LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kings Canyon Joint Unified School District
CDS Code: 10622650000000
School Year: 2025-26
LEA contact information:
Ron Pack
Administrator, Educational Programs
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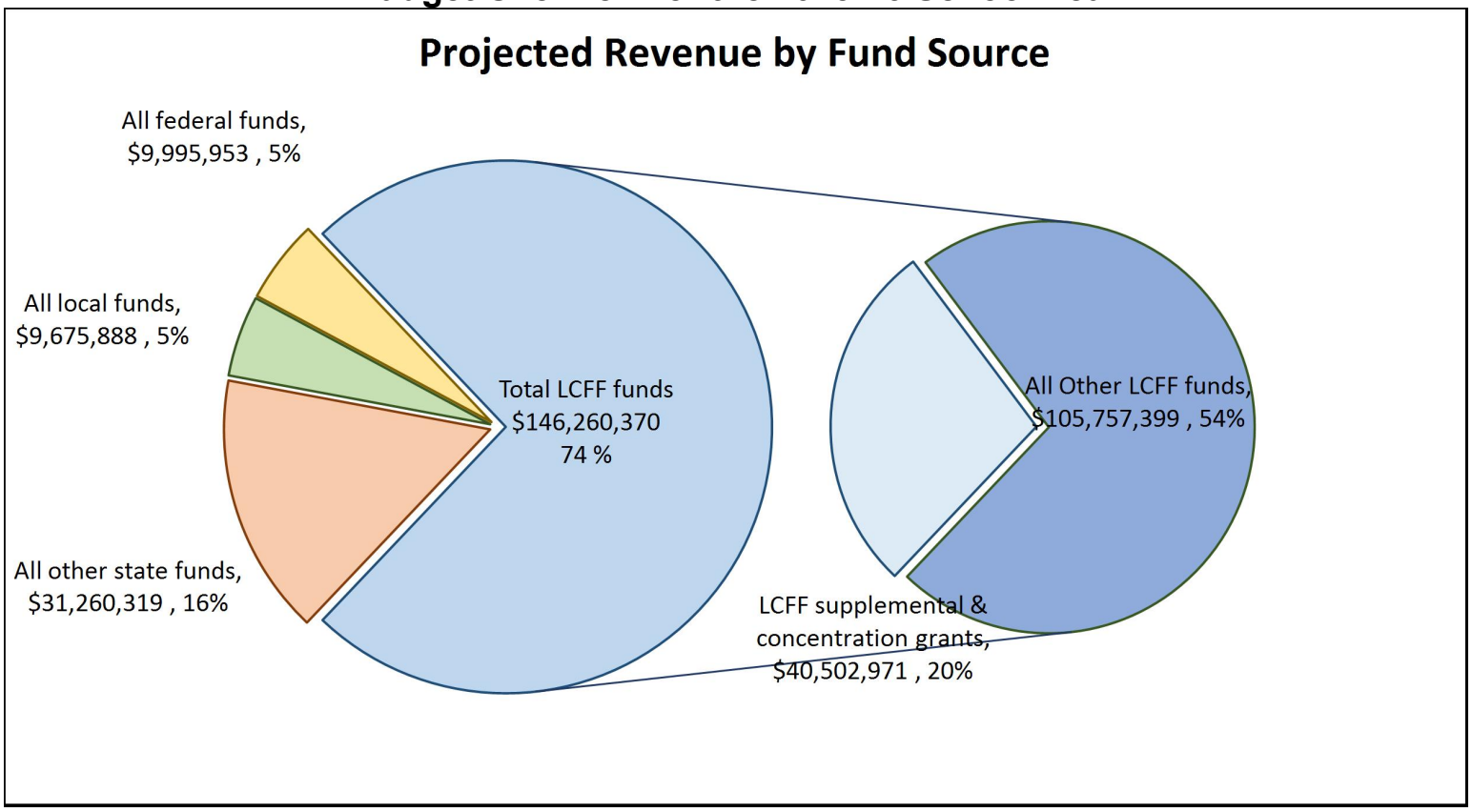
559-305-7013

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

Budget Overview for the 2025-26 School Year

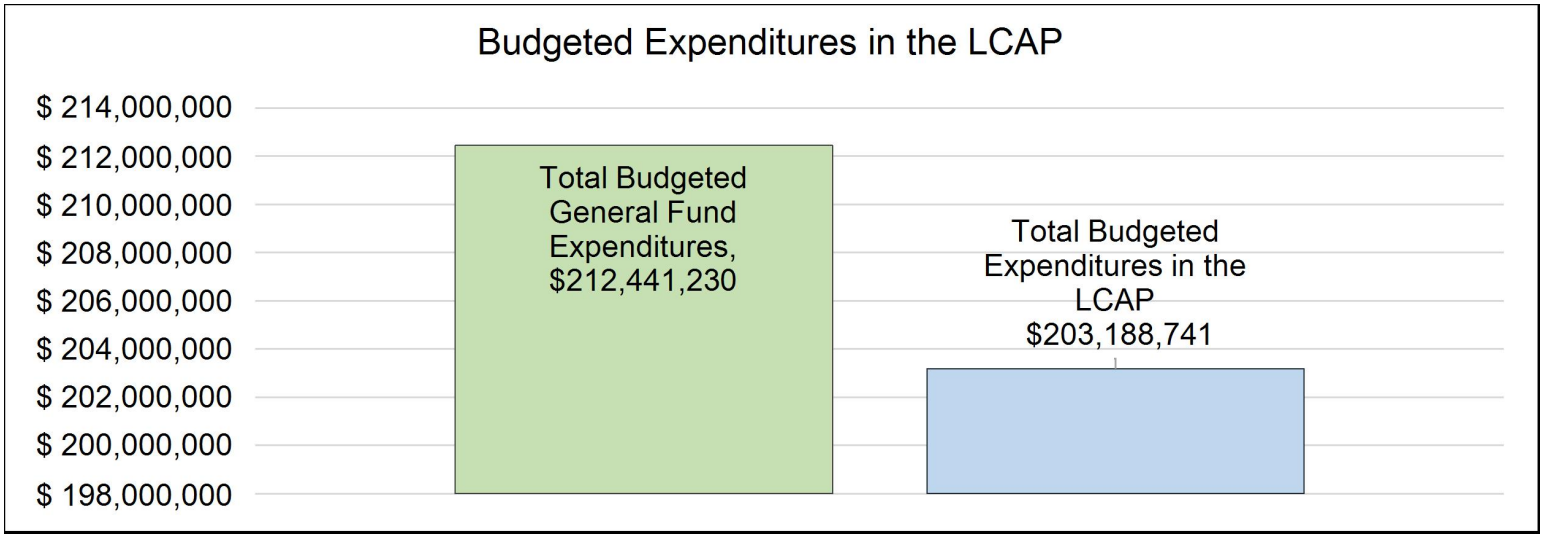


This chart shows the total general purpose revenue Kings Canyon Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Kings Canyon Joint Unified School District is $197,192,530, of which $146,260,370 is Local Control Funding Formula (LCFF), $31260319 is other state funds, $9675888 is local funds, and $9995953 is federal funds. Of the $146,260,370 in LCFF Funds, $40,502,971.00 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 2025-26. 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 $212441230 for the 2025-26 school year. Of that amount, $203,188,741 is tied to actions/services in the LCAP and $9,252,489 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

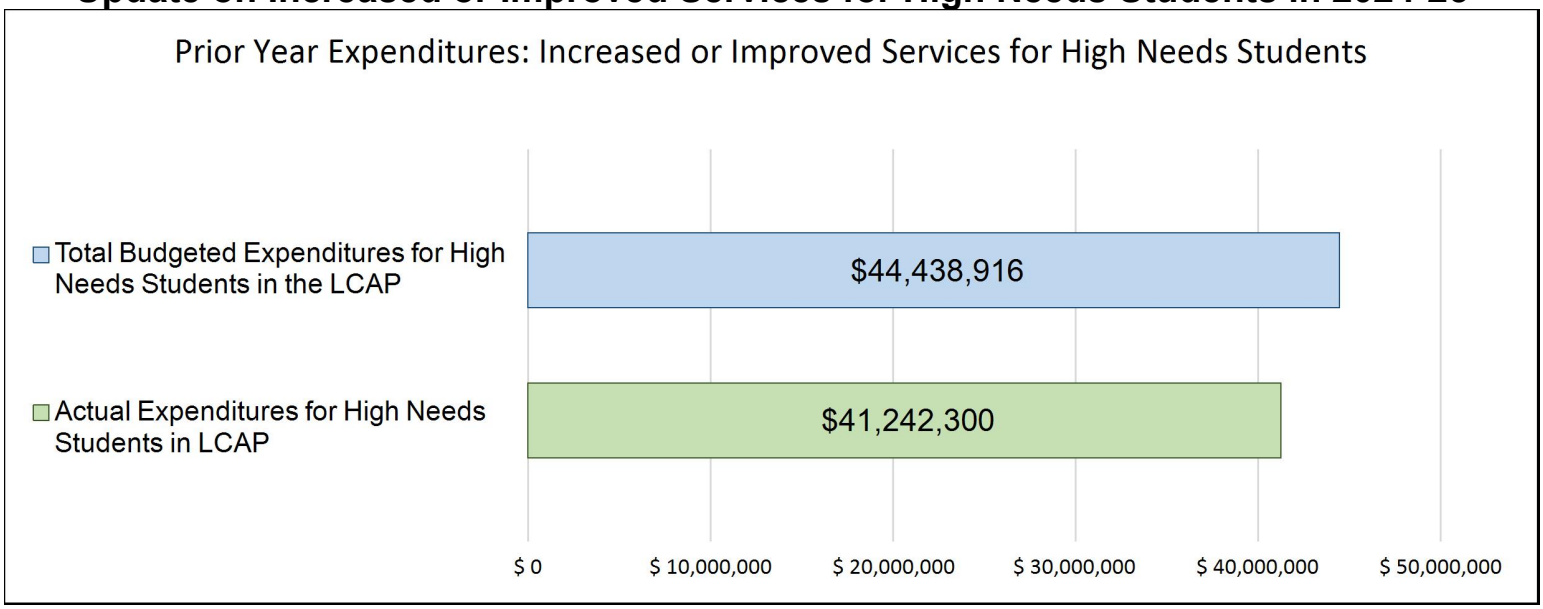
Federal funds that are site specific were not included in the Local Control and Accountability Plan (Title I Site Allocations per the Consolidated Application are included in individual site School Plans for Student Achievement). Additionally, federal and state "one time" categorical funds such as the CCSPP grant and expiring Educator Effectiveness and A-G Learning Loss Mitigation grants were not included in the LCAP, as most of these categorical funds are nearly exhausted and not part of our ongoing strategic plan.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Kings Canyon Joint Unified School District is projecting it will receive $40,502,971.00 based on the enrollment of foster youth, English learner, and low-income students. Kings Canyon Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Kings Canyon Joint Unified School District plans to spend $44,283,453 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 2024-25



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 2024-25, Kings Canyon Joint Unified School District's LCAP budgeted $44,438,916 for planned actions to increase or improve services for high needs students. Kings Canyon Joint Unified School District actually spent $41,242,300 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $3,196,616 had the following impact on Kings Canyon Joint Unified School District’s ability to increase or improve services for high needs students:

Kings Canyon Unified School District did not expend all of its supplemental and concentrated funds in the 2024-2025 school year, as services for students were provided using alternative funding sources. Specifically, federal grants and other state categorical funds such as the California Community School Partnership Program Grant were utilized to deliver the actions and services outlined in the 2024-2025 Local Control and Accountability Plan (LCAP).

Because these alternative funds covered the planned services, the unspent supplemental and concentrated funds will be carried over into the 2025-2026 school year. This carryover will directly support the continued implementation of actions detailed in the LCAP, ensuring that high-need students including low-income students, English learners, and foster youth continue to receive increased or improved services as planned. The district's ability to leverage other categorical funding streams meant that the difference between budgeted and actual expenditures of supplemental and concentrated funds did not negatively impact services for district low income, English learners, and foster youth students.

Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Kings Canyon Joint Unified School District (KCUSD) is a comprehensive preschool through 12th grade public school district serving a diverse student population across a vast 600-square-mile region—one of the largest geographic school districts in California. KCUSD encompasses the cities of Reedley and Orange Cove, as well as the foothill and mountain communities of Navelencia, Squaw Valley, Dunlap, and Miramonte. The district employs approximately 1,500 staff members and serves 9,257 students.

KCUSD operates 22 school campuses with configurations that include TK-5, TK-8, 6-8 middle school, comprehensive high schools, alternative education programs, and an adult school. The district provides a wide range of educational programs, including preschool education, dual immersion, alternative education, independent study, and vocational education. To further expand learning opportunities, KCUSD offers a Middle College High School and a K-12 online academy, ensuring students have access to flexible and innovative pathways that meet their academic and career goals.

KCUSD is committed to early education, early intervention, and specialized support services. In partnership with Central Valley Regional Center, the district operates KC Kids, a family-centered, relationship-based early childhood program that serves children ages 0-3 with special needs.

Student Demographics:
According to the 2024 California School Dashboard, KCUSD serves a diverse student body with unique needs:

27.6% of students are English Learners, with 20% identified as Long-Term English Learners (LTELs) and 12% at risk of becoming LTELs.
88.8% of students qualify as low-income.
0.3% of students are identified as foster youth.

The unduplicated count of students who are low-income, English learners, or foster youth is 88.1%.

The ethnic composition of the district is 88.8% Hispanic, 7.4% White, 0.6% Asian, 0.3% African American, 0.3% Native American, 0.4% Filipino, and 1% identifying as two or more races.

Commitment to Student Success:
The mission of Kings Canyon Unified School District is to provide a broad spectrum of educational programs and co-curricular activities for all students so that they may attain their highest potential. KCUSD recognizes that academic achievement is deeply connected to the well-being of the whole child. To ensure the achievement of the district mission, KCUSD takes a holistic approach to education by addressing both academic and socio-emotional needs. Academic support services include extended learning opportunities, such as winter and summer learning sessions, saturday academic support, after-school programs and academic tutoring, credit recovery programs, and additional academic support staff at school sites such as instructional aides, instructional coaches, and intervention teachers.

In addition to academic support, KCUSD is committed to fostering student well-being. Social and emotional support includes services from school counselors and social workers, student and family clinicians, behavioral specialists, and student transition specialists.

By prioritizing both academic excellence and student well-being, KCUSD ensures that all students have the foundation they need to thrive in school and beyond.

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

Kings Canyon Continuation High School
Mountain View School

Both of these Educational Options programs have socioeconomically disadvantaged rates of 70% or higher and non stability rates of greater that 25%. The Equity Multiplier funds will be utilized at qualifying schools sites in alignment with educational partner input. Any unused funds from the 2024-2025 school year will continue to be used for E.M actions in Goal 7 and Goal 8 to support students at these specific schools and the needs identified for low-performing student groups.

Reflections: Annual Performance

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

In 2023–24, Kings Canyon Unified School District (KCUSD) continued to show steady progress toward academic goals. On the CAASPP, 51.2% of students met or exceeded state standards in English Language Arts (ELA), a slight but positive increase from 48.6% in 2022–23. KCUSD earned an green performance level on the California School Dashboard for ELA. Many student groups demonstrated improvement:

English Learners improved by 1.95%.
Long-Term English Learners (LTELs) improved by 1.91%.
Hispanic Students improved by 2.9%.
Low-Income Students improved by 2.57%.

Despite this overall growth, English learners and socioeconomically disadvantaged students continue to score lower than the all-student group. Only 18.42% of English learners met or exceeded standards, and 48.77% of socioeconomically disadvantaged students met or exceeded standards. Dashboard data revealed that while the district average was -1.3 points from meeting the standard, English learners averaged -33.3 points from the standard.

In mathematics, 37.89% of students met or exceeded standards, compared to 35.64% in 2022–23. KCUSD achieved a yellow performance level on the Dashboard. Again, many student groups demonstrated gains:
All students improved by 2.24%.
Students with Disabilities improved by 1.56%.
English Learners improved by 1.69%.
White Students improved by 2.46%.
Hispanic Students improved by 2.28%.

Nonetheless, English learners and long-term English learners continue to perform well below the district average in mathematics. In 2023–24, only 16.90% of English learners and 3.30% of LTELs met or exceeded standards. Dashboard data showed English learners scored an average of -61.3 points below standard, and LTELs scored -160.4 points below standard, compared to -36.9 points for the all-student group.

While CAASPP results highlight areas for continued focus, they also affirm the effectiveness of efforts at both the school and district level. KCUSD continues to outperform nearly every surrounding district in Fresno, Madera, and Tulare Counties in both ELA and mathematics. Success is largely attributed to strong teaching staff, professional development focused on PLC collaboration, instructional coaching, and targeted intervention supports.

For the English Learner Progress Indicator (ELPI), Kings Canyon Unified received a yellow performance level, with 46.2% of English learners making progress. Notably, six of the seven schools that had previously been rated red on ELPI improved their Dashboard performance in 2023–24. Kings Canyon High School continues to explore strategies to better support its English learners.

The district's overall graduation rate increased slightly from 87.4% in 2022–23 to 87.8% in 2023–24. High graduation rates are rooted in early foundational learning, effective leadership, strong academic counseling, diverse co- and extra-curricular opportunities, and engaging CTE

pathways. The addition of supplemental counselors also played a role in providing more personalized student support. On the CA School Dashboard, low-income students, English learners, and long-term English learners earned a yellow performance level for graduation rates. White students earned an orange level, and students with disabilities received a red level. Hispanic students achieved a green rating, reflecting positive outcomes for this group.

Chronic absenteeism rates improved significantly. In 2023–24, the rate was 9.6%, down from 13.6% the previous year, earning a green Dashboard rating. Notably, while five schools were rated red for chronic absenteeism in 2022–23, only one—Mountain View School—remained red in 2023–24. No student groups received a red performance level this year, compared to four groups in the prior year. These improvements reflect the district's commitment to cultivating strong staff-student relationships and creating engaging learning environments that motivate attendance.

School culture and climate remain a top priority. Every site is staffed with social workers or family/student clinicians to support social-emotional wellness. Behavior teams and restorative justice coordinators proactively address student needs. KCUSD uses the Positive Behavioral Interventions and Supports (PBIS) framework alongside social-emotional learning curricula, including Second Step and the Devereux Student Strengths Assessment (DESSA), to build positive school environments and promote academic success.
KCUSD's suspension rate indicator remained at an orange level on the Dashboard, increasing slightly from 6.1% in 2022–23 to 6.5% in 2023–24. Low income students, English learners, Hispanic students, students with disabilities, foster youth, and homeless students all received orange ratings. Long-term English learners and Filipino students received the lowest rating in this category. Although additional supports—including more social workers, behavior technicians, and restorative justice coordinators —have been implemented over the past three years, further strategies will continue to be explored to reduce suspensions.

In 2025–26, KCUSD will enter its second year of differentiated assistance, focusing on students with disabilities, homeless students, and white students—groups identified as needing targeted support for suspension rates. This work will include plan-do-study-act cycles in which school site teams will be implementing, testing, and adapting strategies to improve campus culture and decrease behavior referrals and suspensions. These teams will meet monthly to "huddle" around progress and make adjustments.

Based on the 2023–24 Dashboard, eligibility for differentiated assistance in 2025-26 will also expand to:
Students with Disabilities – ELA, Math, Graduation Rate
Long-Term English Learners – ELA, Math, Suspension Rate

KCUSD will continue partnering with FCSS to engage in data analysis, reflection, and improvement science strategies to identify a focus area for action planning for the new eligibility.

The results from the 2024-2025 student survey affirm the strong educational experience provided to Kings Canyon Unified School District (KCUSD) students, while also highlighting areas for continued growth. Among students in grades 3–8, an overwhelming 95% reported feeling that their school provides a good education. A similarly high percentage, 94%, shared that there are clear expectations for behavior on campus, which speaks to the work of teachers and administrators in establishing and maintaining structured, supportive environments. Additionally, 90% of students said their teachers provide them with extra help when needed, reinforcing the strong relationships and engaging, meaningful instruction that are foundational to student success. Moreover, 94% of students recognized that their schools offer

additional learning opportunities beyond the traditional school day, such as after-school programs and summer learning options. There were 93% of students that reported that their teachers hold high expectations for them to continue their education after high school, reflecting a college- and career-going culture that has been established across all district schools.

At the high school level, the survey results were equally positive. A remarkable 96% of students in grades 9–12 indicated that they receive a good education. Ninety-five percent affirmed that behavior expectations are clearly communicated, and 95% said they have access to extra academic support when needed. Additionally, 95% of high school students shared that they feel well informed about graduation requirements and college opportunities, evidence of the effective work of academic counselors and site staff in preparing students for postsecondary success. 90% of students agreed that their high schools offer activities and programs that enhance their overall high school experience, helping to foster a sense of belonging, connection, and engagement on campus.

While the survey results clearly highlight many successes, they also point to important areas where continued focus is needed. At the high school level, 85% of students reported feeling safe at school, and 83% indicated that they have a trusted adult they can turn to for support. Although these percentages may appear high, the district recognizes that 15% of students not feeling safe, and 17% not feeling a connection to a trusted adult, represents a significant group that deserves attention and action. Similarly, among students in grades 3–8, 80% shared that they feel safe at school, and 83% said they have a trusted adult they can rely on. Again, while the majority of students feel supported, the district remains committed to improving these numbers so that all students feel safe and connected. Furthermore, only 73% of students in grades 3–8 reported that students treat each other respectfully and that their school environment is calm and orderly. This data highlights an opportunity for schools to further strengthen programs that promote clear behavior expectations and positive peer interactions on campus.

Feedback from parents also strongly affirms the efforts of KCUSD's schools and staff. In the 2024-2025 parent survey, 98% of parents reported feeling respected and included at their child's school, a 1% increase from the previous year. Similarly, 98% said that the district does a satisfactory, good, or excellent job of keeping them informed about district events and news, also a 1% improvement. Parents also rated the overall quality of their child's school highly, with 98% reporting satisfaction, good, or excellent ratings. Finally, 97% of parents shared that they believe schools offer a safe and orderly environment for students. Despite this data point, many parents continue to recommend increased supervision and additional services to support students who are struggling academically or behaviorally.

Overall, the aforementioned survey results highlight the many strengths of KCUSD schools while reaffirming the district's dedication to continuous growth and improvement in student achievement, school safety, student support, and campus climate.

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

Homeless Students - Chronic Absenteeism, Suspension - Actions 5.3 and 5.4
Foster Youth - Suspension - Actions 5.3
SWD - Chronic Absenteeism, Suspension, Grad Rate - Actions 5.4, 5.3, and 4.4
White -Chronic Absenteeism, Suspension - Actions 5.4 and 5.3
Two or More Races - Chronic Absenteeism - Action 5.4

For the 2023-2024 school year, KCUSD is eligible for differentiated assistance as a result of the performance of our students with disabilities, homeless students, and our white students. All three of these district student groups were low performing for chronic absenteeism and suspension rate. Through our partnership with Fresno County Superintendent of Schools, KCUSD will develop a D.A team to work through an improvement science process to identify the root causes of our lowest performing areas and identify next steps (Action 5.20).

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

AL Conner - ELPI - Actions 3.3
Alta Elementary - Suspension - Action 5.3
Dunlap Elementary - ELPI, Chronic Absenteeism, and Suspension - Actions 3.3, 5.3, 5.4
Sheridan - ELPI and Chronic Absenteeism- Actions 3.3, 5.4
Silas Bartsch - Chronic Absenteeism and Suspension - Actions 5.3, 5.4
Washington - ELPI and Chronic Absenteeism - Actions 3.3, 5.4
Great Western - ELPI, Chronic Absenteeism, Suspension - Actions 3.3, 5.3, 5.4
Kings Canyon Continuation High School - ELPI, Suspension, and CCI - Actions 3.3, 5.3, 8.1, 8.3, 8.4
Mountain View School - ELA, Math, Graduation Rate, and CCI - Actions 7.1, 7.4 and 7.5
Reedley High School - ELPI - Actions 3.3

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

KEY
EL - English Learners
SED - Socio-Economically Disadvantaged
Hisp - Hispanic
SWD - Students with Disabilities

Alta Elementary -- Suspension (EL, SED, Hisp) - Action 5.3
Citrus Middle School -- Math (SWD, EL)- Action 2.27, Action 3.2
Conner Elementary -- Suspension (SWD) - Action 5.3
Dunlap Elem -- Chronic Absenteeism (EL, SED, SWD, Hisp, White), Suspension (SED, SWD, His, White) - Actions 5.4, 5.3
Grant Middle School -- Math (SWD), Suspension (SWD) - Action 2.27 and 5.3
Great Western Elementary -- Chronic Absenteeism (EL, SED, SWD ,Hisp, White), Suspension (SED, SWD, His, White) - Actions 5.4, 5.3
Kings Canyon Continuation -- Suspension (EL, SED, SWD, Hisp), CCI (SED, Hisp) - Action 5.3, 8.1
Mountain View Alt Ed -- ELA (SED, Hisp), Math (SED, Hisp), Grad Rate- (EL, SED, Hisp), CCI (EL, SED His) - Actions 7.1, 7.4, and 7.5
Navelencia Middle School -- Suspension (EL, SED) - Action 5.3
Orange Cove High School -- Suspension (SWD) - Action 5.3
Reedley High School -- Suspension (EL, SWD, White) - Action 5.3
Sheridan Elementary -- Chronic Abs- (SED, SWD, Hisp)- Action 5.4

Silas Bartsch -- Chronic Abs (SED,Hisp), Suspension (EL, SED, SWD, Hisp) - Actions 5.4, 5.3
Washington Elementary -- Chronic Abs (SED, Hisp)- Action 5.4

Kings Canyon Unified School District (KCUSD) has unexpended Learning Recovery Emergency Block Grant (LREBG) funds, which it will allocate based on a comprehensive needs assessment conducted with educational partners. This assessment identified a critical and ongoing need to provide non-traditional educational opportunities such as Kings Canyon Continuation High School (KCHS) and Mountain View School Independent Study (MVS), for students who struggle in comprehensive school environments as well as an essential need to continue district health staff to ensure the safety and physical health of students.

Goal 4, Action 4.19 will be funded with LREBG funds. This action funds "effective" certificated teachers and support staff and classified staff at KCHS and MVS to provide targeted academic and socio-emotional support for students who are credit deficient and/or experiencing attendance challenges.

Action 4.19 is grounded in a needs assessment that first included a review of all required metrics—ELA and Mathematics performance for student groups in “Very Low” or “Low” status on the California School Dashboard and scaled scores placing students in the lowest or low-second achievement levels. The needs assessment also included a review of chronic absenteeism for groups in “Very High” or “High” status and secondary students with very low attendance rates.

Beyond these core measures, we incorporated additional data points—English Learner progress, suspension rates and graduation rates as we believe that ELA and Math performance, as well as Chronic Absenteeism and attendance rates are impacted by these additional measures. Our analysis of this data showed that 99% of students attending KCHS and MVS were behind in credits needed for graduation, largely due to their academic performance in ELA and mathematics. In our experience, when we can provide these students with effective educators who can provide them with more individualized supports in smaller settings, they demonstrate improved attendance, behavior, and credit recovery outcomes compared to when they were enrolled at traditional comprehensive high schools.

Action 4.19 is aligned to the allowable uses of LREBG funds pursuant to EC Section 32526(c)(2)(B, D), which permits the use of funds to support accelerated learning through small group instruction and to provide access to instruction for credit-deficient students to meet graduation requirements. Funding effective educators and support staff directly enables the district to offer individualized, flexible learning models necessary to address the academic, socio-emotional, and attendance needs of its highest-risk students.

The continuation of alternative educational services through KCHS and MVS is essential given the long lasting impacts of the COVID-19 pandemic on student learning and well-being. As pandemic relief funding expires, the use of LREBG funds ensures that KCUSD can sustain these critical programs, meet the diverse needs of students, and continue progress toward closing achievement and graduation gaps for its most vulnerable students.

Goal 5, Action 5.15, will also be funded with LREBG funds.

The district conducted a comprehensive needs assessment that included a review of all required metrics—ELA and Mathematics performance for student groups in “Very Low” or “Low” status on the California School Dashboard and scaled scores placing students in the

lowest or low-second achievement levels. The assessment also included a review of chronic absenteeism for groups in “Very High” or “High” status and secondary students with very low attendance rates.

The district's needs assessment revealed significantly higher chronic absenteeism among low-income students, when compared to the all student group. Students with disabilities also showed disproportionately low ELA and Math performance on the CA School Dashboard, while low income students showed minimal growth in Math. The most common cause of student absences is illness, and district data confirms a strong link between consistent attendance and academic achievement. While overall district absenteeism is below the state average, the rates in these subgroups are concerning and hinder their academic progress.

School nurses are crucial in directly addressing illness-related absences through direct care, chronic condition management, and preventative measures, minimizing lost instructional time. Maintaining nursing services for every school site is essential to directly meet the identified needs of these students, improve attendance, and support academic progress. In addition, there is significant research showing a strong correlation between providing access to school based nurses and attendance and overall academic achievement, particularly for students from low income households facing transportation, insurance, or financial barriers.

Action 5.15 is to sustain health staff originally funded out of federal COVID relief funding that has recently expired. While those funds are no longer available, student health services remain an essential need for students across the district. Pursuant to EC Section 32526(c)(2)(C), LREBG funds can be used to integrate supports that address physical health needs, ensuring students are healthy, present, and ready to learn each day.

The 2025–26 Governor’s Budget proposes additional Learning Recovery Emergency Block Grant funding for LEAs. Because the details of the proposal, including the dollar amount, were not finalized in time for the 2025–26 LCAP development process, we will include any additional LREBG funds apportioned with the 2025-26 budget act as part of the 2026- 27 LCAP. This approach ensures that Educational Partners will have the opportunity provide input on the use of these proposed additional funds.

Reflections: Technical Assistance

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

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

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

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

suspension rates for the 2024-2025 school year. School teams from A.L Conner Elementary School, McCord Elementary School, and Citrus Middle School worked together on three different dates during the summer to propose possible strategies to address the high suspension rates at their school sites. Strategies included planning and implementing structured activities for students before, during, and after school, increasing parent education opportunities, and expanding positive reinforcers at the school sites.

Throughout the 24-25 school year, the three participating school sites engaged in plan-do-study-act cycles, where the aforementioned strategies were implemented and studied to evaluate their effectiveness and impact on suspension rates. School site teams met three times throughout the year for improvement team work to engage in data analysis, plan reflection, and ongoing learning. In addition, leaders from those three school sites participated in leadership huddles every other month to reflect on student behavior progress.

In 2025-2026, these schools will continue their work specific to improving campus culture and decreasing suspension rates in year 2 of their differentiated assistance eligibility.

In January of 2025, Kings Canyon Unified again qualified for differentiated assistance for the following student groups and state indicators:
LTELs - ELA and Math, Suspension
SWD - ELA and Math, Grad Rate

As a result of being identified for DA, KCUSD has formed a dedicated DA Team comprised of district and site leaders, teachers, and other support staff. This team will engage in a comprehensive deep dive into the qualifying data that led to the DA eligibility.

Working in partnership with FCSS coaches, the DA Team will engage in data analysis protocols and root cause analysis activities, including brainstorming sessions to identify systemic barriers and challenges impacting student achievement. Through this inquiry process, the team will identify gaps in access, academic progress, language development, and socio-emotional development.

Building on this foundational work, KCUSD will spend the upcoming year developing and refining a theory of improvement aimed at addressing the identified root causes. The theory of improvement will outline how specific actions and strategies are expected to produce improved outcomes for LTELs and students with disabilities. KCUSD will identify and prioritize change ideas aligned with needs identified in the data, such as expanding integrated ELD practices, strengthening inclusive support models for students with disabilities, and improving early intervention systems. Selected change ideas will be piloted at targeted sites using Plan-Do-Study-Act (PDSA) cycles to gather evidence of impact before scaling and spreading strategies district wide.

Ultimately, KCUSD’s work in 2025-26 will focus on building an intentional, data-driven improvement process that enhances instructional practices, strengthens support systems, and improves achievement outcomes for long-term English learners and students with disabilities. The district remains committed to ensuring that all students, especially those historically underserved, receive equitable opportunities to thrive academically, socially, and emotionally.

Comprehensive Support and Improvement

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

Schools Identified

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

The following Kings Canyon Unified school was identified for Comprehensive Support and Improvement in 2025:

Mountain View School

Support for Identified Schools

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

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

Upon identification of root causes that were identified as focus areas for the CSI qualifying site, Kings Canyon Unified leadership supported sites in the identification of evidence based interventions included in the CSI plan by providing site leadership and school site councils with options for evidence-based interventions. Selection of evidence based interventions included a review of literature, study of meta-analysis, and utilizing resources such as the What Works Clearinghouse. When contracting with external providers, KCUSD will only utilize providers who demonstrate research based practices that are in alignment with District goals and objectives in support of student achievement. Once the appropriate department has determined that research based practices indicate potential for a benefit to the students and/or staff of KCUSD, contracts for services will be reviewed and approved by the KCUSD Board of Education. KCUSD leadership also provided guidance in how CSI funds might be used in alignment with the school site's strategic plan (SPSA) and the district Local Control and Accountability Plan (LCAP).

The process of support provided by KCUSD to Mountain View School in the identification of resource inequities included providing them with disaggregating site performance data and providing tools to assist them through the needs assessment process, including root cause

analysis tools/resources. As a result of data dives and needs assessment work, school site leadership and site CSI teams will be better equipped to identify disproportionality and identify potential resource inequities amongst various student groups.

Monitoring and Evaluating Effectiveness

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

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

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

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

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
District Advisory Committee (Parent Advisory Committee)	KCUSD has a well established DAC committee (PAC), comprising of parent representatives from each district school site. The district LCAP, including the goals, actions as well as the process for LCAP development, was shared with DAC on the following dates: October 14, 2024, December 9, 2024, and March 3, 2025. Parents had the opportunity to learn about the KCUSD LCAP as well as engage in activities to provide input on actions. The presentation of the 2025 LCAP was presented to the DAC on May 5, 2025. There were no questions from the DAC requiring a response from the superintendent.
District English Language Advisory Committee (Parents of English Learners)	KCUSD also has a well established DELAC committee, comprising of parents of English learner students from each district school site. The district LCAP, including the goals, actions as well as the process for LCAP development, was shared with DELAC on the following dates: October 14, 2024, December 9, 2024, and March 3, 2025. Parents had the opportunity to learn about the KCUSD LCAP as well as engage in activities to provide input on actions to improve the performance of our EL students, including our long term English learners (LTELS). The presentation of the 2025 LCAP was presented to the DELAC on May 5, 2025. There were no questions from the DELAC requiring a response from the superintendent.
Kings Canyon Teachers Association	KCUSD met with representatives of the Kings Canyon Teachers Association (certificated bargaining unit-KCTA) on March 18, 2025. An overview of district LCAP goals and LCFF funding was provided.

Educational Partner(s)	Process for Engagement
	This meeting provided an opportunity for KCTA input on the development of the 2025 district LCAP.
California School Employees Association	KCUSD met with representatives of the KCUSD Classified School Employees Association (classified bargaining unit- CSEA) on March 27, 2025. An overview of district LCAP goals and LCFF funding was provided. This meeting provided an opportunity for CSEA input on the development of the 2025 district LCAP.
School Site Principals	School site principals provide valuable input through an ongoing process of collaboration, planning, implementing, studying data/results, and responding. All principals meet monthly to collaborate around best practices and provide input on the various district programs and supports outlined in the Local Control and Accountability Plan (LCAP). Collaborative principal meetings took place on the following dates: September 3, 2024 October 1, 2024 November 5, 2024 January 21, 2025 February 4, 2025 March 4, 2025 April 1, 2025 May 6, 2025
Administrators	KCUSD site and district level administrators have opportunities to provide input on the LCAP through a variety of methods. Administrators, alongside parents, provide input on each of KCUSD's six goals through an annual survey in which feedback is solicited for each goal individually. In addition, administrators have the opportunity to participate on district LCAP Goal Teams, in which analysis of current actions and input on future actions is provided. Goal Team meetings took place in the months of March and April.
Teachers	All KCUSD teachers are invited to participate in LCAP Input Meetings that took place in the evening on March 18 and March 20, 2025 in the

Educational Partner(s)	Process for Engagement
	communities of Reedley and Orange Cove respectively. Participants learned about the LCFF funding formula, the district's 6 foundational LCAP goals, and had the opportunity to rotate around the room providing input on each of the district's six goals. In addition, all district teachers had the opportunity to provide LCAP input through school site LCAP meetings. These site meetings took place in the Spring, facilitated by site administrators, and provided teachers with an opportunity to provide input through discussion, documenting feedback through an LCAP Input Form. Finally, all teachers had the opportunity to provide input to their bargaining unit representatives to be discussed at the KCTA LCAP Input Meeting on March 18, 2025.
Other School Personnel	All KCUSD staff (teachers, classified, management) are invited to participate in LCAP Input Meetings that took place on the evenings of March 18 and March 20, 2025 in the communities of Reedley and Orange Cove respectively. Participants learned about the LCFF funding formula, the district's 6 foundational LCAP goals, and had the opportunity to rotate around the room providing input on each of the district's six goals. In addition, other school personnel, alongside teachers, had the opportunity to provide LCAP input through surveys and school site meetings. The site meetings took place in the Spring and provided all school personnel with an opportunity to provide input through discussion with site leadership, documenting feedback through an LCAP Input Form. Finally, all classified personnel had the opportunity to provide input to their bargaining unit representatives to be discussed at the CSEA LCAP Input Meeting on March 27, 2025.
Parents	Kings Canyon Unified uses a variety of methods to solicit input from parents. Parents have the opportunity to participate on district advisory committees throughout the year. These meetings were held

Educational Partner(s)	Process for Engagement
	on October 14, 2024, December 9, 2024, March 3, 2025 and May 5, 2025. In addition, all district parents were invited to LCAP Community Input Meetings on March 18 and March 20 in the communities of Reedley and Orange Cove respectively. Annual surveys are also provided to parents to collect feedback on school environments and safety, school to home communication, quality of programs, and parent involvement. The annual parent survey was given to parents in February of 2025. Finally, parents of students with disabilities had the opportunity to provide ongoing feedback to the district about programs and services for students with disabilities through regular Special Education "Parent Connect" meetings. These meetings were held on September 17, October 8, November 12, February 27, March 11, and April 29.
Students	Annually, all students in grades 3-12 take a culture and climate survey. Students provide input on their experience in relation to school safety, support, and connectedness. The annual student survey was given to students in March of 2025. In addition, student representatives from each high school participated on the KCUSD Student Advisory Committee (SAC) where LCAP input was solicited on September 25, 2024, November 20, 2024, and February 12, 2025. A final LCAP draft was shared with the SAC for feedback on April 30, 2025. There were no questions from the SAC requiring a response from the superintendent.
SELPA Collaboration and Special Education Engagement	Kings Canyon Unified School District is part of the Fresno County SELPA and participated in Operations Meetings, where the LCAP was discussed with member districts and input solicited. SELPA Operations Meetings were held on the September 12, 2024, October 24, 2024, November 9, 2024, December 7, 2024, February 27, 2025, March 27, 2025, and April 24, 2025. Additionally, KCUSD holds regular Special Education "Parent Connect" meetings to seek input on what the district can do to improve services for students with disabilities. Parent Connect meetings were held on September 17, October 8 November 12, February 27, March 11, and April 29.

Educational Partner(s)	Process for Engagement
	Lastly, KCUSD utilizes a Special Education Cabinet to seek input on how to improve services for our students with disabilities. This team is comprised of site administrators, special education and general education teachers, and District Administration. Special Education Cabinet met on September 12, October 10, November 14, February 13, March 13, and May 8.
MVS Equity Multiplier Committee	Mountain View School (MVS) provided educational partners with an opportunity to provide input on use of Equity Multiplier funds on March 18 and March 20, 2025 for students in both Reedley in Orange Cove. This meeting was facilitated by administration.
KCHS Equity Multiplier Committee	Kings Canyon High School (KCHS) provided educational partners with an opportunity to provide input on use of Equity Multiplier funds on March 18 and March 20, 2025 for students in both Reedley in Orange Cove. This meeting was facilitated by administration.
Mid-Year Report to Governing Board	The KCUSD Mid Year Update was presented to the Governing Board on February 25, 2025.
Public Comment Period	The KCUSD LCAP was available for public comment from May 21 - May 27, 2025.
Public Hearing	The KCUSD LCAP public hearing was held on May 27, 2025.
Board LCAP Adoption	Local indicators were presented in conjunction with LCAP Adoption as per Ed Code 52064.5(e)(2). The Board adopted the LEA budget at the same meeting of the LCAP Adoption on Tuesday, June 10, 2025.

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

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

Throughout these engagement initiatives, the district collects, synthesizes, and summarizes input and feedback from each of its educational partners. This process involves careful consideration of local and state school and district achievement data, as well as an assessment of the

district's budgetary position. By incorporating diverse perspectives and data-driven insights, the district aims to develop a comprehensive understanding of the challenges and opportunities within Kings Canyon Unified.

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

Goal 1 - High Quality Education and Basic Services

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

Goal 2 – Student Achievement

Educational partners consistently emphasized the importance of ensuring students have access to high-quality academic supports and resources. Teachers expressed a desire for continued access to online subscriptions and supplemental tools, along with an expansion of multimedia instructional tools across all school sites (Actions 2.2, 2.3, 2.4). Additionally, teachers identified a need for more intervention support in both reading and math, especially at the lower grade levels (Action 2.8). Other school personnel recommended increased training for instructional aides, particularly those working with students with special needs and behavioral challenges (Actions 2.6, 2.16). Parents highlighted the need for stronger academic supports in core subject areas, especially math, beginning in the early grades. They suggested more tutoring opportunities after school and early academic intervention to better prepare students for long term academic success (Actions 2.2, 2.8, 2.9). Parents also stressed the importance of continued access to Chromebooks at home and hands-on, real-world learning experiences such as Science Camp and Career Technical Education (Actions 2.4, 2.5, 4.8). Students echoed the need for continued access to Chromebooks both at school and at home. They also recommended that teachers receive additional training on building relationships and engaging students meaningfully in class activities (Actions 2.4, 2.16).

Goal 3 – English Learners

To improve outcomes for English Learners, teachers recommended increased investment in ELD instructional materials and the addition of bilingual instructional aides in primary grades to better support small group instruction (Actions 2.1, 3.12, 3.1). There was also strong support for expanding supports and services for newcomer students, as well as expanding the Puente Program to be more consistent across the district with more frequent meetings (Actions 3.6, 3.7, 6.9). Parents suggested that English Learners be granted more access to electives and recommended additional PBIS training for ELP staff to better support English Learners during extended learning programs (Actions 2.17, 5.3, 5.17).

Goal 4 – Educational and Co-Curricular Activities

Educational partners across all groups expressed a strong interest in continuing to expand co- and extracurricular opportunities for students. Teachers emphasized the importance of offering a wide range of activities, including folkloric dance, chess club, and flag football. Other school personnel encouraged the district to continue growing its visual and performing arts programs at all school sites. Parents echoed this support, noting the value of expanding VAPA, athletic programs, and extended learning clubs that are aligned with student interests (Actions 4.11, 4.14, 4.15). Additionally, parents highlighted the importance of providing more career exploration experiences and early exposure to CTE pathways, beginning at the elementary school level (Actions 4.8, 4.10). Students also valued after-school clubs and suggested maintaining and growing these offerings to keep students engaged and connected to school (Action 5.17).

Goal 5 – Safe and Nurturing School Environments

Creating safe and welcoming campuses remained a top priority for educational partners. Other school personnel recommended maintaining a strong focus on campus supervision and establishing a districtwide safety committee to address safety conditions at all sites (Action 5.2). Parents emphasized the continued importance of PBIS, SEL, and positive student incentives (Actions 5.1, 5.2). They also called for more attention to bullying prevention, especially at the elementary level, as well as increased adult supervision and a continued emphasis on supporting student mental wellness (Actions 5.6, 5.7). Other school personnel also advocated for expanded access to student decompression rooms managed by behavior team staff as a way to support students struggling with mental health and behavior needs (Action 5.10). Students expressed that they would like to see more staff engagement in student activities to enhance campus culture and foster stronger relationships (Actions 5.2, 5.3). They also advocated for ongoing access to school-based social workers and continued mental health awareness efforts (Actions 5.6, 5.7). Students shared that incentives for attendance and positive behavior were motivating and should continue (Actions 5.4, 5.5).

Goal 6 – Parent Engagement

Teachers emphasized the importance of maintaining and improving the use of communication platforms such as ParentSquare and school websites (Actions 6.7, 6.8). They also requested professional development to improve the clarity and effectiveness of these tools (Action 2.16). In addition, they noted a continued need for supporting parents in using platforms like PowerSchool to monitor student progress (Actions 6.3, 6.12). Parents shared a strong interest in workshops focused on supporting their child's academic success and mental wellness (Action 6.13). They also requested continued access to bilingual communications and translated materials from school sites. Many parents expressed appreciation for the improvements in communication over the past year and encouraged continued refinement in how information is shared about school and district events (Actions 6.4, 6.6, 6.11).

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

Ongoing consultation with educational partners at Mountain View School revealed continued significant need for increased social-emotional and academic support for students. The 25-26 LCAP continues to include the addition of a full-time social worker (Action 7.4) to support student wellness. Parents and staff also emphasized the importance of academic counseling and transition support, especially for students enrolling in non traditional, educational options programs. These students require very individualized guidance on academic requirements and transition support to postsecondary opportunities. To meet this need, MVS plan to continue to fund a full-time academic/transition counselor (Action 7.1). Input from teachers highlighted the need for increased adult presence and engagement at the Orange Cove campus to build student connectedness and enhance campus safety. As a result, a campus assistant will continue to be funded to fulfill these duties

(Action 7.2). Finally, feedback from teachers, support staff, and students identified the need for expanded after-school enrichment opportunities. In response, the LCAP includes funding for materials, supplies, and supplemental pay to support these programs (Action 7.3).

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

Ongoing consultation with Kings Canyon High School (KCHS) and its educational partners identified the continued need for increased academic counseling and transition support. Students enrolling at KCHS require clear guidance on attendance, credit recovery needs, behavior expectations, and graduation requirements. Additionally, students transitioning out of KCHS often times need significant support in navigating postsecondary opportunities, including college, career training, and employment. The 25-26 LCAP continues to fund an increase in academic counseling FTE (Action 8.1) to better support students in these areas. Teachers, support staff, and students also expressed a desire for more after-school activities to increase student engagement and connection with school (Action 8.3). Staff input emphasized the importance of strong parent-school partnerships and the need for dedicated efforts to improve parent outreach. Action 8.7 provides additional pay for staff to support and strengthen outreach efforts to families. Finally, parents and staff commonly highlighted the need for expanded academic support. The LCAP includes funding for updated instructional technology (Action 8.6), expanding career technical education offerings (Action 8.5), and increasing extended day learning opportunities for all students, but a particularly emphasis on English learners (Action 8.4).

Through continued input and feedback received from all educational partners, KCUSD will adjust its action plan as needed to support student achievement, parent engagement and education, and staff development.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately assigned and fully credentialed teachers	79.8% of teachers are Clear Data Source: 2021-2022 CA Dashboard	76.6% of teachers are Clear Data Source: 2022-2023 CA Dashboard		85% are Clear	-3.2% fewer teachers are are Clear
1.2	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	100% of school sites implement state standards. Data Source: 2023-2024 Local Data	100% of school sites implement state standards. Data Source: 2024-2025 Local Data		100% of school sites implement state standards.	+/-0% of school sites implement state standards - 100% participation

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Students in the school with sufficient access to standards-aligned instructional materials	100% of students have sufficient access to standards-aligned materials. Data Source: 2023-2024 Local Data	100% of students have sufficient access to standards-aligned materials. Data Source: 2024-2025 Local Data		100% of students have sufficient access to standards-aligned materials.	+/-0% of students have sufficient access to standards-aligned materials - 100% access
1.4	School facilities condition	100% of school sites have a rating of "good" Data Source: 2023-2024 Facilities Inspection Tool (FIT)	100% of school sites have a rating of "good" Data Source: 2024-2025 Facilities Inspection Tool (FIT)		100% of school sites have a rating of "good" on the Facility Inspection Tool	+/-0% of school sites have a rating of "good" - 100% rating of "good"

Goal Analysis [2024-25]

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

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

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

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

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

Action 1.1 - Credentialed Teachers

Implementation Status: 5 – Full Implementation and Sustainability

KCUSD hired fully credentialed full time teachers. The district has established ongoing human resources practices, encompassing effective procedures for hiring and recruitment. The district remains committed to the continuous improvement of recruitment and retention strategies and cultivates partnerships with local universities and credentialing programs to attract new teachers.

Action 1.2 - District and Site Support, Action 1.3 - Operating Costs, Action 1.4 - District Facilities, Action 1.5 - Transportation
Implementation Status: Full Implementation and Sustainability

KCUSD effectively supported all schools through district administration and support services, basic operating expenses, provided materials/supplies and equipment, maintained all site and district facilities, and provided transportation for students for activities both during the school day as well as after traditional school hours.

Action 1.6 - Special Education
Implementation Status: Full Implementation and Sustainability

KCUSD continued to fund special education teachers, technicians, school psychologists, program specialists, speech staff, behavior support staff, and classified staff to provide special education services required to provide students with disabilities the necessary supports to experience success.

Action 1.7 - Site Base Allocations
Implementation Status: Full Implementation and Sustainability

KCUSD continues to distribute site lottery allocations to all school sites to utilize for basic operating expenses.

Overall Successes: Overall success for Goal 1 is based on the ability to have fully operational and staffed school sites, support programs for both staff and students, and a multitude of opportunities for co and extracurricular activities. New facilities recently built have increased safety for students and staff, provided space for improved student services, and improved curb appeal for students, parents, and community as they participate in school activities.

Overall Challenges: The greatest challenge in implementing Goal 1 continues to be the recruitment and retention of qualified staff to fill needed positions, particularly in special education and mathematics. KCUSD has been able to recruit for open positions through partnerships with local universities and credentialing programs such as the Tulare County IMPACT program. While KCUSD has been successful in filling positions, the district continues to experience challenges annually.

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

There was a material difference between the budgeted expenditures and estimated actual expenditures in the following actions:

Action 1.6 (Special Education)- The estimated actual expenditures were significantly less that the budgeted expenditures. This was due to multiple vacant special education tech positions throughout the year and over budgeting.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective

The actions outlined in Goal 1 helped make progress towards the LEA's goal: All students will receive a high quality education in an environment designed to provide them with opportunities to develop their greatest potential.
Action(s): Action 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7

Effectiveness of Action(s): Effective
Metric(s): Appropriately Assigned Teachers, Access to Standards-Aligned Instructional Materials, Implementation of Standards, School Facilities Condition

Analysis Statement:
The basic services implemented through these actions effectively supported the district meeting targets on the majority of metrics in Goal 1. Facility inspections confirmed that 100% of school sites were maintained in a state of good repair, and William's visit and local audit findings verified that all students possessed access to the necessary standards aligned curriculum, materials, and supplies. The successful implementation of Goal 1 actions ensure that students in KCUSD will benefit from well-maintained and safe learning environments, highly qualified teachers, and an overall high-quality educational experience.

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

There was a change to the language in Metric 1.1. The wording "and fully credentialed" was added to the Metric title. In addition, the baseline and outcome data for this metric now includes the word "Clear" to indicated the percentage of teacher that are "appropriately assigned and fully credentialed".

For metrics 1.2 and 1.3, the year was added to the Baseline Data and Year 1 Outcome Data columns.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Credentialed Teachers	Hire fully and appropriately credentialed teachers at all levels (general education and special education) and monitor implementation.	$48,057,197.00	No
1.2	District and Site Support	Provide District and site personnel to provide support for student success. This includes salaries and benefits for district office staff, administrative staff, school site secretaries, health office aides, general office materials and supplies, baseline equipment and central office operating costs.	$6,836,556.18	No
1.3	Operating Costs	Basic operating costs	$22,687,429.53	No
1.4	District Facilities	Provide staff, equipment, and materials/supplies for the district maintenance department to ensure safe campuses conducive to student learning.	$17,779,054.19	No
1.5	Transportation	Continue to provide transportation to and from school. This action includes salaries and benefits for bus drivers, vehicles, vehicle maintenance, and materials/supplies.	$6,831,714.00	No
1.6	Special Education	Continue to provide Guidance and Learning Center staff in support of students with disabilities - special education teachers, special education techs, school psychologists, program specialists, speech specialists, behavior support staff, interpreter/translator and two secretaries. Services provided by these staff members include academics, speech, functional life skills, social-emotional support and behavior interventions. Staff will receive ongoing professional development on writing IEPs, legal updates, instructional strategies and updates to the special education data system.	$15,020,207.51	No
1.7	Site Lottery Funds	Allocate lottery funding to school sites to support basic services.	$1,838,023.59	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ELA CAASPP Meets/Exceeds Standard	All Students: 48.6% Low Income Students: 46.2% English Learners: 16.5% LTELs: 6.6% Foster Youth: 50.0% SWD: 12% 3rd Grade Students: 39.4% Low Income 3rd Grade: 37.4%	All Students: 51.2% Low Income Students: 48.8% English Learners: 18.4% LTELs: 8.6% Foster Youth: NA% SWD: 11.3% 3rd Grade Students: 40.8%		All Students: 54.6% Low Income Students: 52.2% English Learners: 22.5% LTELs: 12.6% Foster Youth: 56.0% SWD: 18% 3rd Grade Students: 45.4%	All Students: +2.6% Low Income Students: +2.6% English Learners: +1.9% LTELs: +2.0% Foster Youth: NA% SWD: -0.7% 3rd Grade Students: +1.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner 3rd Grade: 21.9% Foster Youth 3rd Grade: 0% Dunlap All Students: 44.6% Dunlap Low Income Students: 41.4% Dunlap English Learners: 0% Dunlap Foster Youth: 0% Sheridan All Students: 44.3% Sheridan Low Income Students: 43.4% Sheridan English Learners: 16.4% Sheridan Foster Youth: 0% Data Source: Data Quest 2022-2023	Low Income 3rd Grade: 39.2% English Learner 3rd Grade: 26.2% Foster Youth 3rd Grade: 0 Students Dunlap All Students: 51.8% Dunlap Low Income Students: 48.5% Dunlap English Learners: 12.5% Dunlap Foster Youth: 2 students, did not test in KCUSD Sheridan All Students: 46.4% Sheridan Low Income Students: 44.5% Sheridan English Learners: 14.6% Sheridan Foster Youth: 0 Students Data Source: DataQuest 2023-2024		Low Income 3rd Grade: 43.4% English Learner 3rd Grade: 27.9% Foster Youth 3rd Grade: 6% Dunlap All Students: 50.6% Dunlap Low Income Students: 47.4% Dunlap English Learners: 6% Dunlap Foster Youth: 6% Sheridan All Students: 50.3% Sheridan Low Income Students: 49.4% Sheridan English Learners: 22.4% Sheridan Foster Youth: 6%	Low Income 3rd Grade: +1.8% English Learner 3rd Grade: +4.3% Foster Youth 3rd Grade:+/-0% Dunlap All Students: +7.2% Dunlap Low Income Students: +7.1% Dunlap English Learners: +12.5% Dunlap Foster Youth: +/-0% Sheridan All Students: +2.1% Sheridan Low Income Students: +1.1% Sheridan English Learners: -1.8% Sheridan Foster Youth: +/-0%
2.2	ELA CAASPP Distance from Standard	All Students: -6.1 Low Income Students: -12.1 English Learners: -39.3	All Students: -1.3 Low Income Students: -7.2		All Students: 9.0 Low Income Students: 3.1	All Students: +4.8 Low Income Students: +4.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTELs: -111.4 Foster Youth: -12.5 SWD: -90.1 Native American: -44.9 Low Income Native American: -32.4 Low Income SWD: -118.6 MVS All Students: -167.0 Low Income: -165.9 Hispanic: -176.3 Data Source: CA Dashboard 2022-2023	English Learners: -33.3 LTELs: -100.7 Foster Youth: +30.2 SWD: -91.0 Native American: +11.9 Low Income Native American: -4.1 Low Income SWD: -116.5 English Learner SWD: -133.0 Foster Youth SWD: -167.3 MVS All Students: -139.3 Low Income: -137.8 Hispanic: -135.9 Data Source: CA Dashboard 2023-2024		English Learners: -24.3 LTELs: -96.4 Foster Youth: 3.5 SWD: -75.1 Native American: -29.9 Low Income Native American: -17.4 Low Income SWD: -103.6 English Learner SWD: -151.0 Foster Youth SWD: -183.0 MVS All Students: 152 points below std. Low Income: 150 points below std. Hispanic: 161 points below std.	English Learners: +6.0 LTELs: +10.7 Foster Youth: +42.7 SWD: -0.9 Native American: +56.8 Low Income Native American: +28.3 Low Income SWD: +2.1 English Learner SWD: Not Collected in 2023 Foster Youth SWD: Not Collected in 2023 MVS All Students: +27.7 Low Income: +28.1 Hispanic: +40.4
2.3	Math CAASPP Meets/Exceeds Standard	All Students: 35.6% Low Income Students: 33.4% English Learners: 15.2% LTELs: 3.1% Foster Youth: 50.0% SWD: 9.53%	All Students: 37.9% Low Income Students: 35.5% English Learners: 16.9% LTELs: 3.3% Foster Youth: NA		All Students: 41.6% Low Income Students: 39.4% English Learners: 21.2% LTELs: 9.1%	All Students: +2.3% Low Income Students: +2.1% English Learners: +1.7% LTELs: +0.2% Foster Youth: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3rd Grade Students: 46.7% Low Income 3rd Grade: 45.0% English Learner 3rd Grade: 33.3% Foster Youth 3rd Grade: 50.0% Dunlap All Students: 39.8% Dunlap Low Income Students: 35.7% Dunlap English Learners: 8.0% Dunlap Foster Youth: 100% Sheridan All Students 36.6% Sheridan Low Income Students 35.5% Sheridan English Learners 20.6% Sheridan Foster Youth: 0% Data Source: Data Quest 2022-2023	SWD:11.08% 3rd Grade Students: 49.2% Low Income 3rd Grade: 47.8% English Learner 3rd Grade: 36.3% Foster Youth 3rd Grade: NA Dunlap All Students: 43.9% Dunlap Low Income Students: 41.8% Dunlap English Learners: 20.8% Dunlap Foster Youth: 100% Sheridan All Students 34.3% Sheridan Low Income Students 33.0% Sheridan English Learners 15.3% Sheridan Foster Youth: NA Data Source: DataQuest 2023-2024		Foster Youth: 56.0% SWD: 16% 3rd Grade Students: 52.7% Low Income 3rd Grade: 51.0% English Learner 3rd Grade: 39.3% Foster Youth 3rd Grade: 56.0% Dunlap All Students: 45.8% Dunlap Low Income Students: 51.7% Dunlap English Learners: 14.0% Dunlap Foster Youth: 100% Sheridan All Students 42.6% Sheridan Low Income Students 41.5% Sheridan English Learners 26.6% Sheridan Foster Youth: 6%	SWD: +1.55% 3rd Grade Students: +2.5% Low Income 3rd Grade: +2.8% English Learner 3rd Grade: +3.0% Foster Youth 3rd Grade: NA Dunlap All Students: +4.1% Dunlap Low Income Students: +6.1% Dunlap English Learners: +12.8% Dunlap Foster Youth: +/-0% Sheridan All Students -2.3% Sheridan Low Income Students -2.5% Sheridan English Learners -5.3% Sheridan Foster Youth: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Math CAASPP Distance from Standard	All Students: -42.3 Low Income Students: -47.9 English Learners: -62.5 LTELs: -140 Foster Youth: -46.1 SWD: -116.2 Native American: -111.4 Low Income Native American: -94.5 Low Income SWD: -147.6 Citrus SWD: -168.9 Grant SWD: -106.8 MVS All Students: 258.5 points below std. Low Income: 259.3 points below std. Hispanic: 264.4 points below std. Data Source: CA Dashboard 2022-2023	All Students: -36.9 Low Income Students: -42.8 English Learners: -61.3 LTELs: -160.4 Foster Youth: -20.4 SWD: -110.6 Native American: -39.7 Low Income Native American: -56.8 Low Income SWD: -140.3 English Learner SWD: -152.4 Foster Youth SWD: -133.0 Citrus SWD: -132.6 Grant SWD: -106.7 MVS All Students: -219.6 Low Income: -219.0 Hispanic: -218.0 Data Source: CA Dashboard 2023-2024		All Students: -27.3 Low Income Students: -32.9 English Learners: -47.5 LTELs: -125 Foster Youth: -31.1 SWD: -101.2 Native American: -96.4 Low Income Native American: -79.5 Low Income SWD: -132.6 English Learner SWD: -164.6 Foster Youth SWD: -306.0 Citrus SWD: -153.9 Grant SWD: -91.8 MVS All Students: 243.5 points below std. Low Income: 244.3 points below std. Hispanic: 249.4 points below std.	All Students: +5.4 Low Income Students: +5.1 English Learners: +1.2 LTELs: -20.4 Foster Youth: +25.7 SWD: +5.6 Native American: +71.7 Low Income Native American: +37.7 Low Income SWD: +7.3 English Learner SWD: Not Collected in 2023 Foster Youth SWD: Not Collected in 2023 Citrus SWD: +36.3 Grant SWD: +0.1 MVS All Students: +38.9 Low Income: +40.3 Hispanic: +46.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	EAP ELA	11th Grade Students: 64.8% 11th Grade Low Income Students: 63.1% 11th Grade English Learners: 9.6% 11th Grade Foster: 100% Data Source: Data Quest 2022-2023	11th Grade Students: 63.9% 11th Grade Low Income Students: 61.4% 11th Grade English Learners: 7.4% 11th Grade Foster: NA Data Source: Data Quest 2023-2024		11th Grade Students: 70.8% 11th Grade Low Income Students: 69.1% 11th Grade English Learners: 15.6% 11th Grade Foster: 100%	11th Grade Students: -0.9% 11th Grade Low Income Students: -1.7% 11th Grade English Learners: +2.8% 11th Grade Foster: NA
2.6	EAP Math	11th Grade Students: 29.4% 11th Grade Low Income Students: 27.6% 11th Grade English Learners: 4.6% 11th Grade Foster Youth: 100% Data Source: Data Quest 2022-2023	11th Grade Students: 29.7% 11th Grade Low Income Students: 26.7% 11th Grade English Learners: 1.8% 11th Grade Foster Youth: NA Data Source: Data Quest 2023-2024		11th Grade Students: 35.4% 11th Grade Low Income Students: 33.6% 11th Grade English Learners: 10.6% 11th Grade Foster Youth: 100%	11th Grade Students: +0.3% 11th Grade Low Income Students: -0.9% 11th Grade English Learners: -2.8% 11th Grade Foster Youth: NA
2.7	CAST Distance from Standard	All Students: Not Available Low Income Students: Not Available English Learners: Not Available Foster Youth: Not Available	All Students: -14.6 Low Income Students: -15.7 English Learners: -21.3 Foster Youth: Not Available		All Students: -4.6 Low Income Students: -5.7 English Learners: -11.3 Foster Youth: -4.6	All Students: Not available in 2023 Low Income Students: Not available in 2023 English Learners: Not available in 2023

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: NA	Data Source: CADashboard 2023-2024			Foster Youth: Not available in 2023
2.8	CAST Meets/Exceeds Standard	All Students: 27.1% Low Income Students: 24.7% English Learners: 3.5% Foster Youth: 36.4% Data Source: Data Quest 2022-2023	All Students: 26.9% Low Income Students: 24.5% English Learners: 4.5% Foster Youth: Not Available Data Source: Data Quest 2023-2024		All Students: 33.1% Low Income Students: 30.7% English Learners: 9.5% Foster Youth: 42.4%	All Students: -0.2% Low Income Students: -0.2% English Learners: +1.0% Foster Youth: NA
2.9	AP Passage Rate	All Students: 32% Data Source: 2023-2024 The College Board Report	All Students: 33.4% Data Source: 2024-2025 The College Board Report		All Students: 38%	All Students: +1.4%
2.10	ELA i-Ready	All 2nd Grade Students: 39.2% Low Income 2nd grade: 39.3% English Learners 2nd Grade: 26.6% Foster Youth 2nd Grade: NA Data Source: 2023-2024 i-Ready Mid Year Diagnostic % of	All 2nd Grade Students: 41.1% Low Income 2nd grade: 39.1% English Learners 2nd Grade: 20.8% Foster Youth 2nd Grade: NA Data Source: 2024-2025 i-Ready Mid Year Diagnostic % of		All 2nd Grade Students: 45.2% Low Income 2nd grade: 45.3% English Learners 2nd Grade: 32.6% Foster Youth 2nd Grade: 45.2%	All 2nd Grade Students: +1.9% Low Income 2nd grade: -0.2% English Learners 2nd Grade: -5.8% Foster Youth 2nd Grade: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students at Grade Level 2 or above	students at Grade Level 2 or above			
2.11	Math- i-Ready	All 2nd Grade Students: 13.1% Low Income 2nd grade: 13.6% English Learners 2nd Grade: 6.3% Foster Youth 2nd Grade: NA Data Source: i-Ready Mid Year Diagnostic % of students at Grade Level 2 or above	All 2nd Grade Students: 16.2% Low Income 2nd grade: 14.7% English Learners 2nd Grade: 6.3% Foster Youth 2nd Grade: NA Data Source: i-Ready Mid Year Diagnostic % of students at Grade Level 2 or above		All 2nd Grade Students: 19.1% Low Income 2nd grade: 19.6% English Learners 2nd Grade: 12.3% Foster Youth 2nd Grade: 45.2%	All 2nd Grade Students: +3.1% Low Income 2nd grade: +1.1% English Learners 2nd Grade: +/-0% Foster Youth 2nd Grade: NA

Goal Analysis [2024-25]

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Action 2.1 - Instructional Materials
Implementation Status: 5 – Full Implementation and Sustainability

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

Action 2.2 - Supplemental Instructional Resources
Implementation Status: 5 – Full Implementation and Sustainability

There are no substantive differences in actual implementation of this action. The district curriculum and instruction department provided supplemental materials, supplies, and online resources to support all school sites through best first instruction, intervention, and enrichment opportunities for low-income students.

Action 2.3 - Technology Department
Implementation Status: 5 - Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. This action provided personnel for the technology department, materials/supplies, and baseline technology supports for the purpose of increasing student achievement across KCUSD.

Action 2.4 - Supplemental Technology
Implementation Status: 5 – Full Implementation

No substantive difference in planned action compared to the actual implementation. This actions provided computers for students to utilize both in the classroom and at home when necessary, mobile hotspots to support students lacking internet access, and supplementary instructional technology, including classroom projectors, interactive televisions, and other multimedia resources.

Action 2.5 - Outdoor Science Education
Implementation Status: 5 - Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. All district sixth grade students had the opportunity to attend a multiple day science camp where they received standards aligned lessons while experiencing real life, hands on learning experiences. This action provided staff, transportation, and registration for the annual science camp.

Action 2.6 - Classroom Instructional Aides
Implementation Status: Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. KCUSD hired instructional classroom aides to support classroom instruction.

Action 2.7 - Physical Education Techs
Implementation Status: 5 - Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. KCUSD hired PE techs for all K-8 schools. Additional time allocated through action 2.8 has allowed more effective implementation of this action.

Action 2.8 - Additional FTE for PE Techs

Implementation Status: 5 – Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. This action provided additional hours for current PE techs to coordinate activities that supported the specific needs of English learners, low-income students and foster youth.

Action 2.9 - Intervention Teachers
Implementation Status: 5 - Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. Intervention teachers were hired to serve every K-8 school sites. Through strategic support targeting foundational skills, intervention teachers provided small group and individualized support for students.

Action 2.10 - Supplemental Support for Students with Disabilities
Implementation Status: 5 - Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. The district provided additional hours for paraeducators, salaries for RSP teachers, and increased the number of special education tech positions. This additional support provided English learners, low-income, and foster youth students with disabilities with greater access to state standards and instruction.

Action 2.11 - Cultural Education and Enrichment Program
Implementation Status: 4 – Full Implementation

KCUSD provided materials/supplies to implement workshops to support Native American educational enrichment programs through traditional craft such as art and soap making. The Native American community was also surveyed to identify high interest activities and trips to assist in planning for the 25-26 school year.

Action 2.12 - Additional Student Support - Prevention and Intervention
Implementation Status: 5 - Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. KCUSD continued to provide program specialists and psychologists. These positions to provide support to school sites, teachers and case managers through the Student Study Team process. Through the services provided by this action, students had greater access to interventions and teachers were provided with training on best practices for English learners, low income, and foster youth students for the purpose of preventing potential overidentification. A standardized SST system utilizing new online software was also implemented for use in collecting and analyzing student level data.

Action 2.13 - Library Services
Implementation Status: 5 - Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. Library media techs continued to be provided to support access to school libraries.

Action 2.14 - Supplemental Library Services
Implementation Status: 5 - Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. This action allowed students to extend their learning beyond the traditional classroom setting and provided access to reading materials and technology resources that may have been unavailable to them otherwise.

Action 2.15 - Instructional Coaches
Implementation Status: 5 - Full Implementation and Sustainability

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

Action 2.16 - New Teacher Instructional Coach
Implementation Status: 5 - Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. This action continued to provide intentional support for new teachers specific to classroom management, instructional strategies, essential standards planning, and common formative assessment development by providing a new teacher instructional coach.

Action 2.17 - Supplemental Professional Development
Implementation Status: 5 - Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. KCUSD continue to provide curriculum and instruction personnel to provide supplemental professional development to site leadership, teachers, and support staff focused on increasing student achievement. Professional development topics included essential standards planning and collaborative teams.

Action 2.18 - Early Literacy Coordinator
Implementation Status: 4 – Full Implementation

There was no substantive difference in the planned action compared to the actual implementation. Kings Canyon Unified continue to fund an early literacy coordinator to provide support to PK-3 teachers with specific focus on literacy development.

Action 2.19 - Expanded TK/Kindergarten Minutes
Implementation Status: 5 – Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. This action continues to provide additional FTE for teachers to provide full day TK and Kindergarten for all students in the district.

Action 2.20 - Infant CVRC
Implementation Status: 5 - Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. The CVRC Infant Program supported children ages 0–3 by focusing on the achievement of developmentally appropriate milestones. This early intervention helps to lay a strong foundation, ensuring that children are well-prepared for preschool and transitional kindergarten.

Action 2.21 - State Preschool Program
Implementation Status: 5 - Full Implementation and Sustainability

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

Action 2.22 - Supplemental Supports for Preschool
Implementation Status: 5 - Full Implementation and Sustainability

KCUSD provided supplemental materials and supplies to support district preschool programs.

Action 2.23 - Opportunity Program
Implementation Status: 5 - Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. KCUSD continued to fund teachers for the Opportunity Program to support students through more personalized intervention through small class sizes, mentoring, and social emotional support.

Action 2.24 - Elimination of Combination Classes
Implementation Status: 5 - Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. Additional teachers were funded to eliminate combination classes, ensuring the most effective learning environment for primary grade students.

Action 2.25 - Additional Transportation to Reduce Loss of Instructional Time
Implementation Status: 5 – Full Implementation and Sustainability

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

Action 2.26 - Data Systems and Accountability Team
Implementation Status: 5 - Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. KCUSD continued to provide personnel for the Data Systems and Accountability Team. This team provided support to site leaders and teachers in identifying achievement gaps to inform instructional decisions. In addition, the team collected and analyzed student achievement data to support site and district needs assessments, supporting the development of the district LCAP and school site plans (SPSAs).

Action 2.27 - Educational Programs Department
Implementation Status: 5 - Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. The district provided personnel for the Educational Programs Department in charge of supporting the monitoring of student achievement and implementation of the LCAP to sustain continuous improvement.

Action 2.28 - Collaborative Team Professional Development
Implementation Status: 5 - Full Implementation and Sustainability

There were no substantive differences in planned action compared to the actual implementation. The district curriculum and instruction department planned and facilitated professional development throughout the year in partnership with Solution Tree, focused on identifying essential standards, developing common formative assessments, and establishing a system in which special education staff can routinely and effectively participate in collaborative team meetings to ensure improved achievement for students with disabilities. Both Citrus and Grant Middle School teachers and administrators engaged in professional development on collaborative teams and the continuous improvement cycle with emphasis on students with disabilities.

Overall Successes:
In 2024-2025, Kings Canyon Unified strengthened instructional practices through a variety of targeted professional development opportunities. Teachers received training focused on essential standards identification, unit planning, curriculum implementation, and collaborative team processes. Additional professional development supported effective instruction for English learners, preparing teachers to maximize their opportunity to support EL students during Saturday EL Academies. Many teachers also participated in the Solution Tree PLC Institute, gaining insight into best practices for highly effective collaborative teams from field experts. The newly implemented Early Literacy Coordinator provided hands-on support to PK–3 teachers, focusing on literacy strategies and classroom environments that promote early reading development. KCUSD filled all instructional coach and intervention teacher positions, assigning most staff directly to school sites to ensure strong instructional support and foster meaningful teacher-student and coach-teacher relationships.

The district Data Systems and Accountability Team ensured accurate student data and timely monitoring of attendance and academic progress. In addition, this team provided school site support in collecting and analyzing student level data for school site plan development.

Additionally, even with the increase in coast, the district provided full access to state of the art technology for all students and staff, at every district school site.

Overall Challenges:
While all K–8 school sites have access to dedicated intervention teachers, there remains a significant need for additional support in mathematics. Data indicates that many students continue to struggle with math proficiency, particularly those performing below grade level. Although the district has prioritized strong Tier 1 instruction, it is clear that additional targeted intervention is necessary to address learning gaps and accelerate progress for our most vulnerable learners, specifically in math. Expanding access to math-specific intervention support and resources will be a continued area of focus.

Another challenge has been ensuring that classroom instructional aides are equipped with the training and tools needed to provide high-quality academic support. While aides play an essential role in classrooms, especially in supporting differentiated instruction and small group learning, providing them with professional development has been difficult. Addressing this challenge will be a district priority moving forward, with plans to strengthen onboarding, training, and ongoing coaching for instructional aides to enhance their effectiveness and impact on student learning.

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- Instructional Materials - KCUSD spent significantly less than budgeted for instructional materials. The district did not implement new curriculum adoptions or district wide programs requiring significant cost.

Action 2.2- Supplemental Instructional Resources - The estimated actual expenditures for this action were less than planned. KCUSD previously utilized an online resource/curriculum hosting service for teacher curriculum. However, with the heavy reliance on Google tools and our district website, the online hosting platform is no longer needed. In addition, many supplemental materials and online tools were funded utilizing site allocated funding rather than district funds.

Action 2.10- Supplemental Support for Unduplicated Students - The estimated actual expenditures for this action were less than planned due to multiple classroom SPED technician positions going unfilled at various points during the school year. While the district increased the number of SPED tech positions, turnover throughout the year led to unfilled positions. While expenditures were lower than expected, services for unduplicated students with disabilities were covered by existing staff and schedule adjustments.

Action 2.22- Supplemental Preschool Supports - The estimated actual expenditures for this action were less than planned. The district budgeted supplemental funds to support preschool programs around the district. However, due to increased funding for our preschools, those programs were able to sustain the majority of programmatic costs on their own. Therefore, minimal district supplemental and concentrated funds were necessary.

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

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

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

Actions(s): 2.1 (Instructional Materials), 2.2 (Supplemental Instructional Resources), 2.3 (Technology Department), 2.4 (Supplemental Technology)
Effectiveness of Actions(s): Effective
Metrics: 2.1, 2.3

The actions implemented under Goal 2 proved effective in supporting student academic achievement. The use of supplemental materials and resources by teachers enhanced instruction and provided students with targeted support aligned to state standards. In addition, continued investment in state-of-the-art technology ensured that all students had consistent access to digital devices, tools, and learning platforms, both at school and at home. These efforts contributed to measurable academic gains, as reflected in improved percentage of students meeting or exceeding standards on ELA, Math, and Science CAASPP assessments. Furthermore, students demonstrated reduced distance from standard scores across all three subject areas. These actions were effective as evidenced by improved performance for all students on the ELA CAASPP, improving the percent meeting or exceeding standards by 2.6%. Similarly, the all student group improved on the Math CAASPP by 2.3% in the meets or exceeds standards category. Low income students improved their performance on both the ELA CAASPP and Math CAASPP by 2.6% and 2.1% respectively.

Actions(s): 2.6 (Classroom Instructional Aides), 2.7 (Physical Education Techs), 2.8 (Additional FTE for PE Techs), 2.9 (Intervention Teachers), 2.10 (Supplemental Support for Students with Disabilities), 2.12 (Additional Student Support - Prevention and Intervention), 2.25 (Additional Transportation to Reduce Loss of Instructional Time), 2.24 (Elimination of Combination Classes), 2.23 (Opportunity Program)
Effectiveness of Actions(s): Effective
Metrics: 2.1, 2.2, 2.3, 2.4

The continued implementation of classroom instructional aides provided additional student support during core instruction, increasing opportunities for small group work and differentiation. Physical Education Technicians expanded physical education offerings and created protected time for teachers to engage in PLC collaboration. Site-based intervention teachers continued to deliver targeted academic support, particularly in ELA, contributing to improved performance. These actions were effective, as demonstrated by improved academic outcomes in the metrics section. The all student group on the ELA CAASPP improved the percent meeting or exceeding standards by 2.6%. Similarly, the all student group improved on the Math CAASPP by 2.3% in the meets or exceeds standards category. Low income students improved their performance on both the ELA CAASPP and Math CAASPP by 2.6% and 2.1% respectively. English learners also showed progress on both the ELA and Math CAASPP assessment, improving by 1.9% and and 1.7% respectively.

Maintaining smaller class sizes and eliminating combination classes in the primary grades allowed for more individualized instruction during foundational learning years. At Dunlap School, the all student group performance improved from 39.8% to 43.9% meeting or exceeding standards in Math and 44.6% to 51.8% in ELA. English learners and low income students also improved on the ELA CAASPP by 12.5% and

7.1% as well as in Math by 12.8% and 6.1% meetings or exceeding standards. At Sheridan School, the all student group performance declined in Math but improved in ELA, increasing the percentage of students meeting or exceeding standards by 2.1%. English learners and low income students at Sheridan both declined in their performance on the Math CAASPP. English learners at Sheridan also declined on the ELA CAASPP. However, low income students grew by 1.1%. Educational partner input still suggests that the smaller class sizes and elimination of combo classes provides greater opportunities for individualized student support.

Instructional technicians enhanced access to learning and tailored support for our students with disabilities. These efforts contributed to an increased percentage of students meeting or exceeding standards in ELA, Math, and Science CAASPP assessments, as well as a reduction in the overall distance from standard in all three content areas for all students. Low income students improved their distance from standard on the ELA CAASPP by 4.9 points and by 5.1 points in Math. English learners improved by 6 points in ELA and 1.2 points in Math. The district's foster youth improved by over 42.4 points in ELA and 25.7 points in Math. While students with disabilities did not improve on distance from standard on the ELA CAASPP, they did improve by 5.6 point in Math.

Actions(s): 2.19 (Expanded TK/Kindergarten Minutes), 2.20 (Infant CVRC), 2.21 (State Preschool Program), 2.22 (Supplemental Supports for Preschool),
Effectiveness of Actions(s): Effective
Metrics: 2.1, 2.2, 2.3, 2.4, 2.10, 2.11

The district's continued focus on early learning has proven to be a highly effective strategy in supporting long-term student success. The continued implementation of full-day Transitional Kindergarten (TK) and Kindergarten has provided students with extended opportunities for early academic and social-emotional development. Our KC Kids Infant Program for students with disabilities has ensured that our youngest learners receive early services appropriately aligned to their developmental needs, while our state preschool programs across the district have continued to build strong foundational skills for incoming students.

These early learning initiatives have had a direct and lasting impact on student achievement, contributing to improved outcomes in later grades. This is reflected in the growth demonstrated on local i-Ready assessments, where the all-student group showed gains in both ELA and Math in 2nd grade. These local results also align with improvements seen on state assessments. Third grade students across the district improved on the ELA CAASPP by 1.4%. This growth was consistent with 3rd grade English learners (+4.3%) and low income students (+1.8%), as both subgroups increased in the percentage of students meeting or exceeding standards. Similarly, 3rd grade students across the district also improved on the Math CAASPP by 2.5%. This was growth was also consistent with 3rd grade English learners (+3%) and low income students (2.8%).

Actions(s): 2.15 (Instructional Coaches), 2.16 (New Teacher Instructional Coach), 2.17 (Supplemental Professional Development), 2.18 (Early Literacy Coordinator), 2.28 (Collaborative Team Professional Development)
Effectiveness of Actions(s): Effective
Metrics: 2.1, 2.2, 2.3, 2.4

The district's continued investment in instructional support and professional development has lead to positive results, as demonstrated by an increase in the percentage of students meeting or exceeding standards on the ELA and Math CAASPP assessments, along with a reduction in overall distance from standard in both areas. The continued funding for site-based and district roving instructional coaches played a critical role in supporting teacher growth and improving instructional practices across classrooms. The continued implementation of a new teacher instructional coach contributed to both the development and retention of new teachers, ensuring a strong start and ongoing support throughout their first few years. The new Early Literacy Coordinator provided intentional, targeted support to teachers in grades PK–3, helping to build strong literacy foundations during the most critical years of early learning. These actions were effective as evidence by student performance on state CAASPP assessments. On the ELA CAASPP, the all student group improved their percent meeting or exceeding standards by 2.6%. Similarly, the all student group improved on the Math CAASPP by 2.3% in the meets or exceeds standards category. Low income students improved their performance on both the ELA CAASPP and Math CAASPP by 2.6% and 2.1% respectively. All students improved points in distance from standard by 4.8 points in ELA and 5.4 points in Math. Similarly, low income students improved their distance from standard on the ELA CAASPP by 4.9 points and by 5.1 points in Math.

Finally, the district continued to invest in professional development focused on the collaborative team processes at all school sites, deepening our work as a professional learning community and enhancing collective teacher efficacy, which we know from research has high impact on student achievement. This action was effective as evidence by the progress students with disabilities at both Grant and Citrus made on the Math CAASPP. At Citrus students with disabilities grew by 36.3 points from standard and students at Grant by 0.1 points.

Action(s): 2.11 (Cultural Education and Enrichment Program), 2.13 (Library Services), 2.14 (Supplemental Library Services), 2.5 (Outdoor Science Education)
Effectiveness of Actions(s): Effective
Metrics: 2.1, 2.2, 2.4, 2.8

These actions aimed at enriching student experiences and promoting inclusive learning environments contributed to academic growth across content areas. This year, students demonstrated an increase in the percentage meeting or exceeding standards on the ELA, Math, and Science CAASPP assessments as well as reduced their distance from standard on all three assessments. The district’s cultural awareness program, with a focus on Native American culture, helped foster a more inclusive school climate and deeper student engagement by honoring diverse backgrounds and perspectives. Increased access to library services during and beyond the typical school day provided students with extended opportunities to engage in literacy and research, supporting academic achievement across content areas. Additionally, the annual SCICON trip offered 6th-grade students hands-on, experiential science learning, reinforcing key concepts in a meaningful and engaging way. These actions were effective as evidenced by improved student performance on state assessments. Native American students improved by 56.8 points from standard while low income Native Americans improved by 28.3 points on the ELA assessment. In Math, Native American students improved by 71.7 points from standard while low income Native American students improved by 37.7 points. The all student group improved overall performance in distance from standard in both ELA and Math. Low income students improved their distance from standard on the ELA CAASPP by 4.9 points and by 5.1 points in Math. English learners improved by 6 points in ELA and 1.2 points in Math. The district's foster youth improved by over 42.4 points in ELA and 25.7 points in Math. On the CAST assessment, district students had a slight decline in performance (-0.2%). While low income students declined (-0.3%), English learners improved their percentage meeting or exceeding standards by 1%.

Action(s): 2.26 (Data Systems and Accountability Team), 2.27 (Educational Programs Department)
Effectiveness of Actions(s): Effective
Metrics: 2.2, 2.4

The continued implementation of the District Data and Accountability Team played an important role in this progress of students across the district by ensuring the accuracy of data reporting, guiding site-level data analysis, and informing strategic planning at both the site and district levels. Their work has helped contribute to a culture of data-informed decision-making that directly supports student achievement. Similarly, the continued implementation of the Educational Programs Department has provided essential support to school sites in the development of high-quality SPSAs aligned with student needs. This department also led efforts to gather meaningful input from educational partners, ensuring the district's LCAP reflects shared priorities and student-centered strategies. These actions were effective as evidenced by student performance on state assessments. The all student group improved overall performance in distance from standard in both ELA and Math. Low income students improved their distance from standard on the ELA CAASPP by 4.9 points and by 5.1 points in Math. English learners improved by 6 points in ELA and 1.2 points in Math. The district's foster youth improved by over 42.4 points in ELA and 25.7 points in Math.

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

Metrics 2.2 and 2.4- Both of these metrics include EL SWD and FY SWD in the 2024-2025 LCAP, as Action 2.9 is supplemental support for low income, English learner, and foster youth students with disabilities.

Action 2.5- The title of this action was renamed to "Hand-On Learning Opportunities" rather than "Outdoor Science Education", not to limit ourselves to science education only.

Action 2.8- Additional FTE for PE Techs- This action has been removed, as it will be funded from base LCFF funding rather than supplemental and concentrated dollars. As a result, the additional FTE for PE techs is now part of action 2.7. Because Action 2.8 has been removed, Actions 2.9 - 2.28 from the 2023-2024 LCAP have all been moved up one action number. For example, Action 2.28 in the 2023-2024 LCAP is now Action 2.27 in the 2024-2025 LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Instructional Materials	Continue to provide standards aligned core text books, ELD curriculum, and materials.	$488,565.95	No
2.2	Supplemental Instructional Resources	Provide supplemental materials/supplies to support student learning through engaging best first instruction, intervention, enrichment, and progress monitoring.	$801,397.92	Yes
2.3	Technology Department	Continue to provide personnel and materials/supplies for the technology department to ensure all school sites and all students have access to updated, state of the art technology.	$2,757,263.18	No
2.4	Supplemental Technology	Provide all students with access to supplemental technology, such as chromebooks, hotspots, elmos, and interactive classroom technology tools to increase student learning.	$1,061,168.76	Yes
2.5	Hands-On Learning Opportunities	Provide students with opportunities to enhance their learning through hands on experiences such as 6th grade Science Camp and Science Olympiad. This action includes registration costs, staffing, transportation, and materials/supplies.	$374,560.00	Yes
2.6	Classroom Instructional Aides	Provide instructional aides to support small group and differentiated instruction to increase student learning in the classroom.	$727,433.00	Yes
2.7	Physical Education Techs	Provide PE Techs to support the delivery of Physical Education (PE) instruction in grades 1-5.	$1,008,082.00	No
2.8	Intervention Teachers	Provide intervention teacher at every K-8 school site to increase student learning through strategic support.	$2,169,609.16	No

Action #	Title	Description	Total Funds	Contributing
2.9	Intervention Supplemental Support for Unduplicated Students with Disabilities	Provide additional hours for Learning Center staff, paraeducators, and salaries for 4 RSP teachers and hire additional Special Education Techs to support low-income students with disabilities.	$1,225,257.00	Yes
2.10	Cultural Education and Enrichment Program	Materials/supplies for low-income Native American educational workshops and study trips.	$11,561.55	Yes
2.11	Additional Student Support- Prevention and Intervention	Provide program specialists and psychologists focused on student prevention and intervention prior to identifying students for special education services.	$424,542.13	Yes
2.12	Library Services	Provide library media techs and library services to all school sites.	$456,836.92	No
2.13	Supplemental Library Services	Provide additional personnel and materials/supplies/shelving to expand library services offered at all school sites.	$1,744,530.14	Yes
2.14	Instructional Coaches	Provide instructional coaches to provide support for teachers to continuously improve instruction and overall student achievement.	$3,376,151.99	Yes
2.15	New Teacher Instructional Coach	Continue to provide an instructional coach to primarily support new teachers with instructional strategies and classroom management.	$154,519.79	No
2.16	Supplemental Professional Development	Provide additional curriculum and instruction personnel to support the planning and implementation of professional development for all teachers and administrators in KCUSD.	$428,612.97	Yes

Action #	Title	Description	Total Funds	Contributing
2.17	Early Literacy Coordinator	Provide an Early Literacy Coordinator to lead the development of reading and writing programs and support for literacy instruction in grades PK-3.	$199,287.89	No
2.18	Expanded TK/Kindergarten Minutes	Provide additional FTE for TK/Kindergarten teachers to provide full day programs.	$2,451,271.21	Yes
2.19	Infant CVRC	Provide a district program for infants age 0-3 with intellectual and developmental disabilities to support student growth in achievement through preschool.	$4,833,990.55	No
2.20	State Preschool Program	Operate State Preschool Programs at district school sites.	$4,166,491.31	No
2.21	Supplemental Pre-School Supports	Provide supplemental materials/supplies for preschool programs.	$700,843.81	Yes
2.22	Opportunity Programs	Provide teachers for the Opportunity Program, supporting students struggling with both social and academic performance.	$272,941.65	Yes
2.23	Elimination of Combination Classes	Continue to provide additional classroom teachers to eliminate combination classes and maintain lower class sizes.	$87,321.55	Yes
2.24	Additional Transportation to Reduce Loss of Instructional Time	Increase hours for bus drivers to provide additional transportation for students.	$31,853.02	Yes
2.25	Data Systems and Accountability Team	Provide personnel for the district data and accountability team to monitor student achievement and provide school data to site leaders for programmatic planning.	$673,316.57	Yes

Action #	Title	Description	Total Funds	Contributing
2.26	Educational Programs Department	Provide personnel for the Educational Programs Department to oversee the planning and implementation of the district Local Control and Accountability Plan (LCAP)	$386,032.59	Yes
2.27	Collaborative Team Professional Development	KCUSD will plan and facilitate professional development on collaborative teams and the continuous improvement cycle, focusing on students with disabilities. Students with disabilities are in need of additional academic support, particularly students with disabilities at Citrus MS and Grant MS, as evidenced by academic achievement on the Math CAASPP Assessment in the metrics section. Students with disabilities at Citrus Middle School scored and average of 168.9 points below meeting standard and students with disabilities at Grant Middle School scored and average of 106.8 points below meeting standard. Parent and staff input highlighted the need for additional time and academic support for students with disabilities to master math concepts. Our local needs assessment highlighted the need for earlier identification of struggling students, particularly those with disabilities at Citrus and Grant MS, and prompt response by classroom and support teachers. To address the red indicator (2023 CA Dashboard) for students with disabilities at Citrus and Grant Middle Schools in Mathematics, we will provide ongoing professional development for staff on collaborative teams and the continuous improvement cycle, focused on students with disabilities. Teachers that work as effective collaborative teams are able to quickly identify student learning gaps, particularly for those with disabilities at Citrus and Grant, and provide immediate responses for those struggling students. Through collaborative unit planning, common formative assessments, and a clear process for analyzing and responding to student learning data, teachers will be able to provide the additional support needed for our students with disabilities. Professional development will be provided at the district level for site leaders throughout the year and at both Citrus MS and Grant MS for teachers on Wednesday afternoons. We	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
		expect this action to improve the performance of our students with disabilities at Citrus and Grant and will monitor effectiveness with the following metrics: Math CAASPP Distance from Standard - Citrus - SWD Math CAASPP Distance from Standard- Grant - SWD		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 3 was developed to address state priorities 2 (State Standards) and 4 (Pupil Achievement). English learner progress continues to be a priority for Kings Canyon Unified. This goal has been established to ensure that English Language Learners have increased support towards attaining English language proficiency and increasing student achievement on state and local measures. 28% of the students in Kings Canyon Unified are currently English learners with a majority of students in KCUSD having been English learners at some point in their educational experience. Of the 28% of EL students, 20% of them are long term English learners (LTELS).
Because of this, it is critically important for KCUSD to continue to focus on the progress of all English learners, from newcomers to LTELS, to support their acquisition of English proficiency. This goal is implemented in alignment with Goal 2. The growth English learners have made will continue through the implementation of this goal and will support their overall academic achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	ELPAC Proficiency	English Learners: 15.77% Data Source: DataQuest 2022-2023	English Learners: 14.6% Data Source: DataQuest 2023-2024		English Learners: 21.77%	English Learners: -1.17%
3.2	English Learner Progress Indicator (ELPI)	English Learners: 47.8% AL Conner: 41.7%	English Learners: 46.2% AL Conner: 60.6%		English Learners: 53.8% AL Conner: 47.7%	English Learners: -1.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dunlap: 36.4% Sheridan: 42.6% Washington: 34% Great Western: 38% Kings Canyon High School: 30.4% Reedley High School: 43.3% Data Source: CA Dashboard 2022-2023	Dunlap: 37.1% Sheridan: 44.4% Washington: 55.7% Great Western: 63.3% Kings Canyon High School: 27.3% Reedley High School: 36.5% Data Source: CA Dashboard 2023-2024		Dunlap: 42.4% Sheridan: 48.6% Washington: 40% Great Western: 44% Kings Canyon High School: 36.4% Reedley High School: 49.3%	AL Conner: +18.9% Dunlap: +0.7% Sheridan: +1.8% Washington: +21.7% Great Western: +25.3% Kings Canyon High School: -3.1% Reedley High School: -6.8%
3.3	Math CAASPP Distance from Standard	Citrus ELs: -114.7 points below standard Data Source: CA Dashboard 2022-2023	Citrus ELs: -98.3 points below standard Data Source: CA Dashboard 2023-2024		Citrus ELs: -99.7 points below standard	Citrus ELs: +16.4 points
3.4	Percentage of LTEL students	17% of all ELs are LTELs Data Source: Local Data 2023-2024	20.2% of all ELs are LTELs Data Source: DataQuest 2023-2024		11% of all ELs are LTELs	+3.2% of all ELs are LTELs
3.5	EL Reclassification Rate	17% of EL students reclassified Data Source: Local Data/CALPADS 2022-2023	19.9% of EL students reclassified Data Source: Local		23% of EL students reclassified	+2.9% of EL students reclassified

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data/CALPADS 2023-2024			

Goal Analysis [2024-25]

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

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

Action 3.1 - Bilingual Instructional Aides
Implementation Status: 5 – Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. Bilingual Instructional Aides participated in site level professional development specific to EL instructional practices and were utilized in the classroom to support EL students.

Action 3.2 - ELD Instructional Coach
Implementation Status: 3 - Initial Implementation

An ELD Instructional Coach was hired in 24-25 to support teachers with best instructional practices for English learners and coordinate extended day opportunities for EL students. The ELD instructional coach did not focus on math teachers at Citrus Middle School, but did provide professional development specific to best practices for EL students.

Action 3.3 - ELD Instruction and Professional Development
Implementation Status: 5 – Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. KCUSD provided materials/supplies and professional development services for teachers and administrators at AL Conner, Dunlap, Sheridan, Washington, Great Western, Kings Canyon High School, and Reedley High School. In 2024-2025, KCUSD expanded professional development opportunities by offering teacher training around ELD instruction and best practices for English learners after school hours throughout the year.

Action 3.4 - Long Term English Learner Support - Support and Professional Development
Implementation Status: 4 – Full Implementation

There was a difference in planned action compared to the actual implementation. Due to a lack of qualified applicants, only one teacher on special assignment with a primary focus on long term English learners was implemented at the district level to provide support a school sites across the district.

Action 3.5 - ELD Program Specialist
Implementation Status: 1 – Exploration and Research Phase

There was a difference in planned action compared to the actual implementation. The ELD Program Specialist was not replaced for the 24-25 school year. The district is currently evaluating whether or not this position will be filled in the future.

Action 3.6 - Intervention Teachers - Newcomers
Implementation Status: 5 – Full Implementation and Sustainability

There was no substantive difference in the planned action compared to actual implementation. Intervention teachers focused on newcomer support were assigned to school sites across the district.

Action 3.7 - Extended Day Intervention
Implementation Status: 5 – Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. Kings Canyon Unified continued to implement a Saturday Academic Language Academy (SALA) for English learners in the spring. This included materials/supplies and online resources.

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

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

Action 3.9 - Migrant Program
Implementation Status: 5 – Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. The Migrant Program was provided to support students in partnership with Fresno County Superintendent of Schools. Migrant Saturday Academies and parent workshops were provided in the Spring for our migrant students and parents, facilitated by our Migrant Coordinator.

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

No substantive difference in planned action compared to the actual implementation. KCUSD continued to provide supplemental support through migrant aides and a migrant coordinator. These continued supports allowed Migrant Program students to receive the supplemental support they needed to continue to increase academic achievement through coordination of community resources, extended day support, summer work study programs, and supplemental materials and supplies. While one staff member was on extended leave during the school year, this did not impact the implementation of this action.

Action 3.11- Promoting Biliteracy and Cultural Awareness
Implementation Status: 5 – Full Implementation and Sustainability

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

Action 3.12 - Language Acquisition Software and Supplemental Materials
Implementation Status: 5 – Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. The district purchased licensing for "Mango Languages" and provided materials and supplies to help students improve language acquisition and accelerate reclassification.

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

Overall Challenges:
While many actions were successfully implemented in 2023-2024, there were also challenges in fully implementing actions in Goal 3. KCUSD intended to hire an ELD Program Specialist to coordinate the ELD program for the district, including the planning and facilitation of training for staff alongside the ELD instructional coach. However, this position was difficult to fill and the district did not find the right person. In addition, action 3.4 was to continue to fund two teachers on special assignment focused on parent outreach, EL student testing, and program compliance. Due to a shortage of qualified applicants, KCUSD was only able to fill one of the positions. It is our intent to fill both TSA positions in 24-25.

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

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

Action 3.4: The estimated actual expenditures for action 3.4 are lower than planned expenditures. The district over-budgeted the two teacher on special assignment positions.

Action 3.5: The estimated actual expenditures for action 3.5 are lower than the planned expenditures. The district opted to do position analysis on the ELD Program Specialist position this year rather than filling the role right away.

Action 3.7: The estimated actual expenditure for action 3.7 was lower than planned expenditures. The materials and supplies needed for extended day opportunities, such as Saturday Academic Language Academies, were paid for out of a different budget than originally planned.

Action 3.8: The estimated actual expenditures for action 3.8 was lower than the originally planned expenditures. The district over-budgeted for subs and extra hours for ELD assessments and progress monitoring. Some of the time required to assess students and monitor progress was during the contracted work day, therefore minimizing the need for "extra pay" for staff members.

Action 3.9: The estimated actual expenditures for action 3.9 was lower than the originally planned expenditures. This was due to over-budgeting Migrant supports and services. The migrant department was able to utilize federal migrant grant funding to support the majority of migrant activities.

Action 3.10: The estimated actual expenditures for action 3.10 was lower than the originally planned expenditures. This was a result of a staff member being on extended leave for the majority of the school year, leading to reduced salary expenditures.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective

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

Action(s): 3.1 (Bilingual Instructional Aides), 3.2 (ELD Instructional Coach), 3.3 (ELD Instruction and Professional Development), 3.5 (ELD Program Specialist), 3.8 (ELD Progress Monitoring), 3.9 (Migrant Program), 3.10 (Migrant Program - Supports), 3.11 (Promoting Biliteracy and Cultural Awareness)
Effectiveness of Action(s): Somewhat Effective

Metric(s): 3.1, 3.2, 3.3

The district's targeted actions to support English Learners demonstrated positive outcomes, particularly at focus school sites. The use of bilingual instructional aides provided consistent, in-class support for English Learners, while the ELD Instructional Coach supported teachers with strategies to improve language instruction. In addition the ELD Instructional Coach worked closely with Citrus MS to support both ELA and Math achievement of English learners and provided professional development across the district, specific to best instructional practices for English learners. Migrant services continued to address the unique needs of migrant students and families and provided an additional layer of language support after school hours and on Saturdays. Although overall district ELPAC proficiency declined by 1% this year, most of our focus schools experienced growth, some with gains of up to 20% on the English Learner Progress Indicator (ELPI). In addition, English Learners at Citrus Middle School showed improvement in Math CAASPP scores, measured by distance from standard, improving by 15 distance from standard points, and the district reclassification rate improved from 17% to nearly 20%, indicating progress in English language acquisition.

Action(s): 3.4 (LTEL Support), 3.6 (Intervention - Newcomers), 3.7 (Extended Day Intervention), 3.12 (Language Acquisition Software and Supplemental Materials)
Effectiveness of Action(s): Somewhat Effective

Metrics(s): 2.2, 2.4, 3.4, 3.5

Newcomer intervention teachers and LTEL teachers on special assignment provided services for newcomer and LTEL students and extended learning opportunities, such as Saturday Academic Language Academies (SALA), offering additional levels of academic and language development support. Saturday Academic Language Academics provided students with access to language development software to maximize differentiated support. These actions were somewhat effective, as data shows that 20.2% of EL students became long term EL students this year (up 3% of 23-24). This, however, is two-fold. As we reclassify English learners, the pool of EL students becomes smaller, potentially increasing the percentage of EL students that are LTELs. Educational partner feedback and local data suggests that these actions were somewhat effective, as newcomer students and long term English learners did make progress in core coursework at school. English learners improved their distance from standard by 6 points on the ELA CAASPP and 1.2 points in Math. Long term English learners improved on the distance from standard by 11 points in ELA, but decreased by 20 points in Math.

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

There are no changes made to the planned goal, metrics, target outcomes, or actions for the 25-26 LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Bilingual Instructional Aides	Continue to provide Bilingual Instructional Aides and materials/supplies to support English learners in the classroom. Professional development specific to EL instructional practices will be provided to improve student academic support.	$1,830,416.82	Yes
3.2	ELD Instructional Coach	Provide an ELD Instructional Coach to support teachers with EL instruction in both math and English, as well as English language development, with a specific focus on English learners at Citrus Middle School. Kings Canyon Unified School District's English learners, specifically those at Citrus Middle School, are in need of additional academic support in comparison to all students as indicated in the metric section on state and local ELA and math assessments. EL students at Citrus Middle School scored 114.7 points below standard on the Math CAASPP in 22-23, compared to the all student group who scored 77 points below standard. English learners across the district scored 62.5 points below standard. Based on input from educational partners, English learners need access to consistent strategies that promote vocabulary expansion and speaking and listening practice. The ELD instructional coach, specializing in instructional strategies proven effective with English learners, will provide coaching to teachers directly, specifically math teachers at Citrus Middle School, to ensure implementation of language acquisition specific strategies, such as vocabulary development and speaking and listening practice. The implementation of the ELD coach supports language acquisition by helping teachers with ELD integration within all core academic content areas. In	$197,890.08	No

Action #	Title	Description	Total Funds	Contributing
		addition, The ELD coach will provide school sites, with intentional focus on math teachers at Citrus Middle School, professional development on best instructional practices to utilize with English learners. The specific focus on English learners across the district, with a specific focus Citrus Middle School, will support the growth of our English Learners on the CAASPP Assessment. KCUSD will utilize the following metric to monitor the impact of this action: Math CAASPP Distance from Standard - Citrus - English Learners		
3.3	ELD Instruction and Professional Development	Provide materials, supplies, salaries, and services for professional development on evidence based EL strategies and ELD standards for both classroom teachers and instructional aides. Professional development will be provided at the following school sites: • AL Conner- ELPI • Dunlap- ELPI • Sheridan- ELPI • Washington- ELPI • Great Western- ELPI • Kings Canyon High School- ELPI • Reedley High School- ELPI	$3,442,505.70	Yes
3.4	Long Term English Learner Support - Support and Professional Development	Provide English Learner Teachers on Special Assignment, focused on supporting the district EL program through professional development and teacher support with particular emphasis on long term English learners (LTELs).	$381,612.34	Yes
3.5	ELD Program Specialist	Provide an ELD Program Specialist to coordinate the ELD program for the district, including the planning and facilitation of training for staff.	$219,389.26	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Intervention Teachers - Newcomers	Provide intervention teachers that focus on supporting newcomer English learner students.	$190,142.87	No
3.7	Extended Day Intervention	Materials/supplies and online resources for extended day intervention such as after school intervention and Saturday Academic Language Academies for EL students in grades K-12.	$21,178.87	Yes
3.8	ELD Progress Monitoring	Supplemental pay for staff to assess students and monitor their progress throughout the year utilizing local assessments/tools.	$21,178.87	Yes
3.9	Migrant Program	Operate Migrant Program in KCUSD in partnership with Fresno County Superintendent of School's Migrant Education Program.	$209,300.80	No
3.10	Migrant Program-Supplemental Supports	Provide migrant community aides and coordinator to support KCUSD migrant students and families.	$326,224.52	Yes
3.11	Promoting Biliteracy and Cultural Awareness	Provide materials and supplies to promote biliteracy and cultural awareness.	$10,589.44	Yes
3.12	Language Acquisition Software and Supplemental Materials	Licensing for language acquisition software and supplemental materials for English learners and long-term English learners.	$21,178.87	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Cohort Graduation Rate	All Students: 87.4% Low Income: 86.9% English Learners: 72.5% Foster Youth: N/A SWD: 57.7%	All Students: 87.8% Low Income: 87.6% English Learners: 74.6% Foster Youth: 100%		All Students: 90% Low Income: 90% English Learners: 82.5% Foster Youth: N/A SWD: 67.7%	All Students: +0.4% Low Income: -0.7% English Learners: +2.1% Foster Youth: +/- 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low Income SWD: 72.2% English Learners SWD: 65.2% MVS All Students: 53.5 MVS Low Income: 52.7% MVS English Learners: 55.1% MVS Foster Youth: NA KCHS All Students: 98.4% Data Source: CA Dashboard 2022-2023, CALPADS	SWD: 58.9% Low Income SWD: 74.5% English Learners SWD: 75.0% MVS All Students: 60.4% MVS Low Income: 60.0% MVS English Learners: 46.7% MVS Foster Youth: NA KCHS All Students: 93.3% Data Source: CA Dashboard 2023-2024, CALPADS		Low Income SWD: 82.2% English Learners SWD: 75.2% MVS Low Income: 62.7% MVS English Learners: 65.1% MVS Foster Youth: N/A KCHS All Students: Maintain rate above 90%	SWD: +1.2% Low Income SWD: +2.3% English Learners SWD: +9.8% MVS All Students: +6.9% MVS Low Income: +7.3% MVS English Learners: -8.4% MVS Foster Youth: NA KCHS All Students: -5.1%
4.2	A-G Completion Rate	All Students: 43.5% Low Income: 42.8% English Learners: 9.7% Foster Youth: 50% Data Source: CALPADS 2022-2023	All Students: 40.7% Low Income: 40.3% English Learners: 18.1% Foster Youth: 0.9% Data Source: CALPADS 2023-2024		All Students: 53.5% Low Income: 52.8% English Learners: 19.7% Foster Youth: 60%	All Students: -2.8% Low Income: -2.5% English Learners: +8.4% Foster Youth: 0.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	CTE Participation Rate	All Students: 58.2% Low Income: 57.5% English Learners: 28.21% Foster Youth: N/A Data Source: Local Data 2022-2023	All Students: 64.5% Low Income: 64.3% English Learners: 33.0% Foster Youth: N/A Data Source: Local Data 2023-2024		All Students: 65.2% Low Income: 64.5% English Learners: 35.21% Foster Youth: N/A	All Students: +6.3% Low Income: +6.8% English Learners: +4.79% Foster Youth: N/A
4.4	CTE Pathway Completion Rate	All Students: 51% Low Income: 49% English Learners: 20% Foster Youth: N/A Data Source: CA Dashboard 2022-2023	All Students: 44.4% Low Income: 44.2% English Learners: 23.2% Foster Youth: N/A Data Source: CADashboard 2023-2024		All Students: 58% Low Income: 56% English Learners: 27% Foster Youth: N/A	All Students: -6.6% Low Income: -4.8% English Learners: +3.2% Foster Youth: N/A
4.5	A-G and CTE Pathway Completion Rate	All Students: 24% Low Income: 23.70% English Learners: 4% Foster Youth: N/A Data Source: CA Dashboard 2022-2023	All Students: 30.7% Low Income: 30.6% English Learners: 2.2% Foster Youth: N/A Data Source: CA Dashboard 2023-2024		All Students: 30% Low Income: 29.70% English Learners: 10% Foster Youth: N/A	All Students: +6.7% Low Income: +6.9% English Learners: -1.8% Foster Youth: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.6	College and Career Readiness Indicator	All Students: 51% Low Income: 49.4% English Learners: 19.7% Foster Youth: Not Reported MVS All Students: 1.4% EL Students: 0% Low Income: 0.7% Hispanic: 0% KCHS: All Students: 9.5% Low Income: 2.4% Hispanic: 2.5% Data Source: CA Dashboard 2022-2023	All Students: 56.2% Low Income: 55.2% English Learners: 26.9% Foster Youth: Not Reported MVS All Students: 4.5% EL Students: 0% Low Income: 4.6% Hispanic: 1.7% KCHS: All Students: 5.4% Low Income: 5.5% Hispanic: 6.1% Data Source: CA Dashboard 2023-2024		All Students: 61% Low Income: 59.4% English Learners: 29.7% Foster Youth: N/A MVS All Students: 10% EL Students: 10% Low Income: 10% Hispanic: 10% KCHS: All Students: 20% Low Income: 20% Hispanic: 20%	All Students: +5.2% Low Income: +5.8% English Learners: +7.2% Foster Youth: Not Reported MVS All Students: +3.1% EL Students: +/- 0% Low Income: +3.9% Hispanic: +1.7% KCHS: All Students: -4.1% Low Income: +3.1% Hispanic: +3.6%
4.7	Attendance Rate	All Students: 94.6% Low Income: 94.6% English Learners: 94.5% Foster Youth: N/A Data Source: Local Data 2022-2023	All Students: 95.3% Low Income: 95.2% English Learners: 95.3% Foster Youth: 95.9% Data Source: Local Data 2023-2024		All Students: 96% Low Income: 96% English Learners: 96% Foster Youth: N/A	All Students: +0.7% Low Income: +0.6% English Learners: +0.8% Foster Youth: +/- 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.8	School Connectedness - Survey Response	All Students - 83% of students in grades 3-12 report that "I feel like this school is the right place for me." Teachers - 90.3% of teachers feel connected with other teachers at school. Data Source: Local Student Survey 2023-2024	All Students - 84% of students in grades 3-12 report that "I feel like this school is the right place for me." Teachers - 85% of teachers feel connected with other teachers at school. Data Source: Local Student Survey 2024-2025		All Students: 90% and above Teachers: 90% and above	All Students +1% of students in grades 3-12 report that "I feel like this school is the right place for me." Teachers -5.3% of teachers feel connected with other teachers at school.
4.9	AP Passage Rate	All Students: 32% Data Source: AP Score Distribution Report 2022-2023, College Board	All Students: 35% Data Source: AP Score Distribution Report 2023-2024, The College Board Report		All Students: 38%	All Students: +3%
4.10	Student access to a broad course of study	All Students: 100% Data Source: Local Indicator Data 2023-2024	All Students: 100% Data Source: Local Indicator Data 2024-2025		All Students: 100%	All Students: +/- 0%

Goal Analysis [2024-25]

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

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

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

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

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

Action 4.1 - College and Career Guidance and Support
Implementation Status: 5 – Full Implementation and Sustainability

KCUSD continues to support college and career readiness through academic counseling and college and career guidance.

Action 4.2- Supplemental Academic Counselors
Implementation Status: 5 – Full Implementation and Sustainability

Additional academic counselors continue to be provided to serve students at RHS and OCHS. These additional counselors continue to reduce caseloads for academic counselors resulting in improved student services.

Action 4.3 - School Connections Counselor
Implementation Status: 5 – Full Implementation and Sustainability

The School Connections Counselor continued to work with low income students, low income students with disabilities, English learners, and English learners with disabilities to ensure students were connected with the academic, behavioral, and socio-emotional supports necessary to fully access their education. This program was expanded in 2022-2023 to include an additional School Connections Counselor who continued to be provided for students with disabilities (Action 4.4).

Action 4.4 - Expansion of School Connections Program
Implementation Status: 5 – Full Implementation and Sustainability

The addition of an extra School Connections Counselor was provided to increase services for our district students with disabilities.

Action 4.5 - College and Career Head Counselor
Implementation Status: 5 – Full Implementation and Sustainability

A district College and Career Counselor was hired in 2022-2023. This action continues to be implemented, creating opportunities for greater consistency across KCUSD in regards to course work, monitoring, and the development of systems to support college and career readiness. This position supports students and counselors at Reedley High School, Orange Cove High School, Kings Canyon Online, Mountain View School, Kings Canyon High School, and Reedley Middle College High School.

Action 4.6 - Student Transition Programs
Implementation Status: 5 – Full Implementation and Sustainability

The Student Transition Program continued to be implemented at both Orange Cove High School and Reedley High School. The Student Transition Program continues to provide Transition Team staff and materials and supplies to provide outreach to 5th and 8th grade students as they transition to their new schools.

Action 4.7 - Career Technical Education Programs
Implementation Status: 5 – Full Implementation and Sustainability

KCUSD continued to provide a wide range of CTE programs and pathways across the district in partnership with Valley ROP. Materials and supplies, teacher stipends, and advisory stipends were provided to support the expansion and enhancement of CTE programs. Students in these programs were able to utilize industry standard equipment, observe multiple career pathways, visit vocational education programs, gain professional development, develop CTE skills and visit college and university programs.

Action 4.8 - Career Technical Education Support
Implementation Status: 5 – Full Implementation and Sustainability

KCUSD continued to utilize CTE funding to enhance and improve Career Technical Education programs through materials/supplies to support instruction, industry standard equipment, teacher salaries, and subs at the middle and high school level for professional development to support college and career readiness.

Action 4.9- Agriculture Pathways
Implementation Status: 2 – Beginning Development

This action was not implemented as planned. KCUSD plans to improve infrastructure, agricultural facilities, and industry standard equipment for Ag CTE Pathways. To date, plans and estimates have been obtained for the renovation of the current district agricultural facility. KCUSD plans to continue the planning of this project in 2025-2026.

Action 4.10 - K-8 College and Career Readiness and Awareness
Implementation Status: 5 – Full Implementation and Sustainability

KCUSD continued to support college and career readiness and awareness through college preparation guidance, career technical education exposure in the primary grades, A-G workshops, tutorial support, and mentoring.

Action 4.11 - Athletics Programs
Implementation Status: 5 – Full Implementation and Sustainability

KCUSD maintained a strong commitment to providing a competitive athletics program by employing qualified coaches, providing classified staff support, and purchasing materials and supplies expand and enhance district athletic opportunities in the primary grade students.

Action 4.12 - Supplemental Athletic Resources
Implementation Status: 5 – Full Implementation and Sustainability

This action continued to provide administrative staff for the middle and high school athletics programs, supplemental services for high school fitness programs, transportation, and materials needed to ensure athletic opportunities are available to all low-income students, while minimizing time lost from instruction.

Action 4.13 - Health and Nutrition Fitness Program
Implementation Status: 5 – Full Implementation and Sustainability

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

Action 4.14 - Visual and Performing Arts
Implementation Status: 5 – Full Implementation and Sustainability

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

Action 4.15 - Increased Supports for VAPA
Implementation Status: 5 – Full Implementation and Sustainability

KCUSD continued to provide support for VAPA across the district including expansion of theater opportunities at K-8 school sites. In 24-25, students participated in KC Showcase, art exhibitions, Oral Interpretation Festival, Peach Blossom Festival, attended local theater events, and participated in many performances. This action was fully implemented, providing funding for instrument maintenance and replacement, materials and supplies for visual and performing arts programs, VAPA techs at the K-8 grade levels, and supported a percentage of the salary of the district Visual and Performing Arts Coordinator.

Action 4.16 - GATE Program
Implementation Status: 5 – Full Implementation and Sustainability

KCUSD continued to provide early exposure to accelerated learning experiences and supplemental instructional opportunities for low income, English learners, and foster youth students through the purchasing of supplemental materials to implement enrichment activities and supplemental pay for teachers after contract hours and during the summer GATE program.

Action 4.17 - Summer Extended Learning
Implementation Status: 5 – Full Implementation and Sustainability

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

Action 4.18 - Supplemental Instructional Support for Mountain View School
Implementation Status: 5 – Full Implementation and Sustainability

Mountain View School (MVS) continued to provide staffing and materials/supplies to support Kings Canyon Learning Academy, a hybrid program in which students attend school three days a week while also engaging in independent study work. This initiative was originally implemented in 24-25 and provides students with extended time on campus to receive both academic and social-emotional support.

Overall Successes:
Kings Canyon Unified School District successfully implemented a wide range of actions to promote equitable access to educational and co-curricular opportunities for all students. A key element of this work has been the continued investment in and commitment to comprehensive counseling services. High school counselors continue to play a critical role in guiding students through graduation requirements, course selection, and college preparation. To further support student engagement and well-being, the district continued to provide transition counselors focused on fostering a sense of belonging and connection for students who may struggle with the transition from 8th grade to 9th grade for both of the district's comprehensive high schools. Because these programs have been in place in recent years, continued implementation in 24-25 was successful. KCUSD also continued to provide expanded counseling services with an additional academic counselor at each high school, reinforcing its commitment to personalized student support and improved student-to-counselor ratios.

To prepare students for a variety of college and career pathways, KCUSD maintained its strong partnership with the Valley Regional Occupational Program (VROP). This collaboration continues to offer students with a variety of Career Technical Education (CTE) opportunities that build practical skills and career awareness. The partnership with VROP has also been in place for many years and therefore implemented successfully in 24-25.

The district made significant progress in expanding student access to co-curricular programs. Athletic offerings at both the primary and middle school grade levels expanded to include flag football for both boys and girls. These opportunities promote physical wellness, teamwork, and leadership development. In addition, KCUSD strengthened its Visual and Performing Arts (VAPA) programs, providing new opportunities for students at K-8 school sites.

To support continuous learning, KCUSD continued the implementation of summer programs designed to meet both the academic needs and personal interests of students across all grade levels, providing enrichment and intervention opportunities. Summer school has been in place in KCUSD for many years and was therefore implemented with a high level of success again in 24-25.

At Mountain View School, the district took targeted action to support students at risk of not meeting graduation requirements through the Kings Canyon Learning Academy. Additional teachers were provided to provide students with more personalized academic and socio-emotional support.

Overall Challenges:
While the majority of actions in Goal 4 were successfully implemented, KCUSD experienced challenges with Action 4.9 related to improving facilities for students in the Agriculture Pathway. The district originally planned to improve infrastructure and facilities during the 2024–25 school year to support the continued development of AG CTE programs. However, significant increases in renovation and construction costs prevented the district from moving forward with the planned improvements. Despite this setback, KCUSD remains committed to strengthening its Agriculture Pathway and will continue planning efforts in 2025-2026 to support future facility enhancements.

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

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

Action 4.7: The estimated actual expenditures for this action were lower than planned expenditures. This was a result of teachers needing less material/supplies and equipment for their already well established career technical education courses.

Action 4.9: The estimated actual expenditures were significantly lower than the budgeted expenditures. This was due to significant increases in renovation and construction costs preventing the district from moving forward with the planned improvements.

Action 4.10: The estimated actual expenditures for this action were lower than planned expenditures. Most of the career readiness activities that took place this year required little to no expense. For example, elementary and middle school students were able to visit a Valley ROP CTE showcase at Orange Cove High School. However, there was no cost to attend this event.

Action 4.17: The estimated actual expenditure for action 4.17 was lower than planned expenditures. This was a result of continued use of supplemental state funding and Title I funding, rather than LCFF funds, to pay for summer teachers and supplies.

Action 4.18: The estimated actual expenditures for this action was high than planned expenditures. This was a result of adding additional staff to expand the KCLA program to increase support for students.

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

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

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

The actions outlined in Goal 4 helped make progress towards the LEA's goal.

Action(s): 4.1 (College and Career Counseling), 4.2 (Supplemental Academic Counselors), 4.3 and 4.4 (School Connections Counselors), 4.5 (College and Career Head Counselor), 4.6 (Transition Programs), 4.10 (K-8 College/Career Awareness)
Effectiveness of Action(s): Somewhat Effective

Metric(s): A-G Completion, CTE Completion, Educational Partner Input, Graduation Rate,

Analysis: These aforementioned actions have proven effective in improving student outcomes across the district and within specific student subgroups as evidenced by the identified metrics.

High school counselors continued to play a pivotal role in providing comprehensive college and career guidance. Utilizing supplemental and concentration funding, KCUSD has been able to continue funding supplemental counselors at the district's two comprehensive high schools, decreasing student to counselor ratio. Through one-on-one academic counseling, college planning workshops, and support with post-secondary applications and financial aid, counselors have helped students navigate both state graduation requirements and college A–G admission requirements. This support has contributed to a continued increase in the district's overall graduation rate, including improvements among low-income students, English learners, and students with disabilities.

To support students during critical academic transitions, KCUSD continued to implement structured transition programs at both the middle and high school levels. These programs are specifically designed to assist students moving from 5th to 6th grade and from 8th to 9th grade, as we know that many students struggle during these critical transition periods. Through orientation events, mentoring, and targeted support services, students are better equipped to navigate new academic environments and utilize student support resources, leading to increased school connection and improved achievement.

The effectiveness of these combined actions is reflected in student outcomes. The district saw an improvement in A–G completion rates for English learners, increasing from 9.7% to 18.1% in 2024–25. In addition, CTE pathway completion rates for English learners also improved, reflecting increased access to and success in career technical education programs. Low income students improved on the graduation rate indicator from 22-23 to 23-24, increasing from 86.9% to 87.6%. While CTE Pathway Completion did not improve this past year, low income students did increase their participation rate in CTE courses.

Action(s): 4.7, 4.8, 4.9 (Career Technical Education)
Effectiveness of Action(s): Effective

Metric(s): CTE Participation Rate and Educational Partner Input

Analysis: KCUSD continues to prioritize Career Technical Education (CTE) opportunities as a key strategy for engaging students and preparing them for college and career. Through the district's continued partnership with Valley ROP, the district has expanded and strengthened CTE pathways that engage students in real-world, hands-on learning experiences. In addition, students in middle school were exposed to career technical education opportunities, better preparing them for high school pathways. In addition, supplemental CTE funding has been essential in providing the resources necessary to support high-quality programs with not only industry standard supplies and equipment, but also student participation in competitions and events that showcase their learning. Additionally, professional development for CTE instructors has ensured alignment with current industry practices and strengthened the quality of CTE programs. As a result of these actions, district students had an increase in overall CTE participation, rising from 58% to 64% from 23-24 to the 24-25 school year. This growth includes significant increases in the participation of low-income students and English learners.

4.11, 4.12, 4.13 (Athletics Programs), 4.14, 4.15 (VAPA), 4.16 (GATE)
Effectiveness of Action(s): Effective

Metric(s): Attendance Rate, CAASPP Scores, Educational Partner Input

KCUSD has strategically expanded co-curricular and extracurricular programs to enhance student engagement, foster a sense of belonging, and support academic achievement. These actions have produced positive outcomes across the district, particularly among the low income, English learner, and foster youth students. In 24-25, the district increased access to athletic programs, introducing opportunities such as flag football for primary grade and middle school students. This early engagement in sports promotes physical well being, teamwork, and school connectedness. Supplemental funding was allocated to improve athletics supplies and equipment across the district and reduce potential financial barriers for low-income students.

In addition, KCUSD continued to enhance its VAPA offerings, including band, choir, drama, and art programs. There was significant emphasis placed on middle school theater productions, providing students with creative outlets and opportunities to connect with school, develop confidence, and work collaboratively with their peers.

The GATE program continued to provide students with challenging enrichment activities beyond regular school hours and during the summer. These opportunities meet the needs of advanced learners, promoting critical thinking and problem-solving skills.

These actions have been effective as evidenced by improved attendance rates district-wide, with significant improvements among low-income students, English learners, and foster youth. Additionally, the district's performance on the California Assessment of Student Performance and Progress (CAASPP) has shown improvement. In 2024, 51.17% of students met or exceeded the state standard in ELA, an increase of 2.62 percentage points from the previous year. Similarly, low income students improved their performance on the ELA CAASPP, improving percentage meets or exceeds standards from 46.2% to 48.8%. In 2024, 37.89% of students met or exceeded the state standard in mathematics, an increase of 2.24 percentage points from 2023. Low income students improved from 33.4% meeting or exceeding standards in 22-23 to 35.5% in 23-24.

Action(s): 4.17 (Summer Learning), 4.18 (Supplemental Supports for Mountain View School)
Effectiveness of Action(s): Somewhat Effective

Metric(s): Graduation Rate, Attendance Rate, Educational Partner Input

Kings Canyon Unified School District (KCUSD) has implemented targeted actions to improve student learning and engagement through district-wide summer learning programs and the Kings Canyon Learning Academy at Mountain View School (MVS). Comprehensive summer learning opportunities continued to be accessible to all students across the district. These summer programs provided both intervention and enrichment activities, addressing the diverse student needs and promoting continuous academic growth beyond the traditional school year. In addition, the district sustained the Kings Canyon Learning Academy at Mountain View School (MVS, a hybrid pathway designed to support students requiring additional academic and socio-emotional support. This model allowed students to attend in-person, small group classes three days a week, increasing their access to teachers and support services, fostering a stronger sense of academic success and connection with their peers at school.

These actions were effective in improving student outcomes as evidenced by KCUSD's graduation rate, increasing from 87.4% in 22-23 to 87.8% in 23-24. Similarly, low income students improved their graduation rate from 86.9% in 2022-23 to 87.6% in 2023-24. English learners improved their graduation rate from 72.5% in 2022-23 to 74.6% in 2023-24. In addition, the district's average daily attendance improved from 94.6% in 2022–23 to 95.3% in 2023–24, with low income students showing very similar gains, highlighting stronger school engagement across student groups. At Mountain View School, low income students improved their graduation rate by 7.7% in 2023-2024. While English learners at MVS did not improve on the graduation rate indicator, educational partner input suggests that the supplemental supports and summer learning opportunities are having positive impact on students' social and emotional wellness and school attendance. District low income students and English learners both improved on school attendance in 2023-24 by .6% and .8% respectively. At MVS, attendance rates improved from 88.12% to 88.49% from 22-23 to 23-24. The attendance rates for MVS low income students also improved from 87.94% to 88.33%. We did not see growth in the attendance rates of English learners at MVS and plan to continue exploring strategies to improve for this specific student group. The district anticipates continued improvement in both the district graduation rate, the MVS graduation rate, and district wide student attendance this year.

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

Action 4.4 - Expansion of School Connections Program- This action is now identified as a contributing action in the 2025–26 LCAP because the previously allocated LREBG funds for this program have been exhausted.

Action 4.19-Non-Traditional Educational Programs- has been added to the 25-26 LCAP utilizing LREBG funds. Metric 4.1 has been updated to include Cohort Graduation Rate- MVS All Students and Cohort Graduation Rate - KCHS All Students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	College and Career Guidance and Support	Provide academic counselors for high schools to monitor graduation progress, A-G progress, and CTE pathway completion.	$1,276,936.20	No
4.2	Supplemental Academic Counselors	Supplemental academic counselors for the two comprehensive high schools to improve student progress monitoring of graduation, CTE, and A-G requirements.	$467,792.57	Yes
4.3	School Connections Counselors	Salary for one School Connections Counselor	$200,306.75	Yes
4.4	Expansion of School Connections Program	Supplemental School Connections Counselor to provide counseling and mentoring support for students with disabilities (SWD). Graduation rates for our students with disabilities was 58.9% in 2023-2024, significantly below the all student group. Similarly, graduation rates for low income SWD and English learner SWD were also significantly lower than the all student group, at 74.5% and 75% respectively. Analysis of both state and local data over the past three years highlighted the need to provide earlier identification and intervention for struggling low income students with disabilities and English learner students with disabilities. Educational partner input identified a need to support these student groups in accessing co and extra curricular clubs and activities to better connect with the school community and accessing social and academic resources on campus. This action will address the Following Red Indicator from the 2023 CA School Dashboard: LEA Level SWD: Grad Rate	$184,429.97	Yes

Action #	Title	Description	Total Funds	Contributing
4.5	College and Career Head Counselor	College and Career Head Counselor who will support A-G completion and college and career awareness	$156,367.85	Yes
4.6	Student Transition Programs	Salaries for Student Transition Program staff and materials and supplies for the transition program activities. Activities include academic support, student connectivity, social-emotional support, college and career exploration, and opportunities for parent education.	$1,263,512.46	Yes
4.7	Career Technical Education Program	Materials/Supplies and Stipends for Career Technical Education Pathways and CTE Advisory Stipends	$1,316,984.00	No
4.8	Career Technical Education Support	Materials/supplies, salaries, and subs for CTE programs at the middle and high schools to support college and career readiness.	$1,814,948.05	Yes
4.9	Agriculture Pathways	This action will provide funding for the maintenance and improvement of program facilities and industry standard equipment for agricultural pathways.	$101,844.00	Yes
4.10	K-8 College and Career Awareness	Materials/supplies for college and career awareness activities at K-8 schools. Activities include A-G workshops, college exploration, tutorials and mentoring, and career technical education exploration.	$35,000.00	No
4.11	Athletics Programs	Provide opportunities for student engagement through elementary, middle, and high school athletics programs. This action includes materials and supplies and sub coverage for athletics coaches.	$125,300.00	No

Action #	Title	Description	Total Funds	Contributing
4.12	Supplemental Athletic Resources	Provide supplemental athletic resources which include administrative staff for the elementary, middle and high school athletics programs, stipends, transportation, supplemental services, materials, and supplies.	$1,133,716.58	Yes
4.13	Health and Nutrition Fitness Program	Provide personnel for Health and Nutrition Program at Reedley and Orange Cove High Schools.	$221,050.00	Yes
4.14	Visual and Performing Arts (VAPA)	Materials and supplies for performing arts/theater programs, including district music, and high school band and choir.	$1,049,307.00	No
4.15	Increased Supports for VAPA	Provide funding for instrument maintenance and replacement, uniform replacement, materials and supplies for visual and performing arts programs, transportation for both performers and student audience, VAPA techs, and a salary percentage for a district VAPA coordinator.	$437,810.87	Yes
4.16	Gate Program	Supplemental pay for GATE program staff and materials/supplies for students.	$164,423.00	Yes
4.17	Summer Learning	Teacher, support staff, and administrative salaries and materials/supplies for summer school.	$1,217,000.10	Yes
4.18	Supplemental Instructional Support for Mountain View School	Continue to provide support at Mountain View School through a hybrid pathway (Kings Canyon Learning Academy) to include salaries for three full time teachers, a full-time learning director, and materials and supplies.	$856,819.85	Yes
4.19	Non-Traditional High School Programs	LREBG Action - The LEA will support the learning recovery of students by continuing to provide certificated and classified staff to support high needs,	$2,329,675.00	No

Action #	Title	Description	Total Funds	Contributing
		credit deficient students in alternative school settings at Kings Canyon High School and Mountain View School (MVS). Research shows that alternative education programs (non-traditional settings) can effectively support credit-deficient and high needs students through smaller class sizes, which enable increased opportunities for differentiation and individualized support as well as stronger student-teacher relationships. Alternative education programs provide flexible, personalized learning and credit recovery options often leading to reduced dropout rates, increased student learning, and improved graduation rates. The metric being used to monitor the action is 4.1. LREBG funds supporting this action: $2,329,675 per year through 2027–2028.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Suspension Rate	All Students: 6.1% Low Income: 6.3% English Learners: 5.8% Foster Youth: 19.4% Homeless: 9.5% SWD: 9.1% White: 8.5% Alta All Students: 3.6% English Learners: 3.3%	All Students: 6.5% Low Income: 6.7% English Learners: 6.1% Foster Youth: 11.9% Homeless: 8.1% SWD: 8.8% White: 8.0% Alta All Students: 2.4%		All Students: 4.6% Low Income: 4.8% English Learners: 4.3% Foster Youth: 17.9% Homeless: 7.6% SWD: 7.6% White: 7% Alta All Students: 2.1%	All Students: +0.4% Low Income: +0.4% English Learners: +0.3% Foster Youth: -7.5% Homeless: -1.4% SWD: -0.3% White: -0.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low Income Students: 4.2% Hispanic: 3.7% AL Conner Students with Disabilities: 9.1% Dunlap All Students: 13.6% Low Income Students: 13.4% Students with Disabilities: 25.5% Hispanic: 14.4% White: 13.4% Grant Students with Disabilities: 12.3% Great Western All Students: 5.7% Low Income Students: 6% Students with Disabilities: 12.5% Hispanic: 5.6% White: 7.5% Kings Canyon High School All Students: 13.1% English Learners: 24.2% Low Income Students: 13%	English Learners: 1.5% Low Income Students: 2.9% Hispanic: 2.3% AL Conner Students with Disabilities: 4.9% Dunlap All Students: 9.3% Low Income Students: 8.7% Students with Disabilities: 14.0% Hispanic: 7.9% White: 11.6% Grant Students with Disabilities: 19.2% Great Western All Students: 2.5% Low Income Students: 2.6% Students with Disabilities: 5.3% Hispanic: 2.6% White: 2.7% Kings Canyon High School All Students: 11.9%		English Learners: 1.8% Low Income Students: 2.7% Hispanic: 2.2% AL Conner Students with Disabilities: 7.6% Dunlap All Students: 12.1% Low Income Students: 11.9% Students with Disabilities: 24% Hispanic: 12.9% White: 11.9% Grant Students with Disabilities: 10.8% Great Western All Students: 4.2% Low Income Students: 4.5% Students with Disabilities: 11.0% Hispanic: 4.1% White: 6% Kings Canyon High School All Students: 11.6%	Alta All Students: -1.2% English Learners: -1.8% Low Income Students: -1.3% Hispanic: -1.4% AL Conner Students with Disabilities: -4.2% Dunlap All Students: -4.3% Low Income Students: -4.7% Students with Disabilities: -11.5% Hispanic: -6.5% White: -1.8% Grant Students with Disabilities: +6.9% Great Western All Students: -3.2% Low Income Students: -3.4% Students with Disabilities: -7.2% Hispanic: -3.0% White: -4.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 17.9% Hispanic: 13.4% Navelencia English Learners: 13.3% Low Income Students: 12.2% Orange Cove High School Students with Disabilities: 18% Reedley High School English Learners: 13.3% Students with Disabilities: 16.2% White: 12% Silas Bartsch All Students: 6% English Learners: 5.4% Low Income Students: 6.1% Students with Disabilities: 8.0% Hispanic: 6.2% Data Source: CA Dashboard 2022-2023	English Learners: 11.4% Low Income Students: 11.2% Students with Disabilities: 9.4% Hispanic: 11.9% Navelencia English Learners: 9.1% Low Income Students: 11.4% Orange Cove High School Students with Disabilities: 18.8% Reedley High School English Learners: 15.1% Students with Disabilities: 18.2% White: 8.0% Silas Bartsch All Students: 6.4% English Learners: 5.3% Low Income Students: 6.8% Students with Disabilities: 8.3% Hispanic: 6.2%		English Learners: 22.7% Low Income Students: 11.5% Students with Disabilities: 16.4% Hispanic: 11.9% Navelencia English Learners: 11.8% Low Income Students: 10.7% Orange Cove High School Students with Disabilities: 16.5% Reedley High School English Learners: 11.8% Students with Disabilities: 14.7% White: 10.5% Silas Bartsch All Students: 4.5% English Learners: 3.9% Low Income Students: 4.6% Students with Disabilities: 6.5% Hispanic: 4.7%	Kings Canyon High School All Students: -1.2% English Learners: -12.8% Low Income Students: -1.8% Students with Disabilities: -8.5% Hispanic: -1.5% Navelencia English Learners: -4.2% Low Income Students: -0.8% Orange Cove High School Students with Disabilities: +0.8% Reedley High School English Learners: +1.8% Students with Disabilities: +2.0% White: -4.0% Silas Bartsch All Students: +0.4% English Learners: -0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: CA Dashboard 2023-2024			Low Income Students: +0.7% Students with Disabilities: +0.3% Hispanic: +/- 0%
5.2	Expulsion Rate	All Students: 0% Low Income: 0% English Learners: 0% Foster Youth: 0% Data Source: Local Data 2022-2023	All Students: 0% Low Income: 0% English Learners: 0% Foster Youth: 0% Data Source: Local Data 2023-2024		All Students: 0% Low Income: 0% English Learners: 0% Foster Youth: 0%	All Students: +/- 0% Low Income: +/- 0% English Learners: +/-0% Foster Youth: +/- 0%
5.3	Attendance Rate	All Students: 95.4% Low Income: 95.5% English Learners: 95.3% Foster Youth: 95.7% Data Source: CALPADS, Local Data All Teen Parents: 84.5% Low Income Teen Parents: 87.0% Data Source: CALPADS, Local Data 2022-2023	All Students: 96.04% Low Income: 95.98% English Learners: 95.96% Foster Youth: 96.39% Data Source: CALPADS, Local Data 2023-2024 All Teen Parents: 86.51% Low Income Teen Parents: 86.51%		All Students: 96% Low Income: 96% English Learners: 96% Foster Youth: 96% All Teen Parents: 90% Low Income Teen Parents: 90%	All Students: +0.64% Low Income: +0.48% English Learners: +0.66% Foster Youth: +0.69% All Teen Parents: +2.01% Low Income Teen Parents: -0.49%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: CALPADS, Local Data 2023-2024			
5.4	Chronic Absenteeism Rate	All Students: 13.6% Low Income: 13.9% English Learners: 10.7% Foster Youth: 20.9% Homeless: 36% SWD: 23.6% White: 21.4% 2 or more races: 20.8% Dunlap All Students: 35.9% English Learners: 25.9% Low Income: 38.5% Students with Disabilities: 51% Hispanic: 39.4% White: 34.2% Great Western All Students: 21.4% English Learners: 20.6% Low Income: 23.6% Students with Disabilities: 41.7% Hispanic: 21.5% White: 23.1% Sheridan All Students: 15% Low Income: 14.9%	All Students: 9.6% Low Income: 9.8% English Learners: 7.6% Foster Youth: 20.0% Homeless: 31.4% SWD: 15.7% White: 14.6% 2 or more races: 8.7% Dunlap All Students: 28.2% English Learners: 36.2% Low Income: 31.8% Students with Disabilities: 26.5% Hispanic: 30.8% White: 27.6% Great Western All Students: 13.6% English Learners: 9.6% Low Income: 14.3% Students with Disabilities: 29.1%		All Students: 3.6% Low Income: 3.9% English Learners: 1% Foster Youth: 10.9% Homeless: 26% SWD: 13.6% White: 11.4% 2 or more races: 10.8% Dunlap All Students: 10% or less English Learners: 10% or less Low Income: 10% or less Students with Disabilities: 10% or less Hispanic: 10% or less White: 10% or less Great Western All Students: 10% or less English Learners: 10% or less Low Income: 10% or less	All Students: -4.0% Low Income: -4.1% English Learners: -3.1% Foster Youth: -0.9% Homeless: -4.6% SWD: -7.9% White: -6.8% 2 or more races: -12.1% Dunlap All Students: -7.7% English Learners: +10.3% Low Income: -6.7% Students with Disabilities: -24.5% Hispanic: -8.6% White: -6.6% Great Western All Students: -7.8% English Learners: -11.0% Low Income: -9.3% Students with Disabilities: -12.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 32.4% Hispanic: 14.7% Silas Bartsch All Students: 12.3% Low Income: 13.1% Hispanic: 12.5% Washington All Students: 11% Low Income: 10.9% Hispanic: 11.3% Data Source: CA Dashboard 2022-2023	Hispanic: 14.6% White: 8.3% Sheridan All Students: 11.2% Low Income: 11.3% Students with Disabilities: 20.0% Hispanic: 11.2% Silas Bartsch All Students: 8.9% Low Income: 8.8% Hispanic: 8.8% Washington All Students: 2.6% Low Income: 2.6% Hispanic: 1.7% Data Source: CA Dashboard 2023-2024		Students with Disabilities: 10% or less Hispanic: 10% or less White: 10% or less Sheridan All Students: 10% or less Low Income: 10% or less Students with Disabilities: 10% or less Hispanic: 10% or less Silas Bartsch All Students: 10% or less Low Income: 10% or less Hispanic: 10% or less Washington All Students: 10% or less Low Income: 10% or less Hispanic: 10% or less	Hispanic: -6.9% White: -14.8% Sheridan All Students: -3.8% Low Income: -3.6% Students with Disabilities: -12.4% Hispanic: -3.5% Silas Bartsch All Students: -3.4% Low Income: -4.3% Hispanic: -3.7% Washington All Students: -8.4% Low Income: -8.3% Hispanic: -9.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.5	Middle School Dropout Rate	All Students: 0% Low Income: 0% English Learners: NA Foster Youth: NA Data Source: CALPADS 2022-2023	All Students: 0% Low Income: 0% English Learners: NA Foster Youth: NA Data Source: CALPADS 2023-2024		All Students: 0% Low Income: 0% English Learners: 0% Foster Youth: 0%	All Students: +/- 0% Low Income: +/- 0% English Learners: NA Foster Youth: NA
5.6	High School Dropout Rate	All Students: 0.25% Low Income: 0.22% English Learners: 0.12% Foster Youth: 0% Data Source: CALPADS All Teen Parents: 0% Low Income Teen Parents: N/A Data Source: Local Data 2022-2023	All Students: 0.05% Low Income: 0.06% English Learners: 0.12% Foster Youth: NA Data Source: CALPADS All Teen Parents: 0% Low Income Teen Parents: N/A Data Source: Local Data 2023-2024		All Students: Maintain less than 1% Low Income: Maintain less than 1% English Learners: Maintain less than 1% Foster Youth: Maintain less than 1% All Teen Parents: Maintain less than 1% Low Income Teen Parents: Maintain less than 1%	All Students: -0.2% Low Income: -0.16% English Learners: +/- 0% Foster Youth: NA All Teen Parents: +/-0% Low Income Teen Parents: N/A
5.7	Sense of Safety - Survey Response	All Students - 81.2% of students feel safe on campus Teachers - 92% of teachers feel safe at school	All Students - 83% of students feel safe on campus Teachers - 90% of teachers feel safe at school		All Students- 90% Teachers- 90% and above	All Students +1.8% of students feel safe on campus

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Local Surveys 2023-2024	Data Source: Local Surveys 2024-2025			Teachers -2.0% of teachers feel safe at school
5.8	Safe and Orderly Environment- Parent Survey Response	95.82% of parents rate KCUSD schools in the affirmative on "how effective personnel on this campus are in providing a safe and orderly environment for your child." Data Source: Local Parent Survey 2023-2024	95.82% of parents rate KCUSD schools in the affirmative on "how effective personnel on this campus are in providing a safe and orderly environment for your child." Data Source: Local Parent Survey 2024-2025		Maintain above 90%	+/- 0% of parents rate KCUSD schools in the affirmative on "how effective personnel on this campus are in providing a safe and orderly environment for your child."
5.9	Students Feel Welcome - Student Survey Response	All Students- 85% of students feel welcome at school. Data Source: Local Student Survey 2023-2024	All Students- 85% of students feel welcome at school. Data Source: Local Student Survey 2024-2025		All Students- 90%	All Students +/-0% of students feel welcome at school.

Goal Analysis [2024-25]

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

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

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

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

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

Action 5.1 - PBIS and Student Services
Implementation Status: 5 – Full Implementation and Sustainability

KCUSD continues to provide PBIS support to individual school sites through district training and bi-annual site visits. This includes materials, service contracts with CYM, health related instruction, and expanded learning programs. All PBIS related initiatives are facilitated through the Student Services department.

Action 5.2 - Supplemental PBIS Supports
Implementation Status: 5 – Full Implementation and Sustainability

This action was fully implemented and continued to provide specific funding to school sites to implement PBIS related activities such as student awards and incentives, alternatives to suspension, and other proactive activities to teach students about behavior expectations. This action included the continued funding for campus assistants, supplemental pay for teacher to run after school behavior intervention programs, and professional development around restorative practices and active supervision.

Action 5.3 - PBIS Professional Development
Implementation Status: Full Implementation and Sustainability

This action was fully implemented at both the district and school site level under the direction of the Student Services department. Professional development was provided to social workers on social emotional learning, including the key core socio-emotional competencies and conflict resolution. In addition, PD specific to managing difficult behaviors was provided to RSP staff and school psychologists at all school sites and training for early behavior intervention, de-escalation, and active supervision was provided to site administrators and support staff at all sites, including Alta, AL Conner, Dunlap, Grant, Silas Bartsch, Great Western, Kings Canyon High School, Navelencia, Orange Cove High School, and Reedley High School.

Action 5.4 - Chronic Absenteeism Support
Implementation Status: Full Implementation and Sustainability

This action was fully implemented through monthly District Principal Meetings where site leadership from Dunlap, Great Western, Sheridan, Silas Bartsch, and Washington analyzed their school's attendance data and collaborated with colleagues, sharing effective strategies. Strategies to improve attendance and reduce chronic absenteeism included support activities to teach students about the important of good attendance, increase parent outreach of chronically absent students, and provide attendance incentive programs. The district provided CARE funding at all school sites to support attendance programs to reduce chronic absenteeism.

Action 5.5 - CARE Project

Implementation Status: 5 – Full Implementation and Sustainability

The CARE program provided additional resources to support school sites with the identification of chronically absent students and established incentives and positive reinforcements to improve attendance for low-income students. This action included the continued funding of personnel to monitor and communicate with chronically absent students and their parents as well as site budgets to build attendance recognition programs.

Action 5.6 - Social and Emotional Support
Implementation Status: 5 – Full Implementation and Sustainability

KCUSD Social Workers and Clinicians continued to deliver high quality socio-emotional counseling and mentoring at all schools sites.

Action 5.7 - Additional Social Workers
Implementation Status: 5 - Full Implementation and Sustainability

This action continued to provide two district level social workers to serve students and families after typical school hours. These positions were housed off school campuses to promote privacy when addressing very serious or personal situations.

Action 5.8 - Foster/Homeless Youth Liaison
Implementation Status: 5 – Full Implementation and Sustainability

This action was full implemented. KCUSD's Foster/Homeless Liaison was responsible for ensuring foster/homeless students were connected to district and community resources necessary to fully access their education.

Action 5.9 - Support for Homeless Students
Implementation Status: Full Implementation and Sustainability

This action was fully implemented and provided additional materials and supplies such as clothing and hygiene products, services, and other activities to support district foster and homeless students.

Action 5.10 - Behavior Intervention
Implementation Status: 5 – Full Implementation and Sustainability

KCUSD increased social emotional and behavior support for students through the implementation of behavior teams made up of psychologists, case managers, and behavior techs. Behavior teams provide student supports such as restorative chats, communication skills, and social skills development.

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

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

Action 5.12 - School Culture and Climate
Implementation Status: Full Implementation and Sustainability

Additional support personnel was provided to support high needs students at Orange Cove High School, Citrus Middle School, TL Reed, Silas Bartsch, and Grant MIddle School. These support personnel were also provided to mitigate behaviors that lead to disciplinary action and suspensions, both of which impact learning time in the classroom.

Action 5.13 - Teen Parent Support
Implementation Status: 5 – Full Implementation and Sustainability

KCUSD continued to support English learners, low-income, and foster youth students and families served in the Teen Parent program, through providing life-skills and resources to graduate from high school.

Action 5.14 - School Based Health Center
Implementation Status: 5 – Full Implementation and Sustainability

KCUSD continued to provide access to health services through a full time health coordinator who serves as a liaison between KCUSD and Adventist Health Jefferson School-Based Health Center and outreach materials and supplies. The coordinator provides outreach and mobile health services to students and families across the district.

Action 5.15 - Supplemental Health Services
Implementation Status: 5 – Full Implementation and Sustainability

The district continued to provide care office health aides and nurses to increase services, allowing for greater opportunity for students to be seen by health personnel during the school day, resulting in greater health services for low-income students and a reduction in absences due to illness or injury.

Action 5.16 - Student Health Services
Implementation Status:

This action continued to provide health offices with current supplies and equipment to serve student health needs. In addition, this action funded health personnel to support students physical health needs.

Action 5.17 - Expanded Learning Program
Implementation Status: 5 – Full Implementation and Sustainability

The Expanded Learning Program (ELP) was fully implemented and met the unique needs of English learners through additional language support, as well as provided foster youth, English learners, and low-income students individualized academic and behavioral skill development strategies, resources, and learning opportunities after the normal school day. This action funded personnel for ELP and materials/supplies for the program.

Action 5.18- Family and Student Support Center
Implementation Status: Initial Implementation

The Family and Student Support Center was completed and provided students and families with access to socio-emotional support, basic necessity supplies, migrant services, and community resources both during the school day as well as after typical school office hours. The Student Support Center allowed for an increase in access to this support for low income, English learners and foster/homeless students.

Action 5.19 - Title I Student Services
Implementation Status: 5 – Full Implementation and Sustainability

KCUSD Student Services personnel was funded and continued to provide support for school sites specific to PBIS implementation, socio-emotional support, and school safety.

Action 5.20 - Differentiated Assistance
Implementation Status: Full Implementation and Sustainability

In partnership with Fresno County Superintendent of Schools, this action was fully implemented, as participating school sites and LEA level administrators participated in monthly leadership huddles and three suspension network improvement community meetings, consisting of administrators, classroom teachers, and support staff. This action provided funding for supplemental pay for participating staff and meeting materials.

Overall Success:
Kings Canyon Unified successfully implemented most actions in Goal 5 to ensure students are provided with a safe and nurturing learning environment. PBIS (Positive Behavioral Interventions and Supports) was successfully implemented across all school sites within the district. As part of this implementation, students were systematically taught school-wide expectations. Positive reinforcement strategies were employed to acknowledge and encourage positive behaviors and regular attendance among students. Site administration developed meaningful consequences to address behavioral violations and provided staff with clear guidance on major versus minor infractions. The district's PBIS program included the use of resources to support students facing more significant behavioral challenges, with the continued staffing of restorative justice coordinators, student behavior teams, and additional learning directors at specific school sites. A district PBIS Team conducted site visits in the Fall and the Spring to provide constructive feedback and offer sites guidance to continuous improve their PBIS programs. The district continued implementation of after-school programs (ELP) at all school sites, making ELP accessible to all students and providing opportunities for intervention and enrichment beyond the school day. All students across school sites had access to social workers throughout the academic year. District social workers met weekly to collaborate around best practices and strategies for effectively supporting students social and emotional well being.

Overall Challenges:
There continues to be few challenges in the implementation of actions in Goal 5. Action 5.10 (Behavior Intervention) was fully implemented. However, due to the severity of student behavior needs at some school sites, there have been challenges with providing the necessary behavior support to all schools when needed, as staff is often tied up with the more significant behaviors.

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

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

Action 5.5 (CARE Project) - The actual expenditures were lower than budgeted expenditures. While this action was fully implemented, school sites did not fully exhaust the CARE funds.

Action 5.7 (Additional Social Workers)- The actual expenditures were significantly lower than the budgeted expenditures. While this action was fully implemented, the two additional social workers were funded out of a categorical budget.

Action 5.8 (Foster/Homeless Youth Liaison) - The actual expenditures were significantly lower than the budgeted expenditures. While this action was fully implemented, the foster/homeless youth liaison was split funded out of another budget.

Action 5.9 (Support for Homeless Students) - The actual expenditures were significantly less that the budgeted expenditures. This action was over budgeted.

Action 5.12 (School Culture and Climate) - The actual was under budgeted, and therefore expenditures were higher than the budgeted expenditures. This was due to increasing support staff salaries that was not reflected in the budgeted expenditures.

Action 5.15 (Supplemental Health Services) - The actual expenditures were significantly less that the budgeted expenditures. This action was over budgeted and will be remedied in the 25-26 LCAP.

Actio 5.18 (Student Support Center) - The actual expenditures were significantly less than the budgeted expenditures. The Student Support Center in a newly constructed support building that opened in the fall of the 24-25 school year. This action was over budgeted, as the district was unsure of the material/supply/equipment needs for the facility during initial LCAP planning.

Action 5.19 (Title I Student Services) - The actual expenditures were less that budgeted. This action was over budgeted, resulting in a material difference between budgeted and actual expenditures.

Action 5.20 (Differentiated Assistance) - The actual expenditures were significantly less than the budgeted expenditures. This action was over budgeted, as the district was unsure of the material/supply needs for differentiated assistance work during initial LCAP planning.

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

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

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

The actions outlined in Goal 5 contributed to the progress towards meeting the LEA's goal.

Action(s): 5.1 (PBIS), 5.2 (Supplemental PBIS), 5.3 (PBIS PD), 5.10 (Behavior Intervention), 5.11 (Restorative Justice), 5.12 (Culture and Climate), 5.13 (Teen Parent Support), 5.17 (ELP), 5.19 (Title I Services), 5.20 (Differentiated Assistance),
Effectiveness of Action(s): Somewhat Effective

Metric(s): Suspension Rates, Expulsion Rates, Attendance Rates, Chronic Absenteeism, Safe and Orderly Environment- Parent Survey Response, Student Sense of Safety - Student Survey Response

Analysis Statement:
The implementation of actions aimed at providing students with a safe and nurturing environment has shown varying degrees of effectiveness. The district-wide implementation of PBIS contributed to improvements in attendance, demonstrating positive progress in this area. Specifically, attendance rates for the all student group improved from 95% to 96%, with similar improvements observed for low-income and English learner students. At the district level, chronic absenteeism decreased for the all student group, as well as for low-income, English learner, and students with disabilities subgroups. The implementation of student activities and support services, including positive reinforcement programs, social-emotional learning opportunities, behavior supports, and restorative justice programs, has been effective in improving parent perceptions of school safety. There was also an increase in the percentage of students that feel safe at school from the 2023-24 to the 2024-25 school year as evidenced by the annual student LCAP survey. The district student services department's oversight of PBIS implementation, attendance recognition efforts, and school safety has also been a key factor in contributing to a safe and nurturing school climate. After School Programs (ELP) and Teen Parent programs have effectively provided support beyond the traditional school day, fostering a stronger sense of connectedness at schools. ELP has successfully engaged students in both academic support and enrichment, as well as extracurricular activities. The Teen Parent program was effective and provided valuable support related to child development and parenting, increasing the relevance of their education and school connectedness for participating teen parents. As research indicates, students with strong school connections tend to demonstrate better attendance, higher achievement, improved behavior, and lower dropout rates. Teen parents in KCUSD had a 0% dropout rate for a second year in a row. Behavior intervention teams and district psychologists have effectively provided individualized support to students through positive reinforcement, social skills development, and self-regulation skills, also contributing to improved behavior on school campuses. While the overall suspension rate increased in 24-25 from 6.1% to 6.5%,

district data indicates a decrease in the suspension rate for foster youth, homeless students, white students, and students with disabilities. Furthermore, school site level data also highlighted improvement in suspension rates. Four out of five school sites showed improvement in suspension rates for the all student group, while one school did not. Specifically, Alta demonstrated a reduction in the "All Students" suspension rate, moving from 3.6% to 2.4%. Dunlap also showed progress in this area, with the "All Students" rate decreasing from 13.6% to 9.3%. Great Western experienced a similar positive trend, lowering the "All Students" suspension rate from 5.7% to 2.5%. Furthermore, Kings Canyon High School reported a decrease in the "All Students" suspension rate, from 13.1% to 11.9%.

Beyond the all student group, improvements were also observed within specific student subgroups across various schools. AL Conner achieved reduced suspension rates for Students with Disabilities, English Learners, and Low Income students. Dunlap also showed improvement for Students with Disabilities. Great Western reported lower suspension rates for Low Income and Hispanic students. Kings Canyon High School demonstrated positive changes for Foster Youth, Homeless students, and Students with Disabilities. Reedley High School saw a decrease in suspension rates for Students with Disabilities. Lastly, Silas Bartsch recorded improvements for Students with Disabilities, English Learners, and Hispanic students.

While some schools demonstrated positive trends, others experienced increases in suspension rates, particularly within specific student subgroups. Silas Bartsch showed an increase in the "All Students" suspension rate, rising from 6.0% to 6.4%. At Reedley High School, there was an increase in suspension rates for English Learners (from 13.3% to 15.1%) and Students with Disabilities (from 16.2% to 18.2%). Orange Cove High School also saw an increase in the suspension rate for Students with Disabilities (from 18% to 18.8%). Overall, six out of ten school sites showed improvement of suspension rates from 22-23 to 23-24.

This mixed result suggests that while some schools and student groups have seen positive change, there continues to be a need for continued focus on tier 3 student behaviors. Detailed school and district level suspension data can be referenced in the metrics section of Goal 5.

Action(s): 5.4 (Chronic Absenteeism), 5.5 (CARE)
Effectiveness of Action(s): Effective
Metric(s): Attendance Rates, Chronic Absenteeism

Analysis Statement:
The district's strategic actions focused on student attendance have yielded positive outcomes. Dedicated district personnel for attendance data analysis, student identification, and site support facilitated targeted interventions for students with attendance challenges. Specific funding was also allocated to school sites to support the implementation of attendance incentive programs and attendance recognition programs. Parental outreach upon initial attendance concerns helped to mitigate ongoing attendance issues in some cases. In addition, parent education regarding the significance of good school attendance contributed to improved rates and a reduction in chronic absenteeism.

Data indicate an improvement in the overall student attendance rate from 95% to 96%, a trend mirrored in the attendance percentages for low-income students and English learners. Chronic absenteeism decreased across all district student groups, including low-income, English learners, students with disabilities, foster youth, homeless students, white students, and student of two or more races subgroups,

demonstrating the effectiveness of the aforementioned actions. Chronic absenteeism improvement at the school level also highlights the effectiveness of these actions. The district, including five schools for which "All Students" data is available showed a decrease in chronic absenteeism rates from the 2022-23 to the 2023-24 school year. Furthermore, within these schools, numerous student subgroups also demonstrated improvements in their chronic absenteeism rates.

Alta demonstrated broad improvements across multiple subgroups. Significant decreases were observed for Students with Disabilities (from 23.6% to 15.7%) and White students (from 21.4% to 14.6%). Additionally, chronic absenteeism decreased for Low Income students (from 13.9% to 9.8%), English Learners (from 10.7% to 7.6%), and students identifying as 2 or more races (from 20.8% to 8.7%).

While Dunlap saw an increase in chronic absenteeism for English Learners, there were notable improvements for other subgroups. The most significant improvement was seen for Students with Disabilities, where chronic absenteeism decreased dramatically from 51.0% to 26.5%. Reductions were also observed for Low Income students (from 38.5% to 31.8%), Hispanic students (from 39.4% to 30.8%), and White students (from 34.2% to 27.6%).

Great Western showed consistent improvement across all reported subgroups. Chronic absenteeism decreased for English Learners (from 20.6% to 13.6%), Low Income students (from 23.6% to 14.3%), Students with Disabilities (from 41.7% to 29.1%), Hispanic students (from 21.5% to 14.6%), and White students (from 23.1% to 8.3%), with the White student group showing a particularly large decrease.

Sheridan had improvements for Low Income students (from 14.9% to 11.3%), Students with Disabilities (from 32.4% to 20.0%), and Hispanic students (from 14.7% to 11.2%).

At Silas Bartsch, chronic absenteeism decreased for Low Income students (from 13.1% to 8.8%) and Hispanic students (from 12.5% to 8.8%).

Lastly, Washington demonstrated substantial improvements, with chronic absenteeism decreasing for Low Income students (from 10.9% to 2.6%) and Hispanic students (from 11.3% to 1.7%), indicating significant progress in addressing absenteeism within these groups.

Additional school and district level chronic absenteeism data can be referenced in the metrics section of this goal.

Action(s): 5.6 (Social and Emotional Support), 5.7 (Additional Social Workers), 5.8 (Foster Homeless Liaison), 5.9 (Support for Homeless Students), 5.13 (Teen Parent Support), 5.18 (Student Support Center),

Effectiveness of Action(s): Effective
Metric(s): Suspension Rates, Expulsion Rate, Attendance Rate, Chronic Absenteeism

Analysis Statement:

The district's commitment to providing a safe and nurturing learning environment with a positive climate and culture has proven effective for low-income students, English learners, and foster youth. The sustained implementation of social workers across all school sites delivered essential socio-emotional support, contributing to decreased chronic absenteeism rates for low-income students (13.9% to 9.8%), English learners (10.7% to 7.6%), and foster youth (20.9% to 20%). The all student group improved as well, with chronic absenteeism rates dropping from 13.6% to 9.6%. In addition, the implementation of the Student Services Center, offering extended evening hours, improved accessibility to socio-emotional support for students and families. The dedicated full-time foster and homeless liaison lessened barriers for these students by providing essential resources such as clothing and hygiene supplies and facilitating connections for the students and their families with necessary community services. District teen parents benefited from access to childcare during the school day and parenting classes through the Early Learning Center and targeted Teen Parent Program funding. While suspension rates for the all student group, low income students, and English learners have increased in the past year, suspension rates for foster youth have decreased from 19.4% to 11.9%. Educational partner input and local data suggests that while suspension rates themselves did not improve last year, behavior referrals for serious offenses have decreased at the school site level.

Actions(s): 5.14 (Health Center), 5.15 (Supp. Health Services), 5.16 (Student Health Services)

Effectiveness of Action(s): Effective
Metric(s): Attendance Rates, Chronic Absenteeism Rate

Analysis Statement:
The district provided on-site healthcare services has proven essential in supporting student attendance, particularly for low-income students who may encounter barriers to accessing external medical care, such as transportation and insurance limitations. The presence of health aides on all school campuses ensures students receive timely health support for both seasonal and chronic illnesses and minor injuries, minimizing related absences. In addition, the establishment of a school-based health center at Jefferson Elementary School has enhanced healthcare accessibility for both students and families within the district. Data indicate a positive correlation between these health-focused initiatives and improved attendance rates. The overall student attendance rate increased from 95% to 96%, with a similar improvements for low-income students, improving attendance from 95.5% to 95.98%. Chronic absenteeism decreased across all student groups, including low-income students from 13.9% to 9.8% and the all student group, decreasing from 13.6% to 9.6%, highlighting the effectiveness of providing readily available health services in mitigating attendance barriers.

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

Action 5.13 - Teen Parent Support - The following "Metrics to Measure Effectiveness" were removed from the 25-26 LCAP, as they were mistakenly included in 24-25 and do not align with the identified needs or action: Dropout Rate- English Learner Teen Parents, Dropout Rate - Foster Youth Teen Parents

Action 5.15-Sustain Improved Health Services- has been added to the 25-26 LCAP utilizing LREBG funds. The former action title has been changed in the 25-26 LCAP. However, the former activities in this action are still included in the revised action - Sustain Improved Health Services. Metrics 5.3 (Attendance Rate- Low Income Students) and 5.4 (Chronic Absenteeism Rate - Low Income Students) will be used to monitor the effectiveness of this action.

Action 5.18 - Family and Student Support Center - The wording "infrastructure" and "facilities" were removed from the action description, as this action will only support materials and supplies in the 25-26 LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	PBIS and Student Services	PBIS Program at all sites, to include materials and supplies, service contracts, health services and the expansion of Expanded Learning Programs	$290,237.00	No
5.2	Supplemental PBIS Supports	This action includes personnel such as campus assistants for every school site, extra pay for Decisions Program staff, professional development for district and site leadership, and materials and supplies, including incentives, for school sites to support the implementation of PBIS practices.	$3,450,231.00	Yes
5.3	PBIS Professional Development	In 2023-2024, suspension rates for our all-student group at KCUSD increased to 6.1%, slightly up from the previous year. We completed a needs assessment to examine the root causes of the increased suspension data. As part of the needs assessment, we disaggregated data to look at suspension rates by student group and at the site level. Student groups at the following schools continue to be in need of additional behavioral support as indicated by LEA level and site level suspension data from the 2023 Dashboard.	$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
		• LEA Level- Foster Youth, Homeless, SWD, White • Alta- All Student, EL, Low Income Students, Hispanic • AL Conner - Students with Disabilities • Dunlap - All Student, Low Income Students, Students with Disabilities, Hispanic, White • Grant - Students with Disabilities • Silas Bartsch - All Student, English Learners, Low Income Students, Students with Disabilities, Hispanic • Great Western - All Student, Low Income Students, Students with Disabilities, Hispanic, White • Kings Canyon High School - All Student, English Learners, Low Income Students, Students with Disabilities, Hispanic • Navelencia - English Learners, Low Income Students • Orange Cove High School - Students with Disabilities • Reedley High School - English Learners, Students with Disabilities, White Analysis of local data identified that most school suspensions were happening on campus outside of the classroom. District Advisory Committee and district administrator input suggests that we continue to provide behavior and socio-emotional support for students and provide training for staff to improve supervision efforts during unstructured times of the day. Our 24-25 needs assessment continued to highlight two common needs among the above-mentioned student groups: 1) that many of these students need additional support related to academic and behavioral expectations at school, and 2) underscored the importance of schools building consistent, strategic support systems to ensure student success. In 24-25, the district addressed the LEA red indicator for suspension rate for foster youth, homeless students, students with disabilities, and white students, by providing LEA level professional development to district social workers/clinicians and psychologists and will incorporate social-emotional learning (SEL) skills specifically to meet the unique needs of Foster Youth, Homeless, Students with disabilities, and White students, such as self-regulation and conflict resolution. Social workers utilized their PD to train school site RSP teachers, administration, and support staff across the district so that they can be better prepared to support students struggling with behavior.		

Action #	Title	Description	Total Funds	Contributing
		In 2024-2025, the district addressed the following rates of lowest performance (red) for the suspension dashboard indicator at the school site level by providing professional development and ongoing training for school site personnel at Alta, AL Conner, Dunlap, Grant, Silas Bartsch, Great Western, Kings Canyon High School, Navelencia, Orange Cove High School, and Reedley High School focused on early behavior intervention, de-escalation, and supervision. These trainings were in addition to the LEA wide professional development for district social workers and psychologists. Professional development at the site level on supervision and de-escalation techniques can significantly contribute to reducing suspension rates and ensuring a campus where all diverse student groups feel safe, valued, and heard. Through ongoing training, staff learned to intervene early when they notice signs of conflict or escalation. Staff also learned strategies to utilize with students to strengthen trust and relationships. Since this action yielded positive outcomes and contributed to reduced suspension rates in 23-24, KCUSD will continue this action in the 25-26 LCAP. To measure the effectiveness of this action, we will monitor the following metrics: Suspension Rate - LEA - Foster Youth, Homeless, SWD, White Suspension Rate - Alta- EL, Low Income Students, Hispanic Suspension Rate- AL Conner - Students with Disabilities Suspension Rate- Dunlap - Low Income Students, Students with Disabilities, Hispanic, White Suspension Rate- Grant - Students with Disabilities Suspension Rate- Silas Bartsch - English Learners, Low Income Students, Students with Disabilities, Hispanic Suspension Rate- Great Western - Low Income Students, Students with Disabilities, Hispanic, White Suspension Rate- Kings Canyon High School - English Learners, Low Income Students, Students with Disabilities, Hispanic Suspension Rate- Navelencia - English Learners, Low Income Students Suspension Rate- Orange Cove High School - Students with Disabilities		

Action #	Title	Description	Total Funds	Contributing
		Suspension Rate- Reedley High School - English Learners, Students with Disabilities, White		
5.4	Chronic Absenteeism Support	Provide collaborative opportunities for site leadership at the LEA level, Dunlap, Great Western, Sheridan, Silas Bartsch, and Washington to share best practices in attendance monitoring, reinforcement, and intervention to reduce chronic absenteeism rates. The action includes materials and supplies. According to the 2023 Dashboard, at the LEA level, the following student groups are in need of additional support and resources specific to attendance as indicated by district wide attendance and chronic absenteeism data noted in the metric section: -LEA - Homeless, Students with Disabilities, White, Students of Two or More Races In addition, according to the 2023 Dashboard, the following student groups at the following school sites are also in need of additional support and resources specific to school attendance: -Dunlap- All Students, English Learners, Low Income, Students with Disabilities, White, Hispanic -Great Western- All Students, English Learners, Low Income, Students with Disabilities, White, Hispanic -Sheridan- All Students, Low Income, Students with Disabilities, Hispanic -Silas Bartsch- All Students, Low Income, Hispanic -Washington- All Students, Low Income, Hispanic In 2023-2024, our needs assessment highlighted two common needs among the above-mentioned student groups: 1) Earlier intervention and positive reinforcement to promote attendance and 2) clear communication with students and families about the importance of school attendance. Our most recent needs assessment continues to underscore these student needs.	$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
		To address district wide chronic absenteeism rates, all district principals will continue to engage in collaborative meetings and professional development during quarterly Principal Meetings. At these meetings, site principals will share best practices specific to parent communication, early identification and intervention for chronically absent students, and strategies to build positive school climates. To address chronic absenteeism rates for the above mentioned student groups at school sites, KCUSD will implement The Chronic Absentee Recovery Effort Project (CARE). This project provides specific funding to support activities to teach students about the importance of attendance, improve parent outreach to chronically absent students and their families, and to provide incentives for students with improved attendance. The district attendance administrator will coordinate monthly collaborative opportunities with leadership teams at Dunlap, Great Western, Sheridan, Silas Bartsch, and Washington to review attendance data, discuss attendance interventions, and celebrate attendance improvement. Attendance programs built on a foundation of clear expectations, early intervention, positive campus cultures, and celebration of success will improve attendance rates for our all students. As a result of collaboration between administrators and leadership teams at district schools we expect to see chronic absenteeism decline. The following metrics will used to monitor the impact of this action: Chronic Absenteeism Rate - LEA - All Students, Low Income Students, Foster Youth, Homeless, SWD, White, 2 or more races Chronic Absenteeism Rate - Dunlap - All Students, English Learners, Low Income, Students with Disabilities, White, Hispanic Chronic Absenteeism Rate - Great Western - All Students, English Learners, Low Income, Students with Disabilities, White, Hispanic Chronic Absenteeism Rate - Sheridan - All Students, Low Income, Students with Disabilities, Hispanic Chronic Absenteeism Rate - Silas Bartsch- All Students, Low Income, Hispanic Chronic Absenteeism Rate - Washington - All Students, Low Income, Hispanic		

Action #	Title	Description	Total Funds	Contributing
5.5	CARE Project	Provide personnel to provide monitoring and outreach to our chronically absent students in partnership with our data and accountability team, provide funding to school sites to provide early intervention and attendance reinforcements for students.	$225,942.00	Yes
5.6	Social and Emotional Support	Provide social workers and student and family clinicians to serve students/families at all school sites.	$3,625,877.00	Yes
5.7	Additional Social Workers	Continue to provide two additional social workers to provide social and emotional student support district wide, targeting schools with higher need.	$359,748.55	No
5.8	Foster/Homeless Youth Liaison	Provide a full-time foster/homeless youth liaison to ensure socio-emotional, academic, behavior, and attendance support for our foster and homeless students.	$210,661.55	Yes
5.9	Support for Homeless Students	Provide materials/supplies, services, and activities to engage and re-engage district homeless students.	$15,011.58	No
5.10	Behavior Intervention	This action is to provide a Behavior Intervention Team made up of psychologists, behavior case managers, and behavior techs to support students needing behavior intervention and support.	$3,553,559.49	Yes
5.11	Restorative Justice Program	Provide restorative justice coordinators to continue supporting positive school culture and climate at middle and high schools.	$502,466.41	Yes

Action #	Title	Description	Total Funds	Contributing
5.12	School Culture and Climate	Continue to provide additional personnel at high needs schools, such as Orange Cove High School, Citrus Middle School, TL Reed, Silas Bartsch, and Grant Middle School, to support the implementation school activities that promote a positive school culture, school connectedness, and increased student engagement in school activities.	$968,737.00	Yes
5.13	Teen Parent Support	Provide personnel and materials/supplies for the district teen parent support program.	$232,094.61	Yes
5.14	School Based Health Center	This action is to provide a School Based Health Center Coordinator to serve as a liaison for students and families in KCUSD and the Jefferson Adventist Health Center and to provide materials/supplies student and family outreach related to health-related services.	$128,295.00	Yes
5.15	Sustain Improved Health Services	LREBG Action - The LEA will support students by continuing to provide health services personnel at every school site across the district. Research shows that providing health services in schools improves student attendance and decreases absences, which can positively impact overall student achievement. This is particularly true for low income students that may not have access to health care outside of school due to barriers such as insurance and transportation. Research highlights the benefits of school-based health centers in addressing students' physical and mental health needs, leading to fewer missed school days and improved academic performance. Studies have also indicated that access to school nurses and other health professionals can result in early identification and management of chronic health issues, further contributing to ongoing improved attendance and learning outcomes. The metrics being used to monitor the action is 5.3 and 5.4. LREBG funds supporting this action: $2,091,377 per year through 2027–2028.	$2,091,377.00	No

Action #	Title	Description	Total Funds	Contributing
		Continue to provide district nurses to support student physical health at school sites.		
5.16	Additional Student Health Services	This action provides additional personnel for student care health offices, medical material/supplies, and equipment to provide students with health services.	$241,584.00	No
5.17	Expanded Learning Program	This action is to provide expanded learning programs (after school programs- personnel, materials and supplies) for all school sites.	$12,316,138.02	No
5.18	Family and Student Support Center	Improve student and family access to academic, health, and social services at the new Student Support Center. This action includes materials and supplies necessary to support student and family participation.	$10,589.44	Yes
5.19	Title I Student Services	This action provides personnel for the Student Services Department.	$318,475.73	No
5.20	Differentiated Assistance	This actions is for materials, supplies, and supplemental pay for staff to participate on improvement teams. In collaboration with Fresno County Superintendent of Schools and the Executive Leadership Team, KCUSD staff will engage in a systematic approach, utilizing district improvement teams, to identify and prioritize student performance gaps related to both academic achievement and suspensions and implement evidence-based strategies to improve student outcomes. School sites will engage in cycles of testing, learning, and adapting in effort to reduce suspension rates at district schools. To measure the effectiveness of this action, we will monitor the following metrics: Suspension Rate - LEA - All Students, Homeless, SWD, White	$1,500.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Annual Parent Survey Return Rate	47% Return Rate Data Source: Local Data 2023-2024	54% Return Rate Data Source: Local Data 2024-2025		60% Return Rate	+7% Return Rate
6.2	Quality of Schools - Parent Survey Response	97%- Quality of School is satisfactory, good, or excellent. Data Source: Local Data 2023-2024	98%- Quality of School is satisfactory, good, or excellent.		Maintain 90% - Quality of School is satisfactory, good or excellent	+1% Quality of School is satisfactory, good, or excellent.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: Local Data 2024-2025			
6.3	Welcome and Connected to School - Parent Survey Response	97% - Parents are greeted and made to feel welcome and connected to their child's school. Data Source: Local Data 2023-2024	98% - Parents are greeted and made to feel welcome and connected to their child's school. Data Source: Local Data 2024-2025		Maintain above 90% - Welcome and Connected to School	+1% Parents are greeted and made to feel welcome and connected to their child's school.
6.4	Sense of Safety- Parent Survey Response	96%- Sense of safety is satisfactory, good, or excellent Data Source: Local Data 2023-2024	97%- Sense of safety is satisfactory, good, or excellent Data Source: Local Data 2024-2025		Maintain above 90% - Sense of Safety is satisfactory, good or excellent	+1% Sense of safety is satisfactory, good, or excellent
6.5	School and District Communication - Parent Survey Response	97% - School and district communication keeps parents informed about events and news. Data Source: Local Data 2023-2024	98% - School and district communication keeps parents informed about events and news. Data Source: Local Data 2024-2025		Maintain above 90% - School and district communication keeps parents informed about events and news.	+1% School and district communication keeps parents informed about events and news.
6.6	More than 10 active parent engagement	100% of schools provided 10 or more	100% of schools provided 10 or		Maintain 100% of schools providing	All schools provided 10 or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	opportunities per school site.	active engagement opportunities. Data Source: Local Data 2023-2024	more active engagement opportunities. Data Source: Local Data 2024-2025		10 or more active engagement opportunities.	more active engagement opportunities.
6.7	Seek parent input and promote participation in programs for unduplicated students and students with exceptional needs.	Full Implementation Data Source: Local Indicator Report 2023-2024	Full Implementation Data Source: Local Indicator Report 2024-2025		Sustain Full Implementation	Full Implementation

Goal Analysis [2024-25]

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

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

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

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

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

Action 6.1 - Parent Access to Student Information
Implementation Status: 5 – Full Implementation and Sustainability

KCUSD has established structures to support parents utilizing the student information system to support their student(s) at home. This includes accessing their child's academic data, attendance data, and annual state assessment reporting. This action funded licensing for Powerschool.

Action 6.2 - Parent Survey

Implementation Status: 5 - Full Implementation and Sustainability

Parent Survey continues to be administered annually and is routinely revised to ensure the district receives valuable parent input on programs, conditions and overall satisfaction and areas to improve. This action provided materials/supplies and services to process survey feedback.

Action 6.3 - Parent Academy
Implementation Status: 5 - Full Implementation and Sustainability

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

Action 6.4 - Bilingual Community Aides
Implementation Status: 5 - Full Implementation and Sustainability

Bilingual Community Aides continue to be provided at every school site in KCUSD. In recent years, BCAs were expanded to ensure every school site had a bilingual staff member in the office to serve as a liaison with families and serve as a champion for parent engagement and involvement.

Action 6.5 - Support Center Bilingual Community Aides
Implementation Status: Full Implementation and Sustainability

Bilingual Community Aides were provided for both the Student Support Center in Reedley and the Community Learning Center in Orange Cove to welcome parents and connect them with the appropriate resources/departments based on their needs. In addition, these positions support both parent and community outreach.

Action 6.6 - Family Connection Techs
Implementation Status: 5 – Full Implementation and Sustainability

KCUSD continues to utilize Family Connection Techs (FCTs) to support English Learner students and their families. Resources were also provided for FCTs to utilize with parents.

Action 6.7 - District and School Websites
Implementation Status: 5 - Full Implementation and Sustainability

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

Action 6.8 - Unified Communication System

Implementation Status: Full Implementation and Sustainability

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

Action 6.9 - Puente a Tecnologia for Parents
Implementation Status: 5 – Full Implementation and Sustainability

Puente a Tecnologia continues to be an effective way to connect students and parents with technology and provide guidance on how to conduct research, access curriculum resources, enhance parent involvement, complete classroom assignments and build communication skills. This action funded supplemental pay for staff members and technology to be checked out by EL students.

Action 6.10 - Children's Day Parent Program
Implementation Status: Full Implementation and Sustainability

KCUSD has continued the tradition of the annual Children's Day Celebration, celebrated on April 24, 2025 at Orange Cove High School with multicultural celebrations, student performances, connections with community partners and resources for families and a student recognition ceremony. This action funded materials and supplies to support the event.

Action 6.11 - School to Home Communication Team
Implementation Status: 3 – Initial Implementation

KCUSD continues to fund a Communications Director to lead all school/district to home communications. This included the expansion of KCUSD info shared on multiple social media platforms to increase the reach of communications. KCUSD was not able to hire a production specialist to complete the School to Home Communication Team. Recruiting for a qualified production specialist continues to be in progress.

Action 6.12 - Parent Engagement Team
Implementation Status: Full Implementation and Sustainability

KCUSD continued to fund a Parent Engagement Coordinator to lead parent and community outreach efforts and parent education. Together with the Bilingual Community Aides, this team has been successful in increasing parent participation at DELAC and DAC meetings and site based parent education opportunities as well as implementing district level parent engagement workshops for the communities of Reedley, Orange Cove, and Dunlap.

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

Individual school sites received funding to continue to implement their own site specific parent engagement programs. School sites operate a minimum of ten parent engagement opportunities per year.

Overall Successes: In 2024–25, the district successfully implemented nearly all actions that supported this goal, including CSU Fresno's Parent University, the Puente a Tecnología program, Children's Day, the Parent Engagement Team, and the ongoing support of Bilingual Community Aides (BCAs). KCUSD also prioritized the professional development of site secretaries, BCAs, and Health Aides, focusing on enhanced customer service skills to better support students, staff, families, and the broader community. These efforts have contributed to stronger school-to-home connections and more welcoming, responsive school environments for students, parents, and teachers. Additionally, the district's parent communication systems continue to receive positive feedback, reinforcing the importance of consistent, clear, and accessible communication with families.

As a result of these actions, KCUSD anticipates continued growth in parent participation and parent and community partnerships.

Overall Challenges:
While the majority of actions under Goal 6 were effectively implemented, KCUSD experienced a few ongoing challenges in ensuring consistent and equitable parent engagement opportunities across all school sites. Although many schools provided a wide range of meaningful activities to engage parents, others offered fewer or less impactful opportunities. Another challenge was hiring a production specialist, a second position intended to strengthen the school-to-home communication team. This unfilled position has the potential to enhance communication efforts across platforms and will continue to be a priority for the district in 25-26. KCUSD remains committed to addressing these challenges by expanding opportunities for collaboration among school leaders, leveraging successful practices districtwide, and refining communication strategies to support increased and sustained parent engagement.

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

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

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

Action 6.3: The estimated actual expenditures for action 6.3 were lower than the planned expenditures. This was due to continuing to provide parent education and engagement opportunities utilizing existing district and school site staff, rather than contracting with outside organizations. In addition, sites are allocated federal funds to support parent engagement, making it difficult to spend this particular budget.

Action 6.4: The estimated actual expenditures were lower than planned due to multiple bilingual community aide vacancies that occur throughout the year due to staff turnover. This did not impact the level of implementation noted in Prompt 1.

Action 6.5: The estimated actual expenditures were lower than planned due to the district bilingual community aide at the Community Learning Center being hired half-way through the school year. This did not impact the level of implementation noted in Prompt 1.

Action 6.9: The estimated actual expenditures for this action were lower than the planned expenditures. This was due to some staff holding their Puente meetings during the regular contract day, not resulting in additional pay. In addition, the district Puente Program did not need replacement devices this year as expected.

Action 6.11: The estimated actual expenditures were lower than the planned expenditures due to the district being unable to hire a production specialist to complete the School to Home Communication Team.

Action 6.13: The estimated actual expenditures for action 6.13 were lower than the planned expenditures. This was due to continuing to provide parent education and engagement opportunities utilizing existing district and school site staff, rather than contracting with outside organizations. In addition, sites are allocated supplemental and concentration funds to support parent engagement, making it difficult to spend their Title I parent engagement funds.

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

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

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

The actions outlined in Goal 6 helped make progress towards the LEA's goal: All students will have the opportunity to increase academic achievement through the engagement of parents and families.

Action(s): 6.1 (Parent Access to SIS), 6.2 (Parent Survey), 6.3 (Parent Academy), 6.7 (District and School Websites), 6.8 (Parent Communication System), 6.9 (Puente a Tecnologia), 6.10 (Children's Day), 6.11 (School to Home Communication)
Effectiveness of Action(s): Effective

Metric(s): School and District Communication- Parent Survey, Parent Survey Return Rate, More than 10 opportunities, per school site, Reclassification Rate of English Learners

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

with tips to support their children at home, and were effective in improving the performance of our low income, English learner, and foster youth students on the ELA and Math CAASPP. In addition, district level parent workshops were provided specific to healthy relationships, vaping, and healthy living. These opportunities provide parents with information and resources to utilize when supporting their children should they encounter difficult situations.

The district's efforts to enhance communication and engagement with all parents and provide intentional support for parents of English Learners have yielded positive results, demonstrating the effectiveness of targeted actions.

Improvements in communication are evident in the 1% increase in positive responses to the School and District Communication question on the annual parent survey, indicating that strategies to connect with parents and families are resonating. This is further supported by the increased Parent Survey Return Rate, which rose from 47% to 54%, signifying greater participation and involvement from the parent community. The consistent offering of more than 10 active parent engagement opportunities per school site reinforces this commitment to building strong home-school partnerships.

Moreover, the district's focus on English Learners is proving effective, as demonstrated by the increase in the Reclassification Rate from 17% in 22-23 to 19.9% 23-24. This improvement suggests that the specific supports and programs in place, including the Puente Program, are helping English Learners to develop English proficiency and achieve academic success.

Action(s): 6.4 and 6.5 (Bilingual Community Aides), 6.6 (Family Connections Techs), 6.12 (Parent Engagement Team), 6.13 (Site Parent Engagement Support)
Effectiveness of Action(s): Effective

Metric(s): Quality of Service- Parent Survey

These actions work together to provide support staff and supplemental funding that can support the needs of our parents at both the school site and at the district level. These actions have been effective at improving the resources for parents, as evidenced by the annual parent survey questions specific to quality of schools. In 24-25, classified staff training continued with a focus on "customer service", learning how to best address the needs of our parents and the community. The addition of professional development for classified staff, those that interact with parents most often, has had tremendous impact on parents' perspective on quality of service, as evidenced by the annual parent survey and educational partner feedback. The district's commitment to providing high-quality service is reflected in positive feedback from parents. Data from the annual parent survey indicates a 1% increase in positive responses regarding the Quality of Service, per the annual parent survey. This quantitative data is corroborated by qualitative evidence gathered through local data. Feedback from parents during district advisory committee meetings and LCAP input meetings further suggests that parents perceive the service they receive from site staff and district personnel is positive and that these actions have been effective.

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

Action 6.11 has a reduced budget for the 25-26 school year, as the district has opted not to include a second position on the School to Home Communication Team.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Parent Access to Student Information	Licensing for student information system that allows for parents to access their child's attendance and grades throughout the year.	$69,524.00	Yes
6.2	Parent Survey	This action is to provide materials/supplies and services to distribute and analyze the annual Parent Surveys as a means for collecting feedback and input on the educational programs in KCUSD.	$11,561.55	Yes
6.3	Parent Academy	Materials/supplies and service providers to provide parents with opportunities for parent engagement and parent education at all school sites.	$193,705.00	Yes
6.4	Bilingual Community Aides	Continue to provide bilingual community aides (BCA) at all school sites and expand BCA positions to include community support centers to support parents with communication, engagement, and school/district system navigation.	$807,828.00	Yes
6.5	Support Center Bilingual Community Aid	Provide an additional bilingual community to serve community support centers to support parents with communication, engagement, and school/district system navigation.	$40,623.38	No

Action #	Title	Description	Total Funds	Contributing
6.6	Family Connection Techs	Provide Family Connection Techs at all school sites to support progress monitoring of EL students and attendance, and provide resources and support to families in their home language.	$672,873.00	Yes
6.7	District and School Websites	Provide school and district websites to communication to students, parents, and community.	$31,027.05	Yes
6.8	Unified Communication System	This action is continue utilizing Parent Square as a district wide communication system for student and parent communication.	$49,491.85	Yes
6.9	Puente a Tecnologia for Parents	Provide extra pay for staff to facilitate educational opportunities for parents of English learners related to the use of digital tools to support their child's education. This action also includes the purchasing of chromebooks and replacement devices to be checked out by EL students to increase access to learning resources at home.	$19,686.82	Yes
6.10	Children's Day Parent Program	This action is for materials and supplies to continue to hold an annual "Children's Day" celebration to recognize student achievement as well as provide parents with education opportunities and access to community resources.	$45,198.89	Yes
6.11	School to Home Communication	Provide a school to home communication team to coordinate communication to students and families using a variety of distribution methods.	$201,010.75	Yes
6.12	Parent Engagement Team	Provide a Parent Education and Engagement Coordinator to promote and facilitate parent education and engagement opportunities across the district.	$280,486.00	No

Action #	Title	Description	Total Funds	Contributing
6.13	Site Parent Engagement Support	Support school sites with parent education and engagement through additional parent involvement funding.	$54,020.95	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Within three years, Mountain View School (MVS) will increase the number of students that are prepared for college and/or career as measured by the College and Career Indicator on the CA School Dashboard. MVS will accomplish this by achieving the following subgoals: Mountain View School Graduation Rate - All Students, EL, LTELs, LI, and Hispanic MVS will increase the graduation rate of all students, particularly English learners, low-income students, and Hispanic students, by 10% as measured by the CA Dashboard by June of 2027. ELA - All Students, LI and Hispanic All students at MVS, particularly low income and Hispanic students, will demonstrate an increase their performance on the ELA CAASPP by 50 points as measured by "distance from standard" data on the CA School Dashboard by June of 2027. Math - All Students, LI and Hispanic All students at MVS, particularly low income and Hispanic students, will increase their performance on the Math CAASPP by 25 points as measured by "distance from standard" data on the CA School Dashboard by June of 2025. CCI - All Students, EL, LI, LTELs, and Hispanic MVS English learners, low-income students, and Hispanic students will increase their rating on the college and career readiness indicator by one level, from "very low" to "low", as measured by the CA Dashboard by June of 2027. Chronic Absenteeism - All Students, LI, and Hispanic All students at MVS, particularly low income and Hispanic students, will decrease their chronic absenteeism rate by 5% as measured by the CA Dashboard by June 2027. ELPI - EL, LTELs English learners and long term English learners at MVS will improve their performance on the summative ELPAC and overall English Learner Progress Indicator by 5% as measured by the CA Dashboard by June 2027.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 7 was developed to address state priorities 2 (State Standards), 4 (Pupil Achievement), 5 (Pupil Engagement), and 8 (Other Pupil Outcomes). This goal was established to ensure that students leave Mountain View School prepared for community college, a technical training program, or the workforce, reaching their highest potential. Based on the 2023 CA School Dashboard, all students, including the low income, English learners, and Hispanic student groups at Mountain View School, have the lowest rating (red indicator) on the College and Career Readiness Indicator and Graduation Rate indicator. These groups as well as LTELs also had the lowest performance rating on the 2024 Dashboard. The all student, low income student, and Hispanic student groups at MVS had red indicators for both ELA and Math achievement as well. All of the aforementioned indicators are imperative to be prepared for college and career after high school.

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Graduation Rate	MVS All Students: 53.5% EL Students: 45.7% Low Income: 49.7% Hispanic: 49.3% Data Source: CA Dashboard 2022-2023, CALPADS	MVS All Students: 60.4% EL Students: 46.7% LTELs: 47.5% Low Income: 60% Hispanic: 60.5% Data Source: CA Dashboard 2023-2024, CALPADS		MVS All Students: 83.5% EL Students: 80% LTELs: 80% Low Income: 80% Hispanic: 80%	MVS All Students: +6.8% EL Students: +1.0% Low Income: +10.3% Hispanic: +11.2%
7.2	College and Career Indicator (CCI)	MVS All Students: 1.4% EL Students: 0% Low Income: 0.7% Hispanic: 0% Data Source: CA Dashboard 2022-2023	MVS All Students: 4.5% EL Students: 0% LTELs: 0% Low Income: 4.6% Hispanic: 1.7% Data Source: CA Dashboard 2023-2024		MVS All Students: 10% EL Students: 10% LTELs: 10% Low Income: 10% Hispanic: 10%	MVS All Students: +3.1% EL Students: +/- 0% Low Income: +3.9% Hispanic: +1.7%
7.3	Math CAASPP Distance from Standard	MVS All Students: 258.5 points below std. Low Income: 259.3 points below std. Hispanic: 264.4 points below std. Data Source: CA Dashboard 2022-2023	MVS All Students: 219.6 points below std. Low Income: 219 points below std. Hispanic: 218 points below std. Data Source: CA Dashboard 2023-2024		MVS All Students: 243.5 points below std. Low Income: 244.3 points below std. Hispanic: 249.4 points below std.	MVS All Students: +38.9 points Low Income: +40.3 points Hispanic: +46.4 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.4	ELA CAASPP Distance from Standard	MVS All Students: 167 points below std. Low Income: 165.9 points below std. Hispanic: 176.3 points below std. Data Source: CA Dashboard 2022-2023	MVS All Students: 139.3 points below std. Low Income: 137.8 points below std. Hispanic: 135.9 points below std. Data Source: CA Dashboard 2023-2024		MVS All Students: 152 points below std. Low Income: 150 points below std. Hispanic: 161 points below std.	MVS All Students: +27.7points Low Income: +28.1 points Hispanic: +40.4 points
7.5	Chronic Absenteeism	MVS All Students: 18.0% Low Income: 13.6% Hispanic: 17.8% Data Source: CA Dashboard 2022-2023	MVS All Students: 20.4% Low Income: 20.9% Hispanic: 21.3% Data Source: CA Dashboard 2023-2024		MVS All Students: 10.4% Low Income: 10.9% Hispanic: 11.3%	MVS All Students: +2.4% Low Income: +7.3% Hispanic: +3.5%
7.6	ELPI Progress	MVS EL Students: 25.0% Data Source: CA Dashboard 2022-2023	MVS EL Students: 10.9% LTELs: 9.4% Data Source: CA Dashboard 2023-2024		MVS EL Students: 31% LTELs: 13.4%	MVS EL Students: -14.1%

Goal Analysis [2024-25]

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

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

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

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

The actions outlined in Goal 7 supported the progress toward meeting the goal.

Action 7.1 - Academic Counselor
Implementation Status: 5 – Full Implementation and Sustainability

Mountain View School funded a full time academic counselor to support transcript analysis and college/career exploration for students at MVS.

Action 7.2 - Student Connectedness
Implementation Status: 5 – Full Implementation and Sustainability

MVS funded a campus assistant to engage with students, build relationships, and facilitate campus activities to foster student to school connectedness.

Action 7.3 - Co-Extra Curricular Activities
Implementation Status: 5 – Full Implementation and Sustainability

MVS implemented co and extra curricular activities, basketball and gardening for example, to increase opportunities for students to connect with school.

Action 7.4 - Additional Socio-emotional Support
Implementation Status: 5 – Full Implementation and Sustainability

MVS funded a second full time social worker to serve students at Mountain View School utilizing Equity Multiplier funds.

Action 7.5 - Intervention
Implementation Status: 5 – Full Implementation and Sustainability

MVS fully implemented an intervention and credit recovery program both in person and online to support students motivated to recovery credits over and above their independent study sequence of classes.

Overall Success:

KCUSD and Mountain View School (MVS) experienced a few strengths in several key areas. The expansion of counseling support was remarkably smooth. Leveraging the existing part-time counselor allowed MVS to integrate additional support seamlessly and efficiently, providing strong support for student academic progress and student case management. The introduction of credit recovery options at Mountain View School also progressed well. While adding the credit recovery pathway was a new initiative for MVS, district-wide experience provided a valuable framework, allowing for a more streamlined implementation process. Finally, securing an additional social worker proved less challenging than anticipated. The dedication of social workers to serving the significant needs of Mountain View School's student population was encouraging, allowing for quick expansion of integral support services utilizing existing staff in the district. These successes highlight the district's capacity to build upon existing resources to effectively address student needs.

Overall Challenges:

KCUSD and Mountain View School experienced few challenges with action implementation. Action 7.5 (Intervention) was fully implemented. However, there is oftentimes a challenge getting independent study students to attend campus outside of their typical school hours. While Action 7.3 (Co and Extracurricular) was also fully implemented, the school faces a similar challenge in getting students to participate in these activities outside of their typical school hours.

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

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

Action 7.2: The estimated actual expenditures for 7.2 were lower than planned, as this position was over budgeted.

Action 7.3: The estimated actual expenditures were lower than planned, as many co/extra curricular activities were funded out of another funding source or didn't
require significant funding to implement.

Action 7.5: The estimated actual expenditures were lower than planned, as MVS experienced challenges in getting students to take advantage of academic supports outside of their required school day.

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

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

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

The actions outlined in Goal 7 helped make progress towards the LEA's goal: Mountain View School (MVS) will increase the number of students that are prepared for college and/or career as measured by the College and Career Indicator on the CA School Dashboard.

Action(s): 7.1 (Academic Counselor), 7.2 (Student Connectedness), 7.3 (Co/Extra Curricular Activities), 7.4 (Socio-Emotional Support), 7.5 (Intervention)
Effectiveness of Action(s): Somewhat Effective

Metric(s): Graduation Rate, CCI, Math CAASPP DFS, ELA CAASPP DFS, Chronic Absenteeism, ELPI Progress

At Mountain View School, the implementation of a full-time academic counselor, coupled with increased opportunities for enrichment activities fostering student connectedness and additional social-emotional support, resulted in a more supportive and engaging learning environment. The evidence suggests that these actions were somewhat effective as they yielded a positive impact on student outcomes. Specifically, improvements in both ELA and Math state assessment scores indicate an increase in learning. The all student group improved by 38.9 points on the Math distance from standard metric. Similarly, low income students improved 40.3 points and Hispanic students 46.4 points. While there were improvements in academic achievement, chronic absenteeism rates for all students, low income students, hispanic students increased. Similarly, the percentage of English learners and long term LTEL students showing progress in their English language proficiency decreased as measured by the ELPI indicator.

In addition, the increase in the College and Career Readiness Indicator, from 1.4% to 4.5%, points towards students being better prepared for their post-secondary paths. Finally, the increase in graduation rate, from 53% to 60%, underscores the success of both academic and socio-emotional interventions, keeping students on track to earn their diplomas. These improvements at MVS suggest that a whole-child approach addressing academic, social, and emotional well-being can produce significant gains in student achievement and overall success.

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

Goal Description - To improve clarity, data points were removed from the goal description, as they can be found in the Measuring and Reporting Results section.
In addition, there are two new focus areas noted in the Goal Description to reflect 2024 Dashboard areas of need, in addition to maintaining the focus goals from 2023.

Metric 7.5 (Chronic Absenteeism - MVS All students, low income, Hispanic) and Metric 7.6 (MVS EL Students) were added to the 25-26 LCAP as a result of red dashboard indicators.

Long term English learners were added to focus goals, metrics 7.1, 7.2, and 7.6, and Actions 7.1, 7.3, and 7.4.

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

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Academic Counselor	Provide a full-time academic counselor at Mountain View School. Based on local data and our needs assessment, MVS staff identified that students, particularly low income students, English learners, long term English learners, and foster youth at Mountain View School are missing required courses to meet graduation requirements. As a result of academic deficiencies and missing requirements, low income students, English learners, and Hispanic students at Mountain View School have few opportunities to take elective or Career Technical Education courses. These student groups lack connection with school and are therefore unmotivated to attend and complete work, ultimately resulting in a very low CCI rating on the CA Dashboard (red indicator). Providing a full-time counselor will provide students with additional transcript analysis, course recommendations, student transition support, and co/extra curricular connections to ensure all students, particularly EL, LI, and Hispanic students are on track to graduate and to ensure preparedness for college and/or career (CCI). To measure the effect of this action, we will monitor the CCI data on the CA Dashboard for MVS EL students, low income students, and Hispanic students. This action will address the following 2023 Dashboard Lowest Performance Indicator: Mountain View School - CCI - All Students, Low Income, English Learners, Hispanic	$195,452.50	No

Action #	Title	Description	Total Funds	Contributing
7.2	Student Connectedness	Provide an additional campus assistant at MVS to connect with students, facilitate structured activities, and promote a positive school climate. Research indicates that students thrive academically and socially when they attend schools fostering inclusive and supportive relationships, high levels of student engagement beyond the classroom, clear expectations, and a strong sense of safety.	$63,390.00	No
7.3	Co/Extra Curricular Activities	This action is also to provide all MVS students, particularly English learners, long term English learners, low-income students, and Hispanic students, with opportunities to increase connectedness through co and extra curricular activities and therefore increase school engagement and overall graduation rates. This action includes materials/supplies and supplemental pay for staff to facilitate co and extracurricular activities.	$2,538.00	No
7.4	Additional Socio-emotional Support	Provide an additional social worker to provide social and emotional support for Mountain View School students, particularly low-income students, English learners, and Hispanic students. Based on local data and our local needs assessment, the low income students, English learners, long term English learners, and Hispanic students that attend Mountain View School struggle either socially, emotionally, or academically. These student groups lack access to socio-emotional resources at home. As a result of socio-emotional challenges such as stress, anxiety, and depression, MVS students, particularly LI, EL, and Hispanic students, struggle to engage at school, resulting in low graduation rates (red indicator). An additional social worker will provide students with the necessary social and emotional supports such as skills to cope with anxiety, stress, and depression so that they can engage in school academics and co-curricular activities, leading to improved attendance, increased academic performance, and higher graduation	$195,452.50	No

Action #	Title	Description	Total Funds	Contributing
		rates. To measure the effect of this action, we will monitor the Graduation Rate Indicator on the CA Dashboard for MVS EL students, low income students, and Hispanic students. This action will address the following 2023 Dashboard Lowest Performance Indicator: Mountain View School - Graduation Rate - All Students, Low Income, English Learners, Hispanic		
7.5	Intervention	Provide MVS students with intervention support in English Language Arts and Math, both in person and through online courses. Based on local and state achievement data, students that attend MVS have struggled to perform in core subject areas, particularly students from low income families and Hispanic students, resulting in red indicators for both ELA and Math on the 2023 CA School Dashboard. This has been a result of lack of academic support and intervention at school and lack of access to educational resources at home. Our local needs assessment highlighted the need for MVS low income and Hispanic students to have opportunities beyond their instruction time to receive additional support in ELA and Math. Providing students with additional intervention opportunities, both in person and online, will improve the achievement for students at Mountain View School, particularly in ELA and Math. As a result, all students, including low income and Hispanic students will improve performance on the state ELA and Math assessments as measured by the distance from met data for ELA and Math in the metric section. This action will address the following 2023 Dashboard Lowest Performance Indicator: Mountain View School - ELA and Math Achievement - All Students, Low Income, Hispanic	$80,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	Within three years, Kings Canyon Continuation High School (KCHS) will increase the number of students that are prepared for college and/or career as measured by the College and Career Indicator on the CA School Dashboard. KCHS will accomplish this by achieving the following subgoals: Suspension Rate - All Students, EL Students, Low Income, SWD, Hispanic All students at KCHS, particularly English learners, low-income students, student with disabilities, and Hispanic students, will decrease their rate of suspension by 3% as measured by the CA Dashboard by June of 2027. ELPI - English learners, long term English learners KCHS will increase the number of English learners and long term English learners making progress towards English proficiency by 10% as measured by the English Language Proficiency Indicator on the CA Dashboard by June of 2027. CCI - All Students, Low Income, Hispanic All students at KCHS, particularly low-income students and Hispanic students, will increase their rating on the college and career readiness indicator by one level, from "very low" to "low", as measured by the CA Dashboard by June of 2027. There student groups had red ratings in both 2023 and 2024. ELA - All Students, Hispanic, Low Income All students at KCHS, particularly Hispanic and low income students, will improve their distance from standard by 10 points in ELA as measured by the CA Dashboard by June 2027. MATH - All Students, Hispanic, Low Income All students at KCHS, particularly Hispanic and low income students, will improve their distance from standard by 10 points in Mathematics as measured by the CA Dashboard by June 2027.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	Suspension Rate	KCHS All Students: 13.1% EL Students: 24.1% Low Income: 13% SWD: 17.9% Hispanic: 13.4% Data Source: CA Dashboard 2022-2023	KCHS All Students: 11.9% EL Students: 11.4% Low Income: 11.2% SWD: 9.4% Hispanic: 11.9% Data Source: CA Dashboard 2023-2024		KCHS All Students: 11.6% EL Students: 22.6% Low Income: 11.5% SWD: 16.4% Hispanic: 11.9%	KCHS All Students: -1.2% EL Students: +12.7% Low Income: -1.8% SWD: -8.5% Hispanic: -1.5%
8.2	English Learner Progress Indicator (ELPI)	KCHS EL: 30.4% making progress Data Source: CA Dashboard 2022-2023	KCHS EL: 27.3% making progress KCHS LTELs: 27.9% Data Source: CA Dashboard 2023-2024		EL Students: 39.4% making progress KCHS LTELs: 33.9%	KCHS EL: -3.1% making progress
8.3	College and Career Indicator (CCI)	KCHS: All Students: 9.5% Low Income: 2.4% Hispanic: 2.5% Data Source: CA Dashboard 2022-2023	KCHS: All Students: 5.4% Low Income: 5.5% Hispanic: 6.1% Data Source: CA Dashboard 2023-2024		KCHS: All Students: 20% Low Income: 20% Hispanic: 20%	KCHS: All Students: -4.1% Low Income: +3.1% Hispanic: +3.6%
8.4	ELA CAASPP Distance from Standard	KCHS All Students: -34.8 Low Income: -36.0 Hispanic: -28.7	KCHS All Students: -68.4 Low Income: -74.1 Hispanic: -73.2		KCHS All Students: -63.4 Low Income: -69.1 Hispanic: -68.2	KCHS All Students: -33.6 Low Income: -38.1 Hispanic: -44.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: CA Dashboard 2022-2023	Data Source: CA Dashboard 2023-2024			
8.5	Math CAASPP Distance from Standard	KCHS All Students: -161.1 Low Income: -164.9 Hispanic: -161.0 Data Source: CA Dashboard 2022-2023	KCHS All Students: -179.8 Low Income: -183.5 Hispanic: -184.3 Data Source: CA Dashboard 2023-2024		KCHS All Students: -174.8 Low Income: -178.5 Hispanic: -179.3	KCHS All Students: -18.7 Low Income: -18.6 Hispanic: -23.3

Goal Analysis [2024-25]

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

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

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

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

Action 8.1 - Academic Counselor
Implementation Status: 5 – Full Implementation and Sustainability

Kings Canyon High School (KCHS) funded a full time academic counselor to support transcript analysis, transition support, and college/career exploration for students at KCHS.

Action 8.2 - Academic Intervention
Implementation Status: 5 – Full Implementation and Sustainability

KCHS fully implemented an online intervention and credit recovery program using an online curriculum provider, accessible to all students.

Action 8.3 - Co-Extra Curricular Activities
Implementation Status: 5 – Full Implementation and Sustainability

KCHS fully implemented co and extra curricular activities to increase opportunities for students to connect with school, for example intramural athletics and campus gardening.

Action 8.4 - Extended Day English Learner Support
Implementation Status: 5 – Full Implementation and Sustainability

KCHS full implemented extended day support for EL students after typical school hours and during the summer.

Action 8.5 - Career Technical Education
Implementation Status: 5 – Full Implementation and Sustainability

KCHS fully implemented career technical education programs for students both on campus as well as in partnership with Valley ROP at Reedley College. CTE course options included Health and First Aid, Automotive, Criminal Justice, Agriculture, Video Production, and Urban/Rural Firefighting.

Action 8.6 - Supplemental Technology
Implementation Status: 5 – Full Implementation and Sustainability

Supplemental technology was fully implemented at KCHS and accessible in all classrooms, for all students. In addition, technology was made available for students to check out and utilize at home to extend opportunities to learn.

Action 8.7 - Parent Engagement
Implementation Status: 2 – Beginning Development

While parent engagement and outreach is fully implemented at KCHS, minimal extra time was utilized by existing parent outreach staff.

Overall Success:

Kings Canyon High School has demonstrated success in implementing key actions and strategies this past year. The increase in full-time equivalent (FTE) for our academic counselor was successfully implemented, as it required the school to simply increase the number of hours rather than find a new counselor all together, providing quick, effective implementation. There was also seamless implementation of online credit recovery courses as well as targeted academic interventions in mathematics and English Language Arts, as these strategies directly aligned with site support efforts and initiatives. Co-curricular and extracurricular activities were fully implemented and taken advantage of by many students at the school site. The popularity of intramural sports like basketball, mushball, and volleyball, alongside engaging options

such as gardening and ASB, speaks to our commitment to fostering a well-rounded school experience. Efforts to provide extra support for English Learners fit into after school tutorial schedules as well as summer school schedules.

Overall Challenges:

There were no significant challenges with the implementation of actions in this goal.

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

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

Action 8.2: The estimated actual expenditures were lower than planned. This licensing for online intervention curriculum was less than anticipated for the year.

Action 8.3: The estimated actual expenditures were lower than planned, as many co/extra curricular activities were funded out of another funding source or didn't
require significant funding to implement.

Action 8.5: The estimated actual expenditures were lower than planned, as many of the costs associated with CTE (transportation, materials/supplies) were either charged to another categorical budget or required no significant cost to implement.

Action 8.6: The estimated actual expenditures were lower than planned, as all supplemental technology was funded out of other categorical budgets.

Action 8.7: The estimated actual expenditures were lower than planned, as all parent outreach and engagement opportunities were taken care of during the regular work day for the parent outreach liaison, rather than through extra hours.

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

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

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

The actions outlined in Goal 8 helped make progress towards the LEA’s goal: Kings Canyon High School (KCHS) will increase the number of students that are prepared for college and/or career as measured by the College and Career Indicator on the CA School Dashboard.

Action(s): 8.1 (Academic Counselor), 8.2 (Intervention), 8.3 (Co/Extra Curricular Activities), 8.4 (Extended Day English Learner Support), 8.5 (CTE), 8.6(Supplemental Technology), 8.7 (Parent Engagement)
Effectiveness of Action(s): Effective

Metric(s): Suspension Rate, CCI, ELPI Progress, Educational Partner Input

The school site's implementation of a full-time academic counselor, expanded intervention and credit recovery programs, and enriched co-curricular and extracurricular opportunities have yielded positive student outcomes this past year. Data indicates a notable decrease in the overall suspension rate as well as suspension rates for most student groups, which we attribute to increased student engagement fostered by these actions. The all student group decreased by 1.2%, low income students by 1.8%, students with disabilities by 8.5%, and Hispanic students by 1.5%. The suspension rate for EL students increased by 12.7%.

The district is also encouraged by the increase in the percentage of low-income and Hispanic students demonstrating preparedness for college and career, as evidenced by the CCI indicator on the CA School Dashboard (Hispanic +3.6% and Low Income + 3.1%), suggesting these expanded supports are effectively preparing KCHS students for post secondary plans.

The expansion of Career Technical Education (CTE) options, including dual enrollment opportunities, has been particularly impactful in boosting student motivation and engagement, providing hands on, meaningful learning experiences. While Kings Canyon High School (KCHS) experienced a decrease on the English Learner Progress Indicator (ELPI) on the school dashboard, valuable feedback from our educational partners highlighted that the additional support opportunities specifically designed for English Learners have increased their sense of school connectedness and overall confidence. This qualitative data suggests that while progress in one specific metric may have declined, the broader impact on the well being of our English learners is positive.

Collectively, these results are evidence of the effectiveness of the actions and strategies outlined in this goal.

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

Metric 8.2 (ELPI) - LTELs were added to this metric in the Year 1 Outcome column.

Metric 8.5 (ELA CAASPP Distance from Standard- KCHS Low income, Hispanic students) and Metric 8.6 (Math CAASPP Distance from Standard- KCHS Low income, Hispanic students) were added to the 25-26 LCAP as a result of red dashboard indicators.

The description in Action 8.7 has been changed to "supplemental pay" rather than "salaries and benefits" to clarify the action is not for a new position, but rather supplemental pay.

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

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Academic Counselor	KCHS will add additional counseling FTE on their campus to support students, particularly low-income and Hispanic students, with both academic counseling and transition support to ensure they are college and career ready (CCI) upon graduation. Based on local data, all students at KCHS, particularly low income students and Hispanic students, are missing required courses to meet graduation requirements. Based on our local needs assessment, these students groups all share a common need, a lack of connectedness and motivation at school. These student groups have had few opportunities to take elective or Career Technical Education courses, opportunities that typically engage, connect, and motivate students. Providing additional counseling support will provide students with additional transcript analysis, course recommendations, student transition support, and co/extra curricular connections to ensure all students, particularly low-income and Hispanic students are on track to graduate and to ensure preparedness for college and/or career. This action will address the following 2023 Dashboard Lowest Performance Indicator: Kings Canyon High School - CCI - All Students, Low Income, Hispanic	$124,920.44	No
8.2	Academic Intervention	Provide all KCHS students with access to intervention opportunities and online course options to increase recover learning in all subject areas, most specifically ELA and Math. Based on local and state achievement data, many students that attend KCHS have struggled to perform in core subject areas. This has oftentimes been a result of lack of academic support and intervention. By providing students with additional intervention opportunities, both in person	$105,650.00	No

Action #	Title	Description	Total Funds	Contributing
		and online, will improve the achievement for students at KCHS, particularly in ELA and Math. As a result, more students will meet or exceed standards on the state ELA and Math assessments, making them prepared on the College and Career Indicator (CCI).		
8.3	Co/Extra Curricular Activities	Provide all students at KCHS, particularly English learners, low-income students, students with disabilities, and Hispanic students materials/supplies and supplemental pay for staff to increase opportunities for student engagement and connectedness through co and extracurricular activities. Based on local data, all students at Kings Canyon High School share a common need, particularly low income students, English learners, Hispanic students, and student with disabilities, a lack connectedness at school, leading to lack of engagement, low achievement, behavior issues, and student suspensions (red indicator). Providing students with many opportunities to engage in school through both co and extracurricular activities will increase connectedness and belonging. Students that are connected with their school are less likely to break school rules and be suspended from school and more likely to engage in coursework. This action will address the following 2023 Dashboard Lowest Performance Indicator: Kings Canyon High School - Suspension Rate- All Students, Low Income, Hispanic, English Learners, Students with Disabilities	$10,565.00	No
8.4	Extended Day English Learner Support	Provide additional extended day support for all English learner students and long term English learners at KCHS, specifically focusing on English language development standards. This action includes materials/supplies and supplemental pay for staff. English learners and long term English learners at Kings Canyon High School are not making enough progress on the state ELPAC assessment through whole class ELD instruction during the day, as evidenced by the	$10,565.00	No

Action #	Title	Description	Total Funds	Contributing
		red ELPI indicator. Our local needs assessment highlighted that English learners and long term English learners at KCHS lack access to language exposure and support at home. By providing students with ELD support outside of class time, we can focus on struggling EL students and support them with their specific English language needs. By differentiating supports by student need and increasing ELD support, we expect that the number of English learners and long term English learners making progress on the ELPI will increase. This action will address the following 2023 Dashboard Lowest Performance Indicator: Kings Canyon High School - ELPI		
8.5	Career Technical Education	Provide materials and supplies for CTE courses and transportation throughout the year to Reedley College.	$19,618.60	No
8.6	Supplemental Technology	Technology to increase student engagement.	$40,156.45	No
8.7	Parent Engagement	Supplemental pay for Parent Liaison for parent outreach and communication.	$26,412.50	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$40,502,971	$5153280

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
39.148%	2.988%	$3,011,647.13	42.136%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.2	**Action:** Supplemental Instructional Resources **Need:** Kings Canyon Unified School District's low-income students are in need of additional academic support in comparison to all students as indicated in the metric section on state ELA and math assessments. Educational partner feedback, specifically from parents,	This action will continue to provide equity and access to our low-income students by ensuring access to supplemental instructional resources. KCUSD will provide supplemental instructional supplies to our low-income students to ensure that they are equipped with the resources necessary to be successful in the classroom and during extended day activities. These additional resources will help sites in addressing learning gaps through both intervention and enrichment.	ELA CAASPP Meets/Exceeds Standard - Low Income Students, All Students Math CAASPP Meets/Exceeds Standard - Low Income Students, All Students Educational Partner Input

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	learners and low-income students are performing much lower than all students as indicated in the metric section on state ELA and math assessments. Educational partner input from both parents and teachers support the continued need for classroom instructional aides to focus on supporting the individual student needs of struggling students. Our needs assessment further highlighted the continued need to increase opportunities for small group and differentiated instruction. **Scope:** LEA-wide	grades K-8 will provide individual support to students through small groups and scaffolding in order to increase language acquisition and performance in core subject areas during the regular school day. This support is designed to meet the needs most associated with English learners and low-income students. However, because we expect that all students struggling academically will benefit, this action is provided on an LEA-wide basis.	Low Income Students, EL Students, All Students
2.9	**Action:** Intervention Supplemental Support for Unduplicated Students with Disabilities **Need:** Low-income students are in need of additional academic support in comparison to all students as indicated in the metric section on state ELA and math assessments. Based on a local needs assessment, KCUSD also identified a unique need for low-income students who are also students with disabilities. Out of all students with disabilities, 88% are low income students with a disability. Students that are dually identified (low income and Special Education) score lower than the overall SWD subgroup and therefore require varied additional academic and social emotional supports. Parent and administrator input support the need for intervention and	This action will continue to provide additional resource specialist teachers and paraeducator support at school sites and provide Learning Center staff with additional work days in order to provide guidance to school site grade level teams to prescribe targeted intervention during the day, extended day academic support after school, and social and emotional support for our low-income students with disabilities, beyond what is required by the law. In addition, additional special education techs will be hired to support our school sites with a higher number of low-income students with disabilities. Additional staff will allow for greater individualized student supports through intervention, data analysis, and strategy support for general education teachers, beyond legislative requirements. This action is designed to meet the needs most associated with low income students with disabilities. However, because we expect that	ELA CAASPP Distance from Standard - Low Income SWD, All SWD Math CAASPP Distance from Standard - Low Income SWD, ALL SWD Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	extended day academic support for our low-income students with disabilities, as this subgroup of students often lacks academic support at home. Our local needs assessment also highlighted the need for additional social and emotional support for this subgroup of students, as our low income parents lack the skills to support their children with social and emotional challenges, such as anxiety and depression. **Scope:** LEA-wide	all students struggling academically will benefit from additional intervention and extended day support, this action is provided on an LEA-wide basis.	
2.10	**Action:** Cultural Education and Enrichment Program **Need:** Based on local survey data and input from our low-income students, specifically those that are Native American, students struggle academically when they often do not see themselves represented in traditional curriculum. Input from parents suggested that low income, Native American students are less likely to engage in cultural awareness activities at home. This leads to a lack of sense of belonging and feeling disconnected from school. Our local needs assessment highlighted the need to provide opportunities for low-income Native American students to explore and affirm their cultural identity, foster a sense of belonging, and engage in activities that promote cross-cultural understanding and respect, in effort to create a more inclusive	KCUSD will continue to utilize materials, supplies, and supplemental resources to provide educational workshop series for both low income Native American students and their parents to provide culturally relevant opportunities to build a community of support for their children's academic learning needs. These resources utilized in workshops will aim to celebrate the rich heritage, traditions, and languages of indigenous people and provide a space for low income Native American students and their families to explore and affirm their cultural identity. By increasing the connectedness of our low income Native American students, we expect academic achievement to improve. This action is designed to meet the needs most associated with our low-income, Native American students. However, because we expect that all students will benefit from cultural awareness and diversity, this action is provided on an LEA-wide basis.	ELA CAASPP - Distance from Standard - Low Income Native American Students, All Native American Math CAASPP - Distance from Standard - Low Income Native American Students, All Native American Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and equitable learning environment for all students. Of the Kings Canyon Unified Native American students, 70.4% are low income students. **Scope:** LEA-wide		
2.11	**Action:** Additional Student Support- Prevention and Intervention **Need:** KCUSD local data indicates that low-income students have a higher rate of identification for special education services. Educational partner input suggested that more support be provided to students prior to qualification for special education services. Our local needs assessment indicated that low-income families often have limited access to resources such as early childhood education programs, socioemotional supports, and educational support services outside of school. Input highlighted that prior to identifying low-income students for the special education program, students need academic, behavioral, and socio-emotional intervention. **Scope:** LEA-wide	KCUSD will provide program specialists and school psychologists focused on the design and recommendations of prevention and intervention strategies to mitigate the number of low income students requiring special education services. These positions will provide support to school sites through the Student Study Team process, in which academic interventions and socio-emotional supports will be prescribed to support low income students. Through the services provided by this action, students will have greater access to best first instruction (prevention) and interventions when appropriate. These additional resources are designed to meet the needs most associated with low-income students. However, because we expect that all students struggling academically will benefit, this action is provided on an LEA-wide basis.	ELA CAASPP Distance from Standard - Low Income, All Students Math CAASPP Distance from Standard - Low Income, All Students Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.13	**Action:** Supplemental Library Services **Need:** Kings Canyon Unified School District's English learners, low-income students, and foster youth are in need of additional academic support in comparison to all students as indicated in the metric section on distance from standard for state ELA and math assessments. Educational partner feedback, specifically from parents, indicates that many students identified as English learners, low-income students, and foster youth do not have access to supplemental instructional materials, reading material, and technology outside of school. In addition, students that attend schools out in the country, oftentimes lack the means of accessing the local library in town. Our needs assessment identified these resource gaps as potential obstacles, impacting language and literacy development and the critical thinking skills of our English learners, low-income, and foster youth in comparison to all students. **Scope:** LEA-wide	KCUSD will continue to fund personnel to provide library and media services and materials and supplies to ensure low income students, English learners, and foster youth have access to reading materials, supplemental instructional materials, and interactive technology at all school campuses. This action will allow for low income students, English learners, and foster youth to continue their learning beyond the classroom and have access to tools they would otherwise not have at home to promote language and literacy development and critical thinking skills. In addition, this action provides materials and shelving needed to expand library spaces to increase access for low-income, English learner, and foster youth students that do not have the means to access their local library in town. The increased access to additional resources and learning tools are designed to meet the needs most associated with English learners, 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.	ELA CAASPP Distance from Standard - Low Income, EL Students, Foster Youth, All Students Math CAASPP Distance from Standard - Low Income, EL Students, Foster Youth, All Students Educational Partner Input
2.14	**Action:** Instructional Coaches **Need:**	KCUSD will continue to provide instructional coaches who will provide training and support for teachers to expand their use of evidence based strategies, such as word-learning strategies, context clues, and contextualized learning of new	ELA CAASPP Meets/Exceeds Standard - Low Income Students, All Students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	According to state data on the number of students that meet or exceed standard on ELA and Math assessments, Kings Canyon Unified School District's low-income students are in need of additional academic support. Our local needs assessment highlighted that struggling low income students lack exposure to academic vocabulary and linguistic support at home, both of which are essential in strengthening reading comprehension and critical thinking skills. Utilizing state assessment data and feedback from our district advisory committee and our district teacher's association, we identified the need for additional coaching and professional development through both stand alone workshops and the collaborative team process to support teachers in the use of evidence based strategies that support the development of academic vocabulary. **Scope:** LEA-wide	words to support the development of academic vocabulary, reading comprehension, and critical thinking skills for our low income students. This action will also provide on-site, real time professional development for teachers to more effectively support low income students through weekly grade level and department collaborative teams. The collaborative team process provides teachers with the opportunity to share best practices, correlating instructional strategies with student data and performance. Instructional coaches will provide modeling and feedback to collaborative teams to ensure they are focused on instructional strategies that promote the development of vocabulary, reading comprehension skills, and critical thinking and make adjustments based on the impact and effectiveness evidenced by student results. The support provided by instructional coaches is designed to meet the needs most associated with low-income students. However, because we expect that all struggling students will benefit from intentional planning, best first instruction, and prescribed	Math CAASPP Meets/Exceeds Standard - Low Income Students, All Students Educational Partner Input
2.16	**Action:** Supplemental Professional Development **Need:** According to state data on distance from standard on ELA and Math assessments, Kings Canyon Unified School District's low-income students are in need of additional academic support. Low income students enter	This action will continue to fund an additional Assistant Superintendent for Curriculum and Instruction to support professional development and coaching in KCUSD and further work on collaborative teams and the PLC process, improving differentiated instruction, timely identification of struggling students, and intervention support for low-income students. This position will also serve as a leader on the District	ELA CAASPP Distance from Standard - Low Income, All Students Math CAASPP Distance from Standard - Low Income, All Students Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the classroom with academic gaps and deficits due to limited access to educational resources at home. As a result of our local needs assessment, we identified that struggling low income students need differentiated instruction, timely intervention, and extended day support at school. Utilizing state assessment data and feedback from our district advisory committee and our district teacher's association, we discovered a need for additional coaching and professional development for teachers to ensure the use of differentiated instructional strategies and timely intervention. **Scope:** LEA-wide	Instructional Leadership Team, supporting site leaders with the collaborative team process to more effectively identify our low-income students that are struggling with specific ELA and Math standards. Because low-income students lack educational resources at home, this action will also support school sites in the planning and implementation of after school academic interventions for low-income students. This action is designed to meet the needs most associated with low-income students. However, because we expect that all students struggling academically will benefit, this action is provided on an LEA-wide basis.	
2.18	**Action:** Expanded TK/Kindergarten Minutes **Need:** Through analysis of educational partner input and local data, our needs assessment indicated that our low income students, English learners, and foster youth often lack exposure to structure and routines, opportunities for social development, and foundational academic skills. Partner input highlighted that full day TK/Kindergarten has provided tremendous academic and socio-emotional benefits for English learners, low-income, and foster youth students in Kings Canyon Unified School District.	KCUSD will continue to provide supplemental support for academic achievement in ELA and math for TK/Kindergarten students through continued additional FTE for TK/Kindergarten teachers to increase instructional minutes beyond state requirements. This action will allow for more opportunities for child-centered, creative activities, structure and routines, as well as more opportunities for developing academic and social skills. This action will allow for greater amounts of individualized instruction, reinforcement of positive behavior, and greater progress in both social and academic skill development. The additional time is designed to meet the needs most associated with English learners, low-income, and foster youth. However, because we expect that all students will	ELA i-Ready Scores - 2nd Grade - All Students, LI, EL, FY Math i-Ready Scores- 2nd Grade - All Students, LI, EL, FY Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	benefit from increased exposure to structure and routines, socialization, and academic support, this action is provided on an LEA-wide basis.	
2.21	**Action:** Supplemental Pre-School Supports **Need:** Through analysis of educational partner input and local data, our needs assessment indicated that our low income students, English learners, and foster youth often lack exposure to structure and routines, opportunities for social development, and foundational academic skills. Partner input also highlighted the importance of TK/Kindergarten readiness to ensure a positive early learning experience for English learners, low-income students, and foster youth. Increasing opportunities for exposure to preschool will better prepare students for TK and Kindergarten. **Scope:** LEA-wide	Supplemental materials, supplies, and support will continue to be provided to ensure preschool students develop a strong social, emotional, and academic foundation for learning prior to entering a Transitional Kindergarten or Kindergarten class. Supplemental materials and supplies specific to both foundational academic skills and social play opportunities will expose preschool students to a strong academic foundation and social skills activities that they often times would not experience at home. State preschool programs at designated sites currently prioritize services for Foster youth students, low-income students and English learners. This supplemental support further increases the quality of services delivered by providing additional staff and materials/supplies to meet the developmental needs of participating students, resulting in improved social and emotional skills and basic literacy and math skills, better equipping students for success upon entry into a TK or Kindergarten classroom. This action is designed to meet the needs most associated with English learners, low-income, and foster youth students. However, because we expect that many preschool aged students who might struggle to read by 3rd grade will benefit, this action is provided on an LEA-wide basis.	ELA CAASPP Meets/Exceeds Standard - 3rd Grade EL Students, 3rd Grade Low Income Students, 3rd Grade Foster Students, All 3rd Grade Students Math CAASPP Meets/Exceeds Standard - 3rd Grade EL Students, 3rd Grade Low Income Students, 3rd Grade Foster Students, All 3rd Grade Students Educational Partner Input
2.22	**Action:** Opportunity Programs **Need:**	KCUSD will continue to support an alternative education program for middle and high school low income struggling students to better support academic achievement and social/emotional	ELA CAASPP Distance from Standard - Low Income Students, All Students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Kings Canyon Unified School District's low-income students are in need of additional academic and behavior support in comparison to all students as indicated in the metric section on state ELA and math assessments. As a result of data analysis and educational partner feedback, our local needs assessment indicated that many of our struggling students need an alternative classroom setting that can provide them with a smaller environment that specifically supports social and emotional development, study skills, and more individualized academic and behavior support. **Scope:** LEA-wide	health. Opportunity teachers will build positive relationships with low income students, provide social and emotional support, and ensure access to individualized academic interventions to meet unique student needs. This action is designed to meet the needs most associated with low-income students. However, because we expect that many middle and high school students who struggle academically will benefit from individualized academic and socio-emotional support, this action is provided on an LEA-wide basis.	Math CAASPP Distance from Standard - Low Income Students, All Students Educational Partner Input
2.23	**Action:** Elimination of Combination Classes **Need:** English learners and low-income students at district elementary schools are in need of additional academic support in comparison to all students in Kings Canyon Unified as indicated in the metric section on state and ELA and math assessments. Through analysis of state data and educational partner input, our needs assessment highlighted the need to eliminate combination classes to decrease student variability within a single classroom and continue to provide smaller class sizes to increase opportunities for targeted student support and differentiation.	KCUSD will increase academic achievement for students at elementary school sites by providing additional teachers as needed to eliminating grade level combination classes and lower student to teacher ratios. 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. In addition, additional teachers will reduce the number of students in larger classes, creating more opportunities for individualized support. The additional staff are designed to meet the needs most associated with English learners and low-income elementary students. However, because we expect that all students struggling academically	ELA CAASPP Meets/Exceeds Standard - EL Students, Low Income Students, All Students Math CAASPP Meets/Exceeds Standard - EL Students, Low Income Students, All Students Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	will benefit from targeted support and differentiation, this action is provided on a school-wide basis.	
2.24	**Action:** Additional Transportation to Reduce Loss of Instructional Time **Need:** Student math and ELA achievement data indicates that Kings Canyon Unified School District's English Learners and low-income students are performing lower than all students as evidenced by meets/exceeds standards CAASPP data in the metrics section. Using our analysis of achievement data and educational partner feedback, our needs assessment indicated that participation of English learners and low income students in athletics and other co/extracurricular activities increases self-esteem, social status, and academic success as long as it does not significantly reduce the amount of time spent in the classroom. **Scope:** Schoolwide	In order for our English Learners and low-income students to participate in athletics and other co/extra-curricular activities and maximize their time in the classroom we will continue to provide additional bus drivers who will be able to limit the amount of time students must leave their school site before dismissal time, thereby increasing instructional time and access to learning. This action is designed to meet the needs most associated with English learners and low-income students. However, because we expect that all students struggling academically will benefit, this action is provided on an LEA-wide basis.	ELA CAASPP Meets/Exceeds Standard - Low Income Students, EL Students, All Students Math CAASPP Meets/Exceeds Standard - Low Income Students, EL Students, All Students Educational Partner Input
2.25	**Action:** Data Systems and Accountability Team **Need:** State ELA and math assessment data indicates that Kings Canyon Unified School District's English learners, low-income, and foster youth are in need of additional academic	In order to close that achievement gap, Kings Canyon Unified School District will continue to monitor student achievement and instructional practices through the support of the Systems and Accountability Data Team. This team will support site leaders and teachers to identify achievement gaps and inform instructional and programmatic decisions. The academic needs of our low income	ELA CAASPP Distance from Standard - Low Income, EL Students, Foster Students, All Students Math CAASPP Distance from Standard - Low Income, EL Students,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	support in comparison to all students as indicated in the distance from standard data in the metric section. Through analysis of achievement data and input from our District Advisory Committee and District English Language Advisory Committee, our needs assessment identified a need to more closely monitor academic progress throughout the school year, creating opportunities for more timely intervention and support for low income, English learners, and Foster youth students. **Scope:** LEA-wide	students, English learners, and foster youth students are most efficiently addressed when teachers have the information and resources needed to target instruction. This action is designed to meet the academic needs of English learners, low-income and foster youth students, however, because all students could benefit from ongoing progress monitoring and timely intervention and support, this action is being provided on an LEA-wide basis.	Foster Students, All Students Educational Partner Input
2.26	**Action:** Educational Programs Department **Need:** Kings Canyon Unified School District's English learners, low-income, and foster youth are in need of additional academic support in comparison to all students as evidenced by the distance from standard ELA and math data in the metric section. Through analysis of achievement data and input from our District Advisory Committee and District English Language Advisory Committee, our needs assessment identified a need to ensure the district action plan includes strategies to support high quality education, academic progress monitoring, timely intervention, intentional instruction for English learners, and enrichment opportunities for our low income students, English learners, and foster youth.	In order to support our low income students, English learners, and foster youth, student progress will continue to be monitored at the District level to ensure equity and access for all students and the appropriate allocation of funds and services. Personnel in the Educational Programs Department will oversee the implementation and monitoring of LCAP effectiveness, with an intentional focus on closing achievement gaps for our unduplicated students. Monitoring educational progress through analysis of local and state assessments will provide necessary information for the district to target English learners, low-income, and foster youth student's learning needs and ensure the LCAP goals are met. The Educational Programs department also provides the district with direction and clearly articulated strategies based on data and educational partner feedback to address the learning needs of our most at-promise students within a multi-tiered system of support. This action	ELA CAASPP Distance from Standard - Low Income, EL Students, Foster Students, All Students Math CAASPP Distance from Standard - Low Income, EL Students, Foster Students, All Students Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	is designed to meet the academic needs of English Learners, low-income and foster youth students, however, because all students could benefit this action is being provided on an LEA-wide basis.	
4.2	**Action:** Supplemental Academic Counselors **Need:** Local and state data indicate the percentage of low income students and English Learners students that complete A-G requirements or a career technical education (CTE) pathway is low when compared to the all student group. After conducting an in-depth analysis of historical data, it was determined that additional resources should continue to be devoted to decreasing the number of students that transfer to alternative education programs. This analysis demonstrated the need to increase academic counseling and progress monitoring beginning in the 9th grade. Our local needs assessment highlighted a need for earlier identification of credit-deficient EL, and LI students. In addition, the needs assessment revealed a need for more intentional scheduling for credit recovery in effort to retain more of the identified students at the comprehensive school, giving them the greatest opportunity to complete A-G requirements and/or a CTE pathway. **Scope:** Schoolwide	KCUSD will continue to fund supplemental academic counselors to support low income and English learner students who fall behind with credit recovery opportunities during the school day, after school, and during intersessions as well as social-emotional interventions. Supplemental counselors will allow us to sustain lower caseloads in the 9th grade allowing for low income and English learners to be identified earlier for intervention, enrolled in more high interest CTE courses, and be connected with academic and socio-emotional supports so they do not fall behind. This action is designed to meet the needs most associated with low income students and English learners However, because we expect that all students enrolled at Orange Cove High School and Reedley High School will benefit from these additional supports, this action is provided on a school-wide basis.	A-G Completion Rate - All Students, Low Income Students, English Learners CTE Pathway Completion Rate - All Students, Low Income Students, English Learners Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.3	**Action:** School Connections Counselors **Need:** Kings Canyon Unified School District's graduation rates for English Learners and low-income students are lower than the all-student group. Within our data examination, we dug deeper to look at subgroups within our English Learner and Low-income groups to ensure we were addressing the root cause of the low graduation rate. We looked at low income students, low income students with disabilities, as well as English learners and English learner students with disabilities and discovered that these subgroups continue to have a graduation rate that is even lower than those of the all-student group, as identified in the metric section. Our local needs assessment highlighted the increasing need for the identified students to connect with a caring adult at school as early as possible to address the 8th to 9th grade transition challenge. Educational partner input also supported the need for more student to school connection support, such as mentoring, school resources, and counseling to ensure the identified students feel that they are accepted, part of their school community, and more likely to attend and engage in school. 88% of SWD are low-income students. 31% of SWD students are English learners. **Scope:**	To meet these needs, this action will continue to provide supplemental support for low-income, low income SWD, EL and EL students with disabilities through a "School Connections" counseling and mentoring program. School connection counselor will work individually with the identified students on intensive and individualized counseling to provide the specific support, tools, and resources for each student within the identified subgroups, to ensure they feel like part of their school community. This action is designed to meet the needs most associated with low-income, low-income SWD and EL, EL SWD students. However, because we expect that all students especially student with disabilities struggling academically will benefit, this action is provided on an LEA-wide basis.	Cohort Graduation Rate - All students, Low Income, Low Income SWD, EL Students, EL Students SWD Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
4.4	**Action:** Expansion of School Connections Program **Need:** Kings Canyon Unified School District's graduation rates for English Learners and low-income students are lower than the all-student group. Within our data examination, we dug deeper to look at subgroups within our English Learner and Low-income groups to ensure we were addressing the root cause of the low graduation rate. We looked at low income students, low income students with disabilities, as well as English learners and English learner students with disabilities and discovered that these subgroups continue to have a graduation rate that is even lower than those of the all-student group, as identified in the metric section. Our local needs assessment highlighted the increasing need for the identified students to connect with a caring adult at school as early as possible to address the 8th to 9th grade transition challenge. Educational partner input also supported the need for more student to school connection support, such as mentoring, school resources, and counseling to ensure the identified students feel that they are accepted, part of their school community, and more likely to attend and engage in school. 88% of SWD are low-income students. 31% of SWD students are English learners.	To meet these needs, this action will continue to provide supplemental support for low-income, low income SWD, EL and EL students with disabilities through a second "School Connections" counseling and mentoring program. The School Connections Counselor will work individually with the identified students on intensive and individualized counseling to provide the specific support, tools, and resources for each student within the identified subgroups, to ensure they feel like part of their school community. This action is designed to meet the needs most associated with low-income SWD and EL SWD. However, because we expect that all students, especially low income students with disabilities and English learners students with disabilities, struggling academically will benefit, this action is provided on an LEA-wide basis.	LEA Level SWD Graduation Rate: All students, Low Income, Low Income SWD, EL Students, EL Students SWD Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
4.5	**Action:** College and Career Head Counselor **Need:** Local and state data indicate the percentage of low income students and English Learners students that complete A-G requirements or a career technical education (CTE) pathway is low when compared to the all student group. After conducting an in-depth analysis of historical data, it was determined that additional resources should continue to be devoted to decreasing the number of students that transfer to alternative education programs. This analysis demonstrated the need to increase academic counseling and progress monitoring beginning in the 9th grade. Our local needs assessment highlighted a need for earlier identification of credit-deficient EL, and LI students. In addition, the needs assessment revealed a need for more intentional scheduling for credit recovery in effort to retain more of the identified students at the comprehensive school, giving them the greatest opportunity to complete A-G requirements and/or a CTE pathway. **Scope:** LEA-wide	KCUSD will continue to fund a College and Career Head Counselor to support low income and English learner students. The College and Career Head Counselor will provide individualized A-G advising, ensuring these students are on track for college eligibility. This position will actively recruit and support these students in CTE pathways through school wide awareness activities, offering guidance on opportunities and completion requirements. Recognizing the importance of family support, the counselor will conduct culturally and linguistically accessible outreach to families, providing education opportunities about A-G requirements, college admission requirements, and CTE opportunities. In addition, this position will act as a resource for grade-level counselors who have broader responsibilities. By focusing on targeted advising, CTE access, and family engagement, this position aims to increase A-G completion and CTE pathway completion rates for these unduplicated student groups. This action is designed to meet the needs most associated with low income students and English learners However, because we expect that all students enrolled at Orange Cove High School and Reedley High School will benefit from these additional supports, this action is provided on a school-wide basis.	A-G Completion Rate - All Students, Low Income Students, English Learners CTE Pathway Completion Rate - All Students, Low Income Students, English Learners Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.6	**Action:** Student Transition Programs **Need:** Historically, cohort graduation rates indicates that Low Income Students and English Learners are not graduating at the same rate as the all-student group. Although we experienced an increase in the graduation rate of our low income students in 23-24, and educational partner feedback, specifically parents, our local needs assessment highlighted the continued need for mentor and transition support, specifically in the 6th and 9th grades for the identified students. Educator partner feedback from low-income and English learner students and staff also indicates that the transition from middle school to high school is difficult for many low-income students and English learner students because it is often difficult to connect to the bigger high school setting and navigate the various junior high and high school requirements and expectations. As a result, the identified students struggle to engage, often resulting in academic deficiencies and lower graduation rates. **Scope:** LEA-wide	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 continue to include the elementary to middle school component. The Student Transition Program will continue to support low income and English learner students with tutoring, academic support, student connectivity, and social-emotional support to mitigate the difficulty in transitioning from elementary to middle and middle school to high school. Additionally, the Student Transition Program provides parents of the identified students the opportunity to attend workshops, college trips and family centered activities to strengthen the parent-adolescent relationship, which is instrumental in assisting students through these transitions. This action is designed to meet the needs and stresses most associated with low-income and English learner students. However, because we expect that all students struggling with the transitions from elementary to middle school and middle school to high school will benefit, this action is provided on an LEA-wide basis.	Cohort Graduation Rate - All students, Low Income Students, English Learners Educational Partner Input
4.8	**Action:** Career Technical Education Support	KCUSD will continue its partnership with Valley ROP to provide low income students and English learners with a wide array of career technical	CTE Participation Rate- All Students, Low Income

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Local and state career technical education participation data shows that our English learners and low income students continue to have a lower CTE participation rate than the "all student" group. Through analysis of CTE participation data and partner feedback, our local needs assessment highlighted the ongoing need to provide a wide array of career technical education and career exploration opportunities to enhance academic courses and engage English Learner and low income students in technical fields. In our experience, increased exposure will lead to informed goal setting and improved school connectedness. **Scope:** LEA-wide	education course options in both middle and high school. CTE courses are designed to enhance academic courses with work experience and life skills through hands-on learning and collaboration. CTE courses provide English learners and low-income students with a comprehensive set of skills, academic supports, and experiences designed to cultivate relationships and enhance both academic and technical skills. The ongoing implementation of CTE courses are designed to meet the needs most associated with English learners and low income students. However, because we expect that all students can benefit from being exposed to a wide range of career opportunities, this action is provided on an LEA-wide basis.	Students, English Learners Educational Partner Input
4.9	**Action:** Agriculture Pathways **Need:** 2023-2024 data continues to show that low-income students have a lower CTE participation rate as compared to the all-student group. A local needs assessment reveals that these identified students need additional access to CTE and A-G pathways. We discovered the need to expand high-interest pathways based	In order to address these needs, KCUSD will continue to improve and sustain the expanded Agriculture CTE pathway. KCUSD will continue to pay for the costs associated with program expansion, including both the maintenance and improvement of the infrastructure, including program-specific facilities and industry-standard tools and equipment, needed to support low income student participation. These additional opportunities and expanded resources will increase low-income students' access to and knowledge of the principles of Agriculture Science. Providing industry standard tools and equipment	CTE Participation Rate - Low Income Students Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	on our rural community. By more intentionally expanding these CTE pathway opportunities, we believe we will better support our low income students' overall preparation for college and career. In addition, educational partners stated that increasing agricultural opportunities at school is imperative, as it is a high interest and high demand area in our rural communities. Feedback expressed the importance of providing students with both a foundation of knowledge in agribusiness theories through an interactive and hands-on approach and access to state of the art tools and equipment that low income students would not otherwise experience. **Scope:** Schoolwide	will fill a gap for our low income students that would not otherwise interact with outside of school. This action is designed to meet the needs most associated with low-income students. However, we believe that all students will benefit, and therefore this action will be offered school-wide.	
4.12	**Action:** Supplemental Athletic Resources **Need:** Local data also indicates that the participation of low-income students in athletics can positively impact their school performance. State attendance data in 23-24 highlights that our low income students have a lower attendance rate that the all-student group. Local experience indicates that when low-income students get involved in athletics, they have a greater sense of belonging and 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 students to and from practice and games/ competitions, materials needed for the sport, services for game officials, and staff to coordinate schedules and to ensure these opportunities are available to low-income students. We believe that athletics can serve as a powerful motivator for low-income students, by offering them opportunities to engage in team sports and activities they are passionate about thus	Attendance Rate - All Students, Low Income Students Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	pride, motivating them to have better attendance and to perform better in school. Educational partner feedback indicates that many low-income students in Kings Canyon Unified School District are unable to participate in athletics outside of school due to the cost of participation. As a result of analysis of both partner feedback and local data, our needs assessment highlighted the need to ensure all of our low-income students have the opportunity to participate in a wide array of athletic opportunities at their school site. **Scope:** LEA-wide	encouraging regular attendance. This participation not only fosters a sense of community and belonging for low-income students but also incentivizes students to maintain good attendance to remain eligible for their sports teams. This action is designed to meet the needs most associated with low-income students, however, because we expect that all students will benefit from a wide array of opportunities to participate in school athletics, this action is provided on an LEA-wide basis.	
4.13	**Action:** Health and Nutrition Fitness Program **Need:** Parent and student input shows that our low-income students have lower consumption of healthy foods and limited fitness opportunities. State attendance data in 23-24 highlights that our low income students have a slightly lower attendance rate than the all student group as well. Through analysis of educational partner input and state attendance data, our local needs assessment shows that a gap in access to healthy eating habits and fitness opportunities	KCUSD will continue to provide personnel for a health/nutrition/fitness program at Reedley High School and Orange Cove High School. Through explicit instruction on health and nutrition, low-income students will learn about lifelong fitness as well as receive support on how to maintain healthy diets when not at school. Supporting low-income students with good exercise and healthy eating can support better sleep, regulate mood, and help low-income students stay healthy throughout the semester. Through improvements in overall health and greater engagement through this program, this action will result in an increase in low-income students' ability to make better nutritional decisions and improve overall wellness in order to increase their overall well-being and health allowing students to continue to attend school more frequently. This action is designed to meet the	Attendance Rate - Low Income Students Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	has had adverse effects on overall health resulting in absences from school due to illness for the identified student group. Intentional efforts to educate students about appropriate nutrition and the importance of physical fitness is necessary. **Scope:** Schoolwide	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.	
4.15	**Action:** Increased Supports for VAPA **Need:** State attendance data in 24-25 highlights that our low-income students have a slightly lower attendance rate than the all-student group. Local data indicates that the participation of low-income students in VAPA can positively impact students' attendance and overall performance in school. A report from the National Endowment for the Arts shows that low-income students with a high level of arts experience in school are more likely to pursue college, vote, and volunteer in their community. As a result of local data analysis and partner feedback, our needs assessment continues to support the ongoing need to provide and expand school based visual and performing arts opportunities for our low income students, who would otherwise have limited or no exposure, to improve attendance, increase achievement,	This action is provided to support low-income students with VAPA programs at school. This action will support an increase in access to the Visual and Performing Arts (VAPA) program by supporting performing arts opportunities such as: KC Showcase Art Exhibitions Oral Interpretation Festival Poetry and Prose Festival Field trips to local theater - Gr. 1-5 High School Digital and Traditional Art Secondary Music Festival Performance Opportunities This action is designed to ensure low-income students have an increased motivation to attend school and achieve academically through access to VAPA while still ensuring they have access to the maximum instructional time for all of their classes. Through participation in the VAPA program, students will be encouraged to explore their emotions, expand their imagination, and help	Attendance Rates - All Students, Low Income Students Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and prepare students for college and community. Educational partners have noted that many low-income students often miss out on visual and performing arts (VAPA) opportunities due to cost and access issues outside of school. They also mentioned that addressing these barriers could serve as a strong incentive for these students to attend school. **Scope:** LEA-wide	them develop their own unique voices. This action is designed to meet the needs most associated with low-income students. However, because we expect all students to benefit from participation in visual and performing arts, this action is provided on an LEA-wide basis.	
4.16	**Action:** Gate Program **Need:** In 2023-2024, state and local ELA and Math data indicate that our low income students perform lower than the all-student group in Kings Canyon Unified. As a result of data and input analysis, our needs assessment identified a continued need to support the GATE program, as this provides an engagement opportunity for low income students, making sure they are excited to attend and engage in school and are challenged by the educational activities provided. By providing greater access to GATE, our identified students will have enrichment and hands-on learning opportunities that better prepare them for ELA and Math state and local assessments.	KCUSD will continue to provide early exposure to accelerated learning experiences and supplemental instructional opportunities for low-income students through the purchasing of supplemental materials/supplies and supplemental pay for staff for after school GATE activities. These opportunities are beneficial to low-income students' overall learning and achievement, as they provide increased exposure to state standards, project-based learning, and 21st-century skills in rigorous interactive learning environments that promote collaboration and higher-order thinking. While this action is designed to meet the needs most associated with low-income students, we expect that all students will benefit. Therefore, this action is provided on a LEA-wide basis.	CAASPP- All Students, Low Income Students Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Parent input highlighted the need to increase opportunities to challenge low-income students who are ahead of grade level or are exceeding performance on specific standards. **Scope:** LEA-wide		
4.17	**Action:** Summer Learning **Need:** As noted in the metric section, low income students and English learners continue to have a lower graduation rate than the all-student group in Kings Canyon Unified. KCUSD local data indicates that an extended school year has helped mitigate summer learning loss, supports in closing achievement gaps for disadvantaged students, and improves the graduation rate for our English learners and low income students. Research on summer learning loss indicates that students, particularly those from low-income backgrounds, tend to experience a decline in academic skills over the summer months when they are not engaged in educational activities. As a result of data analysis, partner input, and our needs assessment, we highlighted the need to continue to provide summer learning opportunities for the identified students to minimize learning loss and promote academic success.	KCUSD will continue to provide robust supplemental educational and co-curricular activities to strengthen the engagement of low-income students and English learners through the summer school/extended school year. These activities will support learning through the summer to mitigate learning loss during the summer months through extension activities like foundational skills instruction, language development, writing across the curriculum, credit recovery, and enrichment activities. Focus for summer instruction is based on the gaps identified through state and local assessments and serve to close gaps in learning and mitigate learning loss, especially for English learners and low income students. This action is designed to meet the needs most associated with English learners and low income students. However, because we expect that all students will benefit from summer intervention and/or summer enrichment, this action is provided on an LEA-wide basis.	Graduation Rates - All Students, Low Income Students, English Learners Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
4.18	**Action:** Supplemental Instructional Support for Mountain View School **Need:** State graduation rate and attendance data indicates that low-income students, English learners, and foster youth students attending Mountain View School (MVS) continue to struggle more than the all-student group for Kings Canyon Unified. Parent, student, and teacher input also suggest that MVS students need more academic support. By analyzing both data and input from educational partners, our needs assessment has underscored the necessity of offering MVS students additional on-campus time for in-person instruction and academic support provided by qualified teachers. **Scope:** Schoolwide	Through discussions related to MVS's continued status as a CSI school and reviewing historical school data, it was determined that additional resources would need to continue to be devoted to improving attendance and graduation rates, especially for low income, English learner, and Foster Youth students at MVS. KCUSD will continue to invest in additional teachers to support the delivery of instruction, credit recovery, and academic and social-emotional interventions. Additionally, KCUSD will continue to provide a Learning Director who is dedicated to only the MVS campus to allow for a focus on the individualized needs of the identified student groups at MVS. These additional staff will be able to focus on working directly with student on a more frequent basis, supporting students through case management, following up with families to connect students to supports, goal setting, and guidance. This action is designed to meet the needs most associated with low-income students, English learners, and foster youth at Mountain View School. However, because we expect that all students will benefit from these additional supports, this action is provided on a school-wide basis.	Graduation Rate- MVS - All Students, Low Income Students, English Learners, Foster Youth Attendance Rate - MVS - All Students, Low Income Students, English Learners, Foster Youth Educational Partner Input
5.2	**Action:** Supplemental PBIS Supports **Need:**	KCUSD will continue to support the implementation of PBIS at all sites through district PBIS coaching and funding specific to PBIS implementation, such as behavior reinforcers and tools to proactively teach school wide	Suspension Rate - Low Income Students, Foster Youth, All Students Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Low-income students and foster youth continue to be in need of additional behavioral support in comparison to all students as indicated by district wide suspension data. District Advisory Committee and district administrator input continues to suggest that we provide behavior and socio-emotional support for low income and foster students. Our needs assessment highlighted that many students from low income and foster households need additional support related to academic and behavior expectations at school and underscored the importance of clear communication of school wide expectations and consistent monitoring and reinforcement of expectations. In addition, our local data continues to show that Positive Behavior Intervention & Support (PBIS) has been effective in reducing behaviors that lead to suspensions of low-income and foster students. **Scope:** LEA-wide	expectations. District leadership will also provide refresher PBIS professional development for site leadership to ensure that new administrators and new staff have the necessary understanding of PBIS structures to ensure strategies are implemented with fidelity at all school sites. PBIS incorporates the delivery of social emotional learning, focusing on social skills, decision making, self-awareness, self-efficacy, self-management, and relationship skills. PBIS is a behavior-based systems approach that enhances the capacity of schools, families, and communities and designs effective environments for learning through proactive approaches to teaching and monitoring school wide expectations. Through proactively teaching expectations, acknowledging our low income and foster youth students for achievement, improving active supervision strategies, and providing low income and foster youth students with alternatives to suspension (Decisions Program), we expect to see suspension rates decrease for low income and foster youth across the district. These supplemental supports are designed to meet the needs most associated with low-income students and foster youth. However, because we expect that all students will benefit from this PBIS approach, this action is provided on an LEA wide basis.	
5.5	**Action:** CARE Project **Need:** Low-income students and foster youth are in need of additional attendance intervention support in comparison to all students as indicated by district wide attendance and	KCUSD will continue to implement The Chronic Absentee Recovery Effort Project (CARE). This project has been successful in reducing the number of low-income students who qualify as chronically absent by providing additional monitoring and outreach to chronically absent students and their families, as evidenced by 23-24 chronic absenteeism data. However, additional	Chronic Absenteeism Rate - Low Income Students, Foster Youth, All Students Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	chronic absenteeism data. Low income students had a 9.8% chronic absenteeism rate in 23-24 and our foster youth had a 20% chronic absenteeism rate. When compared to the all student group, it is evident that these student groups continue to need additional support. Site administrator and teacher input suggest that oftentimes our school sites don't intervene early enough to prevent students from becoming chronically absent. As a result of analysis of both data and educational partner input, our need assessment identified the ongoing need for earlier intervention and positive reinforcement for students with poor attendance and clear communication with students and families about the importance of school attendance. **Scope:** LEA-wide	support continues to be needed. The CARE project will provide District attendance liaisons who will support sites with data analysis and connect with the families of low-income and foster students who are chronically absent. In addition, sites will receive additional resources to establish attendance incentive programs to improve attendance for low-income and foster students. Attendance programs build on a foundation of clear expectations, early intervention, positive campus cultures, and celebration of success will improve attendance rates for our low income and foster students. This action is designed to meet the needs most associated with our low income and foster youth students. However, because we expect that all students will benefit from positive recognition and early attendance intervention, this action is provided on an LEA-wide basis.	
5.6	**Action:** Social and Emotional Support **Need:** Low-income students and foster youth are in need of additional behavioral support in comparison to all students as indicated by district wide suspension data. In 23-24, both low income and foster student groups had a higher suspension rate than the all student group. District Advisory Committee and district administrator input suggests that we	KCUSD will continue to provide school social workers and student and family clinicians at all school sites to support low income and foster youth through behavior and socio-emotional support. In our experience, school social workers and student and family clinicians have proven to be effective in positively reinforcing expected academic and behavior expectations for low income and foster youth students, as well as supporting students with social skills, self-regulation, boundaries, and anxiety. Low income and foster youth students that struggle to manage	Suspension Rate - Low Income Students, Foster Youth, All Students Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	continue to provide behavior and socio-emotional support for low income and foster students. Parent feedback also showed a great appreciation for the counseling services, socio-emotional and behavioral provided by school social workers. Our needs assessment highlighted that many students from low income and foster households need additional support related to academic and behavior expectations at school and underscored the importance of clear communication of school wide expectations and consistent monitoring and reinforcement of expectations. **Scope:** LEA-wide	their emotions often engage in behaviors that lead to suspension. Through collaboration with students, parents, teachers, and other support staff, social workers and student and family clinicians can ensure students have the strategies and resources they need to reach their highest potential. This action is designed to meet the needs most associated with low-income and foster youth students. However, because we expect that all students struggling behaviorally will benefit, this action is provided on an LEA-wide basis.	
5.10	**Action:** Behavior Intervention **Need:** Low-income students and foster youth are in need of additional behavioral support in comparison to all students as indicated by district wide suspension data. In 23-24, suspension rates for low income and foster student groups were higher than the all student group. District Advisory Committee and district administrator input continues to suggest that we provide behavior and socio-emotional support for low income and foster students. Parent feedback also showed a great appreciation for the counseling services, socio-emotional, and behavioral support provided by school support staff. Our needs assessment continued to highlight that many	KCUSD will help cultivate a safe and nurturing environment to support social skills and social emotional development of our low income and foster youth students through the continued implementation of the Behavior Intervention Team and School Psychologists. In addition, behavior team staff support teachers so that they have the tools necessary to prevent and respond to misbehaviors through consistent communication about classroom expectations, consistent monitoring of expectations, restorative chats, equipping low income and foster students with skills to avoid behaviors, and social skills coaching. Behavior intervention teams will continue to support low income, foster youth students and their families, teachers, and school site staff by helping to identify student needs through observation and data analysis and providing suggestions for behavioral interventions.	Suspension Rate - Low Income Students, Foster Youth, All Students Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students from low income households and foster youth students need additional support related to academic and behavior expectations at school and underscored the importance of clear communication of school wide expectations and consistent monitoring and reinforcement of expected behaviors. **Scope:** LEA-wide	The behavior intervention teams will meet with site administration bi-weekly to discuss individual student needs, support plans, and student progress. This action is designed to meet the needs most associated with low-income and foster youth students. However, because we expect that all students struggling behaviorally will benefit from behavior team supports, this action is provided on an LEA-wide basis.	
5.11	**Action:** Restorative Justice Program **Need:** Low-income students are in need of additional behavioral support in comparison to all students as indicated by district wide suspension data. The low income student group has had a higher suspension rate than the all student group for the past two years. Feedback from educational partners indicates that there is a continued need to utilize restorative practices to reduce the suspensions of our low income students through a balance of mending harm, inclusion, and accountability, as many low-income students come from environments where conflict resolution skills are not prioritized or taught. Our local needs assessment also highlighted the continued need to provide a differentiated approach to student misbehavior and meaningful consequences that promote a positive change in student behavior. Finally,	KCUSD will continue to implement a restorative justice program to create systematic alternatives to suspension while supporting a positive climate and culture within the school setting which will reduce the behaviors that lead to suspension. KCUSD Restorative Justice Coordinators will teach low income students to take ownership of their actions, be held accountable for repairing relationships, when appropriate, and learn to resolve conflict using healthy strategies. Restorative practices will provide opportunities for our low income students to learn and practice these skills in a supportive setting, which can help them navigate conflicts more effectively both in and out of school. This action is designed to meet the needs most associated with low-income students. However, because we expect that all students struggling behaviorally will benefit, this action is provided on an LEA-wide basis.	Suspension Rate - Low Income Students, All Students Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	local data indicates that the KCUSD Restorative Justice program has demonstrated positive outcomes, with a low rate of recidivism among student offenders. **Scope:** LEA-wide		
5.12	**Action:** School Culture and Climate **Need:** Local and state data indicate that low-income students and foster youth are in need of additional behavioral support in comparison to all students as indicated by district wide suspension data. In 23-24, low income and foster youth student groups had higher suspension rates than the all student group. Analysis of local data also identified that most school suspensions of low income and foster youth are happening on campus, outside of the classroom. District Advisory Committee and district administrator input continues to suggest that we provide behavior and socio-emotional support for low income and foster students and to improve supervision efforts during unstructured times of the day. Our most recent needs assessment again highlighted that many low income and foster youth students require clear communication and consistent monitoring of school norms and expectations and benefit from support structures that promote social, behavioral, and overall academic achievement.	KCUSD will continue to fund a second learning director at Orange Cove High School, Citrus Middle School, Grant Middle School, Silas Bartsch and TL Reed to support the implementation of school wide PBIS structures such as providing active supervision so that adults are readily accessible to students that need support, school wide expectations, structured activities during unstructured times of the day, and multi-tiered support systems for our low income students and foster youth. These structures and systems are designed to increase student engagement of our low income students and foster youth through reduced behavior issues, less suspensions, and more time participating in classroom and co-curricular activities. These additional supports are also designed to allow school sites to improve the clarity in which school expectations and norms are communicated to low income students and foster youth and the consistency in which the school wide expectations are monitored, as lack of clarity and consistency can often confuse students and transpire into discipline issues that can result in suspension. The additional resources are designed to meet the needs most associated with low-income students and foster youth. However, because we expect that all students struggling	Suspension Rate - Low Income Students, Foster Youth, All Students Educational Partner Input

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	sites alongside significant research indicate that low-income students are also less likely to have personal physicians or nurse practitioners, or receive necessary referrals to specialists, often times due to barriers such as transportation, insurance, or financial constraints. Our local needs assessment suggests that this gap in access to medical professionals can lead to an increase in absences due to illness for our low-income students **Scope:** LEA-wide	students with reliable and affordable health care. This action is designed to meet the needs most associated with low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	
5.18	**Action:** Family and Student Support Center **Need:** Based on CAASPP data, attendance rates, chronic absenteeism rates, and suspension rates, our English Learners, Low-income and Foster Youth students are in need of additional academic support, behavioral support, mental and physical health resources, and social services. Our local needs assessment continues to highlight that families and students are more likely to take advantage of these services and supports if they are offered within their local community and available after typical school office hours. **Scope:** LEA-wide	In order to address the needs of our low income students, English learners, and foster youth, KCUSD will continue to improve centralized wrap-around services utilizing the Family and Student Support Center (SSC) for our most at-promise students. This expansion includes materials and supplies needed to support student and parent participation. The SSC will provide a hub for parent engagement opportunities, migrant services, English learner supports, Restorative Justice, foster and homeless youth assistance, as well as mental health support and counseling. Based on local feedback, the SSC is a practical approach to addressing the barriers to success at school for low income, English learners, and foster youth. This center will provide a comprehensive approach to providing support and services to students and families with complex needs, often involving multiple systems or agencies, and oftentimes after typical school site hours. This facility will be a safe place designed for low-	Chronic Absenteeism Rate- Low Income Students, English Learners, Foster Youth, All Students Suspension Rate - Low Income Students, English Learners, Foster Youth, All Students Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		income students, English learners, and foster youth to access appropriate supports specific to their needs, in a welcoming, collaborative environment, and will increase accessibility to resources and trust between families and the school district. This action is designed to meet the needs most associated with low-Income students, English learners, and foster youth. However, we believe that increasing access to wrap-around services will benefit all students, this action will be available for all students, LEA wide.	
6.1	**Action:** Parent Access to Student Information **Need:** Feedback received from parents of English learners, low-income, and foster youth students through the District-wide parent survey includes requests to provide multiple means of parent communication and access to their child's school progress. Our needs assessment highlighted that the most effective and efficient access to their child's information such as grades and attendance, is by utilizing the parent portal in our student information system. **Scope:** LEA-wide	KCUSD will continue to provide parents of low income students, English learners, and foster youth with access to the student information system through the PowerSchool parent portal and support parents in understanding how to navigate the system to keep them informed of student progress in support of student achievement. Providing the identified parents access to student grades and attendance information through our student information system is an effective best practice for parent communication, particularly for socio-economically disadvantaged families where parents are not always available to attend parent conferences. This action is designed to meet the needs most associated with English learners, low-income, and foster youth. However, because we expect that all students struggling academically will benefit, this action is provided on an LEA-wide basis.	School and District Communication Survey Response Educational Partner Input
6.2	**Action:** Parent Survey	KCUSD will continue to provide a parent survey written in parent friendly language to allow for	Parent Survey Return Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Feedback received from educational partners included requests to continue user-friendly ways to communicate with site and District leaders and means of collecting site input in order to support English learners, low-income and foster youth students. Our needs assessment showed that the use of an annual parent survey continues to be an effective way of collecting feedback from parents across the district. **Scope:** LEA-wide	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 seeks to strengthen engagement and ensure continuous input from parents of low-income students, English learners, and foster youth in the development of student programs. The parent survey empowers families through a direct opportunity for voicing suggestions and concerns, building channels of communication between home and school, and expanding opportunities for all families to participate in school planning. 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.	Educational Partner Input
6.3	**Action:** Parent Academy **Need:** Input from educational partners indicates that parents of English learners, low-income, and foster youth students often need support navigating the structures of the education system. In addition, our needs assessment continues to highlight the need for parent education opportunities in multiple languages on a variety of topics, such as parenting, supporting their kids with homework, and community resources. **Scope:**	KCUSD will ensure that parents of low income students, English learners, and foster youth continue to have the opportunity to engage in activities to connect with schools through Parent Academy programs at every school site to provide parent education and engagement that supports our identified parents in navigating through an often complicated educational system. The KCUSD Parent Academy supports student achievement through opportunities for parents of low income students, English learners, and foster youth to engage in multiple programs including but not limited to: Parenting Partners, Latino Family Literacy Project, Gang and Drug Awareness, Healthy Relationships, and Parent Involvement in Quality Education. This action provides	More than 10 active parent engagement opportunities per school site. Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	supplemental pay for staff as well as funding for service providers. These programs provide 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.	
6.4	**Action:** Bilingual Community Aides **Need:** In recent years, feedback from English learner and low-income parents indicated that they often felt disconnected from the school system. Our most recent needs assessment highlighted that bilingual community aides have been effective in reducing the disconnect for our non-English speaking parents over the past two years by speaking their native language and being relatable. In addition, our needs assessment showed that the impact of implementing this action has been positive, yielding improved results on the annual parent survey on questions specific to the quality of schools, school communication, and parent connectedness. **Scope:** LEA-wide	Bilingual community aides will continue to be provided at all school sites as well as community support centers to assist parents of low income students and English learners with communication, advocacy, and understanding of the school system. Connections with trained parent educators with similar cultural backgrounds and who speak their language can help continue to bridge this gap. Bilingual community aides will be able to address the needs most associated with English learners and low-income students. However, because we expect that all parents will benefit, this action is provided on an LEA-wide basis.	Quality of Service - Parent Survey Response Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
6.6	**Action:** Family Connection Techs **Need:** In recent years, feedback from English learner and low-income parents indicated that they often feel disconnected from the school system. Research shows that parents are more likely to engage with the school when they feel valued and welcome on campus. Our most recent needs assessment showed the the implementation of this action has yielding improved results on the annual parent survey on questions specific to the quality of schools, school to home communication, and parent connectedness. **Scope:** LEA-wide	Family connection technicians will continue to be provided to build relationships with parents of low income students and English learners through personal parent outreach and support in their home language. They also support families and schools with some of the translation and interpretation needed to aid in communication for day to day school functions. In our experience, providing resources and support to families in their home language allows for a better school to home connection, helping parents to feel comfortable and welcome at school events/activities, resulting in more parent involvement and ultimately more student growth. Family connection technicians promote Parent Academy opportunities, assist parents with communication, help parents to understand the school system, and support the progress monitoring of EL students. While the responsibilities of Family Connections Techs are designed to meet the needs most associated with our low income students and English learners, we expect that all families will benefit from understanding how to navigate our system, this action is provided on an LEA-wide basis.	Quality of Service - Parent Survey Response Educational Partner Input
6.7	**Action:** District and School Websites **Need:** Feedback from parents of English learners, low-income, and foster youth students indicates that some parents prefer to utilize digital media as a means of getting district and school site communication and appreciate the increased communication via digital platforms. While our needs assessment highlighted the importance of providing multiple methods of	KCUSD will continue to provide parents of low income students, English learners, and foster youth with access to district and school site information through both district and site websites as it is preferred by our low income, English learner, and foster youth families for communication. Efficient communication is imperative in connecting the identified parents with critical resources and parent education/engagement opportunities. Websites have been redesigned using the latest technology to create a user-friendly experience accessible to	School and District Communication- Survey Response Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	parent communication, the majority of our low income, English learner, and foster youth families continue to heavily rely on digital means of communication, such as social media posts, ParentSquare, and school and district website communication, as it is easily accessible from school issued chromebooks and cell phones. **Scope:** LEA-wide	a greater audience and allow parents that would otherwise not be in contact with school sites. Websites provide easy access to the information they require. The improved web-sites are designed to meet the needs most associated with English learners, low-income, and foster youth parents. However, because we expect that all parents will benefit from having greater access to digital media for parent engagement, this action is provided on an LEA-wide basis.	
6.8	**Action:** Unified Communication System **Need:** Feedback from parents of English learners, low-income, and foster youth students indicates that many parents prefer to utilize digital media as a means of getting district and school site communication and appreciate the increased communication via digital platforms. In addition, parent feedback suggests that direct communication is more effective when distributed through a consistent tool across the district, rather than multiple messaging platforms. Parents of English learners, low-income, and foster youth students expressed that using multiple platforms for direct school to home messaging creates confusion when they had children at multiple schools. **Scope:** LEA-wide	KCUSD will continue to utilize a standard tool for school to home messaging, Parent Square, as its unified communication system to help mitigate the variability among sites in how communication takes place among schools. Parent surveys also continue to indicate that a greater percentage of low income families, parents of English learners, and foster youth families prefer digital communication from schools and the District. This system is designed to meet the needs most associated with English learners, low-income, and foster youth. However, 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.	School and District Communication - Parent Survey Response Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
6.10	**Action:** Children's Day Parent Program **Need:** Research conducted by Abdul Latif Jameel, Poverty Action Lab shows the importance of parent engagement and involvement with schools and their children's educational experiences. Feedback from parents of English learners, low-income and foster youth students in KCUSD have requested that the District continue to provide an annual opportunity for parents to engage in a multicultural parent education program and student recognition event "Children's Day" in support of connecting parents to engagement opportunities in the District. Our needs assessment also highlighted the continued need to engage parents with our schools through non-threatening, celebratory opportunities. Through data analysis, participation in the annual "Children's Day" event has increased consistently over the past three years. **Scope:** LEA-wide	Children's Day is an annual opportunity for parents to engage in a multicultural parent education program and student recognition event. Children's Day is also an opportunity for community resources to be available for families related to education, health, and social services. In our experience, providing parents of low income students, English learners, and foster youth with celebratory engagement opportunities is a great way to get them involved in their child's education without feeling overwhelmed or intimidated. "Children's Day" is designed to meet the needs most associated with English learners, low-income, and foster youth. However, because we expect all students can benefit from increased parent engagement, this action is provided on an LEA-wide basis.	School and District Communication - Parent Survey Response Educational Partner Input
6.11	**Action:** School to Home Communication **Need:** Parents of English learners, low-income, and foster youth students continue to express that they appreciate the frequency of communication from Kings Canyon Unified, as	KCUSD will continue to improve communication through the School to Home Communication Officer to coordinate and prepare communication tools in both digital and print mediums to meet the needs of our parents of low income students, English learners, and foster youth students. Through school to home communication team, parents of English learners, low-income, and foster	School and District Communication - Parent Survey Response Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	it supports parents' access to tools and resources to help improve their child's achievement. Feedback from parents of English learners, low-income, and foster youth students also continues to indicate that many parents prefer to utilize digital media as a means of getting district and school site communication and appreciate the increased communication via digital platforms. While our needs assessment highlighted the importance of providing multiple methods of parent communication, the majority of our low income, English learner, and foster youth families continue to heavily rely on digital means of communication, such as social media posts, ParentSquare, and school and district website communication, as it is easily accessible from school issued chromebooks and cell phones. **Scope:** LEA-wide	youth students will be better connected to information and more informed about engagement and education opportunities in the District. The communication team will utilize ParentSquare as the district wide messaging system, Instagram to highlight district activities, and the website to host school and district related information. The communication team is designed to meet the needs most associated with English learners, low-income, and foster youth. However, because we expect that all parents will benefit from improved communication systems, this action is provided on an LEA-wide basis.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.1	**Action:** Bilingual Instructional Aides	Bilingual instructional aides will continue to provide support to English learners in the classroom by providing additional support to emerging language	Percentage of students reclassified as Fluent

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Kings Canyon Unified School District's English learners are in need of additional academic support in comparison to all students as evidenced by our Reclassification Rate indicated in the metric section. Educational partner feedback indicates that EL students need academic support available to them in their home language. The results of our needs assessment continue to suggest that additional support should be available for students in both English and Spanish. **Scope:** Limited to Unduplicated Student Group(s)	students in their classroom/core content course during math, science, language arts, social studies. The additional materials and supplies will provide another layer of bilingual support for English Learners. Bilingual Instructional Aides will provide cultural experiences to assist students with bilingual/ bicultural needs and support students in both English and Spanish. Bilingual Instructional Aides will engage in professional development opportunities throughout the year to ensure that best instructional practices are being utilized with English learners. This action has contributed to improving services for English learners by supporting students' language goals, needs and progress.	English Proficient- EL Students Educational Partner Input
3.3	**Action:** ELD Instruction and Professional Development **Need:** In 2023-2024, analysis of the 22-23 English Learner progress (ELPI) and the annual ELPAC assessment at AL Conner, Dunlap, Sheridan, Washington, Great Western, Kings Canyon High School, and Reedley High School revealed a need to provide EL students with additional academic support in comparison to non-EL students. Educational partner input, a significant piece in KCUSD's needs assessment process revealed that EL students need increased access to structured talk opportunities, exposure to academic vocabulary, and varying levels of support. Our needs assessment for the aforementioned schools suggests that EL students would	Professional development opportunities will continue to be provided to teachers in the area of ELD standards, integration of ELA and ELD standards (integrated ELD) and effective evidence based EL strategies to increase learning. Additionally, classroom instructional aides will be provided with professional development focused on the implementation of effective evidence based EL strategies. Professional learning will take place throughout the school year at the following school sites: AL Conner, Dunlap, Sheridan, Washington, Great Western, Kings Canyon High School, and Reedley High School. Evidence based instructional strategies such as scaffolding, differentiation, content based instruction, and vocabulary development have been shown through research to be effective. Therefore, use of such evidence based instructional strategies by both classroom teachers and instructional aides	Percentage of EL students making progress toward English language proficiency (ELPI): AL Conner- EL Students Dunlap- EL Students Sheridan- EL Students Washington- EL Students Great Western- EL Students Kings Canyon High School- EL Students Reedley High School- EL Students Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	greatly benefit from evidence based, high leverage instructional strategies. Our needs assessment in 24-25 revealed that this action contributed to positive gains for English learners on the ELPI indicator for five or our seven schools. As a result, we will continue to implement this action in the 25-26 LCAP. **Scope:** Limited to Unduplicated Student Group(s)	will increase student achievement, particularly for our English learners. This action is designed to meet the needs most associated with our English learners.	
3.4	**Action:** Long Term English Learner Support - Support and Professional Development **Need:** Analysis of the percentage English learners that are classified as long-term English learners (percentage of LTEL students) continued to reveal a need to provide long term EL students with more academic support in comparison to non-EL students. Educational partner input, a significant piece in KCUSD's needs assessment process, again revealed that our long term English learners would benefit from increased access to instructional practices focused on academic language and cultural relevant content. Our needs assessment highlighted the need to increase teacher training on best practices for long term English learners. **Scope:**	KCUSD will continue provide English learner teachers on special assignment (TSA). However, the role of the EL TSA will shift to prioritize classroom instruction focused on the EL Program, specifically the instruction of our long term English learners. TSAs will continue to work with teachers, instructional coaches, and instructional aides to provide professional development and support specific to teaching academic language and utilizing cultural relevant content when working with LTEL students with the goal of accelerating student progress towards reclassification. Additionally, TSAs will support site teams with parent outreach, analysis of student progress data, and providing professional development to teachers and instructional aides to support the needs of long term English learners. EL TSAs will provide EL program support throughout the school year on an ongoing basis.	Reduce the Percentage of LTEL students (LTELs) Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
3.5	**Action:** ELD Program Specialist **Need:** Analysis of English Learner academic achievement on state ELA and math assessments continue to reveal a need to provide EL students with additional academic support in comparison to non-EL students. Educational partner input, a significant piece in KCUSD's needs assessment process, revealed that EL students need access to structured talk opportunities, exposure to vocabulary, and varying levels of support. Our needs assessment highlighted the need to increase the use of evidence based, high leverage instructional strategies with our English learners. **Scope:** Limited to Unduplicated Student Group(s)	KCUSD will continue to provide an ELD Program Specialist to coordinate the ELD program for the district, including the planning and facilitation of training for staff. The ELD Program Specialist will work closely with the ELD Instructional Coach and EL TSAs to plan and implement training at all district school sites, in person, on Wednesday afternoons throughout the school year. Trainings will include EL student progress monitoring, evidence based instructional strategies, and intervention and support practices. In addition, the ELD Program Specialist will coordinate EL student support by assigning TSAs to specific school sites to work with teachers and students in the classroom. By providing training for staff, EL students will have increased access to evidence based strategies and teachers will be able to better utilize progress monitoring data to make instructional decisions and vary levels of student support.	CAASPP ELA Distance from Met - English Learners CAASPP Math Distance from Met - English Learners Educational Partner Input
3.7	**Action:** Extended Day Intervention **Need:** While reclassification rates improved from 22-23 to 23-24, analysis of annual reclassification data continued to reveal a need to provide EL students with additional academic support in comparison to non- EL students. Educational partner input highlighted that EL students often need additional instructional time to master both core content and ELD standards. Our	Supplemental opportunities will continue to be provided to increase language acquisition as well as student achievement in core subjects (math, ELA) through Extended Day Interventions held after school, and Saturday Academic Language Academies (SALA), held on Saturdays in both the Spring and Fall. These additional academic support programs provided for EL students will accelerate the acquisition of language through the reinforcement of academic language, speaking and listening activities, and individualized support. Students benefit from increased time to learn in a	Percentage of students reclassified as Fluent English Proficient- English Learners Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	needs assessment suggests that offering extended day support opportunities would be beneficial for EL students, providing them with more time to learn. **Scope:** Limited to Unduplicated Student Group(s)	small group settings and through the use of online resources and tools. This action is principally directed towards our English learners.	
3.8	**Action:** ELD Progress Monitoring **Need:** Analysis of English learner progress on the annual ELPAC state assessment continued to reveal a need to more closely monitor the progress of EL students throughout the school year, creating opportunities for more timely intervention. Input from our District Advisory Committee and District English Language Advisory Committee and the results of our needs assessment identified the need to assess and monitor students often so that we can support struggling students with timely intervention and support throughout the year. **Scope:** Limited to Unduplicated Student Group(s)	Progress monitoring is an integral and required strategy for the academic achievement for EL students. To maximize intervention and support efforts, student progress must be monitored to ensure appropriate student placement in support programs. Supplemental pay will be provided for staff to facilitate local formative assessments and monitor student progress throughout the school year, ensuring students are appropriately placed in ELD and support programs.	ELPAC Proficiency- EL Students Educational Partner Input
3.10	**Action:** Migrant Program- Supplemental Supports **Need:** Analysis of English Learner progress on the annual ELPAC assessment continues to reveal a need to provide EL students with additional academic support in comparison to	Many of Kings Canyon English Learner students are migrant students. Kings Canyon Unified School District will continue to provide supplemental support for EL migrant students who are from migrant families, and who may not be able to access appropriate instructional support due to frequent moves and socio-economic instability. Academic supports and parent	Percentage of EL students making progress toward English language proficiency (ELPI)- EL Students Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	non-EL students. Input from parents at LCAP Community Input Meetings also revealed that there is a continued need to support EL migrant students and their families. Our needs assessment highlighted the need to increase academic support for our EL migrant students and provide parent education on navigating the school system and accessing school and community resources. **Scope:** Limited to Unduplicated Student Group(s)	education opportunities will be coordinated and facilitated through Migrant Community Aides and the Migrant Coordinator. These supplemental supports will allow EL students to receive the additional help they need to continue to increase academic achievement. Parent education opportunities will be made available throughout the year to support parents in understanding and navigating the school system, ensuring they have the tools necessary to support their children.	
3.11	**Action:** Promoting Biliteracy and Cultural Awareness **Need:** Analysis of the English Learner Progress Indicator (ELPI) and input from educational partners (DELAC) revealed that most EL students do not recognize the importance of being biliterate. Our needs assessment suggests that we continue to explore ways to educate students about the importance of biliteracy in today's society, increasing student motivation to reclassify as fluent English proficient. DELAC feedback suggests that many students don't recognize the importance of being biliterate, especially in central California. **Scope:** Limited to Unduplicated Student Group(s)	Promoting bilingualism and cultural awareness will both educate students about the importance of biliteracy and motivate students to want to become biliterate, giving them an advantage in many careers in our local area. The purchase of materials and supplies will allow KCUSD to facilitate district activities focused on promoting biliteracy and cultural awareness while also fostering strengths of English learners. Activities that promote biliteracy and cultural awareness include cultural festivals and celebrations that showcase language skills and traditions, implementing bilingual book clubs, and ensuring school libraries have books written in different languages, showcasing various cultures.	English Learner Progress Indicator (ELPI)- English Learners Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.12	**Action:** Language Acquisition Software and Supplemental Materials **Need:** Analysis of English Learner and long term English learner academic achievement on state and local ELA and math assessments continues to reveal a need to provide EL students with additional academic support in comparison to non EL students. Educational partner input, a significant piece in KCUSD's needs assessment process, revealed that EL students need access to supplemental resources and individualized language support. Input also highlighted that our long term English learners need additional support with academic language and access to culturally relevant content. Our needs assessment highlighted the need to increase the use of adaptive tools to meet individual needs of students and enrichment opportunities to better connect with the curriculum. **Scope:** Limited to Unduplicated Student Group(s)	Language acquisition software will continue to be provided to support English language learners in reaching language proficiency. Local data has shown that some English learners may respond more readily to instruction delivered through technology. Adaptive software will also prescribe the most appropriate instruction/support for the development of academic vocabulary for our long term English learners. Supplemental materials will provide opportunities for differentiation and enhance the learning experience for English learners as well as provide culturally relevant content to better engage our long term English learners.	CAASPP ELA Distance from Met - English Learners, LTEL CAASPP Math Distance from Met - English Learners, LTEL Educational Partner Input
5.8	**Action:** Foster/Homeless Youth Liaison **Need:** Foster and homeless youth in KCUSD continue to be in need of additional support in	A foster/homeless youth liaison will continue to be provided to ensure foster and homeless youth are supported academically, behaviorally, and socially. The liaison will be responsible for ensuring the identified students are connected to resources they may be lacking (clothing, food, medical	Chronic Absenteeism - Foster Youth, Homeless Suspension Rate - Foster Youth, Homeless Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	comparison to all students as indicated in chronic absenteeism and suspension data noted in the metric section. The suspension rate for foster students continues to be nearly double the suspension rate for the all-student group. Homeless students are also suspended at a higher rate than the all-student group. Input from site administrators, district social workers, and parents also suggests that Kings Canyon Unified provide more resources for foster students such as access to mental health services, behavior support, stable housing, and healthcare to address some of the basic needs necessary for students to access their education. **Scope:** Limited to Unduplicated Student Group(s)	support, counseling, etc.) that directly impacts attendance, social skills, and academic achievement. The liaison will provide monthly mailings to be sent to any Foster or Homeless students, encouraging their active participation in all facets of their education, increasing foster youth engagement and sense of belonging at the school. Through these additional supports, Foster Youth and homeless students will be connected with resources that will support full participation in school, access to additional resources, behavior support, and guidance/counseling so that students have every opportunity to graduate from high school prepared for college or career. This action is designed to meet the socio-emotional and academic needs most associated with our foster students.	
6.9	**Action:** Puente a Tecnologia for Parents **Need:** Feedback from parents of English learners continue to voice a strong desire to see the Puente a Tecnologia program continue. They find it invaluable in equipping them with the skills to use digital tools and resources effectively to support their children's learning at home. Our needs assessment highlighted the need for additional learning time for our English learner students beyond the typical school day. Since a significant portion of learning activities and educational resources are now available using online tools, ensuring our English learners have access to	KCUSD will continue to conduct the Puente a Tecnologia program at all school sites in response to this feedback. Supplemental pay will be provided to staff to plan and facilitate educational workshops for parents of English learners after school hours, specific to utilizing technology at home. Through educational workshops, parents of English learners will learn how they can support their children at home utilizing digital tools and resources. In addition, chromebooks will be provided to English learners to keep at home to support extended day learning opportunities. This action meets the needs most associated with our English Learners.	Reclassification Rate: English Learners Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	technology at home is crucial for accelerating their language development and increasing their reclassification rates. **Scope:** Limited to Unduplicated Student Group(s)		

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

NA

Additional Concentration Grant Funding

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

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

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

Goal 2.6 - Classroom Instructional Aides
Additional hours for Instructional Aides

Goal 2.9 - Supplemental Support for Unduplicated Students with Disabilities
Additional supplemental hours for LC staff and paraeducators. Add on funding also allowed for additional hiring of SPED techs and Resource Specialists.

Goal 2.11 - Additional Student Support- Prevention and Intervention

Additional Program Specialists and an additional Psychologist to ensure early intervention for unduplicated students prior to qualification for special education services. These supports are over and above legislative requirements.

Goal 2.13 - Supplemental Library Services
Provide additional hours for Library Techs to provide access at all sites. Action expands all positions to 8 hours to ensure services throughout the day and increased access to books and services.

Goal 2.18 - Expanded TK/Kindergarten
Additional TK and Kindergarten teachers to expand transitional kindergarten classes and maintain full day kindergarten.

Goal 3.1-Bilingual Instructional Aides
Additional hours for Bilingual Instructional Aides

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

Goal 4.12 - Supplemental Athletic Resources
Additional classified athletics secretary to increase effectiveness of athletics programs.

Goal 4.15 - Increased VAPA Supports
Increase FTE for existing visual and performing arts technicians to increase access to VAPA for K-8 students.

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

Goal 5.10 - Behavior Intervention
Additional School Psychologist, behavior case manager, and behavior techs to increase services across the district.

Goal 5.11 - Restorative Justice Program
Increased FTE for Restorative Justice Coordinators

Goal 5.13 - Teen Parent Support
Additional classified staff to support Teen Parent Program

Goal 5.14 - School Based Health Center
Provide a Health Center Specialist to provide student and parent outreach for the School Based Health Center at Jefferson Elementary School.

Goal 6.4 - Bilingual Community Aides
Additional Bilingual Community Aides to ensure every school site has support with parent outreach.

Goal 6.6 - Family Connections Techs
Additional hours for Family Connection Techs to ensure that every school site has sufficient support for parent outreach, attendance monitoring, and English Learner support.

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	103460909	40,502,971	39.148%	2.988%	42.136%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$122,448,867.34	$73,827,845.39	$310,494.00	$6,601,534.18	$203,188,740.91	$104,117,541.47	$99,071,199.44

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Credentialed Teachers	All	No			All Schools	Ongoing	$0.00	$48,057,197.00	$30,213,811.00	$17,843,386.00			$48,057,197.00	0
1	1.2	District and Site Support	All	No			All Schools	Ongoing	$6,203,673.71	$632,882.47	$6,801,683.18	$34,873.00			$6,836,556.18	0
1	1.3	Operating Costs	All	No			All Schools	Ongoing	$13,964,466.00	$8,722,963.53	$22,687,429.53				$22,687,429.53	0
1	1.4	District Facilities	All	No			All Schools	Ongoing	$9,808,479.00	$7,970,575.19	$12,932,483.46	$4,846,570.73			$17,779,054.19	0
1	1.5	Transportation	All	No			All Schools	Ongoing	$5,522,551.00	$1,309,163.00		$6,831,714.00			$6,831,714.00	0
1	1.6	Special Education	All	No			All Schools	Ongoing	$13,868,417.45	$1,151,790.06		$11,064,465.96		$3,955,741.55	$15,020,207.51	0
1	1.7	Site Lottery Funds	Students with Disabilities	No			All Schools	Ongoing	$0.00	$1,838,023.59		$1,838,023.59			$1,838,023.59	0
2	2.1	Instructional Materials	All	No			All Schools	Ongoing	$0.00	$488,565.95	$200,000.00	$288,565.95			$488,565.95	0
2	2.2	Supplemental Instructional Resources	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$801,397.92	$801,397.92				$801,397.92	0
2	2.3	Technology Department	All	No			All Schools	Ongoing	$1,218,549.96	$1,538,713.22	$1,386,822.96	$1,370,440.22			$2,757,263.18	0
2	2.4	Supplemental Technology	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$240,762.00	$820,406.76	$1,061,168.76				$1,061,168.76	0
2	2.5	Hands-On Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$163,010.00	$211,550.00	$374,560.00				$374,560.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.6	Classroom Instructional Aides	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$686,943.00	$40,490.00	$727,433.00				$727,433.00	0
2	2.7	Physical Education Techs	All	No			All Schools	Ongoing	$990,082.00	$18,000.00	$990,082.00	$18,000.00			$1,008,082.00	0
2	2.8	Intervention Teachers	All	No			All Schools	Ongoing	$2,048,843.00	$120,766.16		$999,170.46		$1,170,438.70	$2,169,609.16	0
2	2.9	Intervention Supplemental Support for Unduplicated Students with Disabilities	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$1,157,056.00	$68,201.00	$1,225,257.00				$1,225,257.00	0
2	2.10	Cultural Education and Enrichment Program	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$11,561.55	$11,561.55				$11,561.55	0
2	2.11	Additional Student Support- Prevention and Intervention	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$400,911.00	$23,631.13	$424,542.13				$424,542.13	0
2	2.12	Library Services	All	No			All Schools	Ongoing	$361,532.00	$95,304.92	$361,532.00	$95,304.92			$456,836.92	0
2	2.13	Supplemental Library Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,323,485.00	$421,045.14	$1,744,530.14				$1,744,530.14	0
2	2.14	Instructional Coaches	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$3,184,359.00	$191,792.99	$3,376,151.99				$3,376,151.99	0
2	2.15	New Teacher Instructional Coach	All	No			All Schools	Ongoing	$144,612.33	$9,907.46				$154,519.79	$154,519.79	0
2	2.16	Supplemental Professional Development	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$271,896.00	$156,716.97	$428,612.97				$428,612.97	0
2	2.17	Early Literacy Coordinator	All	No			All Schools	Ongoing	$188,195.00	$11,092.89		$199,287.89			$199,287.89	0
2	2.18	Expanded TK/Kindergarten Minutes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,356,343.00	$94,928.21	$2,451,271.21				$2,451,271.21	0
2	2.19	Infant CVRC	All	No			All Schools Specific Schools: KC Kids	Ongoing	$4,221,370.00	$612,620.55		$4,833,990.55			$4,833,990.55	0
2	2.20	State Preschool Program	All	No			All Schools Specific	Ongoing	$3,157,997.31	$1,008,494.00		$4,166,491.31			$4,166,491.31	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Schools: KC Kids									
2	2.21	Supplemental Pre-School Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$567,023.00	$133,820.81	$700,843.81				$700,843.81	0
2	2.22	Opportunity Programs	Low Income	Yes	LEA-wide	Low Income	All Schools Specific Schools: Grant MS, Citrus MS, Orange Cove HS, Reedley HS	Ongoing	$257,749.00	$15,192.65	$272,941.65				$272,941.65	0
2	2.23	Elimination of Combination Classes	English Learners Low Income	Yes	School wide	English Learners Low Income	All Schools Specific Schools: Dunlap School, Sheridan Elementary	Ongoing	$82,461.00	$4,860.55	$87,321.55				$87,321.55	0
2	2.24	Additional Transportation to Reduce Loss of Instructional Time	English Learners Low Income	Yes	School wide	English Learners Low Income	All Schools	Ongoing	$30,080.00	$1,773.02	$31,853.02				$31,853.02	0
2	2.25	Data Systems and Accountability Team	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$608,919.00	$64,397.57	$673,316.57				$673,316.57	0
2	2.26	Educational Programs Department	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$364,545.00	$21,487.59	$386,032.59				$386,032.59	0
2	2.27	Collaborative Team Professional Development	All	No			All Schools Specific Schools: Citrus MS, Grant MS	Ongoing	$1,000.00	$0.00				$1,000.00	$1,000.00	0
3	3.1	Bilingual Instructional Aides	English Learners	Yes	Limited to Undupli	English Learners	All Schools	Ongoing	$1,702,531.00	$127,885.82	$1,830,416.82				$1,830,416.82	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					cated Student Group(s)											
3	3.2	ELD Instructional Coach	All	No			All Schools	Ongoing	$186,875.00	$11,015.08				$197,890.08	$197,890.08	0
3	3.3	ELD Instruction and Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: AL Conner, Dunlap, Sheridan, Washington, Great Western, Kings Canyon High School, and Reedley High School.	Ongoing	$3,229,985.12	$212,520.58	$3,442,505.70				$3,442,505.70	0
3	3.4	Long Term English Learner Support - Support and Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$362,299.00	$19,313.34	$381,612.34				$381,612.34	0
3	3.5	ELD Program Specialist	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$208,286.00	$11,103.26	$219,389.26				$219,389.26	0
3	3.6	Intervention Teachers - Newcomers	Newcomer EL Students	No			All Schools	Ongoing	$179,559.02	$10,583.85		$190,142.87			$190,142.87	0
3	3.7	Extended Day Intervention	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$21,178.87	$21,178.87				$21,178.87	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.8	ELD Progress Monitoring	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$20,000.00	$1,178.87	$21,178.87				$21,178.87	0
3	3.9	Migrant Program	All Migrant Students	No			All Schools	Ongoing	$194,434.35	$14,866.45				$209,300.80	$209,300.80	0
3	3.10	Migrant Program-Supplemental Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$277,726.00	$48,498.52	$326,224.52				$326,224.52	0
3	3.11	Promoting Biliteracy and Cultural Awareness	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$10,589.44	$10,589.44				$10,589.44	0
3	3.12	Language Acquisition Software and Supplemental Materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$21,178.87	$21,178.87				$21,178.87	0
4	4.1	College and Career Guidance and Support	All	No			All Schools	Ongoing	$1,276,936.20	$0.00	$1,276,936.20				$1,276,936.20	0
4	4.2	Supplemental Academic Counselors	English Learners Low Income	Yes	School wide	English Learners Low Income	All Schools Specific Schools: Orange Cove High School, Reedley High School	Ongoing	$441,754.00	$26,038.57	$467,792.57				$467,792.57	0
4	4.3	School Connections Counselors	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$192,725.00	$7,581.75	$200,306.75				$200,306.75	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.4	Expansion of School Connections Program	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$175,096.00	$9,333.97	$184,429.97				$184,429.97	0
4	4.5	College and Career Head Counselor	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$147,664.00	$8,703.85	$156,367.85				$156,367.85	0
4	4.6	Student Transition Programs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$1,067,702.00	$195,810.46	$1,263,512.46				$1,263,512.46	0
4	4.7	Career Technical Education Program	All	No			All Schools	Ongoing	$9,910.00	$1,307,074.00		$1,152,335.00		$164,649.00	$1,316,984.00	0
4	4.8	Career Technical Education Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$51,898.05	$1,763,050.00	$1,814,948.05				$1,814,948.05	0
4	4.9	Agriculture Pathways	Low Income	Yes	School wide	Low Income	All Schools	Ongoing	$0.00	$101,844.00	$101,844.00				$101,844.00	0
4	4.10	K-8 College and Career Awareness	All	No			All Schools K-8 and 6-8 schools	Ongoing	$0.00	$35,000.00			$35,000.00		$35,000.00	0
4	4.11	Athletics Programs	All	No			All Schools	Ongoing	$0.00	$125,300.00	$2,500.00	$122,800.00			$125,300.00	0
4	4.12	Supplemental Athletic Resources	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$451,077.00	$682,639.58	$1,133,716.58				$1,133,716.58	0
4	4.13	Health and Nutrition Fitness Program	Low Income	Yes	School wide	Low Income	All Schools Specific Schools: Reedley High School, Orange Cove High School	Ongoing	$0.00	$221,050.00	$221,050.00				$221,050.00	0
4	4.14	Visual and Performing Arts (VAPA)	All	No			All Schools	Ongoing	$966,587.00	$82,720.00	$1,049,307.00				$1,049,307.00	0
4	4.15	Increased Supports for VAPA	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$267,076.84	$170,734.03	$437,810.87				$437,810.87	0
4	4.16	Gate Program	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$140,641.00	$23,782.00	$164,423.00				$164,423.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.17	Summer Learning	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$604,245.28	$612,754.82	$1,217,000.10				$1,217,000.10	0
4	4.18	Supplemental Instructional Support for Mountain View School	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$809,127.00	$47,692.85	$856,819.85				$856,819.85	0
4	4.19	Non-Traditional High School Programs	All	No			Specific Schools: Kings Canyon High School and Mountain View School	Ongoing	$2,200,000.00	$129,675.00		$2,329,675.00			$2,329,675.00	
5	5.1	PBIS and Student Services	All	No			All Schools	Ongoing	$25,000.00	$265,237.00	$242,880.00		$47,357.00		$290,237.00	0
5	5.2	Supplemental PBIS Supports	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$1,248,995.00	$2,201,236.00	$3,450,231.00				$3,450,231.00	0
5	5.3	PBIS Professional Development	All FY, Homeless, SWD, White, EL, low income, Hispanic, SWD	No			All Schools Specific Schools: Conner Elem, Alta Elem, Dunlap Elem, Grant M S, Great Western Elem, Navelencia M S, Orange Cove H S, Reedley H S, Silas Bartsch	Ongoing	$0.00	$2,500.00	$2,500.00				$2,500.00	0
5	5.4	Chronic Absenteeism Support	All LI, FY, EL, SWD, White, 2 or more, Hispanic	No			All Schools Specific Schools: LEA-Wide,	Ongoing	$0.00	$2,500.00	$2,500.00				$2,500.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Dunlap, Great Western, Sheridan, Silas Bartsch, Washington									
5	5.5	CARE Project	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$134,141.00	$91,801.00	$225,942.00				$225,942.00	0
5	5.6	Social and Emotional Support	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$3,397,402.00	$228,475.00	$3,625,877.00				$3,625,877.00	0
5	5.7	Additional Social Workers	All	No			All Schools	Ongoing	$339,724.00	$20,024.55		$359,748.55			$359,748.55	0
5	5.8	Foster/Homeless Youth Liaison	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	$200,000.00	$10,661.55	$210,661.55				$210,661.55	0
5	5.9	Support for Homeless Students	Foster and Homeless Youth	No			All Schools	Ongoing	$0.00	$15,011.58				$15,011.58	$15,011.58	0
5	5.10	Behavior Intervention	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$3,323,759.00	$229,800.49	$3,553,559.49				$3,553,559.49	0
5	5.11	Restorative Justice Program	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$325,545.00	$176,921.41	$502,466.41				$502,466.41	0
5	5.12	School Culture and Climate	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$914,815.00	$53,922.00	$968,737.00				$968,737.00	0
5	5.13	Teen Parent Support	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$187,998.61	$44,096.00	$232,094.61				$232,094.61	0
5	5.14	School Based Health Center	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$112,432.00	$15,863.00	$128,295.00				$128,295.00	0
5	5.15	Sustain Improved Health Services	All	No			All Schools	Ongoing	$1,974,966.00	$116,411.00		$2,091,377.00			$2,091,377.00	0
5	5.16	Additional Student Health Services	All	No			All Schools	Ongoing	$228,137.00	$13,447.00	$13,447.00		$228,137.00		$241,584.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	5.17	Expanded Learning Program	All	No			All Schools		$383,985.00	$11,932,153.02		$12,316,138.02			$12,316,138.02	0
5	5.18	Family and Student Support Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,589.44	$10,589.44				$10,589.44	0
5	5.19	Title I Student Services	All	No			All Schools	Ongoing	$293,241.51	$25,234.22				$318,475.73	$318,475.73	0
5	5.20	Differentiated Assistance	All	No			All Schools	Ongoing	$0.00	$1,500.00	$1,500.00				$1,500.00	0
6	6.1	Parent Access to Student Information	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$69,524.00	$69,524.00				$69,524.00	0
6	6.2	Parent Survey	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$11,561.55	$11,561.55				$11,561.55	0
6	6.3	Parent Academy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$28,278.00	$165,427.00	$193,705.00				$193,705.00	0
6	6.4	Bilingual Community Aides	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$762,863.00	$44,965.00	$807,828.00				$807,828.00	0
6	6.5	Support Center Bilingual Community Aid	All	No			All Schools	Ongoing	$38,362.38	$2,261.00		$40,623.38			$40,623.38	0
6	6.6	Family Connection Techs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$635,420.00	$37,453.00	$672,873.00				$672,873.00	0
6	6.7	District and School Websites	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$31,027.05	$31,027.05				$31,027.05	0
6	6.8	Unified Communication System	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$49,491.85	$49,491.85				$49,491.85	0
6	6.9	Puente a Tecnologia for Parents	English Learners	Yes	Limited to Unduplicated Student	English Learners	All Schools	Ongoing	$11,000.00	$8,686.82	$19,686.82				$19,686.82	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)											
6	6.10	Children's Day Parent Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,683.00	$41,515.89	$45,198.89				$45,198.89	0
6	6.11	School to Home Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$184,821.96	$16,188.79	$201,010.75				$201,010.75	0
6	6.12	Parent Engagement Team	All	No			All Schools	Ongoing	$198,874.00	$81,612.00				$280,486.00	$280,486.00	0
6	6.13	Site Parent Engagement Support	All	No			All Schools	Ongoing	$0.00	$54,020.95				$54,020.95	$54,020.95	0
7	7.1	Academic Counselor	All English learners, low income students, and Hispanic students	No			All Schools Specific Schools: Mountain View School	Ongoing	$185,000.00	$10,452.50		$195,452.50			$195,452.50	0
7	7.2	Student Connectedness	All Low income students, Hispanic students	No			All Schools Specific Schools: Mountain View School	Ongoing	$60,000.00	$3,390.00		$63,390.00			$63,390.00	0
7	7.3	Co/Extra Curricular Activities	All English learners, long term English learners, low income students, and Hispanic students	No			All Schools Specific Schools: Mountain View School	Ongoing	$0.00	$2,538.00		$2,538.00			$2,538.00	0
7	7.4	Additional Socio-emotional Support	All Low income students, English learners, Hispanic students	No			All Schools Specific Schools: Mountain View	Ongoing	$185,000.00	$10,452.50		$195,452.50			$195,452.50	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							School									
7	7.5	Intervention	All Low Income Students	No			All Schools Specific Schools: Mountain View School	Ongoing	$30,000.00	$50,000.00				$80,000.00	$80,000.00	0
8	8.1	Academic Counselor	All Low Income Students, Hispanic Students	No			All Schools Specific Schools: Kings Canyon High School	Ongoing	$118,239.89	$6,680.55		$124,920.44			$124,920.44	0
8	8.2	Academic Intervention	All	No			All Schools Specific Schools: Kings Canyon High School	Ongoing	$0.00	$105,650.00		$105,650.00			$105,650.00	0
8	8.3	Co/Extra Curricular Activities	All English learners, low income students, students with disabilities, and Hispanic students	No			All Schools Specific Schools: Kings Canyon High School	Ongoing	$0.00	$10,565.00		$10,565.00			$10,565.00	0
8	8.4	Extended Day English Learner Support	English learners	No			All Schools Specific Schools: Kings Canyon High School	Ongoing	$0.00	$10,565.00		$10,565.00			$10,565.00	0
8	8.5	Career Technical Education	All	No			All Schools Specific Schools: Kings Canyon High School	Ongoing	$0.00	$19,618.60		$19,618.60			$19,618.60	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
8	**8.6**	Supplemental Technology	All	No			All Schools Specific Schools: Kings Canyon High School	Ongoing	$0.00	$40,156.45		$40,156.45			$40,156.45	0
8	**8.7**	Parent Engagement	All	No			All Schools Specific Schools: Kings Canyon High School	Ongoing	$26,412.50	$0.00		$26,412.50			$26,412.50	0

2025-26 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
103460909	40,502,971	39.148%	2.988%	42.136%	$44,283,453.01	0.000%	42.802 %	**Total:**	$44,283,453.01
								LEA-wide Total:	$36,012,148.96
								Limited Total:	$6,504,623.06
								Schoolwide Total:	$1,766,680.99

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	**2.2**	Supplemental Instructional Resources	Yes	LEA-wide	Low Income	All Schools	$801,397.92	0
2	**2.4**	Supplemental Technology	Yes	LEA-wide	Low Income	All Schools	$1,061,168.76	0
2	**2.5**	Hands-On Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$374,560.00	0
2	**2.6**	Classroom Instructional Aides	Yes	LEA-wide	English Learners Low Income	All Schools	$727,433.00	0
2	**2.9**	Intervention Supplemental Support for Unduplicated Students with Disabilities	Yes	LEA-wide	Low Income	All Schools	$1,225,257.00	0
2	**2.10**	Cultural Education and Enrichment Program	Yes	LEA-wide	Low Income	All Schools	$11,561.55	0
2	**2.11**	Additional Student Support-Prevention and Intervention	Yes	LEA-wide	Low Income	All Schools	$424,542.13	0
2	**2.13**	Supplemental Library Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,744,530.14	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.14	Instructional Coaches	Yes	LEA-wide	Low Income	All Schools	$3,376,151.99	0
2	2.16	Supplemental Professional Development	Yes	LEA-wide	Low Income	All Schools	$428,612.97	0
2	2.18	Expanded TK/Kindergarten Minutes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,451,271.21	0
2	2.21	Supplemental Pre-School Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$700,843.81	0
2	2.22	Opportunity Programs	Yes	LEA-wide	Low Income	All Schools Specific Schools: Grant MS, Citrus MS, Orange Cove HS, Reedley HS	$272,941.65	0
2	2.23	Elimination of Combination Classes	Yes	Schoolwide	English Learners Low Income	All Schools Specific Schools: Dunlap School, Sheridan Elementary	$87,321.55	0
2	2.24	Additional Transportation to Reduce Loss of Instructional Time	Yes	Schoolwide	English Learners Low Income	All Schools	$31,853.02	0
2	2.25	Data Systems and Accountability Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$673,316.57	0
2	2.26	Educational Programs Department	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$386,032.59	0
3	3.1	Bilingual Instructional Aides	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,830,416.82	0
3	3.3	ELD Instruction and Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: AL Conner, Dunlap, Sheridan,Washington, Great Western, Kings Canyon High School, and	$3,442,505.70	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Reedley High School.		
3	3.4	Long Term English Learner Support - Support and Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$381,612.34	0
3	3.5	ELD Program Specialist	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$219,389.26	0
3	3.7	Extended Day Intervention	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$21,178.87	0
3	3.8	ELD Progress Monitoring	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$21,178.87	0
3	3.10	Migrant Program-Supplemental Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$326,224.52	0
3	3.11	Promoting Biliteracy and Cultural Awareness	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$10,589.44	0
3	3.12	Language Acquisition Software and Supplemental Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$21,178.87	0
4	4.2	Supplemental Academic Counselors	Yes	Schoolwide	English Learners Low Income	All Schools Specific Schools: Orange Cove High School, Reedley High School	$467,792.57	0
4	4.3	School Connections Counselors	Yes	LEA-wide	English Learners Low Income	All Schools	$200,306.75	0
4	4.4	Expansion of School Connections Program	Yes	LEA-wide	English Learners Low Income	All Schools	$184,429.97	0
4	4.5	College and Career Head Counselor	Yes	LEA-wide	English Learners Low Income	All Schools	$156,367.85	0
4	4.6	Student Transition Programs	Yes	LEA-wide	English Learners Low Income	All Schools	$1,263,512.46	0
4	4.8	Career Technical Education Support	Yes	LEA-wide	English Learners Low Income	All Schools	$1,814,948.05	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.9	Agriculture Pathways	Yes	Schoolwide	Low Income	All Schools	$101,844.00	0
4	4.12	Supplemental Athletic Resources	Yes	LEA-wide	Low Income	All Schools	$1,133,716.58	0
4	4.13	Health and Nutrition Fitness Program	Yes	Schoolwide	Low Income	All Schools Specific Schools: Reedley High School, Orange Cove High School	$221,050.00	0
4	4.15	Increased Supports for VAPA	Yes	LEA-wide	Low Income	All Schools	$437,810.87	0
4	4.16	Gate Program	Yes	LEA-wide	Low Income	All Schools	$164,423.00	0
4	4.17	Summer Learning	Yes	LEA-wide	English Learners Low Income	All Schools	$1,217,000.10	0
4	4.18	Supplemental Instructional Support for Mountain View School	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$856,819.85	0
5	5.2	Supplemental PBIS Supports	Yes	LEA-wide	English Learners Low Income	All Schools	$3,450,231.00	0
5	5.5	CARE Project	Yes	LEA-wide	Foster Youth Low Income	All Schools	$225,942.00	0
5	5.6	Social and Emotional Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	$3,625,877.00	0
5	5.8	Foster/Homeless Youth Liaison	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$210,661.55	0
5	5.10	Behavior Intervention	Yes	LEA-wide	Foster Youth Low Income	All Schools	$3,553,559.49	0
5	5.11	Restorative Justice Program	Yes	LEA-wide	Low Income	All Schools	$502,466.41	0
5	5.12	School Culture and Climate	Yes	LEA-wide	Foster Youth Low Income	All Schools	$968,737.00	0
5	5.13	Teen Parent Support	Yes	LEA-wide	Low Income	All Schools	$232,094.61	0
5	5.14	School Based Health Center	Yes	LEA-wide	Low Income	All Schools	$128,295.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
5	**5.18**	Family and Student Support Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,589.44	0
6	**6.1**	Parent Access to Student Information	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$69,524.00	0
6	**6.2**	Parent Survey	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,561.55	0
6	**6.3**	Parent Academy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$193,705.00	0
6	**6.4**	Bilingual Community Aides	Yes	LEA-wide	English Learners Low Income	All Schools	$807,828.00	0
6	**6.6**	Family Connection Techs	Yes	LEA-wide	English Learners Low Income	All Schools	$672,873.00	0
6	**6.7**	District and School Websites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$31,027.05	0
6	**6.8**	Unified Communication System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$49,491.85	0
6	**6.9**	Puente a Tecnologia for Parents	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$19,686.82	0
6	**6.10**	Children's Day Parent Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$45,198.89	0
6	**6.11**	School to Home Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$201,010.75	0

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$193,627,453.52	$184,889,093.08

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Credentialed Teachers	No	$44,527,780.00	43,122,298.63
1	**1.2**	District and Site Support	No	$6,687,556.18	5,544,491.59
1	**1.3**	Operating Costs	No	$22,687,429.53	23,648,344
1	**1.4**	District Facilities	No	$17,779,054.19	17,891,306
1	**1.5**	Transportation	No	$6,831,714.00	6,387,860.40
1	**1.6**	Special Education	No	$14,618,132.74	12,764,976.25
1	**1.7**	Site Lottery Funds	No	$1,818,817.00	1,546,153.50
2	**2.1**	Instructional Materials	No	$476,861.22	673,009
2	**2.2**	Supplemental Instructional Resources	Yes	$844,794.20	525,120.98
2	**2.3**	Technology Department	No	$2,423,245.57	2,710,005
2	**2.4**	Supplemental Technology	Yes	$874,678.34	874,678.34

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	**2.5**	Outdoor Science Education	Yes	$253,304.94	305,683.22
2	**2.6**	Classroom Instructional Aides	Yes	$662,446.31	576084.08
2	**2.7**	Physical Education Techs	No	$882,787.00	869,452.45
2	**2.8**	Additional FTE for Physical Education Techs	Yes	$57,208.30	85,662.68
2	**2.9**	Intervention Teachers	No	$2,158,062.21	1,713,150
2	**2.10**	Supplemental Support for Unduplicated Students with Disabilities	Yes	$1,225,859.69	1,003,256
2	**2.11**	Cultural Education and Enrichment Program	Yes	$11,500.01	2500
2	**2.12**	Additional Student Support-Prevention and Intervention	Yes	$410,379.23	413,248.86
2	**2.13**	Library Services	No	$456,329.70	455,766
2	**2.14**	Supplemental Library Services	Yes	$1,782,644.37	1,816,059.28
2	**2.15**	Instructional Coaches	Yes	$3,648,800.24	3,375,829.17
2	**2.16**	New Teacher Instructional Coach	No	$195,761.46	144,378.43
2	**2.17**	Supplemental Professional Development	Yes	$419,271.51	420,919.44

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	**2.18**	Early Literacy Coordinator	No	$147,463.09	193,563.97
2	**2.19**	Expanded TK/Kindergarten Minutes	Yes	$1,400,889.83	1,573,874.39
2	**2.20**	Infant CVRC	No	$4,833,990.55	5,012,858.00
2	**2.21**	State Preschool Program	No	$3,977,702.96	2,601,969.00
2	**2.22**	Supplemental Pre-School Supports	Yes	$631,984.65	616,852
2	**2.23**	Opportunity Programs	Yes	$531,448.53	541,777.00
2	**2.24**	Elimination of Combination Classes	Yes	$493,051.25	275,273.62
2	**2.25**	Additional Transportation to Reduce Loss of Instructional Time	Yes	$31,683.50	31,683.50
2	**2.26**	Data Systems and Accountability Team	Yes	$645,002.48	615,700.40
2	**2.27**	Educational Programs Department	Yes	$376,159.37	384,169.03
2	**2.28**	Collaborative Team Professional Development	No	$1,000.00	1000
3	**3.1**	Bilingual Instructional Aides	Yes	$1,700,326.26	1637169.76
3	**3.2**	ELD Instructional Coach	No	$192,389.82	197,433.44
3	**3.3**	ELD Instruction and Professional Development	Yes	$4,055,161.11	3,809,294

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.4**	Long Term English Learner Support - Support and Professional Development	Yes	$381,612.34	157,919.39
3	**3.5**	ELD Program Specialist	Yes	$219,389.26	0
3	**3.6**	Intervention Teachers - Newcomers	No	$171,609.11	173,130.00
3	**3.7**	Extended Day Intervention	Yes	$21,066.16	0
3	**3.8**	ELD Progress Monitoring	Yes	$52,665.39	12,955.12
3	**3.9**	Migrant Program	No	$238,228.09	216,016
3	**3.10**	Migrant Program- Supplemental Supports	Yes	$272,007.25	298,439.79
3	**3.11**	Promoting Biliteracy and Cultural Awareness	Yes	$10,533.08	10,533.08
3	**3.12**	Language Acquisition Software and Supplemental Materials	Yes	$15,799.62	20,000
4	**4.1**	College and Career Guidance and Support	No	$1,127,352.00	1,193,566.00
4	**4.2**	Supplemental Academic Counselors	Yes	$454,728.76	445,443.03
4	**4.3**	School Connections Counselors	Yes	$149,807.75	98,885.61
4	**4.4**	Expansion of School Connections Program	No	$184,429.97	130,303.60

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.5**	College and Career Head Counselor	No	$155,535.64	150,006
4	**4.6**	Student Transition Programs	Yes	$1,072,502.18	1,037,691
4	**4.7**	Career Technical Education Program	No	$1,302,390.18	1,099,949.34
4	**4.8**	Career Technical Education Support	Yes	$1,484,089.55	1,697,226.95
4	**4.9**	Agriculture Pathways	Yes	$842,646.20	76,260
4	**4.10**	K-8 College and Career Awareness	No	$35,000.00	10,747.31
4	**4.11**	Athletics Programs	No	$125,300.00	130,867.56
4	**4.12**	Supplemental Athletic Resources	Yes	$1,497,458.09	1,107,204.59
4	**4.13**	Health and Nutrition Fitness Program	Yes	$204,168.96	209,990.00
4	**4.14**	Visual and Performing Arts (VAPA)	No	$806,801.00	850638.63
4	**4.15**	Increased Supports for VAPA	Yes	$245,238.48	242,550.45
4	**4.16**	Gate Program	Yes	$163,548.15	163,548.15
4	**4.17**	Summer Learning	Yes	$1,217,000.10	1,217,000.10

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.18**	Supplemental Instructional Support for Mountain View School	Yes	$481,563.88	799,069
5	**5.1**	PBIS and Student Services	No	$307,880.00	264,577
5	**5.2**	Supplemental PBIS Supports	Yes	$3,384,399.98	3,281,865
5	**5.3**	PBIS Professional Development	No	$2,500.00	2957.00
5	**5.4**	Chronic Absenteeism Support	No	$2,500.00	2200
5	**5.5**	CARE Project	Yes	$222,014.10	172,740.49
5	**5.6**	Social and Emotional Support	Yes	$3,559,756.77	3503873.54
5	**5.7**	Additional Social Workers	No	$389,723.87	0
5	**5.8**	Foster/Homeless Youth Liaison	Yes	$210,661.55	97,526
5	**5.9**	Support for Homeless Students	No	$87,246.53	35,843.56
5	**5.10**	Behavior Intervention	Yes	$3,170,402.40	3,175,160.33
5	**5.11**	Restorative Justice Program	Yes	$484,516.30	485,200
5	**5.12**	School Culture and Climate	Yes	$789,377.85	951,519

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	**5.13**	Teen Parent Support	Yes	$541,202.16	563,738
5	**5.14**	School Based Health Center	Yes	$125,505.83	128,498.00
5	**5.15**	Supplemental Health Services	No Yes	$764,219.01	578,844.93
5	**5.16**	Student Health Services	No	$228,137.00	245,246
5	**5.17**	Expanded Learning Program	No	$11,716,138.02	12,407,330
5	**5.18**	Family and Student Support Center	Yes	$10,533.08	1001.88
5	**5.19**	Title I Student Services	No	$318,475.73	249,855
5	**5.20**	Differentiated Assistance	No	$1,500.00	750.00
6	**6.1**	Parent Access to Student Information	Yes	$63,919.43	68,210.95
6	**6.2**	Parent Survey	Yes	$11,500.01	4766.27
6	**6.3**	Parent Academy	Yes	$323,265.44	102,800.13
6	**6.4**	Bilingual Community Aides	No Yes	$851,981.67	714,390.51

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	**6.5**	Support Center Bilingual Community Aid	No	$84,264.62	34851.40
6	**6.6**	Family Connection Techs	Yes	$623,413.88	620342
6	**6.7**	District and School Websites	Yes	$30,861.92	30,861.92
6	**6.8**	Unified Communication System	Yes	$46,025.34	49,067.02
6	**6.9**	Puente a Tecnologia for Parents	Yes	$36,025.23	1270.35
6	**6.10**	Children's Day Parent Program	Yes	$44,958.00	40,895.62
6	**6.11**	School to Home Communication	Yes	$301,957.00	190,176.47
6	**6.12**	Parent Engagement Team	No	$278,993.84	278,993.84
6	**6.13**	Site Parent Engagement Support	No	$53,733.44	25,324.26
7	**7.1**	Academic Counselor	No	$195,452.50	185,290.56
7	**7.2**	Student Connectedness	No	$63,390.00	27,777
7	**7.3**	Co/Extra Curricular Activities	No	$2,538.00	600

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)
7	**7.4**	Additional Socio-emotional Support	No	$195,452.50	195,452.50
7	**7.5**	Intervention	No	$80,000.00	32,844
8	**8.1**	Academic Counselor	No	$124,920.44	124,920.44
8	**8.2**	Academic Intervention	No	$105,650.00	81,475
8	**8.3**	Co/Extra Curricular Activities	No	$10,565.00	1200
8	**8.4**	Extended Day English Learner Support	No	$10,565.00	10,565.00
8	**8.5**	Career Technical Education	No	$19,618.60	5500
8	**8.6**	Supplemental Technology	No	$40,156.45	0
8	**8.7**	Parent Engagement	No	$26,412.50	0

2024-25 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)
39745061	$44,438,916.27	$41,242,300.42	$3,196,615.85	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.2**	Supplemental Instructional Resources	Yes	$844,794.20	525,120.98	0	
2	**2.4**	Supplemental Technology	Yes	$874,678.34	874,678.34	0	
2	**2.5**	Outdoor Science Education	Yes	$253,304.94	305,683.22	0	
2	**2.6**	Classroom Instructional Aides	Yes	$662,446.31	576084.08	0	
2	**2.8**	Additional FTE for Physical Education Techs	Yes	$57,208.30	85,662.68	0	
2	**2.10**	Supplemental Support for Unduplicated Students with Disabilities	Yes	$1,225,859.69	1,003,256	0	
2	**2.11**	Cultural Education and Enrichment Program	Yes	$11,500.01	2500	0	
2	**2.12**	Additional Student Support-Prevention and Intervention	Yes	$410,379.23	413,248.86	0	
2	**2.14**	Supplemental Library Services	Yes	$1,782,644.37	1,816,059.28	0	
2	**2.15**	Instructional Coaches	Yes	$3,648,800.24	3,375,829.17	0	
2	**2.17**	Supplemental Professional Development	Yes	$419,271.51	420,919.44	0	
2	**2.19**	Expanded TK/Kindergarten Minutes	Yes	$1,400,889.83	1,573,874.39	0	
2	**2.22**	Supplemental Pre-School Supports	Yes	$631,984.65	616,852	0	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.23	Opportunity Programs	Yes	$531,448.53	541,777.00	0	
2	2.24	Elimination of Combination Classes	Yes	$493,051.25	275,273.62	0	
2	2.25	Additional Transportation to Reduce Loss of Instructional Time	Yes	$31,683.50	31,683.50	0	
2	2.26	Data Systems and Accountability Team	Yes	$645,002.48	615,700.40	0	
2	2.27	Educational Programs Department	Yes	$376,159.37	384,169.03	0	
3	3.1	Bilingual Instructional Aides	Yes	$1,700,326.26	1637169.76	0	
3	3.3	ELD Instruction and Professional Development	Yes	$4,055,161.11	3,809,294	0	
3	3.4	Long Term English Learner Support - Support and Professional Development	Yes	$381,612.34	157,919.39	0	
3	3.5	ELD Program Specialist	Yes	$219,389.26	0	0	
3	3.7	Extended Day Intervention	Yes	$21,066.16	0	0	
3	3.8	ELD Progress Monitoring	Yes	$52,665.39	12,955.12	0	
3	3.10	Migrant Program-Supplemental Supports	Yes	$272,007.25	298,439.79	0	
3	3.11	Promoting Biliteracy and Cultural Awareness	Yes	$10,533.08	10,533.08	0	
3	3.12	Language Acquisition Software and Supplemental Materials	Yes	$15,799.62	20,000	0	
4	4.2	Supplemental Academic Counselors	Yes	$454,728.76	445,443.03	0	
4	4.3	School Connections Counselors	Yes	$149,807.75	98,885.61	0	
4	4.6	Student Transition Programs	Yes	$1,072,502.18	1,037,691	0	
4	4.8	Career Technical Education Support	Yes	$1,484,089.55	1,697,226.95	0	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.9	Agriculture Pathways	Yes	$842,646.20	76,260	0	
4	4.12	Supplemental Athletic Resources	Yes	$1,497,458.09	1,107,204.59	0	
4	4.13	Health and Nutrition Fitness Program	Yes	$204,168.96	209,990.00	0	
4	4.15	Increased Supports for VAPA	Yes	$245,238.48	242,550.45	0	
4	4.16	Gate Program	Yes	$163,548.15	163,548.15	0	
4	4.17	Summer Learning	Yes	$1,217,000.10	1,217,000.10	0	
4	4.18	Supplemental Instructional Support for Mountain View School	Yes	$481,563.88	799,069	0	
5	5.2	Supplemental PBIS Supports	Yes	$3,384,399.98	3,281,865	0	
5	5.5	CARE Project	Yes	$222,014.10	172,740.49	0	
5	5.6	Social and Emotional Support	Yes	$3,559,756.77	3503873.54	0	
5	5.8	Foster/Homeless Youth Liaison	Yes	$210,661.55	97,526	0	
5	5.10	Behavior Intervention	Yes	$3,170,402.40	3,175,160.33	0	
5	5.11	Restorative Justice Program	Yes	$484,516.30	485,200	0	
5	5.12	School Culture and Climate	Yes	$789,377.85	951,519	0	
5	5.13	Teen Parent Support	Yes	$541,202.16	563,738	0	
5	5.14	School Based Health Center	Yes	$125,505.83	128,498.00	0	
5	5.15	Supplemental Health Services	Yes	$764,219.01	578,844.93	0	
5	5.18	Family and Student Support Center	Yes	$10,533.08	1001.88	0	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
6	**6.1**	Parent Access to Student Information	Yes	$63,919.43	68,210.95	0	
6	**6.2**	Parent Survey	Yes	$11,500.01	4766.27	0	
6	**6.3**	Parent Academy	Yes	$323,265.44	102,800.13	0	
6	**6.4**	Bilingual Community Aides	Yes	$851,981.67	714,390.51	0	
6	**6.6**	Family Connection Techs	Yes	$623,413.88	620342	0	
6	**6.7**	District and School Websites	Yes	$30,861.92	30,861.92	0	
6	**6.8**	Unified Communication System	Yes	$46,025.34	49,067.02	0	
6	**6.9**	Puente a Tecnologia for Parents	Yes	$36,025.23	1270.35	0	
6	**6.10**	Children's Day Parent Program	Yes	$44,958.00	40,895.62	0	
6	**6.11**	School to Home Communication	Yes	$301,957.00	190,176.47	0	

2024-25 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)
100779762	39745061	4.474	43.912%	$41,242,300.42	0.000%	40.923%	$3,011,647.13	2.988%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

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

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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