that they would want all of these actions to continue. They specifically mentioned that the expanded learning programs are a great addition to the schools. They also address the change in the way Instructional Coaches have been utilized (delivering individualized support to new teachers) as being highly effective. They also explained that smaller classes as a result of the requirements of the hybrid schedules created a positive climate and culture. They expressed that many of the structures that were put in place and supported through the PBIS structures already in place have improved the overall operation of schools and student movement. They also recommended that many of the COVID protocols established throughout the pandemic should continue. They provided suggestions on how to expand professional development, especially for new teachers across all grade levels. They also encouraged the expansion of intervention teachers and improved systems as to who receives intervention services. Teachers also requested an expansion of electives at the middle school level for the purposes of engagement opportunities. They also expressed that the additional classified staff on campuses has been a great service to students and should be expanded. It was also recommended that the CTE opportunities presented to students at the middle school should be reviewed and expanded to support greater CTE access for more students. Saturday Academy is a program that should definitely continue or be expanded.

Classified Groups:
Classified staff was very pleased with additional supports provided through extended hours for classified staff. A lot of feedback was provided regarding supports to students who are struggling, especially at the continuation high schools and recommended adding supports and facilities to the program at Mountain View School to support improving graduation rates for students. The also made recommendations regarding additional special education supports to assist with helping students get onto school busses having more time to help students during the day. They also recommended adding more bilingual staff to support parent engagement and expressed that having a new parent engagement coordinator will be a great addition to our District.

Special Education Parent Connect and Special Education Cabinet
Provided feedback as to the importance of maintaining the co/extra curricular for students. Several members shared that our low-income students do not have access to activities such as athletics and performing arts outside of school and this is importance in support of student engagement and school connectedness. Additionally, these partners expressed the need for additional classified support for special education programs to provide greater classroom assistance and facilitate helping students on and off school busses.

Advisory Groups:
Feedback received from the District English Learner Advisory Committee and District Advisory Committee groups was very supportive of the actions being implemented by KCUSD. These groups, which are predominantly made up of parents, expressed that there was a great need for additional supports for struggling students, especially for social emotional needs. Parents requested additional parent education specifically around navigating student information systems like PowerSchool and being able to navigate that system to be able to support their children from home. Parents expressed their gratitude for parent workshops through Parent Academy, Children's Day and Parent Square. Similarly, parents were vey excited to hear about the expansion of TK and hoped that the preschool structures in place will continue so students get a solid foundation from an early age. They also expressed gratitude for the availability of preschool as many families could otherwise not afford to enroll their children in programs if not available through the District. It was indicated that the use of Zoom helped increase their engagement and participation in school meetings and activities. They requested that this continue, even as schools return back to "normal" but expressed that there is often "too much" information and that it can be difficult to manage.

Student Groups:
A large majority of the feedback received from students was positive regarding offerings and supports provided through their school sites. It was evident from student feedback that there is additional need for social-emotional support, especially returning from the COVID-19 pandemic to in-person instruction. Many expressed that they need more counseling opportunities and access to a wider range of elective courses to prepare for college and career opportunities. They also expressed the importance of relationships from their teachers while acknowledging that teachers and staff do their best to promote a positive climate and culture. Students overwhelmingly perceive that they are getting a good education through the educational programs established by their school sites.

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

The following actions were influenced by specific educational partner input and integrated into the LCAP:

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

Continued and new actions influenced by specific educational partner input are listed below:

Goal 1:
The actions in Goal 1 are continued actions and educational partners were supportive of continuing these actions as they provide the majority of the District's basic services required for the operation of the District. Reflected in the spending under this goal includes expansion of facility, transportation and food service needs. Educational Partner input reflects appreciation of the facility improvements, especially those constructed for the purpose of improving health and safety as a result of the COVID-19 pandemic.

Goal 2:
Educational partner input indicated that KCUSD should continue to support teachers and classified staff through professional development. This is included in this goal. Specifically, Goals 2.7 (Instructional Coaches), 2.15 (NGSS Support) and 2.19 (Supplemental Professional Development) support this need for expanded targeted and job embedded professional development. Feedback regarding the importance of preschool supported the expansion of preschool staff (2.11). The expansion of action 2.21, targeting the mitigation of potential overidentification in special education was influenced through input from staff, parents and administrators in being able to provide additional supports for struggling students. As an additional support, the inclusion of action 2.22 (Intervention Teachers) and 2.14 (Instructional Resources) directly addresses the need to provide additional intervention and resources in support of students at risk of falling behind grade

level. Parents were very explicit as to the need to "return to normal" and continue to expand field trips and co/extra-curricular activities, resulting in a planned return of Sci-Con in 2022-2023 (2.20).

Goal 3:
English Learners make up approximately 27% of the students in the District. Educational partner input shows that KCUSD has done an outstanding job supporting the needs of EL students and working towards reclassification. Through this feedback, the actions in Goal 3 will continue with the intention of increasing the use of additional progress monitoring tools. Through DELAC input, KCUSD has included action 3.5 (Promoting Biliteracy and Cultural Awareness) to increase awareness of the benefits of biliteracy in support of emerging bilinguals and the District's Dual Immersion program at Alta Elementary. KCUSD's Migrant program has been included in this goal in response to feedback received indicating that the majority of students in the Migrant program under action 3.10 are also English Learner students. Additionally, parents have expressed the need for additional supports for English learners. KCUSD has hired two additional teachers on special assignment to focus on addressing the needs of English learners (3.11).

Goal 4:
One of the most frequently mentioned feedback points from all educational partners is the importance of Career Technical Education opportunities for students in KCUSD. Actions 4.1 (College and Career Guidance and Support), 4.2 (Career Technical Education Support), 4.4 (K-8 College and Career Readiness), and 4.13 (VROP) all provide for the promotion and expansion of the CTE programs in the District. Input from students showed that KCUSD would do well to expand the marketing and promotion of CTE pathways, especially with elementary students. Action 4.10 (Summer Extended Learning) was written with feedback from educational partners in mind as students return to full time, in person instruction. Feedback was clear that many students will require additional supports in response to the COVID-19 pandemic and expanded summer learning opportunities will be supportive of this need.

Goal 5:
Educational partner input as well as student and parent survey results show that the actions in this goal around climate, culture and school safety have been successful and should continue. Specific feedback from parents, staff and students, point to specific actions for this success. KCUSD's Expanded Learning Program (action 5.4) was mentioned as critical to student success. KCUSD will continue to provide this service. Educational partner feedback also indicated that the structures in place through the successful implementation of Positive Behavior Intervention and Support programs at all sites (action 5.1 and 5.3) has resulted in positive outcomes for students. Considerable educational partner input was received addressing the need to expand the social emotional supports available to students. In response to this feedback, KCUSD will expand the number of Social Workers (action 5.7), On-Site Counseling (5.8) and Behavior Intervention team members and school psychologists (5.9) in the 2022-2023 school year. Additionally, KCUSD will be expanding the explicit instruction of Social Emotional Learning in support of students social emotional well-being in response to the COVID-19 pandemic. A continued action in response to feedback received to address the need for supports for students with behavior challenges is the Restorative Justice Program (action 5.13). This action will allow KCUSD to build on the partnership it has launched with the City of Reedley to support students when behavioral infractions do occur. Similarly, KCUSD will add Learning Directors to school sites based on the need to support social emotional needs at multiple sites. (5.14).

Goal 6:

Educational partners (parents specifically) provided feedback on the increased effectiveness of District and site communication, especially throughout the COVID-19 pandemic. As a result of this feedback, actions 6.6 (District and School Websites), 6.8 (Unified Communication System), 6.11 (School to Home Communication Team), 6.12 (Parent Engagement Team) were included. As a result of the addition of Parent Square, parents as well as school staff expressed improvement in two way communication and effectiveness of communication through digital/text platforms. Parents also expressed appreciation of site Parent Academy and Puente a Tecnologia programs (actions 6.3, 6.9 and 6.13) and school and District parent engagement opportunities such as District Fair (action 6.14) and Children's Day (6.10).

Through continued input and feedback received, KCUSD will adjust its action plan as needed to support increasing student achievement, supporting parents and growing the capacity of all staff in KCUSD.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Goal 1 has been developed for the purpose of addressing state priorities 1 (Basic Conditions of Learning) and 2 (State Standards-Conditions of Learning). It is a priority of Kings Canyon Unified School District that students have basic services, ensuring that all students are attending school on campuses that are in good condition while being taught by teachers who are appropriately assigned and provided with adequate textbooks, materials, supplies and supports. It is the philosophy of KCUSD that by ensuring that all of these basic conditions of learning, students will be in best place to achieve their highest potential. Through effective professional development, strategic planning and efficient use resources, students and staff will have the resources needed to continue to improve outcomes for students. KCUSD has seen consistent growth since 2015 across all indicators on the CA School Dashboard and expect to continue this growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching	95% fully credentialed teachers in 2020-2021	89.26% fully credentialed teachers in 2021-2022			Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching -Above 98%
Percentage of misassigned teachers and vacancies	.04% misassigned teachers 0% vacancies	.004% misassigned teachers .002% vacancies			Percentage of misassigned teachers - 0% Number of teacher and vacancies - Below .05%

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Credentialed Teachers	Continue to hire fully and appropriately credentialed teachers at all levels (general education and special education) and monitor implementation.	$38,920,434.00	No
1.2	Basic Operating Expenses	Continue to provide basic operating expenses – Includes salaries and benefits of District office staff, administrative staff, school site secretaries and health office aides, general office materials and supplies, equipment and central office operating costs and classroom furniture.	$24,848,486.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Provide and Maintain Facilities	Continue to provide and maintain facilities-Included in this action is the reporting for costs associated with Routine Restricted Maintenance.	$15,981,287.00	No
1.4	Transportation	Continue to provide transportation to and from school.	$6,103,366.00	No
1.5	Guidance and Learning Center - Special Education	Continue to provide Guidance and Learning Center staff in support of students with disabilities - special education teachers, special education techs, school psychologists, program specialists, speech specialists, behavior support staff, interpreter/translator and two secretaries. Services provided by these staff members include academics, speech, functional life skills, social/emotional support and behavior interventions. Staff will receive on-going professional development on writing IEPs, legal updates, instructional strategies and updates to the special education data system.	$10,571,235.00	No
1.6	Site Base Allocations	Continue to distribute site lottery allocations.	$1,429,497.00	No

Goal Analysis [2021-22]

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.

In 2021-2022, actions outlined in Goal 1 were implemented as planned. With students returning to in-person instruction on a traditional schedule allowed for the implementation of all actions in this goal. KCUSD continued to implement precautions in accordance with the recommendations set forth by state and local health officials in regards to masks on busses, classrooms, cleaning schedules and adjusted accordingly to changing guidance.

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.

Goal 1.1 shows a material difference in the expense for credentialed teachers salaries as a result of an increase in compensation in 2021-2022 and the hiring of additional teachers upon the return to in-person instruction. Goal 1.2 shows a material difference in the estimated expenditures for basic operating expenses due to the actual cost in 2021-2022 being less that what was projected.

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

KCUSD made adequate progress across all metrics in Goal 1 with the exception of the percentage of teachers fully credentialed. Through early recruiting, KCUSD expects to be back to 2020-2021 levels and making progress towards the desired outcome by 2023-2024.

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.

No major changes made to Goal 1 for 2022-2023.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Goal 2 was developed to address state priorities 2 (State Standards), 4 (Pupil Achievement), 7 (Course Access), and 8 (Other Pupil Outcomes). It is a priority of Kings Canyon Unified School District that all students have access to grade-level state standards, along with rigorous curriculum to support academic achievement for all students. The continued actions outlined in Goal 2 have resulted in continued growth since 2015 in both ELA (15% increase in percentage of students meeting and exceeding standards) and Math (20% increase in percentage of students meeting and exceeding standards). Ultimately, if students in KCUSD continue to make progress on the metrics outlined in Goal 2, students will have a greater opportunity to pursue a greater range of options upon graduation from high school. The growth students in KCUSD have made is expected to continue as a result of continued implementation of this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
%age of students who meet or exceed standards on the Smarter Balanced ELA Assessment	52.43% Met or exceed standards on SBA ELA (2019 CA School Dashboard)	2020-2021 (CAASPP) All Students: 42.13 Foster: 27.3% English Learners: 8.89% Low Income: 39.34% Special Education: 8.45% Data Source: Data Quest			58.% Met or exceed standards on SBA ELA
%age of students who meet or exceed standards on the	40.42% Met or exceed standards on SBA Math (2019 CA School Dashboard)	2020-2021 (CAASPP) All Students: 25.55% Foster: 27.3%			46 % Met or exceed standards on SBA Math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced Math Assessment		English Learners: 6.08% Low Income: 22.77% Special Education: 5.63% Data Source: Data Quest			
School Dashboard 2019 ELA Distance from Standard by Student Group	1.5 Average Distance from Met (Overall) on 2019 CA School Dashboard	2020-2021 (CAASPP) All Students: -20.18 Foster: -60.42 English Learners: -97.78 Low Income: -27.11 Special Education: -128.11 Data Source: Local Disaggregation based on CAASPP			All Students improve by 5 points. Student Groups improve by 10 points.
School Dashboard 2019 Math Distance from Standard by Student Group	-29.4 Average Distance from Met (Overall) on 2019 CA School Dashboard	2020-2021 (CAASPP) All Students: -66.64 Foster: -94.88 English Learners: -123.33 Low Income: -72.92 Special Education: -164.89 Data Source: Local Disaggregation based on CAASPP Data Source: Data Quest			All Students improve by 5 points. Student Groups improve by 10 points.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
%age of 11th grade students considered conditionally ready/ready for College English	67.18% (https://caaspp-elpac.cde.ca.gov/caaspp/Default) 2018-2019	2020-2021 (CAASPP) All Students: 59.97% Foster: N/A English Learners: 9.38% Low Income: 57.62% Special Education: 12.51% Data Source: Data Quest			All Students improve by 5%. Student Groups improve by 10 %.
%age of 11th grade students considered conditionally ready/ready for College Mathematics	33.79% (https://caaspp-elpac.cde.ca.gov/caaspp/Default) 20 2018-2019	2020-2021 (CAASPP) All Students: 23.73% Foster: N/A English Learners: 7.69% Low Income: 20.79% Special Education: 0% Data Source: Data Quest			All Students improve by 5%. Student Groups improve by 10 %.
K-2 Local Assessment BPST Basic Phonics Skills Test	% Met or exceeded grade level expectations K-42% 1st-41% 2nd-46% 2nd Grade Lexile-32%	2021-2022 (Local Data) All Students: K-44% 1-25% 2-37 Foster: K-N/A 1-N/A 2-25% English Learners: K-34% 1-17%			All Students improve by 15% % Met or exceeded grade level expectations K-48% 1st-47% 2nd-53% 2nd Grade Lexile-37%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2-33% Low Income: K-44% 1-23% 2-34% Special Education: K-21% 1-1% 2-26%			
3-8 Local Assessments Overall Lexile	3-8 Student Lexile Score 42% Met or exceeded grade level expectations 2021-2022 Utilized iReady to calculate Lexile. This tool will be utilized for remainder of this LCAP	2021-2022 (Local Data) All Students: 51% Foster: 37% English Learners: 30% Low Income: 49% Special Education: 13%			All Students improve by 15%
K-5 Math Local Assessment	45% Met or exceeded grade level expectations 2021-2022 Utilized iReady to calculate Lexile. This tool will be utilized for remainder of this LCAP	2021-2022 (Local Data) All Students: 24% Foster: 27% English Learners: 14% Low Income: 22% Special Education: 8%			Increase of 15% across each grade level All Students improve by 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6-8 Math Local Assessment	30% Met or exceeded grade level expectations	2021-2022 (Local Data) All Students: 24% Foster: 22% English Learners: 2% Low Income: 23% Special Education: 3%			Increase of 15% across each grade level All Students improve by 15%
3-8 Reading Local Assessment (New Metric in 2022-2023	Met or exceeded grade level expectations Baseline (2021-2022) All Students: 30% Foster: 31% English Learners: 10% Low Income: 26% Special Education: 6%	2021-2022 (Local Data) All Students: 30% Foster: 31% English Learners: 10% Low Income: 26% Special Education: 6%			Increase of 15% across each grade level All Students improve by 15%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Alignment of Instruction	Continue to provide core textbooks and materials to align instruction with content standards.	$832,327.00	No
2.2	Teacher Resources for Instruction	Kings Canyon Unified School District's English learners, low-income and foster youth are in need of additional academic support in comparison to all students as indicated in the metric section on state and local ELA and math assessments. KCUSD will utilize an outside service to house and organize State Standards and ELD resources for teachers for who are providing intervention support for these students. This resource will continue to support English learners, low-income,	$78,370.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and foster youth by increasing the accessibility to and the number of resources the teachers have to use when supporting skill development as well as the effectiveness of English Language development and intervention strategies and resources. The additional resources are designed to meet the needs most associated with English learners, low-income, and foster youth. However, because we expect that all students struggling academically will benefit, this action is provided on an LEA-wide basis. We expect this action to continue to reduce the achievement gap for English learners, low-income, and foster youth on state and local ELA and math assessments.		
2.3	Baseline VAPA and Physical Education Techs	Provide VAPA and PE Techs to support the delivery of instruction during Visual and Performing Arts (VAPA) and Physical Education (PE) instruction in grades 1-5.	$1,572,486.00	No
2.4	Additional Instructional Aides	Student achievement data indicates that Kings Canyon Unified School District's English Learners and low-income students are performing much lower than all students as indicated in the metric section on state and local ELA and math assessments. In order for our English learner and low-income students to have adequate support to readily acquire language and better access to core instruction, KCUSD will continue to hire instructional aides to provide individualized support. Instructional aides will provide individual support to students through small groups and scaffolding in order to increase language acquisition and performance in core subject areas. This support is designed to meet the needs most associated with English learners and low-income students. However, because we expect that all students struggling academically will benefit, this action is provided on an LEA-wide basis. We expect this action to continue to reduce the achievement gap for English learners, and low-income students on state and local ELA and math assessments.	$589,153.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Transportation to Reduce Loss of Instructional Time	Student achievement data indicates that Kings Canyon Unified School District's English Learners, foster youth and low-income students are performing lower than all students. Educational partner feedback indicates that participation of English learners, low-income, and foster youth in athletics increases self-esteem, social status, and academic success as long as it does not significantly reduce the amount of time spent in core classes. In order for our English Learners, foster youth, low-income students to participate in athletics and maximize their time in the classroom we will provide additional bus drivers who will be able to limit the amount of time students must leave their school site before dismissal time, thereby increasing instructional time and access to learning. This action is designed to meet the needs most associated with English learners, foster and low-income students. However, because we expect that all students struggling academically will benefit, this action is provided on an LEA-wide basis. It is our expectation that providing greater access to instruction time will result in increasing student achievement data for English Learners, foster youth and low-income students.	$30,080.00	Yes
2.6	System and Accountability Team	State and local data indicates that Kings Canyon Unified School District's English learners, low-income, and foster youth are in need of additional academic support in comparison to all students as indicated in the metric section on state and local ELA and math assessments. In order to close that achievement gap, Kings Canyon Unified School District will continue to monitor student achievement and instructional practices through the support of the Systems and Accountability Data Team. This team will support site leaders and teachers to identify achievement gaps and inform instructional and programmatic decisions. The academic needs of these students are most efficiently addressed when teachers have the information and resources needed to target instruction to closing specific achievement gaps. Through the supports provided by this team, instructional and performance gaps and areas of celebration will be identified, which will allow for decisions to be made at both the District level and site level, resulting in more effective services for students. This will allow for more targeted assistance for our English learners, low-income, and foster	$486,298.00	Yes

Action #	Title	Description	Total Funds	Contributing
		youth and close the achievement gap. We expect this action to continue to reduce the achievement gap for English learners, low-income, and foster youth on state and local ELA and math assessments.		
2.7	Instructional Coaches	Kings Canyon Unified School District's English learners, low-income, and foster youth are in need of additional academic support in comparison to all students as indicated in the metric section on state and local ELA and math assessments. KCUSD will continue to provide instructional coaches who will provided targeted assistance to teachers to improve student achievement and teacher instruction to increase overall effectiveness for the purpose of engagement and use of appropriate scaffolds and best practice strategies. This action will increase access to effective first teaching and will provide on-site, real time professional development for teachers and support staff to increase student achievement. Site principals will be able to support teachers through direct coaching in addressing the needs of students with shoulder coaching in real time, one on one consultation and feedback, lesson planning and instructional strategies. The support provided by instructional coaches is designed to meet the needs most associated with English learners, low-income, and foster youth. However, because we expect that all students struggling academically will benefit, this action is provided on an LEA-wide basis. We expect this action to continue to reduce the achievement gap for English learners, low-income, and foster youth on state and local ELA and math assessments.	$3,355,975.00	Yes
2.8	Educational Programs Department	Kings Canyon Unified School District's English learners, low-income, and foster youth are in need of additional academic support in comparison to all students as indicated in the metric section on state and local ELA and math assessments. In order to support these student groups, progress will be monitored, at the District level, to develop equity and access for all students and ensure funds and services are being provided appropriately. Educational Programs	$809,440.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Dept. (Director - 55%, Admin. Asst) will oversee implementation and monitoring of effectiveness of the instructional plan, with a special focus on closing achievement gaps. Monitoring educational progress through analysis of formative assessments provides needed information for the district to target English learners, low-income, and foster youth student's learning needs and ensure the LCAP goals are met. The data will be shared with site leaders and the necessary staff to discuss and implement strategies that will support students in their learning based on data. These strategies include the support of the development and effectiveness of the District's multi-tiered system of support that creates a framework for how schools provide targeted supports and help schools identify struggling students early and intervene quickly. The major role of the Administrator for Educational Programs is to develop the Local Control and Accountability Plan, and to ensure that all actions supported by Supplemental and Concentration funds are designed and effective in increasing or improving services for English learners, low-income, and foster youth. The LCAP provides the district with direction and clearly articulated strategies based on data and educational partner feedback to address the learning needs of our most at-promise students within a multi-tiered system of support. We expect this action to continue to reduce the achievement gap for English learners, low-income, and foster youth on state and local ELA and math assessments.		
2.9	Foster/Homeless Youth Liaison	Foster Youth in KCUSD are in need of additional academic support in comparison to all students as indicated in the metric section on state and local ELA and math assessments and have a lower A-G completion rate in comparison to all students. A foster/homeless youth liaison will be provided to ensure foster and homeless youth are supported academically and socially. The liaison will be responsible for assuring the identified students are connected to resources they may be lacking (clothing, food, medical support, etc.) The liaison will provide monthly mailings to be sent to any Foster or Homeless students, encouraging their active participation in all facets of their education to increase access to learning. Through these additional supports, Foster Youth and homeless students will be connected with	$154,720.00	Yes

Action #	Title	Description	Total Funds	Contributing
		resources that will support full participation in school, access to additional resources and guidance so students have every opportunity to be A-G eligible upon graduation. We expect this action to continue to reduce the achievement gap for Foster and homeless Youth on state and local ELA and math assessments and increase A-G rates for high school Foster Youth students.		
2.10	Infant CVRC	Infant program will be provided to support student achievement through preschool. This action corresponds with students served through CVRC (Infant age 0-3)	$6,199,005.00	No
2.11	State Preschool Program	Operate State Preschool Programs at Dunlap School, Washington Elementary, A.L. Conner Elementary, Silas Bartsch School, Jefferson Elementary, Lincoln Elementary, McCord Elementary and Great Western Elementary.	$1,591,520.00	No
2.12	Technology Department	Continued support for technology infrastructure and personnel.	$2,157,036.00	No
2.13	Supplemental Technology	Educational partner feedback indicates that many low-income students do not have reliable access to technology in class and at home, which limits access to resources, potentially resulting in gaps in learning. KCUSD will continue to provide supplemental technology support to promote increased student achievement through the effective use of technology. Resources will be allocated to student to ensure low-income students have supplemental technology in classrooms and at home to support increasing student achievement. This action will support the purchasing of additional computers to ensure 1:1 access in classrooms, computers that students can utilize at home when necessary, mobile hotspots to support students that do not have internet at home and additional instructional technology to	$1,935,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support the delivery of instruction in classrooms. The supplemental technology investments are designed to meet the needs most associated with low-income students. However, because we expect that all students will benefit from the improved use of technology, this action is provided on an LEA-wide basis. We expect this action to reduce the achievement gap for low-income students on ELA and math assessments through the increased access to reliable technology in school and at home.		
2.14	Supplemental Instructional Resources	Educational partner feedback, specifically from families indicates that the many students identified as low-income are not able to provide supplemental instructional materials and supplies needed to fully access learning. This action will provide equity and access to English learners, low-income, and foster youth through the support of supplemental instructional resources. By providing supplemental instructional supplies to our low-income students they will be equipped with the additional resources necessary to have access and tools that are needed to support student learning of core materials and the resources and supplies needed to be successful in the classroom. These additional resources will support sites with additional resources to address learning gaps and to provide both intervention and enrichment for low-income students. The additional resources are designed to meet the needs most associated with low-income students. However, because we expect that all students struggling academically will benefit from additional instructional resources, this action is provided on an LEA-wide basis. We expect this action to continue to reduce the achievement gap for low-income students on state and local ELA and math assessments.	$1,312,533.00	Yes
2.15	NGSS Support	Grade level lead teachers will be provided with the support of NGSS professional development for the purpose of implementation of NGSS standards and instructional techniques for supporting a broad range of	$223,636.00	No

Action #	Title	Description	Total Funds	Contributing
		learners. This action will increase access to research-based curriculum and effective strategies for the successful implementation of science standards.		
2.16	Supplemental Support for Students with Disabilities	Students with disabilities in KCUSD who are also English learners, low-income, and foster youth are in need of additional academic support in comparison to all students as indicated in the metric section on state and local ELA and math assessments. This action will provide additional teachers and para educator support at school sites and provide Learning Center staff with additional work days. The additional staff will allow for greater instructional supports for these students to support access to learning through intervention, case management and support to general education teachers. The additional days for Learning Center staff will allow them to participate in data analysis and the creation and implementation of tiers of support to increase academic achievement in the general education classroom and provide English learners, low-income, and foster youth students with disabilities with greater access to the state standards. This action is designed to meet the needs most associated with English learners, low-income, and foster youth students with disabilities. However, because we expect that all students with disabilities will benefit, this action is provided on an LEA-wide basis. We expect this action to continue to reduce the achievement gap for English learners, low-income, and foster youth with disabilities on state and local ELA and math assessments.	$1,740,903.00	Yes
2.17	Expanded TK/Kindergarten Minutes	Local data indicates that full day TK/Kindergarten has provided tremendous academic and socio-emotional benefits for English learners, low-income, and foster youth students in Kings Canyon Unified School District. KCUSD will provide supplemental support for academic achievement for TK/Kindergarten students through additional instructional minutes beyond state requirements. This action will allow for more opportunities for child-centered, creative activities, as well as more opportunities for developing academic and	$1,392,393.00	Yes

Action #	Title	Description	Total Funds	Contributing
		social skills. By providing a longer school day for kindergarten students, KCUSD exceeds the instructional minutes requirements outlined in the California State Educational Code and will increase the amount of learning time for students. This action will allow for greater amounts of individualized instruction, reinforcement of positive behavior, and greater progress in both social and academic skill development. The additional time is designed to meet the needs most associated with English learners, low-income, and foster youth. However, because we expect that all students struggling academically will benefit, this action is provided on an LEA-wide basis. We expect this action to continue to reduce the achievement gap for English learners, low-income, and foster youth on state and local ELA and math assessments.		
2.18	Elimination of Combination Classes at Dunlap	English learners and low-income students at Dunlap School, one of KCUSD most rural schools, are in need of additional academic support in comparison to all students as indicated in the metric section on state and local ELA and math assessments. KCUSD will increase academic achievement for students at Dunlap School by eliminating grade level combination classes. This action will provide for effective implementation of grade level standards and increased differentiation opportunities to support individual student needs as a result of students being able to learn within their own grade as opposed to being in combination classes where specific grade level standards are not able to be taught with the same focus and intensity. The additional staff are designed to meet the needs most associated with English learners and low-income students at Dunlap School. However, because we expect that all students struggling academically will benefit, this action is provided on an school-wide basis. We expect this action to continue to reduce the achievement gap for English learners and low-income students at Dunlap School on state and local ELA and math assessments.	$170,877.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.19	Supplemental Professional Development	English learners, low-income, and foster youth are in need of additional academic support in comparison to all students as indicated in the metric section on state and local ELA and math assessments. In order to determine and support the most meaningful and impactful professional development, this action will fund a Coordinator for Curriculum and Instruction to support professional development in KCUSD. The Coordinator for Curriculum and Instruction will serve as a leader on the District Instructional Leadership Team, support the development and delivery of professional development in order to continue to provide teachers with the tools needed to engage English learner, low-income and Foster youth students' vocabulary development, growth mindset, and other best practices to close achievement gaps for English learners, low-income and foster youth. The professional development supports provided by this action are designed to meet the needs most associated with English learners, low-income, and foster youth. However, because we expect that all students struggling academically will benefit, this action is provided on an LEA-wide basis. We expect this action to reduce the achievement gap for English learners, low-income, and foster youth on state and local ELA and math assessments.	$308,507.00	Yes
2.20	Sci-Con	Educational partner feedback indicates that English learners, low-income, and foster youth students do not have access to experiential learning opportunities compared to higher income students which can increase the achievement gap for English learners, low-income, and foster youth students. Students in KCUSD will have access to a science based experiential activity. Students will attend a multiple day science camp where they will receive standards aligned lessons while experiencing science in nature that will support standards based instruction in the classroom. This action is designed to meet the needs most associated with English learners, low-income, and foster youth. However, because we expect that all students will benefit from an experiential learning opportunity, this action is provided on an LEA-wide basis. We expect this action to continue to reduce the	$275,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		achievement gap for English learners, low-income, and foster youth on state and local ELA and math assessments.		
2.21	Mitigating Potential Overidentification in Special Education	KCUSD local data indicates that our English learners, low-income, and foster youth have a higher rate of identification for special education services, especially English Learners. KCUSD will provide additional school psychologists and program specialists focused on prevention and intervention to mitigate the number of students requiring special education services. These positions will provide support to school sites, teachers and case managers through the Student Study Team process and deliver professional development for staff. Through the services provided by this action, students will have greater access to interventions, best practice strategies that will support English learners, low-income, and foster youth students for the purpose of preventing potential overidentification. These additional resources are designed to meet the needs most associated with English learners, low-income, and foster youth. However, because we expect that all students struggling academically will benefit, this action is provided on an LEA-wide basis. We expect this action to support KCUSD efforts in mitigating the potential overidentification of English learners, low-income, and foster youth for special education services.	$313,698.00	Yes
2.22	Intervention Teachers	Provide District intervention teachers especially in early primary grades. Intervention teachers will increase the amount of additional learning through strategic support of foundational skills and support practice to help students perform at grade level. Intervention teachers will support ELA and math with students scoring below grade level expectations.	$992,396.00	No
2.23	Baseline Library Services	Provide library services at all KCUSD school sites.	$398,976.00	No

Action #	Title	Description	Total Funds	Contributing
2.24	Opportunity Program	KCUSD's English learners, low-income, and foster youth students are in need of additional academic support in comparison to all students as indicated in the metric section on state and local ELA and math assessments and can often benefit from short and long term alternative classroom settings. KCUSD will continue to support an alternative education program for middle and high school students in order to better support academic achievement and social/emotional health through two full time teachers to increase academic achievement, build positive relationships with school staff and social emotional learning.Through smaller classroom settings teachers will be able to support students through more personalized intervention in small group instruction, mentoring and social emotional support. This action is designed to meet the needs most associated with English learners, low-income, and foster youth. However, because we expect that many middle students who struggle academically will benefit, this action is provided on an middle school-wide basis. We expect that action will result in continued improvements in students' ability to regulate emotions and increase academic skill development, improving English learner, low-income, and foster youth students' achievement on state and local ELA and math assessments.	$470,390.00	Yes
2.25	Additional FTE for VAPA and PE Techs	Kings Canyon Unified School District's English learners, low-income and foster youth are in need of additional academic support in comparison to all students as indicated in the metric section on state and local ELA assessments. Based on local needs assessment, increased collaboration around the delivery of instruction and allowing students to practice literacy skills through multiple modalities, identified student groups perform better on local and state assessments. In order to better support the closing of this achievement gap, additional resources have been added to support the delivery of instruction during Visual and Performing Arts (VAPA) and Physical Education (PE) instruction in grades 1-5. VAPA and PE instruction allows for common preps for teachers for the purpose of collaboration. The common preparation time allows for teachers to analyze student performance data and create common formative assessments to guide instructional decisions specifically aligned to	$136,864.00	Yes

Action #	Title	Description	Total Funds	Contributing
		meeting the needs of low-income, English learners and foster youth students to address gaps in learning. Currently, KCUSD provides VAPA and PE in support of core instructional activities aligned to ELA standards. This action will provide for additional hours for current VAPA and PE techs to coordinate activities that will further support specific needs of English learners, low-income students and foster youth through scaffolding of instruction, collaboration time with site and District administration and instructional coaches to improve the quality and alignment of VAPA and PE instruction in support of literacy. The additional support provided by this action is designed to meet the needs most associated with English learners, low-income, and foster youth students. However, because we expect that all students struggling will benefit, this action is provided on an LEA-wide basis. We expect this action to continue to reduce the achievement gap for English learners, and low-income students on state and local ELA and assessments.		
2.26	Supplemental Supports for Preschool	Educational partner feedback and local achievement data indicates that participation of English learners, low-income, and foster youth in preschool supports helping English learners, foster youth, and students living in poverty to be more prepared to read by third grade. Supplemental support will be provided to support student achievement through early intervention in preschool. State preschool programs at designated sites currently prioritize services for Foster youth students, low-income students and English learners. This supplemental support will allow for greater access to preschool for low-income, English learner, foster youth students by expanding the number of sites that offer preschool services. This investment further increases the quality of services delivered by providing additional staff, materials, facilities and supplies to meet the developmental needs of participating students. By providing greater opportunity for access to preschool, students will have the extra time needed to establish social and emotional skills and develop the basic literacy and math skills needed to be successful in early elementary school. This action is designed to meet the needs most associated with English learners, low-income, and foster youth students. However, because we expect that many	$1,443,147.00	Yes

Action #	Title	Description	Total Funds	Contributing
		preschool aged students who might struggle to read by 3rd grade will benefit, this action is provided on an LEA-wide basis. We expect this action to continue to support English learners, low-income, and foster youth achieve grade level reading by third grade on state and local ELA assessments.		
2.27	Supplemental Library Services	Educational partner feedback collected from parents and school sites indicates that English learners, low-income, and foster youth student in KCUSD have limited access to reading material and technology. This resource gap can be a potential obstacle for English learners, low-income, and foster youth who are in need of additional academic support in comparison to all students as indicated in the metric section on state and local ELA and math assessments. KCUSD will provide library, media services and STEAM activities on all school campuses to provide access to students who may not have access outside of school to books, reading competitions (Battle of the Books), STEAM activities, technology, and research resources. This action will allow for students to continue their learning beyond the classroom and have access to tools they would otherwise not have. These opportunities will broaden students' perspectives by providing access to a wide range of books which will strengthen comprehension and energize their desire to read. The additional resources are designed to meet the needs most associated with English learners, low-income, and foster youth. However, because we expect that all students struggling academically will benefit, this action is provided on an LEA-wide basis. We expect this action increase access to resources and continue to reduce the achievement gap for English learners, low-income, and foster youth on state and local ELA and math assessments.	$1,329,539.00	Yes

Goal Analysis [2021-22]

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.

In 2021-2022, Goal 2 was implemented as planned with one adjustment to Action 2.20. Historically, KCUSD has utilized "Sci-Con" as a multiple day science camp. Due to the COVID-19 pandemic, this was not possible due to the potential health risk to students. In response, KCUSD was able to implement a one day science experience instead of the traditional "Sci-Con." Moving forward to 2022-2023, KCUSD plans to return to the traditional multiple day experience for students.

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

Action 2.1 reflects a material difference of approximately that was a result of an increase in the need to purchase materials related to a new science adoption. These expenses were not anticipated at the time of the adoption of this budget and were adjusted. Action 2.8 reflects a material difference of approximately $180,000 that was a result of a change in the resources used for salaries in the Educational Programs department. Funds previously utilized to pay a portion of these salaries were moved to support the infant toddler program. Additional funds were also needed to support the cost of the supplemental preschool supports to meet staffing needs in Goal 2.11. Goal 2.14 also shows a significant material difference. The resources allocated in this action were transferred to other departments for the use of instructional resources and when transfered, were departmentalized and assigned to other departments, resulting in a material difference in this goal. However, the funds allocated to this action were spent as planned, but for accounting purposes were transferred to the department where they were utilized. Goal 2.15 shows a slight material difference due to materials and supplies needed to support the roll out of the new science adoption in alignment with NGSS standards. Goal 2.19 showed a material difference as those planned expenditures were paid for using one-time state and federal funds. 2.20 shows a material difference for "Sci-Con." Due to the COVID-19 pandemic, this was not possible due to the potential health risk to students. In response, KCUSD was able to implement a one day science experience instead of the traditional "Sci-Con." Moving forward to 2022-2023, KCUSD plans to return to the traditional multiple day experience for students.

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

Through the implementations of the actions in Goal 2, local data shows students have made significant progress in closing learning gaps. District-wide, students showed a decrease of 11.54% in the number of students who were reading at 2 or more levels below grade level and an almost 10% increase in the number of students reading at grade level when compared to the beginning of the year. Special education students showed a slight increase in the percentage of students at or above grade level (3.4%). Special education students also showed a decrease of 4% in the number of students reading two or more levels below grade level. English Learners showed an increase of 6.2%. English learners also showed a decrease of 14% in the number of students reading two or more levels below grade level. Low income students showed an increase of 8.6%. Low income students also showed a decrease of 12.3% in the number of students reading two or more levels below grade level. KCUSD’s largest student group, Hispanic students also showed similar growth. Hispanic students showed an increase of 10% in the number of students reading at or above grade level. They also showed a decrease of 12% in the number of students reading two or more grade levels below grade level. In Math, students in KCUSD showed an increase of 15.46% in the number of students performing at grade level compared to the beginning of the year. Special education students showed a slight increase in the

percentage of students at or above grade level (.6%). English Learners showed an increase of 6.7%. Low income students showed an increase of 14%. KCUSD's largest student group, Hispanic students, also showed similar growth. Hispanic students showed an increase of 14.4% in the number of students performing at or above grade level.

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.

Through the use of additional 15% add on concentration funds, Goal 2 reflects an additional investment in classified supports at school sites. These additions are reflected in the following actions:

Goal 2.4-Additional Instructional Aides: Additional hours for Instructional Aides
Goal 2.21-Mitigating Potential Overidentification in Special Education: Additional Program Specialists
Goal 2.25-VAPA and Physical Education Techs: Additional hours for techs in support of literacy in VAPA and PE
Goal 2.26-Supplemental Support for Preschool: Additional instructional staff in support of preschool
Goal 2.27-Library Services: Additional hours for Library Techs to provide access at all sites

The following changes were made to better guide the actions related to this Goal:
What was previously Action 4.3 (Library Services) was moved to Goal 2.23 as it more appropriately applies to the academic nature of this action. Additionally, what was previously 5.13 (Middle School Transition Program) was moved to Goal 2.24 to better reflect the desired outcome of improving academic achievement for low-income, English learners and Foster youth.

With these modifications, this goal, the metrics associated with this goal and desired outcomes will continue as implemented in 2021-2022.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Goal 3 was developed to address state priorities 2 (State Standards) and 4 (Pupil Achievement). English learner progress continues to be a priority for Kings Canyon Unified. This goal has been established to ensure that English Language Learners have increased support towards attaining English language proficiency and increasing student achievement on state and local measures. 27% of the students in Kings Canyon Unified are currently English learners with a majority of students in KCUSD having been English learners at some point in their educational experience. Because of this, it is critically important for KCUSD to continue to focus on the progress of English learners to support their acquisition of English proficiency. This goal is implemented in alignment with Goal 2. The growth English learners have made will continue through the implementation of this goal and will support their academic achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
%age of English Learner students who score proficient (level 4) on the English Language Proficiency for Summative ELPAC, or subsequent assessment of English proficiency approved by the State Board of Education	On the 2018-19 English Language Proficiency for Summative ELPAC , 16.4% of EL students scored Proficient or Level 4	On the 2020-2021 English Language Proficiency for Summative ELPAC , 8.04% of EL students scored Proficient or Level 4			26% of the EL students will score Proficient or Level 4 on the English Language Proficiency for Summative ELPAC,or subsequent assessment of English proficiency approved by the State Board of Education
Percentage of student making progress	On the 2019 CA School Dashboard the	(ELPI was suspended in 2020. In lieu of this			57% of EL students demonstrate that they

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
toward the English language proficiency according to the 2019 CA Dashboard	percentage of EL students making progress to English language proficiency is 52.4%	data, ELPAC results are reported below) ELPAC Level 4- 8.04% Level 3- 34.33% Level 2- 39.12% Level 1- 18.51% Data Year: 202-2021 Data Source: Data Quest			are making progress towards English language proficiency as demonstrated on the CA School Dashboard
%age of students reclassified to redesignate to Fluent English Proficient	In 2019-2020 18.7% of EL students redesignate to Fluent English Proficient according to CDE Data Quest	In 2020-2021 4% of EL students reclassified to Fluent English Proficient Data Source: Data Quest			23% of EL students will redesignate to Fluent English Learners Proficient according to CDE Data Quest

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Bilingual Instructional Aides	Kings Canyon Unified School District's English learners are in need of additional academic support in comparison to all students as indicated in the metric section on state and local ELA and math assessments. Bilingual instructional aides will provide support to English learners in the classroom by providing additional support to emerging language students in their classroom/core content course during math, science, language arts, social studies. This action has contributed to improving services for English learners by supporting students' language goals, needs and progress. We expect this action to continue to reduce the achievement gap for English learners on state and local ELA and math assessments.	$1,270,339.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	ELD Instructional Coach	Kings Canyon Unified School District's English learners are in need of additional academic support in comparison to all students as indicated in the metric section on state and local ELA and math assessments. The instructional coach, specializing in English Language Development, will provide coaching to teachers to ensure implementation of language acquisition specific strategies and will provide materials and supplies. Research shows that language acquisition is best taught outside the content areas, as well as through integration with the content areas. The continued use of ELD instructional coaches will continue to support the growth of our English Learners. We expect this action to continue to reduce the achievement gap for English learners on state and local ELA and math assessments. Funded with Title III allocation.	$126,636.00	No
3.3	ELD Instruction and Professional Development	Kings Canyon Unified School District's English learners are in need of additional academic support in comparison to all students as indicated in the metric section on state and local ELA and math assessments. Professional development opportunities will be provided to teachers in the area of ELD standards and effective research-based EL strategies to increase learning. Additionally, classified staff will be provided with professional learning for the purpose of supporting the implementation of effective research-based EL strategies. Increases in student achievement, particularly of English learners, is directly affected by this professional development by providing teachers with the tools necessary to support language acquisition and equity of access . We expect this action to continue to reduce the achievement gap for English learners on state and local ELA and math assessments.	$4,158,141.00	Yes
3.4	Language Acquisition Software and	Kings Canyon Unified School District's English learners are in need of additional academic support in comparison to all students as indicated	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Supplemental Materials	in the metric section on state and local ELA and math assessments. Language acquisition software will be purchased to support English language learners in reaching language proficiency. Local data shows that some English learners may respond more readily to instruction delivered through technology. The use of these types of supplemental resources has contributed to the continued academic growth of EL students. We expect this action to continue to reduce the achievement gap for English learners on state and local ELA and math assessments.		
3.5	Promoting Biliteracy and Cultural Awareness	Kings Canyon Unified School District's English learners are in need of additional academic support in comparison to all students as indicated in the metric section on state and local ELA and math assessments. DELAC feedback suggests that promoting bilingualism and cultural awareness can support student success. The purchase of materials and supplies will promote biliteracy and cultural awareness to increase bilingualism among all students while fostering the strength of English learners. We expect this action to continue to reduce the achievement gap for English learners on state and local ELA and math assessments.	$10,000.00	Yes
3.6	Extended Day Intervention	Kings Canyon Unified School District's English learners are in need of additional academic support in comparison to all students as indicated in the metric section on state and local ELA and math assessments. Supplemental opportunities will be provided to increase language acquisition as well as student achievement in core subjects (math, ELA) through Extended Day Intervention and Saturday Academic Language Academy (SALA). The academic support provided for these students will accelerate the acquisition of language through the reinforcement of academic language, speaking and listening activities and individualized support. Students benefit from increased time to learn in a small group setting and through the use of technology in support of student achievement in core subjects (math, ELA). Saturday Academy has been successful in supporting the academic	$236,060.00	Yes

Action #	Title	Description	Total Funds	Contributing
		growth of English learners. We expect this action to continue to reduce the achievement gap for English learners on state and local ELA and math assessments.		
3.7	ELD/Migrant Program Specialist	Kings Canyon Unified School District's English learners are in need of additional academic support in comparison to all students as indicated in the metric section on state and local ELA and math assessments. The ELD Program Specialist will assist principals and teachers with progress monitoring and instructional practice, and provide parent education opportunities to support language acquisition and student achievement. Support from the ELD Program Specialist will continue to grow the academic achievement of English learners through increased monitoring of data and best practices. The role of the ELD Program Specialist is to provide equity for all EL students across the district through data analysis, professional development, and instruction. We expect this action to continue to reduce the achievement gap for English learners on state and local ELA and math assessments.	$167,239.00	Yes
3.8	ELD Monitoring Progress	Kings Canyon Unified School District's English learners are in need of additional academic support in comparison to all students as indicated in the metric section on state and local ELA and math assessments. Frequent progress monitoring is an important component used to inform instructional decisions in support of continued growth in student achievement of EL students. KCUSD will continue to purchase ELD curriculum and assessments in order to effectively collect data and provide the needed instructional materials to support English learner's language acquisition, vocabulary development, and mastery of grade level standards. We expect this action to continue to reduce the achievement gap for English learners on state and local ELA and math assessments.	$395,208.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.9	Extra Support for Assessments	Kings Canyon Unified School District's English learners are in need of additional academic support in comparison to all students as indicated in the metric section on state and local ELA and math assessments. Progress monitoring is an integral and required strategy for academic achievement for EL students and the additional testing support provides an optimal testing environment for student success by allowing for smaller group testing environments and additional support as needed. We expect this action to continue to reduce the achievement gap for English learners on state and local ELA and math assessments and increased EL reclassification rates.	$39,000.00	Yes
3.10	Migrant Program	Operate Migrant Program in KCUSD in partnership with Fresno County Superintendent of School's Migrant Education Program.	$431,400.00	No
3.11	English Learner Support - TSAs	Kings Canyon Unified School District's English learners are in need of additional academic support in comparison to all students as indicated in the metric section on state and local ELA assessments which can often lead to students not meeting reclassification criteria. KCUSD will provide teachers on special assignment (TSA) to increase support for English learners, especially Long Term English Learners. TSAs will work with site teams to connect students to appropriate intervention and support programs, proper placement in their ELD program to accelerate student progress towards reclassification. Additionally, TSAs will support site teams with parent outreach, analysis of student progress data, and providing professional development to support the needs of English learners. We expect this action to continue to reduce the achievement gap for English learners on state and local ELA assessments and increase the percentage of students reclassified as fluent English proficient which in will support an increase in reclassification rates for English learners.	$310,907.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.12	Supplemental Supports for Migrant Program	Kings Canyon Unified School District's English learners are in need of additional academic support in comparison to all students as indicated in the metric section on state and local ELA and math assessments. Many of Kings Canyon English Learner students are migrant students. Kings Canyon Unified School District will provide supplemental support for migrant students who are from migrant families, and who may not be able to access appropriate instructional support due to frequent moves and socio-economic instability. These supports will be provided through a Migrant Program liaison and Migrant Program director. These continued supports will allow Migrant Program students to receive the supplemental support they need to continue to increase academic achievement through coordination of community resources, college readiness, data analysis and other supports as necessary. We expect this action to continue to reduce the achievement gap for English learners on state and local ELA and math assessments and increased EL reclassification rates.	$224,245.00	Yes

Goal Analysis [2021-22]

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.

Goal 3 was implemented as planned in 2021-2022.

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

Action 3.3 reflects a material difference of approximately $900,000 that was a result of an increase FTE and increase in salaries as a result of raise issued midyear.

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

Through the implementations of the actions in Goal 2, local data shows students have made significant progress in closing learning gaps. District-wide, students showed a decrease of 11.54% in the number of students who were reading at 2 or more levels below grade level and an almost 10% increase in the number of students reading at grade level when compared to the beginning of the year. Special education students showed a slight increase in the percentage of students at or above grade level (3.4%). Special education students also showed a

decrease of 4% in the number of students reading two or more levels below grade level. English Learners showed an increase of 6.2%. English learners also showed a decrease of 14% in the number of students reading two or more levels below grade level. Low income students showed an increase of 8.6%. Low income students also showed a decrease of 12.3% in the number of students reading two or more levels below grade level. KCUSD's largest student group, Hispanic students also showed similar growth. Hispanic students showed an increase of 10% in the number of students reading at or above grade level. They also showed a decrease of 12% in the number of students reading two or more grade levels below grade level. In Math, students in KCUSD showed an increase of 15.46% in the number of students performing at grade level compared to the beginning of the year. Special education students showed a slight increase in the percentage of students at or above grade level (.6%). English Learners showed an increase of 6.7%. Low income students showed an increase of 14%. KCUSD's largest student group, Hispanic students, also showed similar growth. Hispanic students showed an increase of 14.4% in the number of students performing at or above grade level.

Through the actions implemented through Goal 3, local data shows English learners have made significant progress in closing learning gaps. English Learners showed an increase of 6.2% in the percentage of students being on grade level between the first administration of the iReady assessment and second administration. English learners also showed a decrease of 14% in the number of students reading two or more levels below grade level. In Math, English Learners showed an increase of 6.7% in the number of students performing at grade level compared to the beginning of the 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.

Through the use of additional 15% add on concentration funds, Goal 6 reflects an additional investment in classified supports at school sites. These additions are reflected in the following actions:
Goal 3.1-Bilingual Instructional Aides: Additional hours for Bilingual Instructional Aides
Goal 3.11-English Learner Support - TSAs: Additional certificated staff in support of English learners

With these modifications, this goal, the metrics associated with this goal and desired outcomes will continue as implemented in 2021-2022.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Cohort Graduation Rate	90.2% (California Dashboard-Data Quest) 2019-2020	2020-2021 All Students: 79.4% Foster: N/A English Learners: 59.95% Low Income: 78.8% Special Education: 48.1% Data Source: Data Quest			Cohort Graduation Rate will be above 90%
The percentage of pupils who have successfully	54.6% (Data Quest) 2019-2020	2020-2021 All Students: 43.2% Foster: 50%			The percentage of pupils who have successfully

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
completed courses that satisfy the requirements for entrance to the University of California and the California State University(A-G)		English Learners: 17.6% Low Income: 41.3% Special Education: 20% Data Source: CALPADS			completed courses that satisfy the requirements for entrance to the University of California and the California State University(A-G) will be 65%
CTE Participation Rate	24.1% (CALPADS-1.21 and 3.14) 2019-2020 Adjusted due inaccurate projection	2020-2021 All Students: 65.9% Foster: 64.3% English Learners: 47.3% Low Income: 64.8% Special Education: 56.3% Data Source: CALPADS			CTE Participation Rate will be more than 35%
%age of students having access to a broad course of study	100% (Local Indicator)	100% (Local Indicator)			%age of students having access to broad course of study will be 100%
High School Dropout Rate	2.9% (CALPADS-Data Quest) 2019-2020	High School Dropout Rate Moved to Goal 5			High School Dropout Rate will be less than 2%
Middle School Dropout Rate	.0% (CALPADS-CALPADS 1.21 and 1.14) 2019-2020	Middle School Dropout Rate Moved to Goal 5			Middle School Dropout Rate will be less than .2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
AP Course Exam Passing Rate	65.1% (Data Quest) 2019-2020	2020-2021 All Students: 31% Foster: 50% English Learners: 68% Low Income: 28% Special Education: 33% Data Source: College Board			AP Course Exam Passing Rate will improve to 70%
CTE Pathway Completion Rate	CTE Pathway Completion Rate - 18%	CTE Pathway Completion Rate - 33% Data Source: CALPADS			Percentage of students that complete CTE pathway will be higher than 25%
A-G Completion and CTE Pathways Completion Rate	84% of A-G eligible students are also CTE completers* (Preliminary 2021 Data) Adjusted due inaccurate projection	2020-21 A-G + CTE Completion Rate 47.1% Data Source: CALPADS			89% of A-G eligible students are also CTE completers

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	College and Career Guidance and Support	Continue to share responsibility for improvement of college and career readiness with school sites. a) Counseling Dept. b) Adult Education	$2,644,295.00	No

Action #	Title	Description	Total Funds	Contributing
		c) Site support for Middle School and High School AVID program - embedded in site budgets d) Transition Teams at Orange Cove High School and Reedley High School		
4.2	Career Technical Education Support	Continue to share responsibility for providing college and career readiness through Career-Technical Education - funded through Perkins, Career Technology Grant Program, Ag Incentive Grant and Strong Workforce Grant: • Equipment • Career Pathway Observations • Vocational School Visitations • Professional Development • Skills Development Competitions • College Visitations	$959,486.00	No
4.3	K-8 College and Career Readiness and Awareness	KCUSD student survey data suggests that a significant number of K-8 students do not believe they are receiving sufficient information regarding college and career readiness. As a response to this need KCUSD will continue to provide services targeted for English learners, low-income, and foster youth students to support college and career readiness and awareness through college preparation guidance, A-G requirements workshops, tutorial support and mentoring. It is our expectation that this action will result in continued increased college/career readiness on the College and Career Indicator, greater numbers of students being A-G eligible and going on to college/university out of high school.	$53,249.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Co-Curricular Activities	Continue to provide co-curricular activities to strengthen student engagement such as: a) Elementary, Middle and High School Athletics b) NJROTC c) Secondary Music, Art and Drama Programs d) Teachers' Extra Hours to support Co-Curricular Activities - Supplemental (Embedded in Goal 1)	$2,695,068.00	No
4.5	Supplemental Athletic Resources	Educational partner feedback indicates that many low-income students in Kings Canyon Unified School District are unable to participate in athletics outside of school due to the cost of participation. Educational partner feedback, graduation rate, and attendance rate data indicate that the participation of low-income students in athletics can positively impact their performance. Local data shows that students who participate have a greater sense of belonging, school pride, and incentives to do well in school. KCUSD will continue to provide school-based opportunities for low-income students to compete in school athletics and provide them with access to athletic competitions they otherwise would not have access to. This action will continue to provide transportation for and materials needed to ensure these opportunities are available to low-income students. This action is designed to ensure low-income students have an increased motivation to achieve academically through access to athletics while still ensuring low-income students have access to the maximum instructional time for all of their classes. This action is designed to meet the needs most associated with low-income students, however, because we expect that all students will benefit from participation in middle school athletics, this action is provided on an LEA-wide basis. We expect this action to continue to increase attendance rates and graduation rates for low-income students.	$897,381.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.6	Performing Arts	Many low income students in Kings Canyon Unified School District are unable to participate in performing arts due to factors beyond their control such as cost and lack of exposure. Research indicates that students participating in the arts have greater success academically. This action is provided to support low-income students who may not have access to performing arts instruction outside of school. Through this increased engagement and connection to school, it is our expectation that this action will result in continued increases in student achievement as measured by state and local assessments.	$80,330.00	No
4.7	GATE Program	KCUSD's A-G Completion Rate and AP Course Exam Passing Rate show a need for our English Learners, low-income, and foster youth students to have increased access to the GATE program. By providing greater access to GATE our identified students will have additional enrichment opportunities and hands-on learning environments. KCUSD will continue to provide early exposure to accelerated learning experiences and supplemental instructional opportunities for low-income, English learners, and foster youth students through the purchasing of supplemental materials and enrichment activities. These opportunities are beneficial to low-income, English learners, and foster youth students' overall learning and achievement because they provide increased additional exposure to state standards, project based learning and 21st-century skills in rigorous interactive learning environments that promote collaboration and higher-order thinking. This action is designed to meet the needs most associated with English learners, low-income, and foster youth. However, because we expect that all students struggling academically will benefit, this action is provided on a LEA-wide basis. We expect this action to continue to increase the A-G and AP Course Exam Passing rates for English learners, low-income, and foster youth students.	$95,281.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.8	Increased Supports for VAPA	Educational partner feedback indicates that many low-income students are unable to participate in visual and performing arts (VAPA) due to factors beyond their control such as cost and access outside of the school setting. Educational partner feedback, graduation rate, and attendance rate data indicate that the participation of low-income students in VAPA can positively impact their overall experience at school. This action is provided to support low-income students with VAPA programs as school. This action will increase access to the Visual and Performing Arts (VAPA) program by supporting the following performing arts opportunities: a) Band loaner instrument replacement b) KC Showcase scholarships and transportation c) Website licenses d) Art Exhibitions e) Art and music enrichment supplies f) Oral Interpretation Festival g) Peach Blossom Festival h) Field trips to local theater - Gr. 1-5 i) High School Digital and Traditional Art j) Secondary Music Festival Performance Opportunities This action is designed to ensure low-income students have an increased motivation to achieve academically through access to VAPA while still ensuring low-income students have access to the maximum instructional time for all of their classes. Based on a local needs assessment and a report from the National Endowment for the Arts shows that low-income students with a high level of arts experience in school are more likely to pursue college, vote, and volunteer in their community. The VAPA program will be encouraged to explore their emotions, expand their imagination, and help them develop their own, unique voices. This action is designed to meet the needs most associated with low-income students. However, because we expect that all students will benefit from participation in the arts, this action is provided on an LEA-wide basis. We expect this action to continue to increase attendance rates and graduation rates for low-income students.	$176,361.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.9	Summer Extended Learning	KCUSD local data indicate that an extended school year has helped mitigate summer learning loss, supports in closing achievement gaps, and improves the graduation rate for English learners, low-income, and foster youth students. KCUSD will provide robust supplemental educational and co-curricular activities to strengthen the engagement of low-income, English Learners, and foster youth students through the summer school/extended school year. These activities will support learning through the summer to mitigate learning loss during the summer months through extension activities like foundational skills instruction, language development, writing across the curriculum, and enrichment activities. Focus for summer instruction is based on the gaps identified through state and local assessments and serve to close gaps in learning and mitigate learning loss, especially for English learners, low-income and foster youth students. This action is designed to meet the needs most associated with English learners, low-income, and foster youth. However, because we expect that all students who could potentially experience summer learning loss will benefit, this action is provided on an LEA-wide basis. We expect this action to continue to see increased graduation rates for English learners, low-income, and foster youth on state and local ELA and math assessments	$168,814.00	Yes
4.10	Student Transition Programs	Feedback from low-income students and staff as well as graduation data indicates that the transition from middle school to high school is difficult for many low-income students because it is often difficult to connect to either a bigger setting or navigate between all of the requirements of high school. Similarly, the transition from elementary school to middle school is also very difficult for students for the same reasons. A local needs assessment has shown that the transition to middle school and high school is made easier with support from caring adults that serve as mentors and guides. To ensure students make successful transitions from elementary to middle school and middle school to high school and from high school to college and/or career, the Student Transition Program will be expanded to include the	$875,827.00	Yes

Action #	Title	Description	Total Funds	Contributing
		elementary to middle school component. The Student Transition Program will continue to support students with tutoring, academic support, student connectivity, and social-emotional support to mitigate the difficulty in transitioning from elementary to middle and middle school to high school. Additionally, the Student Transition Program provides parents the opportunity to attend workshops, college trips and family centred activities to strengthen the parent-adolescent relationship, which is instrumental in assisting students through these transitions. This action is designed to meet the needs and stresses most associated with low-income students. However, because we expect that all students struggling with the transitions from elementary to middle school and middle school to high school will benefit, this action is provided on an LEA-wide basis. We expect this action to continue to increase graduation rates for our low-income students.		
4.11	School Connections Counselor	Kings Canyon Unified School District's low-income and foster youth students' graduation rates and state and local academic achievement data are lower than the all-student group, as identified in the metric section. A local needs assessment shows that some of our low-income students and foster youth students who also experience homelessness and/or are identified as needing special education are in need of additional counseling connections. This action will provide supplemental support for low-income and foster youth students, especially foster, homeless youth, those students with disabilities through a "School Connections" counseling and mentoring program. School connection counselors will work individually with low-income and foster students on intensive and individualized counseling to provide the specific support, tools, and resources for each student. This action is designed to meet the needs and stresses most associated with low-income students. However, because we expect that all students struggling academically will benefit, this action is provided on an LEA-wide basis. We expect this action to continue to increase graduation rates for our low-income students. We expect	$158,931.00	Yes

Action #	Title	Description	Total Funds	Contributing
		these low-income and foster youth will show increased graduation rates and performance on state and local ELA and math assessments.		
4.12	Health and Nutrition Fitness Program	Local data shows that our low-income students have lower consumption of healthy foods and limited fitness opportunities. A local needs assessment shows that a gap in access to healthy eating habits and fitness opportunities has had adverse effects on overall health resulting in absences from school due to illness. As noted in the metric section low-income students have lower attendance rates than all students. Based on a root cause analysis KCUSD will provide a health/nutrition/fitness program at Reedley High School and Orange Cove High School. Through explicit instruction on health and nutrition, low-income students will learn about lifelong fitness as well as receive support on how to maintain healthy diets when not at school. Supporting low-income students with good exercise and healthy eating can support better sleep, regulate mood, and help low-income students stay healthy throughout the semester. Through improvements in overall health and greater engagement through this program, this action will result in an increase in low-income students' ability to make better nutritional decisions and improve overall wellness in order to increase their overall well-being and health allowing students to continue to attend school more frequently. This action is designed to meet the needs most associated with low-income students. However, because we expect that all students will benefit from an increased understanding of health and fitness, this action is provided on a school-wide basis. We expect to continue to see an increase in attendance for our low-income students.	$191,810.00	Yes
4.13	CTE Support - VROP	Educational partner feedback indicates that English learners, low-income, and foster youth are in need of a wide range of career	$1,490,624.00	Yes

Action #	Title	Description	Total Funds	Contributing
		opportunities and exposure to make informed decisions about their future careers. As noted in our metric section our English learners, low-income, and foster youth students have a lower CTE participation rate than all students. A local needs assessment showed that by motivating English learners, low-income, and foster youth students through access to CTE courses that they have shown increased interest to attend school more frequently and be more engaged. Feedback from low-income, English Learners and Foster youth students shows that they have benefitted from having a variety of career exploration options and would like a greater array of options to explore. CTE courses are designed to enhance academic courses with work experience and life skills through hands-on learning and collaboration between English learners, low-income, and foster youth students, and teachers. KCUSD will provide a wide range of CTE courses through our continued partnership with Valley ROP. CTE courses provide English learners, low-income, and foster youth students with a comprehensive set of skills, academic supports, and experiences designed to cultivate relationships and enhance skills that can close skill gaps and allow English learners, low-income, and foster youth to find success and passion in a technical education pathway. The additional courses are designed to meet the needs most associated with English learners, low-income, and foster youth. However, because we expect that all students can benefit from being exposed to a wide range of career opportunities, this action is provided on an LEA-wide basis. We expect that through increased engagement and participation in rigorous career pathways, this action will result in increased college and career readiness for English learners, low-income, and foster youth students.		
4.14	Native American Education Enrichment Program	Based on local survey data and input from our low-income students, specifically our low-income students who are also Native American are struggling academically because they often do not see themselves represented in traditional curriculum and feel disconnected from school because they do not see their heritage explicitly represented.	$10,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
		KCUSD will provide Native American Educational Workshop series for both students and parents to provide culturally relevant opportunities to build a community of support for their children's academic learning needs. This action is designed for the stresses and experiences of our low-income students, particularly of low-income students who are also Native American. However, because we expect that all students can benefit from this enrichment program, this action is provided on an LEA-wide basis. We expect that through increased engagement and participation in educational workshops, this action will result in increased achievement by low-income students, especially those who are also Native American.		
4.15	College and Career Head Counselor	Through the use of A-G Improvement Grant funds, KCUSD will add a College and Career Head Counselor to support improving the A-G in KCUSD and supporting access to college and career pathways. We expect that through this action, A-G rates in KCUSD will improve.	$160,000.00	No
4.16	Additional Support for Mountain View School	Local graduation data indicates that low-income students attending Mountain View School (MVS) have a lower graduation rate than the overall metric for both the District and school site. Through discussions related to MVS's status as a CSI school and reviewing historical school data, it was determined that additional resources would need to be devoted to improving attendance and graduation rates, especially for low-income students at MVS. KCUSD will invest in additional teachers to support the delivery of instruction, credit recovery, academic and social-emotional interventions. This will require expansion of existing facilities to accommodate in-person supports for learning. Additionally, KCUSD will provide a Learning Director who is dedicated to only the MVS campus to allow for a focus on the individualized needs of students at MVS. These additional staff will be able to focus on working directly with student on a more frequent basis, supporting student through case management,	$1,530,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		following up with families to connect students to supports, goal setting and guidance. This action is designed to meet the needs most associated with low-income students. However, because we expect that all students enrolled at MVS will benefit from these additional support, this action is provided on a school-wide basis.We expect this action to increase graduation rates for our low-income students enrolled at MVS.		

Goal Analysis [2021-22]

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.

Goal 4 was implemented as planned in 2021-2022. Upon return to in-person instructions, many of the co/extra curricular activities (athletics, VAPA, enrichment and CTE) that has been paused were able to resume. Students were able to return to full participation in CTE courses and activities, athletics resumed full time and band, choir, drama and poetry/oral interpretation were able to resume as in previous years.

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

Action 4.4 (2022-2023 Action 4.3) reflects a material difference due to funds from the Mitsuoka grant not being made available in 2021-2022. This funds will be made available and utilized in 2022-2023. Action 4.10 reflects a shift in use of funds to state and federal one-time funds for the use of summer extended learning.

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

Upon return to in-person instructions, many of the co/extra curricular activities (athletics, VAPA, enrichment and CTE) that has been paused were able to resume. Students were able to return to full participation in CTE courses and activities, athletics resumed full time and band, choir, drama and poetry/oral interpretation were able to resume as in previous years. The expansion of CTE offerings at both the continuation high school and middle school level was a success as more students were connected to CTE pathways. However, as a result of the COVID-19 pandemic, many more students found themselves credit deficient and would need to take advantage of credit recovery programs to get back on track to graduate and get the requirements completed for A-G eligibility. This action in combination with state and federal COVID relief funds as well as the A-G Improvement Grant, will be utilized to support students in getting back on track to not only graduate, but be prepared for both college and career. A significant investment will be made to improve outcomes for students enrolled in the Mountain View Alternative program with additional facilities, teacher and socio-emotional supports.

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.

Through the use of additional 15% add on concentration funds, Goal 6 reflects an additional investment in classified supports at school sites. These additions are reflected in the following actions:
Goal 4.10-Student Transition Program: Additional liaisons for Middle School and increase hours for liaison at Orange Cove High School
Goal 4.12-Health and Nutrition Fitness Program: Additional certificated teacher for Orange Cove High School
Goal 4.16-Additional Support for Mountain View School: Additional supports for MVS; certificated teachers and Learning Director

The following changes were made to better guide the actions related to this Goal:
Goal 4.12 was expanded to support a Health and Nutrition Fitness Program at Orange Cove High School. Added Goal 4.14 (Native American Education Enrichment Program) and 4.15 (College and Career Head Counselor) are new actions to this goal.

With these modifications, this goal, the metrics associated with this goal and desired outcomes will continue as implemented in 2021-2022.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
%age of suspended students	23.10% (Data Quest) 2018-2019	2020-2021 (Ed Data) All Students: .5% Foster: 1.7% English Learners: .3% Low Income: 1.5% Special Education: 1.5 Data Source: CALPADS			%age of suspended students will be less than 20%
%age of expelled students	0% (Data Quest) 2018-2019	2020-2021 (Ed Data) All Students: 0% Foster: 0% English Learners: 0% Low Income: 0% Special Education: 0%			%age of expelled students will be less than 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Source: CALPADS			
Attendance rates	94.68% (Local SIS ADA Summary Tool) 2018-2019	2020-2021 All Students: 95% Foster: 93.2% English Learners: 93.9% Low Income: 94.7% Special Education: 93.1% Data Source: CALPADS			Attendance rates will improve to 96%
Chronic absenteeism rates (K-12)	6.6% (Data Quest) 2018-2019	2020-2021 All Students: 13.7% Foster: 28.6% English Learners: 17% Low Income: 14.7% Special Education: 19.9% Data Source: CALPADS			Chronic absenteeism rates will improve to 5%
%age of students feeling safe at school as reported on the Annual Student Survey	92.3% Annual Student Survey (Local Data) 2020-2021	2021-2022 Annual Student Survey All Students 84.3%			%age of students feeling safe at school as reported on the Annual Student Survey will remain above 90%
%age of of student who feel welcome at school as reported on	92% Annual Student Survey (Local Data) 2020-2021	2021-2022 Annual Student Survey All Students 87.9%			%age of of student who feel welcome at school as reported on

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the Annual Student Survey					the Annual Student Survey remain above 90%
High School Dropout Rate	2.9% (CALPADS-Data Quest) 2019-2020	2020-2021 (Ed Data) All Students: 2.3% Foster: 50% English Learners: 8.6% Low Income: 2.3% Special Education: 5.6% Data Source: CALPADS			High School Dropout Rate will be less than 2%
Middle School Dropout Rate	.0% (CALPADS-CALPADS 1.21 and 1.14) 2019-2020	2020-2021 (Ed Data) All Students: .25% Foster: N/A English Learners: N/A Low Income: .21% Special Education: N/A Data Source: CALPADS			Middle School Dropout Rate will be less than .2%

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	PBIS and Student Services	Share responsibility for continued improvement of school safety and climate: a) Positive Behavior Intervention & Support (PBIS) program at all sites b) Provide support for the expansion of Expanded Learning Programs c) Provide Health Services d) Student Services Department	$2,412,573.00	No

Action #	Title	Description	Total Funds	Contributing
5.2	Title I Student Services	Continue Student Services Department - funded through Title I. Continue to share responsibility for improvement of school safety and climate.	$29,062.00	No
5.3	Supplemental PBIS	Low-income students are in need of additional behavioral support in comparison to all students as indicated by district wide suspension data. Local data and need assessment shows that Positive Behavior Intervention & Support (PBIS) have been effective in reducing behaviors that lead to suspensions for low-income students. KCUSD will continue to implement PBIS at all sites and will include additional campus assistants at three schools (Riverview, Dunlap and Navelencia) to support the effective implementation of PBIS and additional day time supports provided by CYM and City of Reedley staff. Positive behavioral support refers to the application of positive behavioral interventions and systems to achieve socially important behavior change. This behaviorally-based systems approach to enhancing the capacity of schools, families, and communities to design effective environments in which teaching and learning occurs is focused on creating and sustaining school environments that improve lifestyle results for low-income students through uniformly implemented strategies, student incentives, alternatives to suspension (Decisions Program) and culturally appropriate interventions. PBIS is integrated into the delivery of Social Emotional learning, focusing on social skills, decision making, self awareness, self efficacy, self management, and relationship skills. The additional resources are designed to meet the needs most associated with low-income students. However, because we expect that all students struggling behaviorally will benefit, this action is provided on an LEA wide basis. We expect this action to continue to reduce suspension rates for low-income students.	$1,879,093.00	Yes
5.4	Expanded Learning Program (After School Programs)	As identified in the metric section, attendance data and educational partner input indicates that providing after school expanded learning program supports for families and students increases attendance	$1,200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		rates, provides interventions, support for academic achievement and can reduce problem behaviors, especially for English learners, low-income, and foster youth students. In conjunction with ELO-P funding, ASES and 21st Century funding, KCUSD will continue to provide supplemental support for expanded learning programs at school to provide additional tutoring, enrichment and engagement activities which will greatly benefit our identified students, promoting a continued positive attendance trend and support the implementation of PBIS to support decreasing behaviors that lead to suspension through increased engagement and academic supports for these students. These additional tutors and enrichmentment opportunities are provided to meet the unique needs of English learners through additional language support, as well as provide foster youth, English learners, and low-income students individualized academic and behavioral skill development strategies, resources, and learning opportunities. This action is designed to meet the needs most associated with English learners, low-income, and foster youth. However, because we expect that all students struggling behaviorally, academically and with attendance will benefit, this action is provided on an LEA-wide basis. We expect that this action will result in continued increases in attendance, resulting in continued academic achievement, and a reduction in behaviors that lead to suspension for low-income, English learner, and foster youth students.		
5.5	CARE Project	Low-income students are in need of additional attendance intervention support in comparison to all students as indicated by district wide attendance and chronic absenteeism data. The Chronic Absentee Recovery Effort (CARE Project) has been successful in reducing the number of low-income students who qualify as chronically absent by providing additional monitoring and outreach to chronically absent students and their families. The CARE project will provide District attendance liaisons that will support sites with data analysis and connecting with the families of low-income students who are chronically absent. Based on feedback from students, families, teachers and site administrators sites are in need of additional resources to establish incentives to improve attendance for low-	$183,734.00	Yes

Action #	Title	Description	Total Funds	Contributing
		income students. These attendance liaisons and incentives will allow for clear attendance expectations, early intervention, increased positive school climate and the celebration of success. This will provide an additional layer of support for our low-income students and families. This action is designed to meet the needs most associated with English learners, low-income, and foster youth. However, because we expect that all students struggling to attend school on a daily basis will benefit, this action is provided on an LEA-wide basis. We expect this action will result in increased attendance and a reduction in the chronic absenteeism rate for low income students.		
5.6	Teen Parent Support	State and local data indicates that English learners, low-income, and foster youth students have a higher rate of teen pregnancy in comparison to all students which can lead to academic difficulties often resulting in English learners, low-income, and foster youth students dropping out of school. Local data and needs assessment shows that teen parenting programs supports student progress towards graduation and help build knowledge and skills to become self sufficient. KCUSD is committed to continuing to support English learners, low-income, and foster youth students and families served in the Teen Parent program, through providing life-skills and resources to graduate from high school. The program will provide a safe and nurturing environment for teen parents to support academic achievement and social skills. The goal of this program is to provide support for those teens that do have children while in school so that they may continue their education while providing support for their child and their own academic success. This action is designed to meet the needs most associated with English learners, low-income, and foster youth. However, because we expect that all teen parents enrolled in KCUSD school will benefit, this action is provided on an LEA-wide basis. We expect that this action will result in increased graduation rates and a decrease in dropout rate among teen parents who are English learners, low-income, and foster youth students.	$517,560.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.7	Social Workers	Low-income students are in need of additional behavioral support in comparison to all students as indicated by district wide suspension data which also coincides with low income students have a higher rate of being chronically absent compared to all students. Parent feedback showed a great appreciation for the counseling services, socio-emotional and behavioral provided by school social workers. KCUSD will continue to provide school social workers as they have proven effective in supporting students with social interactions which decrease behaviors that lead to suspension through explicit coaching on social skills, socio-emotional counseling, mentoring and connecting students to outside services. This action is designed to meet the needs most associated with low-income students. However, because we expect that all students struggling behaviorally will benefit, this action is provided on an LEA-wide basis. As a result of this increased support, it is our expectation that this action will result in increased attendance and decreased suspension rates for low-income students.	$1,740,777.00	Yes
5.8	K-5 Counseling Services	Low-income students are in need of additional behavioral support in comparison to all students as indicated by district wide suspension data which also coincides with low income students have a higher rate of being chronically absent compared to all students. Parent feedback showed a great appreciation for the counseling services, socio-emotional and behavioral provided by school social workers. KCUSD will continue to provide safe and nurturing environment to support academic achievement and social skills through contracting with outside agency to provide On-Site Counseling services for unduplicated students at assigned K-5 sites. Research indicates the use of school social workers is effective in supporting students with academic achievement and social interactions which will decrease behaviors that lead to suspension through explicit coaching on social skills, socio-emotional counseling, mentoring and connecting students to outside services. This action is designed to meet the needs most associated with low-income students. However, because we expect that all students struggling socio-emotionally and behaviorally will benefit, this action is provided on an LEA-wide basis.As a result of this increased support, it is our expectation that this action will result in	$300,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		increased attendance and decreased suspension rates for unduplicated students. in grades K-5.		
5.9	Behavior Intervention Team and Psychologists	Educational partner feedback and the metric section indicates that English learners, low-income, and foster youth students in KCUSD often need additional social emotional supports to decrease behaviors that often lead to suspension. KCUSD will help cultivate a safe and nurturing environment to support social skills through the Behavior Intervention Team and psychologist supports to further increase the social emotional supports for these students as well as supporting the needs of the identified students and teachers through behavior interventions so both students and teachers have the tools necessary to respond to behaviors through restorative chats, equipping students with skills to avoid behaviors, and skill coaching. This team will continue to support families, students, teachers, and school site staff by helping identify student needs and providing behavioral interventions. Additionally, as a result of work conducted together with the Fresno County Superintendent's office, this program will continue to focus on supporting low-income students who have also been identified as students with disabilities in support of reducing suspensions through the explicit teaching of behavior modification strategies, self regulation and mentoring. This action is designed to meet the needs most associated with English learners, low-income, and foster youth. However, because we expect that all students struggling behaviorally will benefit, this action is provided on an LEA-wide basis. We expect that this action will result in decreased suspension rates for low-income, English learner, and foster youth students.	$1,540,342.00	Yes
5.10	Bronco Academy District Behavior Support Program	Educational partner feedback indicates that English learners, low-income, and foster youth students struggle with behaviors that negatively impact classroom safety, climate, and are in need additional behavioral supports. To meet this KCUSD conducted a	$630,781.00	Yes

Action #	Title	Description	Total Funds	Contributing
		needs assessment and determine that we will continue to implement a comprehensive behavioral support program in conjunction with district-wide Positive Behavior & Intervention (Bronco Academy). This intensive behavioral support program is designed to offer our identified students additional opportunities for relearning school expectations, developing age appropriate social skills, and self-management strategies. English learners, low-income, and foster youth students in this program will learn positive behavior strategies and self regulation skills that will provide them with the tools they need in order to self-regulate in difficult social and academic setting. We expect that as a result through these behavior modification skills, English learners, low-income, and foster youth students enrolled in the program will decrease negative behaviors thus leading to to a reduction of suspensions for these students.This action is designed to meet the needs most associated with English learners, low-income, and foster youth. However, because we expect that all students struggling behaviorally will benefit, this action is provided on an LEA-wide basis.		
5.11	School Based Health Center Health Coordinator	The metric section and educational partner feedback collected from parents and school sites indicates that low-income students are less likely to have personal physicians or nurse practitioners, or receive necessary referrals to specialists. A local needs assessment suggests that this gap in access to medical professionals can lead to an increase in absences due to illness for our low-income students. KCUSD will provide increased access to health services through a health coordinator who will serve as a liaison between KCUSD and Adventist Health Jefferson School-Based Health Center to support the delivery of health services for low-income students to mitigate students missing school as a result of not having adequate health services. This action has been successful in connecting low-income students with reliable and affordable health care. We expect this action to result in increased attendance for low income students. This	$86,365.00	Yes

Action #	Title	Description	Total Funds	Contributing
		action is designed to meet the needs most associated with low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.		
5.12	Supplemental Health Services	The metric section and educational partner feedback collected from parents and school sites indicates that low-income students are less likely to have personal physicians or nurse practitioners, or receive necessary referrals to specialists. A local needs assessment suggests that this gap in access to medical professionals can lead to an increase in absences due to illness for our low-income students. KCUSD will provide increased access to health services by providing additional hours for District LVN and additional nursing services as well as increasing the duty day for school based health aides. The increased services will allow for greater opportunity to see students during the school day and provide referrals to specialists when needed, resulting in greater health intervention for low-income students. This action is designed to meet the needs most associated with low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect this action to result in increased attendance for low income students.	$356,891.00	Yes
5.13	Restorative Justice Program	Low-income students are in need of additional behavioral support in comparison to all students as indicated by district wide suspension data. Feedback from educational partners indicates that there is a need for utilizing restorative practices to reduce suspensions, especially among low-income students. KCUSD will implement its own restorative justice program to create systematic alternatives to suspension while supporting a positive climate and culture within the school setting which will reduce the behaviors that lead to suspension.	$386,787.00	Yes

Action #	Title	Description	Total Funds	Contributing
		KCUSD Restorative Justice counselors will teach students to take ownership of their actions, be held accountable for repairing relationships and building a stronger campus culture. This action is designed to meet the needs most associated with low-income students. However, because we expect that all students struggling behaviorally will benefit, this action is provided on an LEA-wide basis. We expect that this action will result in a decrease in suspension rates for low income students.		
5.14	Additional Learning Directors	Upon the return to full time in-person instruction, local data indicates that low-income students are in need of additional behavioral support in comparison to all students as indicated by district wide suspension data. KCUSD will add a second learning director to Orange Cove High School, Citrus Middle School and Grant Middle school to support the implementation of school wide PBIS structures, provide guidance to students demonstrating behavioral challenges, work with students and staff to increase student engagement in co/extra-curricular activities to build school connectedness and support parents with resources to address the behaviors that have led to discipline issues. The additional support will allow schoolsites to focus on the greatest needs of students to mitigate behaviors that lead to suspensions. The additional resources are designed to meet the needs most associated with low-income students. However, because we expect that all students struggling behaviorally will benefit, this action is provided on a school-wide basis. We expect this action to reduce suspension rates for low income students at these three sites.	$730,786.00	Yes
5.15	Medi-Cal Reinvestment	Reinvestment of funds generated through Medi-Cal Activities and the LEA Billing Option Program.	$486,379.00	No

Goal Analysis [2021-22]

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.

In 2021-2022, Goal 5 was implemented as planned. With students returning to in-person instruction, this importance of this goal was magnified as it was evident students and families were asking for additional social and emotional supports provided ast school sites. Through additional staffing and strategic delivery of services, students received far greater socio-emotional supports than in previous years. The strategic implementation of SEL curriculum and integration of SEL activities with existing PBIS structures, student needs surfaced and were able to be addressed through muti-tiered systems of support. Expanded student services allowed for greater focus on tier 1 supports, monitoring and support for the effective implementation of PBIS across the District. Additionally, KCUSD was able to partner with All 4 Youth to provided additional support for students. The need for these supports was evident as KCUSD did see an increase in the number of students needing behavioral interventions as suspension rates increased, especially early in the year.

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

There was an increase in spending to action 5.3 as a result of an greater need to support PBIS activities upon return to in-person instruction. Action 5.4 showed a material difference to the expenditures for afterschool programs as a result in increased salary costs and expansion of programs. Action 5.8 reflects a material difference due to KCUSD leveraging state and federal COVID relief funds to provide the necessary counseling supports outlined in that action.

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

Goal 5 was effectively implemented as evidenced by the ability to surface social emotional needs as a result of the implementation of the DESSA universal screening tool and through the delivery of SEL curriculum PK-12. Suspension data collected throughout the year did show that suspensions in KCUSD increased over the previous two years (due to the COVID-19 pandemic, this data is not truly comparable). Through the additional supports put in place in 2021-2022 and the investments made for 2022-2023, this data is expected to improve by the end of the academic school year in 2021-2022 and next 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.

Through the use of additional 15% add on concentration funds, Goal 6 reflects an additional investment in classified supports at school sites. These additions are reflected in the following actions:
Goal 5.3-Supplemental PBIS: Additional hours for classified support staff increase time on campus to implement PBIS
Goal 5.6-Teen Parent Support: Additional classified staff to support Teen Parent Program
Goal 5.7-Social Workers: Additional School Social Workers
Goal 5.9-Behavior Intervention Team and Psychologists: Additional School Psychologists
Goal 5.10-Bronco Academy District Behavior Support Program: Additional certificated supports for students in Bronco Academy

Goal 5.12-Supplemental Health Services: Additional Health Aide hours and additional school nurse
Goal 5.13-Restorative Justice Program: Addition of two Districtwide Restorative Justice Counselors
Goal 5.14-Additional Learning Directors: Additional Learning Directors

The following changes were made to better guide the actions related to this Goal:
The high school and middle school dropout metrics were moved from Goal 4 to Goal 5 as the actions in Goal 5 are more appropriately measured utilizing those metrics.
Was was previously written as Goal 5.13 (Middle School Opportunity Program) was moved to Goal 2.24 as the action is more appropriately measured using the academic metrics established for Goal 2. Action 5.15 (Medi-Cal Reinvestment) is a new action.

With these modifications, this goal, the metrics associated with this goal and desired outcomes will continue as implemented in 2021-2022 with the following two exceptions:

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey Return Rate	2020-2021 Survey Return Rate 53.4% (Local Data)	2021-2022 Survey Return Rate 48% (Local Data)			Parent Survey Return Rate will exceed 70%
Parent Survey - Quality of Schools	Percentage of surveys returned reporting the "overall quality of the school" is satisfactory, good or excellent - 98% (Local Data)	Percentage of surveys returned reporting the "overall quality of the school" is satisfactory, good or excellent - 97.3% (Local Data)			Percentage of surveys returned reporting the "overall quality of the school" is satisfactory, good or excellent greater than 90%
Parent Survey - Quality of Service	Percentage of surveys returned reporting the "quality with which you are greeted, treated with respect, and made to feel a part of this school" is	Percentage of surveys returned reporting the "quality with which you are greeted, treated with respect, and made to feel a part of this school" is			Percentage of surveys returned reporting the "overall quality of the school" is satisfactory, good or excellent greater than 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	satisfactory, good or excellent - 97% (Local Data)	satisfactory, good or excellent - 97% (Local Data)			
More than 10 opportunities, per school site, will be offered to parents for parental involvement, as defined by a two-way and meaningful communication involving student academic learning and other school activities.	100% (Local Data)	100% (Local Data)			100% of sites will offer more than 10 opportunities.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Parent Access to Student Information	Feedback received from parents of English learners, low-income, and foster youth students through the District-wide parent survey includes requests to provide multiple ways for parents to access student information including grades, attendance and information to help them support their children in school. KCUSD will continue to provide parents with access to the student information system through the parent portal and support parents in understanding how to navigate the system to keep them informed of student progress in support of student achievement. Providing parent access to student grades and attendance information through our student information system is an effective best practice for parent communication, particularly for socio-economically disadvantaged families where parents are not always available to attend parent conferences. Through workshops conducted in support of parent education, parents will be able to support their students at home and stay in communication with school sites. This action is designed to meet the needs most associated with English	$92,030.00	No

Action #	Title	Description	Total Funds	Contributing
		learners, low-income, and foster youth. However, because we expect that all students struggling academically will benefit, this action is provided on an LEA-wide basis. We expect this action to continue to reduce the achievement gap for English learners, low-income, and foster youth on state and local ELA and math assessments by supporting the way parents can support their children through improved access to student information.		
6.2	Parent Survey	Feedback received from educational partners included requests to continue user-friendly ways to communicate with site and District leaders in order to support English learners, low-income and foster youth students. KCUSD will continue to provide a parent survey written in parent friendly language to allow for greater interaction and quality input on KCUSD programs. This survey will be easy to access as it will be available on an online platform. This survey will allow for increased parent engagement and continued parent input to inform the development of programs for students by: • Empowering families by providing them with an opportunity to voice their suggestions and concerns • Creating channels of communication between home and school • Offering an array of opportunities for families to participate in school planning, leadership and volunteering The parent survey is designed to meet the needs most associated with English learners, low-income, and foster youth. However, because we expect that all parents will benefit from user-friendly communication tools, this action is provided on an LEA-wide basis. The survey will continue to provide families, especially families of English learners, low-income and foster youth students an opportunity to provide feedback to the District and KCUSD will be able to measure successful actions and identify areas that need improvement to support student achievement and social emotional growth.	$10,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
6.3	Parent Academy	Input from educational partners indicates that parents of English learners, low-income, and foster youth students often need support navigating through the structures of the education system. KCUSD will ensure that parents have the opportunity to engage in activities to connect with schools and the District through Parent Academy programs at every site to provide parent education and engagement with that support parents in navigating through an often complicated system. The KCUSD Parent Academy supports student achievement through providing opportunities for parents in multiple programs including but not exclusive to: Parenting Partners, Latino Family Literacy Project, and Parent Involvement in Quality Education. These programs, along with translation support for parents who do not speak English, will help parents learn how to support their student at home and how to gain support from school sites and the District when needed. Parent Academy programs are designed to meet the needs most associated with English learners, low-income, and foster youth. However, because we expect that all families will benefit from understanding how to navigate our system, this action is provided on an LEA-wide basis. We expect that as a result of parents having a greater understanding of programs and access to resources for students, KCUSD will continue to reduce the achievement gap for English learners, low-income, and foster youth on state and local ELA and math assessments.	$321,349.00	Yes
6.4	Bilingual Community Aides	Feedback from English learner and low-income parents indicates that they often feel disconnected from the school system. Bilingual community aides will continue to assist parents with communication, advocacy, and understanding of the school system. Connections with trained parent educators with similar cultural backgrounds and who speak their language can help bridge this gap. Bilingual community aides will be able to address the needs most associated with English learners, and low-income students. However, because we expect that all parents will benefit, this action is provided on an LEA-wide basis. It is our expectation that this action will result in increased parent engagement, increased student attendance, and increased school	$484,124.00	Yes

Action #	Title	Description	Total Funds	Contributing
		connectivity for families of English learners and low-income students, ultimately resulting in increased student achievement.		
6.5	Family Connection Techs	Feedback from English learner parents indicates that they often feel disconnected from the school system and are not always comfortable asking for support. Family connection technicians will be provided to support families and schools with some of the translation and interpretation needed to aid in communication with bilingual families. (e.g., registration process, teacher-parent meetings/conferences, RTI and or discipline meetings, urgent/emergency phone calls). By providing resources and support to families in their home language allows for a better school to home connection, resulting student growth and increased achievement. Family connection technicians promote Parent Academy opportunities, assist parents with communication, advocacy, and understanding of the school system. Serving as the liaison between sites and families, family connections technicians support the progress monitoring of EL students and help communicate that progress to families. Parent survey data shows that school sites have done an excellent job in communicating. EL parents have expressed their appreciation for bilingual family connections technicians. By continuing this action, it is our expectation that KCUSD will see increased parent engagement, increased student attendance, and increased school connectivity for families of English learners.	$423,177.00	Yes
6.6	District and School Websites	Feedback from parents of English learners, low-income, and foster youth students indicates that parents are more likely to utilize digital media to connect to information communicated by schools and the District office. KCUSD will continue to provide parent access to District and school site information through both District and site websites as it is an effective best practice for parent communication, connecting parents with critical resources and parent education/engagement opportunities. Websites have been redesigned using the latest technology to create a user-friendly experience accessible to a greater audience and allow parents that would otherwise not be in contact with	$59,592.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school sites. Websites provide easy access to the information they require. The improved web-sites are designed to meet the needs most associated with English learners, low-income, and foster youth parents. However, because we expect that all parents will benefit from having greater access to digital media for parent engagement, this action is provided on an LEA-wide basis. We expect that through increased and improved digital resources available through the school and District websites, parents of English learners, low-income, and foster youth students will have greater access to key information.		
6.7	School Based Health Center Outreach	Local data shows that low-income students are often less likely to have personal physicians or nurse practitioners, or receive necessary referrals to specialists. This gap in access to medical professionals can lead to an increase in absences due to illness. KCUSD will continue its connection to the School Based Health Center in partnership with Adventist Health providing outreach to families in the District. This outreach will consist of communication regarding the opportunities for socio-economically disadvantaged families to receive health care service at the District School Based Health Center and support District wide communication of vaccine clinics, health screenings and other health related engagements. Additionally, the school based health center will provide informational materials and resources to families on how to maintain healthy structures for their children. Research states that by providing these additional supports students are in a better position to learn and spend more time in class because they tend to be sick less often and don't have to take as much time off school to attend appointments. This action is designed to meet the needs most associated with low-income students. However, because we expect that all students who need access to a local health center will benefit, this action is provided on an LEA-wide basis. We expect that this action will result in increased attendance for low-income students through greater access to health services, therefore reducing the amount of school missed due to illness.	$495,476.00	Yes

Action #	Title	Description	Total Funds	Contributing
6.8	Unified Communication System	Feedback received through an in-depth study on parent engagement found that parents with children at multiple schools were receiving school communication through a variety of methods. Parents of English learners, low-income, and foster youth students expressed that this was often confusing and resulted in difficulty communicating when they had children at multiple schools. KCUSD will continue to utilize ParentSquare as its unified communication system to help mitigate the variability among sites in how communication takes place among schools. Parent surveys indicate that a greater percentage of families prefer digital communication from schools and the District. This system is designed to meet the needs most associated with English learners, low-income, and foster youth. However, because this system will support continued improvements in how schools communicate with parents across all grade levels and provide a two-way communication system for parents in multiple languages, this action is provided on an LEA-wide basis. We expect that this action will continue to improve parent engagement especially with parents of English learners, low-income, and foster youth students through greater consistency in communication.	$41,620.00	Yes
6.9	Puente a Tecnologia for Parents	Parents of English learners have expressed a need to continue the Puente a Tecnologia program to support EL parents with language acquisition and assistance connecting with supports for their students through access to technology and resources to increase student achievement for English learners. KCUSD will continue to conduct the Puente a Tecnologia program at all school sites in response to this feedback. Through this program, parents of English learners will learn how they can support their children at home while receiving valuable parent education and training on how to utilize digital resources. We expect that this action will continue to result in increased parent engagement for parents of English learners, resulting in increased academic achievement.	$270,038.00	Yes

Action #	Title	Description	Total Funds	Contributing
6.10	Children's Day Parent Program	Research conducted by Abdul Latif Jameel, Poverty Action Lab shows the importance of parent engagement and involvement with schools and their children's educational experiences. Feedback from parents of English learners, low-income and foster youth students students in KCUSD have requested that the District continue to provide an annual opportunity for parents to engage in a multicultural parent education program and student recognition event "Children's Day" in support of connecting parents to engagement opportunities in the District. It is our expectation that this action will result in greater participation in parent education events, increased attendance at parent engagement activities, and as a result, improved student achievement on state and local metrics by increasing the engagement of parents in similar activities throughout the school year. "Children's Day" is designed to meet the needs most associated with English learners, low-income, and foster youth. However, because we expect all students can benefit from increased parent engagement, this action is provided on an LEA-wide basis. We expect that this parent engagement will increase the level of participation in parent education activities for parents of English learners, low-income, and foster youth students.	$31,120.00	Yes
6.11	School to Home Communication Team	Parents of English learners, low-income, and foster youth students have expressed that they appreciate the frequency of communications with parents from the District as it supports parents' access to tools to help improve achievement. KCUSD will continue to improve communication through the School to Home Communication Officer and Production Specialist positions to coordinate and prepare communication tools in both digital and print mediums. Through this improved communication team, parents of English learners, low-income, and foster youth students will be better connected to information and be more informed as to engagement and education opportunities in the District through the frequency and quality of communications sent out through a variety of means such as ParentSquare, District websites, newsletters, email and phone messages. The communication team is designed to meet the needs most associated with English learners, low-income, and foster youth.	$282,848.00	Yes

Action #	Title	Description	Total Funds	Contributing
		However, because we expect that all parents will benefit from improved communication systems, this action is provided on an LEA-wide basis. We expect that this action will continue to result in increased parent engagement, resulting in increased academic achievement for English learners, low-income, and foster youth students.		
6.12	Parent Engagement Team	KCUSD will continue to provide a Parent Education and Engagement Coordinator to facilitate and promote parent education and involvement through engagement opportunities such as how to navigate district resources, web sites, connect with student support services and collect educational partner input. This position will work closely with the School to Home Communication Team in support of improved parent engagement and communication.	$298,633.00	No
6.13	Site Parent Engagment Support	Continue to support sites with parent involvement funding through Title I in support of parent involvement, education and engagement.	$30,461.00	No
6.14	District Fair	Research conducted by Abdul Latif Jameel, Poverty Action Lab, indicates that socio-economically disadvantaged students benefit from parent involvement at school, exposure to the arts, and family connections to schools. Feedback received from parents of English learners, low-income, and foster youth students indicated that events that bring multiple programs together increases understanding of what supports are available to students and how to to access them. KCUSD will continue to provide an annual opportunity for parents to engage in the District Fair and have access to the programs that are available in the District for their children and in support of parents. This event will provide parents access to student support programs, site program offerings, and allow for parent input. The additional resources are designed to meet the needs most associated with English learners, low-income, and foster youth. However, because we believe all parents can benefit from increased participation in parent engagement	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and education opportunities, this action is provided on an LEA-wide basis. We expect that this action will continue to result in increased participation in parent involvement and parent education activities by parents of English learners, low-income, and foster youth students.		

Goal Analysis [2021-22]

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.

There were three substantive differences in planned actions and actual implementation of the the actions in Goal 6. Action 6.11 (School to Home Communication Team) was not fully implemented as intended in 2021-2022 because a production specialist positions went unfilled. This position will be posted until filled. Additionally, Action 6.12 (Parent Engagement Team) was not fully implemented as planned. The positions outlined in this action were not filled in 2021-2022, but are planned to resume in 2022-2023. Lastly, action 6.14 did not take place due to COVID-19 considerations at the time of year that District Fair would take place, but is planned to resume in 2022-2023.

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 6.9 showed a material difference due to the need to purchase additional technology in support of the Puente a Tecnologia Program. Action 6.11 (School to Home Communication Team) was not fully implemented as intended in 2021-2022 because a production specialist positions went unfilled. This position will be posted until filled. Additionally, Action 6.12 (Parent Engagement Team) was not fully implemented as planned. The positions outlined in this action were not filled in 2021-2022, but are planned to resume in 2022-2023. Lastly, action 6.14 did not take place due to COVID-19 considerations at the time of year that District Fair would take place, but is planned to resume in 2022-2023.

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

Through actions outlined in Goal 6, KCUSD made significant progress in working towards engaging parents in support of helping students increase their academic achievement. Through feedback received through both the annual parent survey and through a variety of advisory groups, parents felt that the efforts made by the District were successful and greatly appreciated. 97% of parent's surveyed felt that the District and school sites do a satisfactory job of keeping parents informed about events and news happening. Of this percentage, 51% of parents felt that the District and school sites do an "excellent" job in communicating with families. Through this feedback, it is evident that KCUSD and school sites need to continue to actively engage parents in school activities and/or parent education activities. Currently, only 60% of parents report attending programs or sporting events and 63% report attending general school engagement opportunities. KCUSD will continue to work towards getting 100% of parents engagement in activities and parent education events.

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.

Through the use of additional 15% add on concentration funds, Goal 6 reflects an additional investment in classified supports at school sites. These additions are reflected in the following actions:
Goal 6.4-Bilingual Community Aides: Additional Bilingual Community Aides so every school site with over 55% low-income, English learners or foster youth have access to this resource.
Goal 6.5-Family Connections Techs: Additional hours for Family Connection Techs to increase the time available on campus to supports English learner students and parents.
With these modifications, this goal, the metrics associated with this goal and desired outcomes will continue as implemented.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
33,922,239	4,353,938

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
39.07%	8.03%	$6,685,816.38	47.10%

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

Required Descriptions

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

The actions listed below are being provided on a “wide” basis to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to the specific identified unduplicated group(s) in each action, while allowing other students to also benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our English learner, foster youth, and/or low-income students, the LEA will achieve the anticipated outcomes targeted to meet each identified student group’s stated need(s).

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

The contributing “wide” actions in this plan are:

Goal 2.2-Teacher Resources for Instruction
Goal 2.4-Additional Instructional Aides
Goal 2.5-Transportation to Reduce Loss of Instructional Time
Goal 2.6-System and Accountability Team
Goal 2.7-Instructional Coaches
Goal 2.8-Educational Programs Department
Goal 2.9-Foster/Homeless Youth Liaison
Goal 2.13-Supplemental Technology
Goal 2.14-Supplemental Instructional Resources
Goal 2.16-Supplemental Support for SWD
Goal 2.17-Expanded Kindergarten Minutes
Goal 2.18-Elimination of Combination Classes at Dunlap Elementary
Goal 2.19-Supplemental Professional Development
Goal 2.20-Sci-Con
Goal 2.21-Mitigating Potential Overidentification in Special Education
Goal 2.24-Opportunity Program
Goal 2.25-Additional FTE for VAPA and PE Techs
Goal 2.26-Supplemental Supports for Preschool
Goal 2.27-Supplemental Library Services
Goal 3.1-Bilingual Instructional Aides
Goal 3.3-ELD Instruction and Professional Development
Goal 3.4-Language Acquisition Software and Supplemental Materials
Goal 3.5-Promoting Biliteracy and Cultural Awareness
Goal 3.6-Extended Day Intervention
Goal 3.7-ELD/Migrant Program Specialist
Goal 3.8-ELD Monitoring Progress
Goal 3.9-Extra Support for Assessments
Goal 3.11-English Learner Support - TSAs
Goal 3.12-Supplemental Supports for Migrant Program
Goal 4.5-Supplemental Athletic Resources
Goal 4.7-GATE Program
Goal 4.8-Increased Supports for VAPA
Goal 4.9-Summer Extended Learning
Goal 4.10-Student Transition Program
Goal 4.11-School Connections Counselor

Goal 4.12-Health and Nutrition Fitness Program
Goal 4.13-CTE Support: VROP
Goal 4.14-Native American Education Enrichment Program
Goal 4.16-Additional Support for Mountain View School
Goal 5.3-Supplemental PBIS
Goal 5.4-Expanded Learning Program
Goal 5.5-CARE Project
Goal 5.6-Teen Parent Support
Goal 5.7-Social Workers
Goal 5.8-K-5 Counseling Services
Goal 5.9-Behavior Intervention Team and Psychologists
Goal 5.10-Bronco Academy District Behavior Support Program
Goal 5.11-School Based Health Center Health Coordinator
Goal 5.12-Supplemental Health Services
Goal 5.13-Restorative Justice Program
Goal 5.14-Additional Learning Directors
Goal 6.2-Parent Survey
Goal 6.3-Parent Academy
Goal 6.4-Bilingual Community Aides
Goal 6.5-Family Connections Techs
Goal 6.6-District and School Websites
Goal 6.7-School Based Health Center Outreach
Goal 6.8-Unified Communication System
Goal 6.9-Puente a Tecnologia for Parents
Goal 6.10-Children's Day Parent Program
Goal 6.11-School to Home Communication Team
Goal 6.14-District Fair

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method and/or location that best meets the identified need. All actions were developed using a careful analysis of data and input from our educational partners. These contributing actions are principally directed toward our unduplicated student population to help Kings Canyon Joint Unified School District be effective in meeting the District's LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked “yes” for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of Kings Canyon Unified. We incorporated the language required by 5 CCR Section 15496 into the description of each specific action’s language because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for educational

partners when reading this plan so they can better understand the rationale behind each unique district-wide action. Many of these actions and services are being performed on a schoolwide or districtwide basis in order increase their overall efficiency and effectiveness.

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

KCUSD has demonstrated it has at met the 47.1% proportionality percentage by providing increased/improved services to our English learner, foster youth, and/or low-income students equivalent to a 46.92% proportionality percentage based on the contributing actions/services in this plan, which expended all supplemental and concentration funds calculated for the LEA as demonstrated in the action tables. We are meeting the minimum proportionality percentage by providing the actions/services principally directed toward the unduplicated student population as summarized in the prompt above and explained and justified in detail in each contributing limited action description within this plan. It is our intent that this approach of justifying how each applicable action is principally directed and effective in the action's description meets/exceeds requirements for the "principally directed and effective threshold" as well as contributing toward meeting the Minimum Proportionality Percentage (MPP) requirement. These actions/services are most transparently communicated and understood by our educational partners through the approach we use in this plan. Building on the information provided in the prior prompt response above, the limited actions/services below are contributing to increasing or improving services for English learner, foster youth, and/or low-income students by the percentage indicated above as explained in the language of each unique actions.

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

All school sites in KCUSD have a concentration of foster youth, English learners, and low-income students. Additional concentration add-on funding will be utilized to increase the number of staff providing direct services to students at school sites in KCUSD. Determination for how these funds were utilized was based on a comprehensive needs assessment to determine need. These actions are outlined in the Goals and Actions sections of the LCAP as follows:

Goal 2.4-Additional Instructional Aides: Additional hours for Instructional Aides
Goal 2.9-Foster/Homeless Youth Liaison
Goal 2.21-Mitigating Potential Overidentification in Special Education: Additional Program Specialists
Goal 2.24-Opportunity Program: Funding for additional teacher
Goal 2.25-VAPA and Physical Education Techs: Additional hours for techs in support of literacy in VAPA and PE
Goal 2.26-Supplemental Support for Preschool: Additional instructional staff in support of preschool
Goal 2.27-Supplemental Library Services: Additional hours for Library Techs to provide access at all sites
Goal 3.1-Bilingual Instructional Aides: Additional hours for Bilingual Instructional Aides
Goal 3.11-English Learner Support - TSAs: Additional certificated staff in support of English learners
Goal 4.10-Student Transition Program: Additional liaisons for Middle School and increase hours for liaison at Orange Cove High School

Goal 4.12-Health and Nutrition Fitness Program: Additional certificated teacher for Orange Cove High School
Goal 4.16-Additional Support for Mountain View School: Additional supports for MVS; certificated teachers and Learning Director
Goal 5.3-Supplemental PBIS: Additional hours for classified support staff to implement PBIS
Goal 5.6-Teen Parent Support: Additional classified staff to support Teen Parent Program
Goal 5.7-Social Workers: Additional School Social Workers
Goal 5.9-Behavior Intervention Team and Psychologists: Additional School Psychologists
Goal 5.10-Bronco Academy District Behavior Support Program: Additional certificated supports for students in Bronco Academy
Goal 5.12-Supplemental Health Services: Additional Health Aide hours and additional nurse
Goal 5.13-Restorative Justice Program: Addition of two Districtwide Restorative Justice Counselors
Goal 5.14-Additional Learning Directors: Additional Learning Directors at sites with greatest need
Goal 6.4-Bilingual Community Aides: Additional Bilingual Community Aides to ensure every school site has access to this resource
Goal 6.5-Family Connections Techs: Additional hours for Family Connection Techs

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	26:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	17:1

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$132,692,162.00	$24,515,819.00	$993,362.00	$4,858,061.00	$163,059,404.00	$124,786,701.00	$38,272,703.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Credentialed Teachers	All	$38,920,434.00				$38,920,434.00
1	1.2	Basic Operating Expenses	All	$24,838,486.00	$10,000.00			$24,848,486.00
1	1.3	Provide and Maintain Facilities	All	$10,827,853.00	$5,153,434.00			$15,981,287.00
1	1.4	Transportation	All	$6,103,366.00				$6,103,366.00
1	1.5	Guidance and Learning Center - Special Education	All		$7,872,712.00		$2,698,523.00	$10,571,235.00
1	1.6	Site Base Allocations	All	$1,429,497.00				$1,429,497.00
2	2.1	Alignment of Instruction	All	$517,903.00	$314,424.00			$832,327.00
2	2.2	Teacher Resources for Instruction	English Learners Foster Youth Low Income	$78,370.00				$78,370.00
2	2.3	Baseline VAPA and Physical Education Techs	All	$1,572,486.00				$1,572,486.00
2	2.4	Additional Instructional Aides	English Learners Foster Youth Low Income	$589,153.00				$589,153.00
2	2.5	Transportation to Reduce Loss of Instructional Time	English Learners Foster Youth Low Income	$30,080.00				$30,080.00
2	2.6	System and Accountability Team	English Learners Foster Youth Low Income	$486,298.00				$486,298.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.7	Instructional Coaches	English Learners Foster Youth Low Income	$3,355,975.00				$3,355,975.00
2	2.8	Educational Programs Department	English Learners Foster Youth Low Income	$809,440.00				$809,440.00
2	2.9	Foster/Homeless Youth Liaison	Foster Youth	$154,720.00				$154,720.00
2	2.10	Infant CVRC	Students with Disabilities Infant Toddler CVRC		$6,199,005.00			$6,199,005.00
2	2.11	State Preschool Program	All		$1,591,520.00			$1,591,520.00
2	2.12	Technology Department	All	$1,356,398.00	$800,638.00			$2,157,036.00
2	2.13	Supplemental Technology	English Learners Foster Youth Low Income	$1,935,800.00				$1,935,800.00
2	2.14	Supplemental Instructional Resources	English Learners Foster Youth	$1,312,533.00				$1,312,533.00
2	2.15	NGSS Support	All				$223,636.00	$223,636.00
2	2.16	Supplemental Support for Students with Disabilities	English Learners Foster Youth Low Income	$1,740,903.00				$1,740,903.00
2	2.17	Expanded TK/Kindergarten Minutes	English Learners Foster Youth Low Income	$1,392,393.00				$1,392,393.00
2	2.18	Elimination of Combination Classes at Dunlap	English Learners Foster Youth Low Income	$170,877.00				$170,877.00
2	2.19	Supplemental Professional Development	English Learners Foster Youth Low Income	$308,507.00				$308,507.00
2	2.20	Sci-Con	English Learners	$275,000.00				$275,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Foster Youth Low Income					
2	2.21	Mitigating Potential Overidentification in Special Education	English Learners Foster Youth Low Income	$313,698.00				$313,698.00
2	2.22	Intervention Teachers	All				$992,396.00	$992,396.00
2	2.23	Baseline Library Services	All	$308,976.00	$90,000.00			$398,976.00
2	2.24	Opportunity Program	English Learners Foster Youth Low Income	$470,390.00				$470,390.00
2	2.25	Additional FTE for VAPA and PE Techs	English Learners Foster Youth Low Income	$136,864.00				$136,864.00
2	2.26	Supplemental Supports for Preschool	English Learners Foster Youth Low Income	$1,443,147.00				$1,443,147.00
2	2.27	Supplemental Library Services	English Learners Foster Youth Low Income	$1,329,539.00				$1,329,539.00
3	3.1	Bilingual Instructional Aides	English Learners	$1,270,339.00				$1,270,339.00
3	3.2	ELD Instructional Coach	All				$126,636.00	$126,636.00
3	3.3	ELD Instruction and Professional Development	English Learners	$4,158,141.00				$4,158,141.00
3	3.4	Language Acquisition Software and Supplemental Materials	English Learners	$5,000.00				$5,000.00
3	3.5	Promoting Biliteracy and Cultural Awareness	English Learners	$10,000.00				$10,000.00
3	3.6	Extended Day Intervention	English Learners	$236,060.00				$236,060.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.7	ELD/Migrant Program Specialist	English Learners	$167,239.00				$167,239.00
3	3.8	ELD Monitoring Progress	English Learners	$395,208.00				$395,208.00
3	3.9	Extra Support for Assessments	English Learners	$39,000.00				$39,000.00
3	3.10	Migrant Program	All Migrant Students				$431,400.00	$431,400.00
3	3.11	English Learner Support - TSAs	English Learners	$310,907.00				$310,907.00
3	3.12	Supplemental Supports for Migrant Program	English Learners	$224,245.00				$224,245.00
4	4.1	College and Career Guidance and Support	All	$1,279,695.00	$1,364,600.00			$2,644,295.00
4	4.2	Career Technical Education Support	All		$959,486.00			$959,486.00
4	4.3	K-8 College and Career Readiness and Awareness	All			$53,249.00		$53,249.00
4	4.4	Co-Curricular Activities	All	$2,695,068.00				$2,695,068.00
4	4.5	Supplemental Athletic Resources	English Learners Foster Youth Low Income	$897,381.00				$897,381.00
4	4.6	Performing Arts	All	$80,330.00				$80,330.00
4	4.7	GATE Program	English Learners Foster Youth Low Income	$95,281.00				$95,281.00
4	4.8	Increased Supports for VAPA	English Learners Foster Youth Low Income	$176,361.00				$176,361.00
4	4.9	Summer Extended Learning	English Learners Foster Youth Low Income	$168,814.00				$168,814.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.10	Student Transition Programs	English Learners Foster Youth Low Income	$875,827.00				$875,827.00
4	4.11	School Connections Counselor	Foster Youth Low Income	$158,931.00				$158,931.00
4	4.12	Health and Nutrition Fitness Program	Low Income	$191,810.00				$191,810.00
4	4.13	CTE Support - VROP	English Learners Foster Youth Low Income	$1,490,624.00				$1,490,624.00
4	4.14	Native American Education Enrichment Program	Low Income	$10,400.00				$10,400.00
4	4.15	College and Career Head Counselor	All		$160,000.00			$160,000.00
4	4.16	Additional Support for Mountain View School	Low Income	$1,530,000.00				$1,530,000.00
5	5.1	PBIS and Student Services	All	$1,958,839.00		$453,734.00		$2,412,573.00
5	5.2	Title I Student Services	All				$29,062.00	$29,062.00
5	5.3	Supplemental PBIS	English Learners Foster Youth Low Income	$1,879,093.00				$1,879,093.00
5	5.4	Expanded Learning Program (After School Programs)	English Learners Foster Youth Low Income	$1,200,000.00				$1,200,000.00
5	5.5	CARE Project	English Learners Foster Youth Low Income	$183,734.00				$183,734.00
5	5.6	Teen Parent Support	English Learners Foster Youth Low Income	$517,560.00				$517,560.00
5	5.7	Social Workers	English Learners	$1,740,777.00				$1,740,777.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Foster Youth Low Income					
5	5.8	K-5 Counseling Services	English Learners Foster Youth Low Income	$300,000.00				$300,000.00
5	5.9	Behavior Intervention Team and Psychologists	English Learners Foster Youth Low Income	$1,540,342.00				$1,540,342.00
5	5.10	Bronco Academy District Behavior Support Program	English Learners Foster Youth Low Income	$630,781.00				$630,781.00
5	5.11	School Based Health Center Health Coordinator	English Learners Foster Youth Low Income	$86,365.00				$86,365.00
5	5.12	Supplemental Health Services	Low Income	$356,891.00				$356,891.00
5	5.13	Restorative Justice Program	English Learners Foster Youth Low Income	$386,787.00				$386,787.00
5	5.14	Additional Learning Directors	Low Income	$730,786.00				$730,786.00
5	5.15	Medi-Cal Reinvestment	All			$486,379.00		$486,379.00
6	6.1	Parent Access to Student Information	All	$64,716.00			$27,314.00	$92,030.00
6	6.2	Parent Survey	English Learners Foster Youth Low Income	$10,400.00				$10,400.00
6	6.3	Parent Academy	English Learners Foster Youth Low Income	$321,349.00				$321,349.00
6	6.4	Bilingual Community Aides	English Learners	$484,124.00				$484,124.00
6	6.5	Family Connection Techs	English Learners	$423,177.00				$423,177.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Foster Youth Low Income					
6	6.6	District and School Websites	English Learners Foster Youth Low Income	$59,592.00				$59,592.00
6	6.7	School Based Health Center Outreach	Low Income	$495,476.00				$495,476.00
6	6.8	Unified Communication System	English Learners Foster Youth Low Income	$41,620.00				$41,620.00
6	6.9	Puente a Tecnologia for Parents	English Learners	$270,038.00				$270,038.00
6	6.10	Children's Day Parent Program	English Learners	$31,120.00				$31,120.00
6	6.11	School to Home Communication Team	English Learners Foster Youth Low Income	$282,848.00				$282,848.00
6	6.12	Parent Engagement Team	All				$298,633.00	$298,633.00
6	6.13	Site Parent Engagment Support	All				$30,461.00	$30,461.00
6	6.14	District Fair	English Learners Foster Youth Low Income	$20,000.00				$20,000.00

2022-23 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
86,830,928	33,922,239	39.07%	8.03%	47.10%	$40,738,115.00	0.00%	46.92 %	**Total:**	$40,738,115.00
								LEA-wide Total:	$36,945,594.00
								Limited Total:	$0.00
								Schoolwide Total:	$3,792,521.00

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 (%)
2	**2.2**	Teacher Resources for Instruction	Yes	LEA-wide	English Foster Youth Low Income	All Schools	$78,370.00	
2	**2.4**	Additional Instructional Aides	Yes	LEA-wide	English Foster Youth Low Income	All Schools	$589,153.00	
2	**2.5**	Transportation to Reduce Loss of Instructional Time	Yes	LEA-wide	English Foster Youth Low Income	All Schools	$30,080.00	
2	**2.6**	System and Accountability Team	Yes	LEA-wide	English Foster Youth Low Income	All Schools	$486,298.00	
2	**2.7**	Instructional Coaches	Yes	LEA-wide	English Foster Youth	All Schools	$3,355,975.00	

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 (%)
					Low Income			
2	2.8	Educational Programs Department	Yes	LEA-wide	English Foster Youth Low Income	All Schools	$809,440.00	
2	2.9	Foster/Homeless Youth Liaison	Yes	LEA-wide	Foster Youth	All Schools	$154,720.00	
2	2.13	Supplemental Technology	Yes	LEA-wide	English Foster Youth Low Income	All Schools	$1,935,800.00	
2	2.14	Supplemental Instructional Resources	Yes	LEA-wide	English Foster Youth	All Schools	$1,312,533.00	
2	2.16	Supplemental Support for Students with Disabilities	Yes	Schoolwide	English Foster Youth Low Income	Specific Schools: Reedley High School 9-12	$1,740,903.00	
2	2.17	Expanded TK/Kindergarten Minutes	Yes	LEA-wide	English Foster Youth Low Income	Specific Schools: All schools with Kindergarten Kingdergarden	$1,392,393.00	
2	2.18	Elimination of Combination Classes at Dunlap	Yes	Schoolwide	English Foster Youth Low Income	Specific Schools: Dunlap School K-5	$170,877.00	
2	2.19	Supplemental Professional Development	Yes	LEA-wide	English Foster Youth Low Income	All Schools	$308,507.00	
2	2.20	Sci-Con	Yes	LEA-wide	English Foster Youth Low Income	Specific Schools: Schools with 6th Grade 6th Grade	$275,000.00	

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 (%)
2	2.21	Mitigating Potential Overidentification in Special Education	Yes	LEA-wide	English Foster Youth Low Income	All Schools	$313,698.00	
2	2.24	Opportunity Program	Yes	LEA-wide	English Foster Youth Low Income	Specific Schools: Citrus and Grant Middle Schools 6-8	$470,390.00	
2	2.25	Additional FTE for VAPA and PE Techs	Yes	LEA-wide	English Foster Youth Low Income	All Schools Grades 1-5	$136,864.00	
2	2.26	Supplemental Supports for Preschool	Yes	LEA-wide	English Foster Youth Low Income	Specific Schools: Jefferson, McCord, Great Western, Dunlap, Washington, A.L. Conner, Silas Bartsch, Lincoln	$1,443,147.00	
2	2.27	Supplemental Library Services	Yes	LEA-wide	English Foster Youth Low Income	All Schools	$1,329,539.00	
3	3.1	Bilingual Instructional Aides	Yes	LEA-wide	English	All Schools	$1,270,339.00	
3	3.3	ELD Instruction and Professional Development	Yes	LEA-wide	English	All Schools	$4,158,141.00	
3	3.4	Language Acquisition Software and Supplemental Materials	Yes	LEA-wide	English	All Schools	$5,000.00	
3	3.5	Promoting Biliteracy and Cultural Awareness	Yes	LEA-wide	English	All Schools	$10,000.00	
3	3.6	Extended Day Intervention	Yes	LEA-wide	English	All Schools	$236,060.00	

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 (%)
3	3.7	ELD/Migrant Program Specialist	Yes	LEA-wide	English	All Schools	$167,239.00	
3	3.8	ELD Monitoring Progress	Yes	LEA-wide	English	All Schools	$395,208.00	
3	3.9	Extra Support for Assessments	Yes	LEA-wide	English	All Schools	$39,000.00	
3	3.11	English Learner Support - TSAs	Yes	LEA-wide	English	All Schools	$310,907.00	
3	3.12	Supplemental Supports for Migrant Program	Yes	LEA-wide	English	All Schools	$224,245.00	
4	4.5	Supplemental Athletic Resources	Yes	LEA-wide	English Foster Youth Low Income	Grades 6-8	$897,381.00	
4	4.7	GATE Program	Yes	LEA-wide	English Foster Youth Low Income	All Schools K-8	$95,281.00	
4	4.8	Increased Supports for VAPA	Yes	LEA-wide	English Foster Youth Low Income	All Schools	$176,361.00	
4	4.9	Summer Extended Learning	Yes	LEA-wide	English Foster Youth Low Income	All Schools	$168,814.00	
4	4.10	Student Transition Programs	Yes	LEA-wide	English Foster Youth Low Income	All Schools 9-12	$875,827.00	
4	4.11	School Connections Counselor	Yes	Schoolwide	Foster Youth Low Income	All Schools 9-12	$158,931.00	
4	4.12	Health and Nutrition Fitness Program	Yes	Schoolwide	Low Income	Specific Schools: Orange Cove and Reedley High School 9-12	$191,810.00	

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 (%)
4	4.13	CTE Support - VROP	Yes	LEA-wide	English Foster Youth Low Income	All Schools 9-12	$1,490,624.00	
4	4.14	Native American Education Enrichment Program	Yes	LEA-wide	Low Income	All Schools	$10,400.00	
4	4.16	Additional Support for Mountain View School	Yes	Schoolwide	Low Income	Specific Schools: Mountain View School 9-12	$1,530,000.00	
5	5.3	Supplemental PBIS	Yes	LEA-wide	English Foster Youth Low Income	All Schools	$1,879,093.00	
5	5.4	Expanded Learning Program (After School Programs)	Yes	LEA-wide	English Foster Youth Low Income	All Schools	$1,200,000.00	
5	5.5	CARE Project	Yes	LEA-wide	English Foster Youth Low Income	All Schools	$183,734.00	
5	5.6	Teen Parent Support	Yes	LEA-wide	English Foster Youth Low Income	All Schools Grades 9-12	$517,560.00	
5	5.7	Social Workers	Yes	LEA-wide	English Foster Youth Low Income	Grades 6-12	$1,740,777.00	
5	5.8	K-5 Counseling Services	Yes	LEA-wide	English Foster Youth Low Income	All Schools Grades K-5	$300,000.00	
5	5.9	Behavior Intervention Team and Psychologists	Yes	LEA-wide	English Foster Youth Low Income	All Schools	$1,540,342.00	

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 (%)
5	5.10	Bronco Academy District Behavior Support Program	Yes	LEA-wide	English Foster Youth Low Income	K-5	$630,781.00	
5	5.11	School Based Health Center Health Coordinator	Yes	LEA-wide	English Foster Youth Low Income	All Schools	$86,365.00	
5	5.12	Supplemental Health Services	Yes	LEA-wide	Low Income	All Schools	$356,891.00	
5	5.13	Restorative Justice Program	Yes	LEA-wide	English Foster Youth Low Income	All Schools	$386,787.00	
5	5.14	Additional Learning Directors	Yes	LEA-wide	Low Income	Specific Schools: Orange Cove High School, Citrus Middle School and Grant Middle School	$730,786.00	
6	6.2	Parent Survey	Yes	LEA-wide	English Foster Youth Low Income	All Schools	$10,400.00	
6	6.3	Parent Academy	Yes	LEA-wide	English Foster Youth Low Income	All Schools	$321,349.00	
6	6.4	Bilingual Community Aides	Yes	LEA-wide	English	All Schools	$484,124.00	
6	6.5	Family Connection Techs	Yes	LEA-wide	English Foster Youth Low Income	All Schools	$423,177.00	
6	6.6	District and School Websites	Yes	LEA-wide	English Foster Youth Low Income	All Schools	$59,592.00	

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 (%)
6	6.7	School Based Health Center Outreach	Yes	LEA-wide	Low Income	All Schools	$495,476.00	
6	6.8	Unified Communication System	Yes	LEA-wide	English Foster Youth Low Income	All Schools	$41,620.00	
6	6.9	Puente a Tecnologia for Parents	Yes	LEA-wide	English	All Schools	$270,038.00	
6	6.10	Children's Day Parent Program	Yes	LEA-wide	English	All Schools	$31,120.00	
6	6.11	School to Home Communication Team	Yes	LEA-wide	English Foster Youth Low Income	All Schools	$282,848.00	
6	6.14	District Fair	Yes	LEA-wide	English Foster Youth Low Income	All Schools	$20,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$141,553,716.04	$143,332,054.00

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**	Credentialed Teachers	No	$37,511,622.00	41,563,807
1	**1.2**	Basic Operating Expenses	No	$25,556,889.00	24,568,897
1	**1.3**	Provide and Maintain Facilities	No	$14,638,177.00	14,258,177
1	**1.4**	Transportation	No	$5,211,270.00	5,289,565
1	**1.5**	Guidance and Learning Center - Special Education	No	$9,500,372.00	9,300,581
1	**1.6**	Site Base Allocations	No	$1,058,412.00	1,045,455
2	**2.1**	Alignment of Instruction	No	$794,049.00	1,324,999
2	**2.2**	Teacher Resources for Instruction	Yes	$116,229.00	73,347
2	**2.3**	VAPA and Physical Education Techs	No	$1,562,700.00	1,575,182
2	**2.4**	Additional Instructional Aides	Yes	$325,812.00	438,757
2	**2.5**	Transportation to Reduce Loss of Instructional Time	Yes	$26,692.00	26,692
2	**2.6**	Data Accountability	Yes	$413,233.00	403,248
2	**2.7**	Instructional Coaches	Yes	$2,688,159.00	2,702,558
2	**2.8**	Educational Programs Department	Yes	$205,315.00	361,810
2	**2.9**	Foster Youth Liaison	Yes	$142,771.00	150,606
2	**2.10**	Infant CVRC	No	$4,583,971.00	4,475,125

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	2.11	Supplemental Support for Preschool	Yes	$2,395,860.50	2,705,553
2	2.12	Technology Department	No	$2,173,593.00	2,098,456
2	2.13	Supplemental Technology	Yes	$1,448,026.00	1,603,289
2	2.14	Supplemental Instructional Resources	Yes	$2,741,463.00	218,091
2	2.15	NGSS Support	No	$180,223.32	246,007
2	2.16	Supplemental Support for Students with Disabilities	Yes	$273,920.00	281,714
2	2.17	Expanded Kindergarten Minutes	Yes	$1,124,539.00	1,262,488
2	2.18	Elimination of Combination Classes at Dunlap	Yes	$167,319.96	167,319
2	2.19	Supplemental Professional Development	Yes	$279,515.00	0
2	2.20	Sci-Con	Yes	$198,344.00	4,842
2	2.21	Mitigating Potential Overidentification in Special Education	Yes	$154,855.00	171,500
2	2.22	Intervention Teachers	No	$1,168,011.00	993,372
3	3.1	Bilingual Instructional Aides	Yes	$1,062,922.00	1,062,922
3	3.2	ELD Instructional Coach	No	$116,839.00	123,650
3	3.3	ELD Instruction and Professional Development	Yes	$2,707,973.00	3,589,696
3	3.4	Language Acquisition Software and Supplemental Materials	Yes	$127,000.00	127,000
3	3.5	Promoting Biliteracy and Cultural Awareness	Yes	$10,000.00	10,000
3	3.6	Extended Day Intervention	Yes	$73,071.00	73,071
3	3.7	ELD/Migrant Program Specialist	Yes	$153,985.00	153,985
3	3.8	ELD Monitoring Progress	Yes	$332,122.00	252,188

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	3.9	Extra Support for Assessments	Yes	$39,000.00	15,877
3	3.10	Migrant Program	Yes	$486,652.00	532,178
4	4.1	College and Career Guidance and Support	No	$2,310,376.00	2,511,217
4	4.2	Career Technical Education Support	No	$495,003.00	495,003
4	4.3	Library Services	Yes	$1,398,500.00	1,490,877
4	4.4	K-8 College and Career Readiness and Awareness	No	$56,996.00	3,287
4	4.5	Co-Curricular Activities	No	$1,093,773.00	1,134,341
4	4.6	Middle School Athletics	Yes	$183,621.00	195,673
4	4.7	Performing Arts	No	$80,330.00	80,330
4	4.8	GATE Program	Yes	$95,280.00	95,280
4	4.9	Increased Supports for VAPA	Yes	$175,402.00	176,028
4	4.10	Summer Extended Learning	Yes	$1,032,726.00	293,114
4	4.11	Student Transition Program	Yes	$695,749.00	695,917
4	4.12	School Connections Counselor	Yes	$147,255.00	155,996
4	4.13	Health and Nutrition Fitness Program	Yes	$57,600.00	110,610
4	4.14	CTE Support - VROP	Yes	$1,156,327.00	1,435,296
5	5.1	PBIS and Student Services	No	$2,179,367.00	2,482,170
5	5.2	Title I Student Services	No	$29,783.00	29,783
5	5.3	Supplemental PBIS	Yes	$485,337.00	657,269
5	5.4	Afterschool Program	Yes	$1,249,525.00	1,589,000
5	5.5	CARE Project	Yes	$205,886.00	210,554
5	5.6	Teen Parent Support	Yes	$234,286.00	332,366

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.7**	Social Workers	Yes	$1,521,591.00	1,585,281
5	**5.8**	K-5 Counseling Services	Yes	$200,000.00	0
5	**5.9**	Behavior Intervention Team and Psychologists	Yes	$1,533,647.00	1,369,416
5	**5.10**	Bronco Academy District Behavior Support Program	Yes	$487,414.00	446,555
5	**5.11**	School Based Health Center Health Coordinator	Yes	$81,923.00	94,948
5	**5.12**	After School Nurse Services	No	$72,220.00	72,220
5	**5.13**	Middle School Opportunity Program	Yes	$286,066.00	231,887
5	**5.14**	Restorative Justice Program	Yes	$316,000.00	316,088
6	**6.1**	Parent Access to Student Information	Yes	$92,030.26	92,030
6	**6.2**	Parent Survey	Yes	$10,000.00	10,000
6	**6.3**	Parent Academy	Yes	$130,611.00	131,269
6	**6.4**	Bilingual Community Aides	Yes	$263,519.10	238,754
6	**6.5**	Family Connections Techs	Yes	$307,278.71	334,089
6	**6.6**	District and School Websites	Yes	$59,050.00	59,050
6	**6.7**	School Based Health Center Outreach	Yes	$374,245.72	387,691
6	**6.8**	Unified Communication System	Yes	$45,000.00	41,280
6	**6.9**	Puente a Tecnologia for Parents	Yes	$205,008.33	286,849
6	**6.10**	Children's Day Parent Program	Yes	$30,000.00	22,277
6	**6.11**	School to Home Communication Team	Yes	$254,928.00	154,018
6	**6.12**	Parent Engagement Team	No	$118,117.40	335
6	**6.13**	Site Parent Engagment Support	No	$31,037.74	31,902

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)
6	**6.14**	District Fair	Yes	$20,000.00	0

2021-22 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)
$32,031,971	$28,348,225.95	$25,341,118.00	$3,007,107.95	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.2	Teacher Resources for Instruction	Yes	$116,229.00	$38,370		
2	2.4	Additional Instructional Aides	Yes	$325,812.00	$453,307		
2	2.5	Transportation to Reduce Loss of Instructional Time	Yes	$26,692.00	$26,692		
2	2.6	Data Accountability	Yes	$340,331.00	$360,094		
2	2.7	Instructional Coaches	Yes	$2,688,159.00	$2,702,558		
2	2.8	Educational Programs Department	Yes	$205,315.00	365811		
2	2.9	Foster Youth Liaison	Yes	$142,771.00	$146,606		
2	2.11	Supplemental Support for Preschool	Yes	$736,289.00	$779,132		
2	2.13	Supplemental Technology	Yes	$1,244,026.00	1,450,891		
2	2.14	Supplemental Instructional Resources	Yes	$2,741,463.00	$73,347		
2	2.16	Supplemental Support for Students with Disabilities	Yes	$273,920.00	$281,714		
2	2.17	Expanded Kindergarten Minutes	Yes	$1,124,539.00	$1,650,690		
2	2.18	Elimination of Combination Classes at Dunlap	Yes	$167,319.96	$167,319		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.19	Supplemental Professional Development	Yes	$279,515.00	$290,370		
2	2.20	Sci-Con	Yes	$198,344.00	$103,344		
2	2.21	Mitigating Potential Overidentification in Special Education	Yes	$154,855.00	$171,636		
3	3.1	Bilingual Instructional Aides	Yes	$1,062,922.00	$1,062,922		
3	3.3	ELD Instruction and Professional Development	Yes	$2,640,473.00	$2,957,912		
3	3.4	Language Acquisition Software and Supplemental Materials	Yes	$5,000.00	$5,000		
3	3.5	Promoting Biliteracy and Cultural Awareness	Yes	$10,000.00	$10,000		
3	3.6	Extended Day Intervention	Yes	$25,000.00	$25,000		
3	3.7	ELD/Migrant Program Specialist	Yes	$153,985.00	$153,985		
3	3.8	ELD Monitoring Progress	Yes	$252,122.00	$252,122		
3	3.9	Extra Support for Assessments	Yes	$39,000.00	$0		
3	3.10	Migrant Program	Yes	$196,952.00	$200,778		
4	4.3	Library Services	Yes	$1,308,500.00	$1,097,034		
4	4.6	Middle School Athletics	Yes	$183,621.00	$195,673		
4	4.8	GATE Program	Yes	$95,280.00	$95,280		
4	4.9	Increased Supports for VAPA	Yes	$175,402.00	$176,028		
4	4.10	Summer Extended Learning	Yes	$1,032,726.00	$119,262		
4	4.11	Student Transition Program	Yes	$695,749.00	$695,917		
4	4.12	School Connections Counselor	Yes	$147,255.00	$155,996		
4	4.13	Health and Nutrition Fitness Program	Yes	$57,600.00	$110,610		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.14	CTE Support - VROP	Yes	$1,156,327.00	$1,472,226		
5	5.3	Supplemental PBIS	Yes	$485,337.00	$607,164		
5	5.4	Afterschool Program	Yes	$1,249,525.00	1,325,470		
5	5.5	CARE Project	Yes	$205,886.00	$118,709		
5	5.6	Teen Parent Support	Yes	$234,286.00	$328,767		
5	5.7	Social Workers	Yes	$1,521,591.00	$1,477,586		
5	5.8	K-5 Counseling Services	Yes	$200,000.00	$0		
5	5.9	Behavior Intervention Team and Psychologists	Yes	$1,533,647.00	$1,318,656		
5	5.10	Bronco Academy District Behavior Support Program	Yes	$487,414.00	$396,577		
5	5.11	School Based Health Center Health Coordinator	Yes	$81,923.00	$94,948		
5	5.13	Middle School Opportunity Program	Yes	$264,766.00	$200,118		
5	5.14	Restorative Justice Program	Yes	$316,000.00	$250,230		
6	6.1	Parent Access to Student Information	Yes	$64,716.13	$64,716		
6	6.2	Parent Survey	Yes	$10,000.00	$10,000		
6	6.3	Parent Academy	Yes	$130,611.00	$126,632		
6	6.4	Bilingual Community Aides	Yes	$263,519.10	$238,754		
6	6.5	Family Connections Techs	Yes	$307,278.71	$334,089		
6	6.6	District and School Websites	Yes	$59,050.00	$18,312		
6	6.7	School Based Health Center Outreach	Yes	$374,245.72	$94,948		
6	6.8	Unified Communication System	Yes	$45,000.00	41,280		

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)
6	6.9	Puente a Tecnologia for Parents	Yes	$205,008.33	$270,038		
6	6.10	Children's Day Parent Program	Yes	$30,000.00	$22,460		
6	6.11	School to Home Communication Team	Yes	$254,928.00	$154,038		
6	6.14	District Fair	Yes	$20,000.00	$0		

2021-22 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)
83,260,478	$32,031,971	0	38.47%	$25,341,118.00	0.00%	30.44%	$6,685,816.38	8.03%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

California Department of Education
January 2022