

# LCFF Budget Overview for Parents

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

CDS Code: 10622570000000

School Year: 2021-22

LEA contact information:

Cindy Schreiner

Executive Director of Student Services

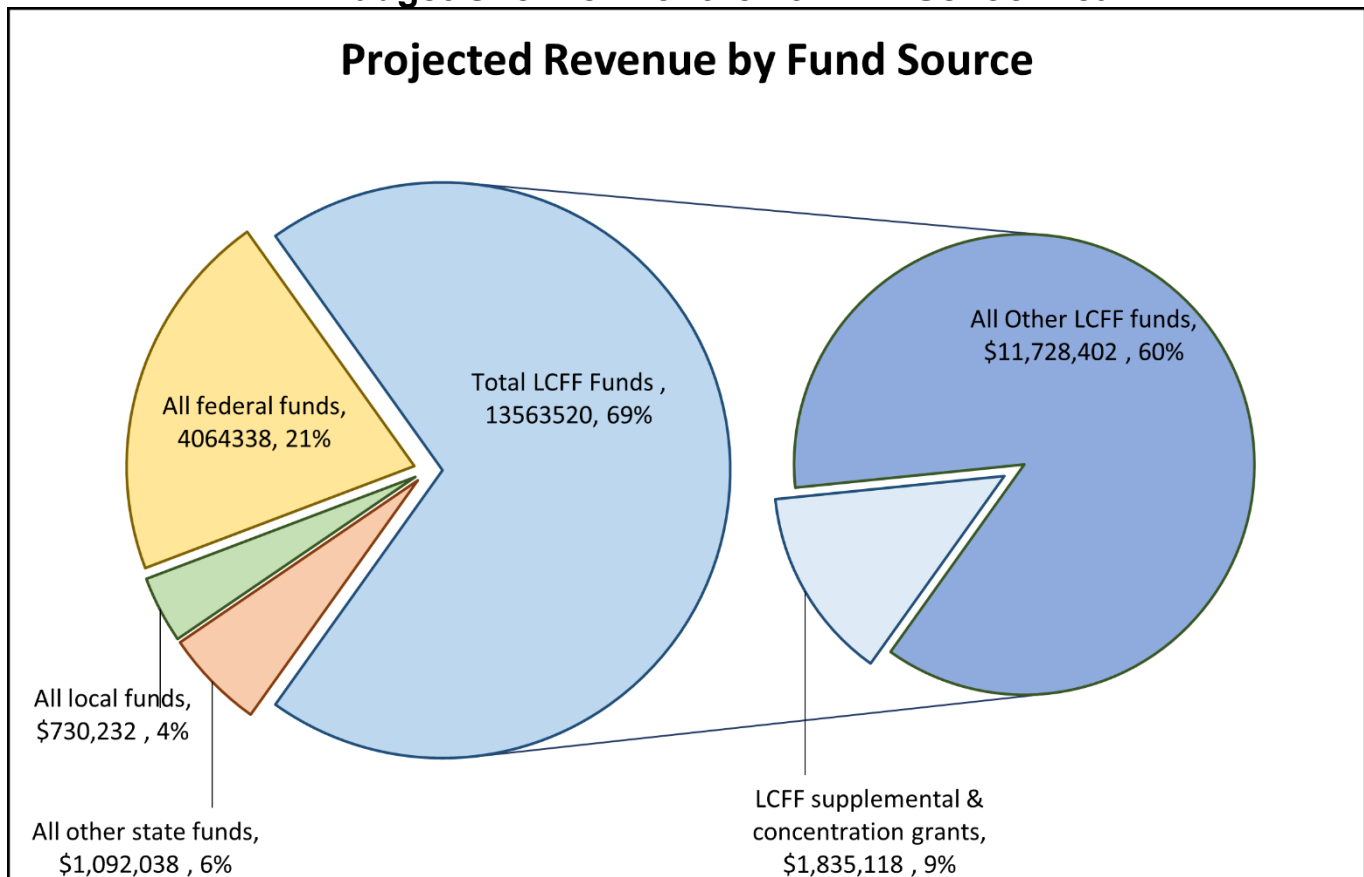
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5598977721

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

## Budget Overview for the 2021-22 School Year

### Projected Revenue by Fund Source

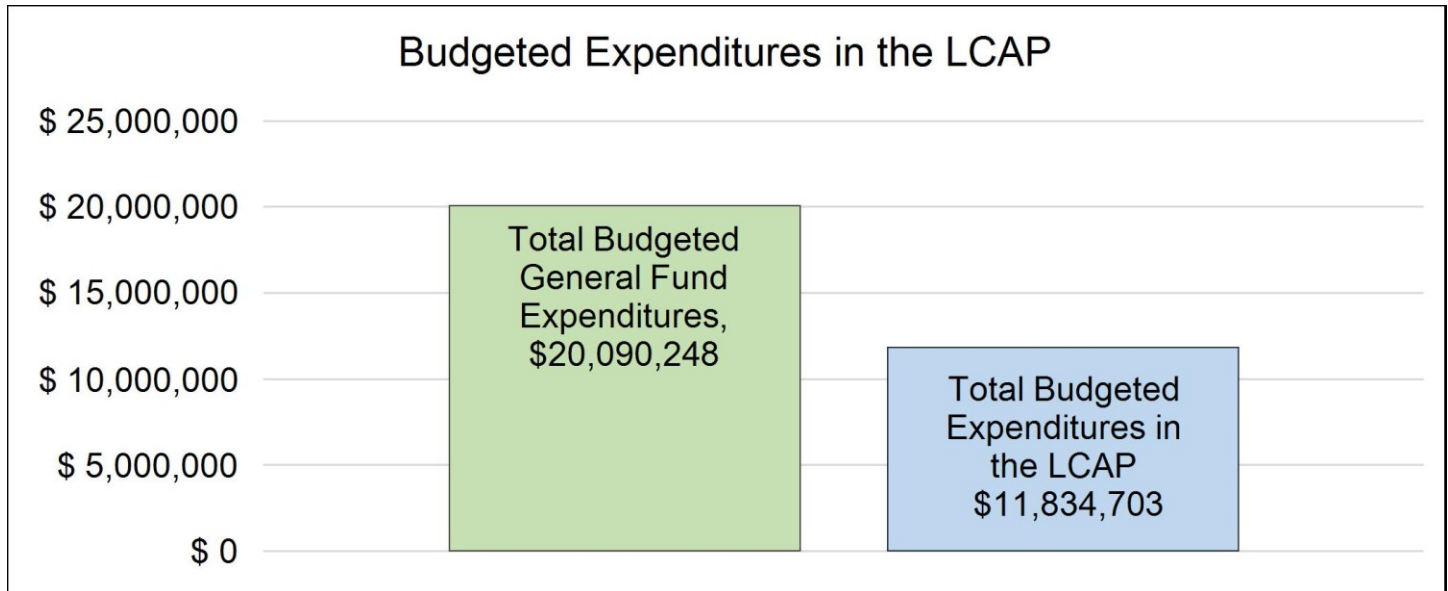


This chart shows the total general purpose revenue Kingsburg Joint Union High School District expects to receive in the coming year from all sources.

The total revenue projected for Kingsburg Joint Union High School District is \$19,450,128, of which \$13,563,520 is Local Control Funding Formula (LCFF), \$1,092,038 is other state funds, \$730,232 is local funds, and \$4,064,338 is federal funds. Of the \$13,563,520 in LCFF Funds, \$1,835,118 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Kingsburg Joint Union High School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Kingsburg Joint Union High School District plans to spend \$20,090,248 for the 2021-22 school year. Of that amount, \$11,834,703 is tied to actions/services in the LCAP and \$8,255,545 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

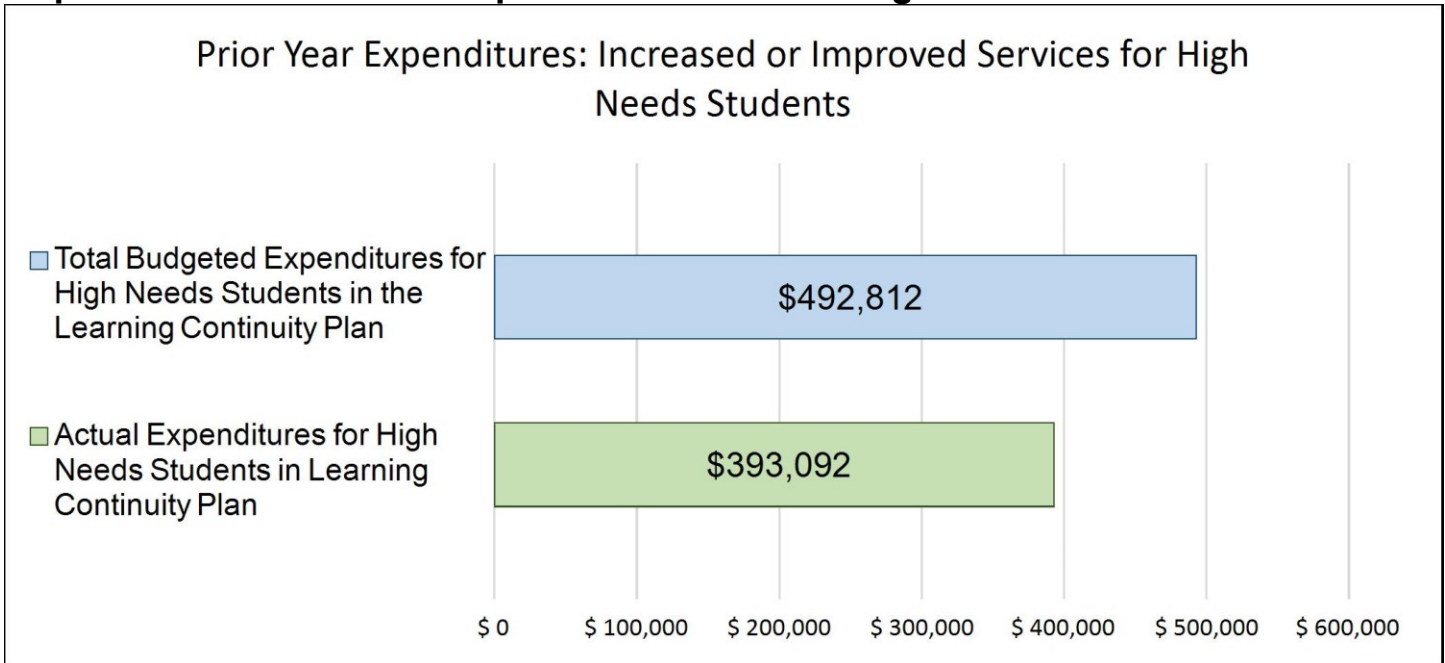
The total funds listed are the amounts that we explained in the LCAP. Funds that are not included in the LCAP include: ESSER III grant funds, salary/benefits of administration/ counselors/office staff, supplies and services are increased due to rising prices on good and services, and funds to pay for general running of the district. The district also maintains a 2.1 million dollar ending balance.

## Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Kingsburg Joint Union High School District is projecting it will receive \$1,835,118 based on the enrollment of foster youth, English learner, and low-income students. Kingsburg Joint Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Kingsburg Joint Union High School District plans to spend \$1,957,629 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 2020-21



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

In 2020-21, Kingsburg Joint Union High School District's Learning Continuity Plan budgeted \$492,812 for planned actions to increase or improve services for high needs students. Kingsburg Joint Union High School District actually spent \$393,092 for actions to increase or improve services for high needs students in 2020-21.

The difference between actual and budgeted expenditures for actions and services in the LCP were in the areas of student devices/hotspots, supplemental material, professional development and tutoring. Student devices and hotspots were paid from another funding source, so all students received the devices and hot spots needed to continue with learning in both distance and in person learning. Supplemental material was purchased from another funding source, so all students received the supplemental material needed. Professional development was less than planned as conferences that were going to be in-person and included travel costs, were changed to virtual. In addition training planned for teachers on campus requiring trainers to come into classroom was canceled to ensure the health and safety of our staff. Staff continued to receive professional development throughout the school year. Tutoring was lower than budgeted as the district budgeted for the ability to have more teachers ready to support students. Once school opened in October of 2020, both virtual and in person options were made available. It was thought that more students would take advantage of these sessions. The need never increased, so additional teachers were not added.

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

Academic Achievement- KJUHSD believes that all students need to be able to leave our district college and career ready. Improving student academic achievement helps demonstrate that our students are ready when they graduate with a diploma.

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 1: Basic (Conditions of Learning)  
                           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)

Local Priorities:    None

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Properly Credentialed teachers with no missassignments nor vacancies as measured by Credentials or SARC review</p> <p><b>19-20</b>            100% Properly Credentialed with no missassignments or vacancies</p> <p><b>Baseline</b>            For 2015-2016 100% Properly Credentialed with no missassignments or vacancies</p>	<p>Goal not met. 1 teacher was misassigned.</p>
<p><b>Metric/Indicator</b>            Sufficient core instructional materials as measured by annual board resolution of 'Sufficiency of Instructional Materials' or SARC review</p> <p><b>19-20</b>            100% sufficient instructional materials</p> <p><b>Baseline</b>            2016-2017</p>	<p>Goal Met. School board resolution of 100% sufficient instructional materials</p>

Expected	Actual
<p>School board adoption of “sufficiency of Instructional Materials” resolution</p> <p><b>Metric/Indicator</b> H.S. graduation Rate</p> <p><b>19-20</b> 96.5%</p> <p><b>Baseline</b> 2014-2015</p> <p>93.7%</p>	<p>Goal Not Met. KJUHSD was at 91.1%</p>
<p><b>Metric/Indicator</b> State Standardized Assessments as measured by Math CAASPP scores Distance from level 3</p> <p><b>19-20</b> -30 points</p> <p><b>Baseline</b> 2015-2016 - 60.9 points</p>	<p>Goal Not Met: KJUHSD was -31.9 points from level 3</p>
<p><b>Metric/Indicator</b> State Standardized Assessments as measured by English CAASP scores Distance from level 3</p> <p><b>19-20</b> +34 points</p> <p><b>Baseline</b> 2015-2016</p> <p>+11.8 points</p>	<p>Goal Met: KJUHSD was 50.1 points from level 3</p>
<p><b>Metric/Indicator</b> A-G: % pupils with successful course completion</p> <p><b>19-20</b> 41%</p>	<p>Goal Not Met: KJUHSD had 40% successful A-G completion</p>

Expected	Actual
<p><b>Baseline</b> 2015-2016</p> <p>35.3%</p>	
<p><b>Metric/Indicator</b> EAP: % pupils scoring “ready” or higher ELA</p> <p><b>19-20</b> 30%</p> <p><b>Baseline</b> 2015-2016</p> <p>18%</p>	<p>Goal Met: KJUHSD had 32.60% pupils scoring ready for ELA</p>
<p><b>Metric/Indicator</b> EAP: % pupils scoring “ready” or higher Math</p> <p><b>19-20</b> 24%</p> <p><b>Baseline</b> 2015-2016</p> <p>9%</p>	<p>Goal Not Met: KJUHSD had 19.40% pupils scoring ready for Math</p>
<p><b>Metric/Indicator</b> AP: Pupils</p> <p>Scoring 3 or higher</p> <p><b>19-20</b> 48%</p> <p><b>Baseline</b> 2015-2016</p> <p>42.5%</p>	<p>Goal Met: KJUHSD had 54% pupils scoring a 3 or higher</p>

Expected	Actual
<p><b>Metric/Indicator</b> EL annual growth as measured by CELDT/ELPAC annual growth data</p> <p><b>19-20</b> Baseline will be established utilizing ELPAC results.</p> <p><b>Baseline</b> 2015-2016</p> <p>79.4%</p> <p><b>Metric/Indicator</b> EL reclassification as measured by prior year number of re-designated students</p> <p><b>19-20</b> 13%</p> <p><b>Baseline</b> 2015-2016</p> <p>7%</p>	<p>ELPAC summative assessment results reflect the following: Level 4 – 12.12% Level 3 – 25.76% Level 2 – 39.39% Level 1 – 22.73%</p> <p>Goal Not Met: KJUHSD had an 5.4% reclassification rate</p>
<p><b>Metric/Indicator</b> Other Outcomes: Percent of students passing the physical fitness test</p> <p><b>19-20</b> 62%</p> <p><b>Baseline</b> 2015-2016</p> <p>56.7%</p>	<p>Goal Not Met: KJUHSD had 52.8% of students passing the physical fitness test.</p>





Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>the EL and low income populations. It is KJUHS D's experience that EL and low income students are at greater risk of not achieving grade level standards and not progressing towards graduation. Research shows that decreasing pupil-teacher ratio is beneficial for students. This action will result in increased achievement on state and local assessments for the unduplicated student population.</p> <p>Research-</p> <p><a href="http://www.theguardian.com/teacher-network/2015/apr/01/teaching-assistants-classrooms-research-imp">http://www.theguardian.com/teacher-network/2015/apr/01/teaching-assistants-classrooms-research-imp</a></p> <p>Teacher Aides, Class size and Academic Achievement: A Preliminary Evaluation of Indiana's Prime Time. Daniel K. Laplsey, Katrina M. Daytner: Ball State University Western Illinois University, Ken Kelley and Scott E. Maxwell: University of Notre Dame</p>	<p>3000-3600: Employee Benefits Title I \$33,043</p> <p>2100-2100: Instructional Aides/Classified Salaries LCFF \$74,193</p> <p>3000-3600: Employee Benefits LCFF \$9,847</p>	<p>3000-3600: Employee Benefits Title I \$36,048</p> <p>2100-2100: Instructional Aides/Classified Salaries LCFF \$65,755</p> <p>3000-3600: Employee Benefits LCFF \$12,047</p>
<p>1) Intervention program during and after school to support students who are on academic probation.</p> <p>2) After school transportation will be provided for students who ride the bus on days of tutorial. The unduplicated student population has lower academic achievement compared to all students and are more likely to require transportation to school in order to benefit from this academic support. The addition of after school transportation will allow low-income students who ride the bus to have access to tutoring that occurs after school and not just at lunch. Research indicates that students from disadvantaged socio-economic backgrounds are twice as likely to be low performers. Further research indicates that a critical factor for academic achievement is the amount of time a student spends learning. Research indicates that providing after school programs supports families and students through providing a safe place for students after the regular school day, increases attendance, and provides interventions and support for academic achievement.</p> <p>Research-</p> <p>Closing the Gap through Extended Learning Opportunities- An NEA policy brief. <a href="http://www.nea.org/assessts/docs/HE/mf_PB04/">http://www.nea.org/assessts/docs/HE/mf_PB04/</a></p>	<p>1100-1100: Certificated Salaries LCFF \$5,000</p> <p>3000-3600: Employee Benefits LCFF \$1,026</p> <p>2100-2100: Instructional Aides/Classified Salaries LCFF \$25,925</p> <p>3000-3600: Employee Benefits LCFF \$15,384</p> <p>4300-4300: Supplies LCFF \$14,500</p> <p>5800-5800: Services LCFF \$5588</p> <p>1100-1100: Certificated Salaries Low Performing Grant \$5,000</p> <p>3000-3600: Employee Benefits Low Performing Grant \$1,026</p>	<p>1100-1100: Certificated Salaries LCFF \$2,042</p> <p>3000-3600: Employee Benefits LCFF \$421</p> <p>2100-2100: Instructional Aides/Classified Salaries LCFF \$24,180</p> <p>3000-3600: Employee Benefits LCFF \$13,307</p> <p>4300-4300: Supplies LCFF \$9,994</p> <p>5800-5800: Services LCFF \$6,399</p> <p>1100-1100: Certificated Salaries Low Performing Grant \$518</p> <p>3000-3600: Employee Benefits Low Performing Grant \$106</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>ExtendedLearning.pdf</p> <p>Time to Learn: Benefits of a Longer School Day, Christopher Gabriela, Warren Goldstein</p> <p>1) Summer School- salary and benefits. Provide transportation to and from summer school for students who would normally ride the bus during the school year.</p> <p>2) School transportation will be provided for students who ride the bus during summer school. The unduplicated student population has lower academic achievement compared to all students and are more likely to require transportation to school in order to benefit from this academic support. The addition of summer school transportation will allow low-income students who ride the bus to have access to summer school. Research indicates that students from disadvantaged socio-economic backgrounds are twice as likely to be low performers. Further research indicates that a critical factor for academic achievement is the amount of time a student spends learning. It is KJUHSD experience that EL and low income students are at greater risk of not achieving grad level standards and not progressing towards graduation. Research shows that summer school learning opportunities can be especially effective for children from low-income families who might not have access to educational resources throughout the summer months and for low-achieving students who need additional time to master academic content.</p> <p>Research</p> <p>Summer School: Research-Based Recommendations for Policymakers. SERVE Policy Brief. Harris Cooper, <a href="http://eric.ed.gov/?id=ED456557">http://eric.ed.gov/?id=ED456557</a></p> <p>Making Summer Count: How Summer Programs Can Boost Children’s Learning. Jennifer Sloan McCombs, Catherine H.</p> <p>Augustine, Heather L. Schwartz, Susan J. Bodilly, Brian McInnis, Dahlia S. Lichter, Amanda Brown Cross.</p> <p><a href="http://www.wallacefoundation.org/knowledge-center/Pages/Making-">http://www.wallacefoundation.org/knowledge-center/Pages/Making-</a></p>	<p>1100-1100: Certificated Salaries LCFF \$63,843</p> <p>3000-3600: Employee Benefits LCFF \$13,101</p> <p>2100-2100: Instructional Aides/Classified Salaries LCFF \$8,656</p> <p>3000-3600: Employee Benefits LCFF \$5,132</p> <p>1300-1300: Management Salaries LCFF \$29,999</p> <p>3000-3600: Employee Benefits LCFF \$10,068</p> <p>4300-4300: Supplies LCFF \$300.00</p>	<p>1100-1100: Certificated Salaries LCFF \$66,299</p> <p>3000-3600: Employee Benefits LCFF \$13,499</p> <p>2100-2100: Instructional Aides/Classified Salaries LCFF \$9,297</p> <p>3000-3600: Employee Benefits LCFF \$5,321</p> <p>1300-1300: Management Salaries LCFF \$30,464</p> <p>3000-3600: Employee Benefits LCFF \$9,850</p> <p>4300-4300: Supplies LCFF \$140</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<a href="#">Summer-Count-How-Summer-Programs-Can-Boost-Childrens-Learning.aspx</a> Alignment of instruction with content standards by utilizing outside services, purchasing textbooks, books, materials, resources and technology.	4300-4300: Supplies Lottery Instructional Material \$52,000	4300-4300: Supplies Lottery Instructional Material \$58,930
1) Input from stakeholder meetings, student surveys, and parent/community surveys showed an interest in looking at the school schedule and number of classes offered per semester.  2) Analysis of new indicators demonstrate a need to explore class options to help students be college and career ready.	\$0	\$0

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented during the 2019-20 school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The district implemented all of the actions written in the LCAP. In reviewing our annual measurable outcomes, the district met 4 of the 11 metrics. The seven metrics that were not met were: misassigned teachers (1 teacher misassigned ELD), graduation (91.1%), CAASPP Math- points from average (-31.9 from level 3), A-G % (40%), EAP- Math (19.4%), EL Reclassification (4.3%) and physical fitness testing (52.8%). Graduation, CAASPP math, and EAP math all saw increases from the previous year, reclassification remained the same and physical fitness testing and AG percent went down.

During the 2019-20 school year, school was abruptly closed due to the COVID-19 pandemic. This closure impacted reclassification rates, as students did not have all of the opportunities to take local benchmarks to meet the reclassification process. During the 2018-19 school year the A-G percent was 44%, but closure at the end of the 2019-20 impacted students grades and meeting the A-G requirements. The addition of after school transportation for students was started and the district had some students take advantage of the the transportation. The majority of students who took the bus home were located in Traver. After school tutoring averaged 8 students per session, with numbers increasing each month until the school closure. The teacher who was misassigned for ELD, was a clerical error, as the teacher had the proper credential and has been corrected.

## Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)  
 Priority 5: Pupil Engagement (Engagement)  
 Local Priorities: None

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Attendance as measured by district average attendance</p> <p><b>19-20</b>            Maintain 97% or higher</p> <p><b>Baseline</b>            2015-2016</p> <p>95.72%</p>	<p>Goal not met. 95.44% average attendance.</p>
<p><b>Metric/Indicator</b>            Chronic Absenteeism as measured by % students with 10% or more absenteeism</p> <p><b>19-20</b>            6.0%</p> <p><b>Baseline</b>            2015-2016</p> <p>7.4%</p>	<p>Goal not met: 10.8% chronic absenteeism.</p>
<p><b>Metric/Indicator</b>            H.S. Dropout as measured by formula in LCAP appendix</p> <p><b>19-20</b>            6.0%</p>	<p>Goal Not Met- 6.5% dropout rate.</p>

Expected	Actual
<p><b>Baseline</b> 2014-2015</p> <p>7.9%</p>	
<p><b>Metric/Indicator</b> Suspension rate</p> <p><b>19-20</b> 1.7%</p> <p><b>Baseline</b> 2014-2015</p> <p>2.8%</p>	<p>Goal not met. 3.3% suspension rate.</p>
<p><b>Metric/Indicator</b> Expulsion rate</p> <p><b>19-20</b> .08%</p> <p><b>Baseline</b> 2015-2016</p> <p>0%</p>	<p>Goal not met. .24% expulsion rate.</p>
<p><b>Metric/Indicator</b> Facilities Maintained as measured by annual FITs or SARC review</p> <p><b>19-20</b> All (100%) site FITs will score “good” or higher</p> <p><b>Baseline</b> For 2016-2017 All (100%) site FITs scored “good” or higher</p>	<p>Goal met. All site FITs scores were good or higher.</p>
<p><b>Metric/Indicator</b> School Climate Survey- % responses high levels for school connectedness.</p>	<p>Goal not met: 67.6% felt connected to school.</p>

Expected	Actual
<p><b>19-20</b> 79%</p> <p><b>Baseline</b> 2016-2017</p> <p>70.2%</p>	
<p><b>Metric/Indicator</b> School Climate Survey- % responses feel very safe at school</p> <p><b>19-20</b> 74%</p> <p><b>Baseline</b> 2016-17</p> <p>68.7%</p>	<p>Goal met. 91.5% feel safe on campus.</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1) Materials, supplies and professional development to improve student behavior on campuses.</p> <p>2) Positive behavior support refers to the application of positive behavior interventions and systems to achieve socially important behavior change. Modified: The district is not using all parts of the PBIS program. The change reflects that positive behavior support will still continue, but not follow PBIS directly.</p>	<p>4300-4300: Supplies Lottery Instructional Material \$3,000</p>	<p>4300-4300: Supplies Lottery Instructional Material \$1,902</p>
<p>1) Continue to buy security cameras on campus to ensure coverage throughout campus. Continue to use visitor check in program that will require a driver license that is inputted in a system that does a check and then all visitor passes will have a picture on the pass. Safety dog will be used to provide a safe environment by detecting material that is illegal to have on campus.</p>	<p>5800-5800: Services LCFF \$17,595</p> <p>5800-5800: Services Title IV \$11,000</p>	<p>5800-5800: Services LCFF \$4,189</p> <p>5800-5800: Services Title IV \$1,740</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Modified:</p> <p>Install speakers to the sports fields and farm area. Purchase equipment to detect smoking in restrooms and notify administration.</p> <p>1) Outside agency services included: School Psychologist, Student Assistance Program counselor, Nurse for vision/hearing assessments, Adaptive Physical Fitness Teacher, Speech Pathologist, Athletic Trainer</p> <p>2) Input from our stakeholders indicate that students and families appreciate and benefit from the support services and want these services to continue. Research also indicates that this support is effective in supporting students with academic achievement and social interactions.</p> <p>Provide transportation to students who do not live in the city limit boundaries.</p>	<p>5800-5800: Services, Trainer LCFF \$47,000</p> <p>5800-5800: Services, Comprehensive Youth Services LCFF \$26,498</p> <p>5800-5800: Services, Nursing LCFF \$4,308</p> <p>5800-5800: Services, Psychologist 5800: Professional/Consulting Services And Operating Expenditures LCFF \$82,290</p> <p>5800-5800: Services, Speech 5800: Professional/Consulting Services And Operating Expenditures LCFF \$9,995</p> <p>5800-5800: Services, Comprehensive Youth Services 5800: Professional/Consulting Services And Operating Expenditures Title IV \$26,801</p> <p>2200-2200: Classified Salaries LCFF \$113,058</p> <p>3000-3600: Employee Benefits LCFF \$64,293</p> <p>4300-4300: Supplies LCFF \$20,250</p> <p>5400-5900: Services LCFF \$14,431</p>	<p>5800-5800: Services, Trainer LCFF \$47,500</p> <p>5800-5800: Services, Comprehensive Youth Services LCFF \$41,498</p> <p>5800-5800: Services, Nursing LCFF \$6,210</p> <p>5800-5800: Services, Psychologist 5800: Professional/Consulting Services And Operating Expenditures LCFF \$67,280</p> <p>5800-5800: Services, Speech 5800: Professional/Consulting Services And Operating Expenditures LCFF \$19,995</p> <p>5800-5800: Services, Comprehensive Youth Services 5800: Professional/Consulting Services And Operating Expenditures Title IV \$15,000</p> <p>2200-2200: Classified Salaries LCFF \$93,492</p> <p>3000-3600: Employee Benefits LCFF \$61,616</p> <p>4300-4300: Supplies LCFF \$24,157</p> <p>5400-5900: Services LCFF \$14,149</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1) Includes salaries/benefits for personnel and materials and supplies to maintain facilities.</p>	<p>2200-2200: Classified Salaries LCFF \$259,681</p> <p>3000-3600: Employee Benefits LCFF \$154,387</p> <p>4300-4300: Supplies LCFF \$30,000</p> <p>2200-2200: Classified Salaries Ongoing Major Maintenance \$167,197</p> <p>3000-3600: Employee Benefits Ongoing Major Maintenance \$97,601</p> <p>4300-4300: Supplies Ongoing Major Maintenance \$72,047</p>	<p>2200-2200: Classified Salaries LCFF \$296,399</p> <p>3000-3600: Employee Benefits LCFF \$175,134</p> <p>4300-4300: Supplies LCFF \$54,284</p> <p>2200-2200: Classified Salaries Ongoing Major Maintenance \$208,093</p> <p>3000-3600: Employee Benefits Ongoing Major Maintenance \$119,810</p> <p>4300-4300: Supplies Ongoing Major Maintenance \$132,527</p>
<p>1) Implement the mentor program with 9th grade students. Seniors will mentor 10 to 15 9th grade students. They will meet throughout the year to help with the transition to high school.</p> <p>Research-</p> <p>Ensuring Successful Student Transitions from the Middle Grades to High School, Kathy Christie and Kyle Zinth. <a href="http://www.adlit.org/article/32116/">http://www.adlit.org/article/32116/</a></p> <p>Transition from Middle School into High School, Nancy B. Mizelle &amp; Judith L. Irvin. <a href="http://www.temescalassociates.com/documents/resources/transition/transitionfrommiddle-schoolintohighschool.pdf">http://www.temescalassociates.com/documents/resources/transition/transitionfrommiddle-schoolintohighschool.pdf</a>.</p>	<p>5800-5800: Services LCFF \$4,000</p>	<p>5800-5800: Services LCFF \$3,386</p>
<p>1) Provide staff to track attendance, schedule meetings, and offer Saturday School to ensure student attendance.</p> <p>2) The unduplicated student population has some of the highest absent rates. The LEA will monitor attendance to help meet the district goals for</p>	<p>2200-2200: Classified Salaries LCFF \$28,178</p> <p>3000-3600: Employee Benefits LCFF \$8,302</p>	<p>2200-2200: Classified Salaries LCFF \$26,158</p> <p>3000-3600: Employee Benefits LCFF \$5,607</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>the EL and low income populations. It is KJUHS D's experience that EL and low income students are at greater risk of not achieving grade level standards and not progressing towards graduation.</p> <p>Modified:</p> <p>Hire additional part-time attendance liaison.</p> <p>Research:</p> <p>The Importance of Being in School : A Report on Absenteeism in the Nation's Public Schools Robert Balfanz Vaughn Byrnes  <a href="http://new.every1graduates.org/wpcontent/uploads/2012/05/FINALChronicAbsenteeismRep ort_May16.pdf">http://new.every1graduates.org/wpcontent/uploads/2012/05/FINALChronicAbsenteeismRep ort_May16.pdf</a> Every Student, Every Day: A National Initiative to Address and Eliminate Chronic Absenteeism  <a href="http://www2.ed.gov/about/inits/ed/chronicabsenteeism/index.html">http://www2.ed.gov/about/inits/ed/chronicabsenteeism/index.html</a></p>	<p>1100-1100: Certificated Salaries LCFF \$1,500</p> <p>3000-3600: Employee Benefits LCFF \$308</p> <p>1300-1300: Management Salaries LCFF \$53,354</p> <p>3000-3600: Employee Benefits LCFF \$18,773</p> <p>4300-4300: Supplies LCFF \$500</p>	<p>1100-1100: Certificated Salaries LCFF \$676</p> <p>3000-3600: Employee Benefits LCFF \$139.31</p> <p>1300-1300: Management Salaries LCFF \$53,987</p> <p>3000-3600: Employee Benefits LCFF \$17,570</p> <p>4300-4300: Supplies LCFF \$0</p>
<p>1) Provide part time staff to monitor campus during class and passing periods to ensure student safety and ensure students are in class.</p> <p>2) CA School Dashboard Suspension Rate results indicate that while students overall have a 4.3% suspension rate, socioeconomically disadvantaged students have a 6.1% suspension rate, and four other student groups have a suspension rate higher than the overall rate. In an analysis of suspensions, 74% of all suspensions relate to fights or drugs. Input from our stakeholders state that students out of class and drug use is a concern. To address the need to decrease suspension rates for our most at-risk students, we will provide part time staff that will contribute to students feeling safe on campus and will monitor for inappropriate activity as students attend classes, participate in activities, etc. It is our expectation that this action will be effective in increasing attendance and decreasing suspension rates.</p> <p>Research -</p> <p>Every Student Succeeds Act: Why School Climate* Should Be One of Your Indicators</p>	<p>2200-2200: Classified Salaries LCFF \$18,000</p> <p>3000-3600: Employee Benefits LCFF \$1,732</p> <p>4300-4300: Supplies LCFF \$500</p>	<p>2200-2200: Classified Salaries LCFF \$10,312</p> <p>3000-3600: Employee Benefits LCFF \$1,006</p> <p>4300-4300: Supplies LCFF \$172</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><a href="https://www.pbis.org/">https://www.pbis.org/</a></p> <p>School-Based Programs to Reduce Bullying and Victimization David P. Farrington, Maria M. Ttofi <a href="http://www.campbellcollaboration.org/news/_reduction_bullying_schools.php">http://www.campbellcollaboration.org/news/_reduction_bullying_schools.php</a></p>		
<p>1) Provide transportation to students who do not live in the city limit boundaries who are participating in after school sports.</p> <p>2) The unduplicated student population has some of the lowest academic achievement according to graduation rates, suspension rates and attendance. When compared to all students, EL and socioeconomically disadvantaged students had a lower graduation rate and higher suspension and chronic absenteeism rate. In an effort to increase student engagement, with the intent of increasing academic achievement for our unduplicated students, the LEA will offer transportation for after school activities (e.g. athletics). Research indicates that students from disadvantaged socioeconomic backgrounds are twice as likely to be low performers. Research has also shown that athletics can increase self-esteem, social status, and future success in education. At-risk students and students with academic problems have also been shown to perform better when involved in athletics. This action is principally directed toward our unduplicated students in an effort to support and encourage their involvement with extracurricular activities. It is our expectation that supporting student involvement in school will help increase improve graduation and attendance and lower suspension rates.</p> <p>Research: The Impact of Learning Time on Academic Achievement Su Jin Jez, Robert W. Wassmer <a href="http://journals.sagepub.com/doi/abs/10.1177/013124513495275">http://journals.sagepub.com/doi/abs/10.1177/013124513495275</a></p> <p>Critical Success Factor (CSF) Planning Guide: Increased Learning Time</p>	<p>2200-2200: Classified Salaries LCFF \$25,925</p> <p>3000-3600: Employee Benefits LCFF \$15,384</p> <p>4300-4300: Supplies LCFF \$10,000</p> <p>5800-5800: Services LCFF \$5,000</p>	<p>2200-2200: Classified Salaries LCFF \$24,382</p> <p>3000-3600: Employee Benefits LCFF \$14,935</p> <p>4300-4300: Supplies LCFF \$29,981</p> <p>5800-5800: Services LCFF \$19,196</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<a href="http://www.taisresources.net/wpcontent/uploads/2014/10/Increased-Learning-Time-PlanningGuide.pdf">http://www.taisresources.net/wpcontent/uploads/2014/10/Increased-Learning-Time-PlanningGuide.pdf</a>		

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented during the 2019-20 school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The district implemented all of the actions written in the LCAP. The LEA met 2 of the 8 metrics. The metrics that were not met were: average attendance (95.44%), Chronic Absenteeism (10.8%), dropout rate (6.5%), suspension rate (3.3%), expulsion rate (.24%), and students connectedness (67.6%). The student climate survey results produced mixed results, with fewer students feeling connected (19% decline), but more students felt safe on campus (9% increase). The dropout increased, but this can be explained by a higher number of certificate of completion students. Chronic absenteeism saw a 1.2% decrease and attendance went up by .3%. The mentor program had a successful start of the year by hosting a welcome orientation for 9th graders and one follow-up event. Student participation at the follow-up event was not well attended. The school began preparing for recruiting future mentors for the following school year, but that was put on hold with the school closure. Students reported (63%) that the addition of school safety personnel made them feel safer on campus. The additional focus on student attendance, helped lower the chronic absenteeism rate and increase overall attendance.

## Goal 3

Provide professional development and collaboration time that builds student achievement- KJUHSD recognizes the importance of providing professional development to teachers and staff to help meet the needs of our students.

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 2: State Standards (Conditions of Learning)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)

Local Priorities:    None

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            State Standards Implemented as measured by either            1) Narrative Summary or            2) State Reflection Tool</p> <p><b>19-20</b>            Average score of 4.3 or higher</p> <p><b>Baseline</b>            2016-2017</p> <p>Average score of 4.0</p>	<p>Goal not met. Average score of 3.58</p>
<p><b>Metric/Indicator</b>            EL access to state standards/ELD standards (included with tool used above)</p> <p><b>19-20</b>            Average score of 4.3 or higher</p> <p><b>Baseline</b>            2016-2017</p> <p>Average score of 4.0</p>	<p>Goal not met. Average score of 3.33</p>

Expected	Actual
<p><b>Metric/Indicator</b> Access to a broad course of study a measured by review of teacher and/or master schedules</p> <p><b>19-20</b> 100% access to a broad course of study at all school sites</p> <p><b>Baseline</b> 2016-2017</p> <p>100% access to a broad course of study at all school sites</p>	<p>Goal met. 100% had access to a broad course of study.</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1) Provide professional development and collaboration time to improve instructional strategies and share best practice.</p> <p>1) Data management system</p> <p>2) Analysis of data for all subgroups will inform decision-making for use of Supplemental and Concentration funds through the Local Control and Accountability Plan.</p> <p>Citation-</p> <p>The LCAP is required to identify goals and measure progress for student subgroups across multiple performance indications. <a href="http://www.cde.ca.gov/fg/aa/lc/lcffoverview.asp">http://www.cde.ca.gov/fg/aa/lc/lcffoverview.asp</a></p>	<p>1100-1100: Certificated Salaries Title II \$7,000</p> <p>3000-3600: Employee Benefits Title II \$1,310</p> <p>4300-4300: Supplies Low Performing Student Grant \$5,000</p> <p>5200-5200: Travel/Conference Low Performing Student Grant \$30,000</p> <p>5600-5600: Software Maintenance LCFF \$11,411</p>	<p>1100-1100: Certificated Salaries Title II \$25,406</p> <p>3000-3600: Employee Benefits Title II \$10,939</p> <p>4300-4300: Supplies Low Performing Student Grant \$918</p> <p>5200-5200: Travel/Conference Low Performing Student Grant \$11,132</p> <p>5600-5600: Software Maintenance LCFF \$11,046</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1) Professional development opportunities will be provided to teachers in the area of student engagement through research based strategies.</p> <p>2) The unduplicated student population has some of the lowest academic achievement according to local and state assessments so the LEA will provide professional development in student engagement to increase student achievement. This is principally focused toward EL and low income students are most effective in meeting the district goals for the EL and low income populations. It is KJUHSD's experience that EL and low income students are at greater risk of not achieving grade level standards and not progressing towards graduation. Research shows that professional development is essential in improving student achievement. This action will result in increased achievement on state and local assessments for the unduplicated student population.</p> <p>Modified: An additional buy back day will not be added to the 2019-20 school year.</p> <p>Research</p> <p>Reviewing the evidence on how teacher professional development affects student achievement.</p> <p><a href="http://files.eric.ed.gov/fulltext/ED498548.pdf">http://files.eric.ed.gov/fulltext/ED498548.pdf</a></p> <p>Listening To Teachers Of English Language Learners: A Survey of California Teachers' Challenges, Experiences, and Professional Development Needs: Patricia Gándara, Julie Maxwell-Jolly, Anne Driscoll.</p>	<p>1100-1100: Certificated Salaries LCFF \$5,000</p> <p>3000-3600: Employee Benefits LCFF \$1,026</p> <p>4300-4300: Supplies LCFF \$5,000</p>	<p>1100-1100: Certificated Salaries LCFF \$0</p> <p>3000-3600: Employee Benefits LCFF \$0</p> <p>4300-4300: Supplies LCFF \$0</p>
<p>1) Provide support for new teachers (two years or less of experience). Provide each new teacher with a mentor teacher to work with them through the induction program.</p> <p>2) Provide all new teachers to the district, no matter years of experience with a support teacher to help acclimate to the school.</p> <p>3) To support academic gains and effective implementation of state standards, inexperienced teachers and new teachers will be provided with additional support principally directed toward unduplicated</p>	<p>1100-1100: Certificated Salaries LCFF \$4,500</p> <p>Benefits LCFF \$930</p> <p>5800 LCFF \$6,000</p>	<p>1100-1100: Certificated Salaries LCFF \$6,500</p> <p>Benefits LCFF \$1,342</p> <p>5800 LCFF \$16,029</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>students. It is our expectation that the professional development will increase the effectiveness of inexperienced and new teachers in supporting our unduplicated students in decreasing the achievement gap. Unduplicated students are more likely to struggle with engagement—for multiple reasons including health and nutrition practices, vocabulary development, and mindset. Providing professional development for teachers to meet specific needs of students translates into increased academic achievement.</p> <p>Research -</p> <p>How Poverty Affects Classroom Engagement. Eric Jensen</p> <p><a href="http://www.ascd.org/publications/educationalleadership/may13/vol70/nm08/HowPoverty-Affects-ClassroomEngagement.aspx">http://www.ascd.org/publications/educationalleadership/may13/vol70/nm08/HowPoverty-Affects-ClassroomEngagement.aspx</a></p> <p>Center for Public Education - Teaching the Teachers - Effective Professional Development in an Era of High Stakes</p> <p>Allison Gulamhussein</p> <p><a href="http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/Teaching-the-Teachers-Effective-ProfessionalDevelopment-in-an-Era-of-High-StakesAccountability/Teaching-the-TeachersFull-Report.pdf">http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/Teaching-the-Teachers-Effective-ProfessionalDevelopment-in-an-Era-of-High-StakesAccountability/Teaching-the-TeachersFull-Report.pdf</a></p>		



## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented during the 2019-20 school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The district implemented all of the actions written in the LCAP. The LEA met 1 of the 3 metrics. The LEA did not meet the state standards (3.58) and ELD standards (3.33). The district provided a variety professional development for staff, both on campus and off campus. These trainings included support in assessment, technology in the classroom, engaging students, and specific content areas. Due to school closure, many of the trainings planned for the end of the 2019-20 school year and summer were cancelled. The district did implement the new program to support both teachers new to teaching and teachers new to the school. Experienced teachers who were new to the school expressed appreciation for having someone they could go to for support.

## Goal 4

Prepare students for the transition to post-secondary schooling/training both through programs directly to students and communication with parents. KJUHSD needs to prepare all students to be college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 3: Parental Involvement (Engagement)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:    None

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            % of graduating seniors will be enrolled in community college, 4-year college, or the military.</p> <p><b>19-20</b>            Maintained at 95% or higher</p> <p><b>Baseline</b>            2015-2016</p> <p>94%</p>	<p>Goal not met. 91% of student were enrolled in community college, 4-year college, or the military.</p>
<p><b>Metric/Indicator</b>            CTE Sequence of Study is % of students with two courses in the same pathway</p> <p><b>19-20</b>            21%</p> <p><b>Baseline</b>            2016-2017</p> <p>15.4%</p>	<p>Goal met. 23.86% had two or more classes in a pathway.</p>

Expected	Actual
<p><b>Metric/Indicator</b> % of students participating in Career Technical Program</p> <p><b>19-20</b> 30%</p> <p><b>Baseline</b> 2016-2017</p> <p>24%</p>	<p>Goal not met. 23.4% of students participating in career technical program</p>
<p><b>Metric/Indicator</b> Parental Engagement as measured by a summary of progress based on information collected through surveys of parents/guardians and parent participation</p> <p><b>19-20</b> 1) Parent Communication: Agree/ Strongly Agree 80%</p> <p>2) Parent Participation in District Committees/ Meetings: Average 9 parents per committee/meeting</p> <p><b>Baseline</b> 2016-2017</p> <p>1) Parent Communication: Agree/ Strongly Agree 74.5%</p> <p>2) Parent Participation in District Committees/ Meetings: Average less than 5 parents per committee/meeting</p>	<p>1) Goal met. 92% stated communication is good. 2) Goal not met: An average of less than 5 parents per committee.</p>
<p><b>Metric/Indicator</b> # of parent/community survey responses on direction of LCAP</p> <p><b>19-20</b> 210</p>	<p>Goal not met. 50 parent surveys.</p>

Expected	Actual
<b>Baseline</b> 2016-2017  118	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1) Use of AERIES portal and communication to communicate with parents regarding student progress.	5600-5600: Software Maintenance LCFF \$12,687	5600-5600: Software Maintenance LCFF \$12,687
2) Continue to develop the district and school websites to improve ease of locating information and ensuring information is updated.		
1) Salaries for technology personnel. Infrastructure, devices and technology material.	6400-6400: Computer Equipment GO Bond \$84,995  2100-2100: Classified Salaries LCFF \$186,958  3000-3600: Employee Benefits LCFF \$82,090  4300-4300: Supplies LCFF \$5,000  5800-5800: Services LCFF \$42,000	6400-6400: Computer Equipment GO Bond \$85,692  2100-2100: Classified Salaries LCFF \$105,955  3000-3600: Employee Benefits LCFF \$48,840  4300-4300: Supplies LCFF \$41,123  5800-5800: Services LCFF \$44,493
1) Through the ROP program and district programs, review the CTE pathways to ensure pathways are being completed and adjust and add additional career courses available in the district.	7223-7223: Transfer JPA LCFF \$277,424	7223-7223: Transfer JPA LCFF \$296,771
2) Career-Technical Education teacher salaries, benefits, materials, and supplies.	1100-1100: Certificated Salaries LCFF \$9,000	1100-1100: Certificated Salaries LCFF \$45,825
	3000-3600: Employee Benefits LCFF \$1,796	3000-3600: Employee Benefits LCFF \$8,314
3) We seek to provide a variety of career technical classes and pathways to support students.	4300-4300: Supplies LCFF \$210,089	4300-4300: Supplies LCFF \$8,314

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Research-</p> <p>Investing in America’s Future. A Blueprint for Transforming Career and Technical Education. U.S. Department of Education</p>	<p>5200-5200: Travel/Conference LCFF \$6,504</p>	<p>5200-5200: Travel/Conference LCFF \$11,345</p>
<p>1) Professional development for teachers teaching AP to provide instructional strategies to encourage and support all levels of students taking AP.</p>	<p>1100-1100: Certificated Salaries LCFF \$175,665</p> <p>3000-3600: Employee Benefits LCFF \$67,926</p>	<p>1100-1100: Certificated Salaries LCFF \$167,413</p> <p>3000-3600: Employee Benefits LCFF \$88,537</p>
<p>1. Provide programs that allow students to explore colleges. Salary and benefits for college and career center teacher. Encourage all students to pursue postsecondary opportunities.</p>	<p>1100-1100: Certificated Salaries LCFF \$84,577</p> <p>3000-3600: Employee Benefits LCFF \$67,927</p>	<p>1100-1100: Certificated Salaries LCFF \$84,587</p> <p>3000-3600: Employee Benefits LCFF \$32,961</p>
<p>1) Provide funding to support the AVID program on Kingsburg High School Campus. This includes, salaries of teachers, cost of the program, tutors, and materials.</p>	<p>1100-1100: Certificated Salaries Title I \$64,577</p> <p>2100-2100: Classified Salaries Title I \$8,000</p>	<p>1100-1100: Certificated Salaries Title I \$64,418</p> <p>2100-2100: Classified Salaries Title I \$0.00</p>
<p>2) The unduplicated student population has a lower rate of meeting A-G requirements according to both local and state data so the LEA will provide the AVID program and an elective class for each grade level. This action is principally directed toward low income and are most effective in meeting the district goals for low income populations. Research shows that AVID increases low income students meeting the A-G requirements and continuing onto a four-year college. This action will result in increased achievement on state and local assessments for the unduplicated student population.</p>	<p>3000-3600: Employee Benefits Title I \$19,289</p> <p>4300-4300: Supplies Title I \$500</p> <p>5800-5800: Services Title I \$4,500</p>	<p>3000-3600: Employee Benefits Title I \$18,449</p> <p>4300-4300: Supplies Title I \$1248</p> <p>5800-5800: Services Title I \$4,559</p>
<p>Research</p> <p>Watt, K. M., Huerta, J., &amp; Alkan, E. (2011). Identifying predictors of college success through an examination of AVID graduates’ college preparatory achievements. Journal of Hispanics in Higher Education, 10(2), 120–133.</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Watt, K. M., Johnston, D., Huerta, J., Mendiola, I. D., &amp; Alkan, E. (2008).</p> <p>1) Provide transportation, staff, money for entry fees, and materials needed to support students in the student organizations</p> <p>2) We seek to provide students with more than just classes that support career readiness, but activities for students to demonstrate skills needed to be career ready. According to CTSO, students who participate in CTSOs demonstrate higher levels of academic engagement and motivation, civic engagement, career self-efficacy and employability skills than other students. According to the National Research Center for Career and Technical Education, participating in leadership and professional development activities in a CTSO raises students' educational aspirations.</p>	<p>1100-1100: Certificated Salaries LCFF \$31,127</p> <p>3000-3600: Employee Benefits LCFF \$6,388</p> <p>4300-4300: Supplies CTE Grant \$24,708</p> <p>5200-5710: Travel/Maintenance/Services CTE Grant \$500</p>	<p>1100-1100: Certificated Salaries LCFF \$7,500</p> <p>3000-3600: Employee Benefits LCFF \$677</p> <p>4300-4300: Supplies CTE Grant \$24,139</p> <p>5200-5710: Travel/Maintenance/Services CTE Grant \$15,958</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented during the 2019-20 school year. Though all actions were implemented, two actions had a decrease in the amount spent. The amounts spent in this goal were impacted by school closure due to COVID, so actions were not able to be fully funded. Action 2 was lower in personnel due to an employee leaving and not hiring as many students workers due to the school closure. This additional money was saved and not spent. Action 3 was lower because the expected grant funding amount was not provided as expected and the district had to pay for an additional teacher, so money was taken from supplies and materials.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The district implemented all of the actions written in the LCAP. The LEA met 2 of 6 metrics. Students in post secondary school or military (91%), students participating in CTE (23.4%), Parent participation in District Committees (Less than 5), and parent survey results (50) were not met. The lower number of students completing pathways is due to changing how CALPADS reports data, as students are classified as completers or concentrators. This metric will be adjusted to reflect correct measurement moving forward. The number of students involved in student organizations was lower, as many students participate in spring competitions and those were cancelled due to the school closures. Parent survey for LCAP was sent right when school closures occurred and a low number of surveys were completed. Though when parents were contacted about input related to the school closure, the numbers were over 800. Parent participation in district committees increase slightly, but overall remained low. The district continues to focus on CTE classes. New programs in computers and manufacturing were created. AP Computers was offered for the first time in the district.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Safe School Environment: The district has portable hand sanitizing stations ready to be placed through the campus, purchased signage to remind staff, students, and visitors about social distancing, the need to wear masks and proper hygiene. Reusable masks have been provided to all staff members, as well as all classrooms will have disposable masks for students who may forget. All classrooms will be supplied with disinfectant wipes, hand sanitizers and no-touch trash cans. Classrooms and all offices will be cleaned and disinfected nightly. Prior to in-person learning, classrooms will be set up with the proper spacing and X's on desks not allowed to be used. All staff will be required to take training regarding COVID-19 safety.</p>	<p>\$63,859</p>	<p>\$264,198</p>	<p>No</p>

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

When the plan was originally created, the costs of reopening our schools was unknown. Our district opened to in person instruction on October 15, 2020. With the opening, came additional need for personal protective equipment, additional cleaning of spaces, and safety measures.

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

For the 2020-21 school year, the LEA was able to open up to in-person instruction on October 15, 2020. To ensure student and staff safety, the school opened on a hybrid schedule where students attended every day either in the am or pm. Students who did not feel



safe, were allowed to move to distance learning. In preparation for in-person instruction, the LEA worked with the unions to create an MOU to ensure everyone felt safe. To prepare classrooms, the district went in and ensured all desks/tables were 6 feet apart and posted a maximum capacity for each classroom. Classrooms that could not have the proper space, were moved to larger rooms to accommodate the needs and maintain the proper 6 foot distance. Each classroom was provided with disposable masks for students to use, hand sanitizer, and disinfecting wipes. Teachers could request more whenever they needed. All students and staff on campus were provided 2 reusable masks on the first day of returning to school. Each staff member, student and visitor were required to complete a health survey when on campus. This was monitored by administration and office staff. Any person who was flagged with a yes answer was contacted. The schools each had a quarantine room for students who were sick. All rooms were cleaned and fogged nightly.

In preparing the academic side of classes, the schools found the maximum capacity of each classroom and ensured that there were not more students in the classroom. In deciding between am and pm schedule, staff took several factors into account: all bus riders were placed in the am schedule, then students who had ROP teachers who could only teach in the morning, and then siblings were placed with those students. After those students were placed, students were placed by alphabetical order and split up as evenly as possible. This did become a challenge as some teachers were required to change classrooms to accommodate larger classes. Students who opted to go to distance learning had to be dropped from their regular classes and be placed in the Edgenuity program. Students were not all able to maintain all classes, though students were able to remain in their honors and AP classes; they just lost elective options. At the semester, students were allowed to decide if they wanted to stay on distance learning or return to the high school. When the LEA returned to in person, we ended with 121 students on distance learning. Currently there are 161 students on distance learning for the second semester.

In moving to in-person, teachers actually ended up seeing their student for less direct time to accommodate the hybrid schedule. Through the student survey, 73.7% stated that the education provided was good or excellent, 64.9% stated the response to supporting students was good or excellent, 72.8% stated communication from the district was good or excellent, and 75.3% stated that the district meeting of health and safety needs was good or excellent. In the written section, the majority of students responded that they were glad to be back in person and wanted to return to full day instruction.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Virtual Tutoring: To best support our English learner, homeless, foster youth, low income and students with disabilities, who may be at greater risk of learning loss due to the COVID-19 pandemic, the district will provide additional one-on-one or small group academic support. This support will be provided via telephone or an online platform to provide additional aid to students to assist with distance learning through additional live interaction with an adult. First priority of services will be directed toward students who are in the student with unique needs to meet their needs in response to the pandemic and support closure of the achievement gaps, particularly in ELA, Math and English language acquisition. This action will increase the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups.	\$15,000	\$6,217	Yes
Student Devices and Connection: In order to support all students, especially our English learners, homeless, foster youth, low income and students with disabilities, who may be at greater risk of learning loss due to the COVID-19 pandemic, the district provided all students with a device before school started and ensured connectivity of students by the second week of school. First priority was to provide connectivity to a local community that did not have internet access, then the focus moved to the above mentioned groups. This action will increase the level of support and service to close the opportunity of access and the achievement gap by providing equitable resources to these student groups.	\$198,820	\$152,781	Yes
Online Software: In order to support all students and teachers, the district purchased several online software programs to better engage students. Teachers and instructional aides were provided training on how to incorporate the software. The software will allow teachers to	\$75,973	\$96,037	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
provide synchronous instruction, students to make visual and audio presentations, complete asynchronous work in an interactive method, and provide collaboration between students.			

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

In the area of virtual tutoring, the district planned for the ability to have multiple teachers available to support students. The district started with 2 days of math, two days of science, and one day of English, offered virtually. Once school opened in October of 2020, both virtual and in person options were made available. It was thought that more students would take advantage of these sessions. The need never increased, so additional teachers were not added. Student devices was lower as another funding source paid for additional hotspots for students use. The district was able to ensure all students had a device and hotspot if one was needed. Online software was increased from original budget because new online software programs were purchased during the year based on student need.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The LEA started off the 2020-21 school year on distance learning. On October 15, we moved to in-person hybrid. The first challenge the school faced was ensuring students had their computers and access to the internet. When schools first closed in 2019-2020, the district worked with a local organization to get mini-internet towers set up in Traver to support students. This area had no reliable internet. The addition of these min-towers allowed students in Traver city to have internet access. The district then worked on purchasing hotspots through our local cellular provider. It was then realized that our cellular provider did not have the ability to reach all of our student homes. The district then purchased additional hotspots that could pick up any cell phone tower. The district purchased a total of 228 hotspots. The next challenge was how to get computers to all incoming and new students to the district. The schools set up a drive-thru pick-up where students could get their device and then request a hotspot. By the end of the first month, all students who needed a hotspot had access to a hotspot. The district continued throughout the year to provide hotspots as new needs occurred.

After ensuring students had devices and connectivity, the next focus was providing professional development to staff. Prior to the start of the 2020-21 school year, the staff was provided multiple professional development opportunities. The staff was given the

opportunity to attend Fresno County Superintendent of Schools virtual professional development over two days. The district offered multiple days of training in the areas of Illuminate, Khan Academy, Google Classroom, Turnitin.com, GoGuardian, Zoom, NearPod, EdPuzzle, Screencastify, WeVideo, social emotional learning, and Hyperdocs. The district also had specific trainings for departments in new online programs (iXI, Gizmos, Transmath, Language Live) and preparing for AP. During the year additional training was provided on social emotional learning, English Language Development, and assessing in math. When the district moved to hybrid in-person, late start Mondays occurred as well as release at 2:30 to allow departments time to collaborate.

During distance learning, attendance levels started off well. At the comprehensive and continuation school, attendance for the first two months was over 98%. Starting with month 3, attendance started to decline each month until the start of the second semester. During month 3, was when the schools switched from distance learning to in-person learning. The lower attendance rates could be attributed to students being on quarantine. Since returning the second semester, attendance numbers are a little lower than during a normal year. Student grades saw a decline while on distance learning on the comprehensive site. The number of students on academic probation (less than a 2.0 and/or more than 2 F's) was at 282 after the first quarter, more than double than during a typical first quarter. After students returned for the second semester, the number dropped to 215 and then again dropped to 205 for the 3rd quarter. At the alternative education site, they report that the number of F's were consistent with a normal school year.

Staff roles and responsibilities for the most part remained the same. The district worked with both certificated and classified unions to create an MOU that all parties agreed to in supporting the health and safety of all involved. During distance learning, teachers were responsible for providing instruction from either their home or from campus. Instructional aides were also allowed to work from home or on campus as they worked in teacher Zoom sessions. When there was a need, instructional aides were asked to come in and provide other student support. All remaining staff worked from school, but had the option to work from home when needed.

Supporting English learners, students with disabilities, homeless, and low income needs was done in a variety of ways. First, students with the greatest need were provided devices and connectivity. While on distance learning, the schools monitored absences and made numerous home visits to meet with students who were not engaging. This allowed the school to locate where hotspots were an issue and the families had not let the school know. Teachers also had open sessions to meet with students in the afternoon. Teachers encouraged students with additional needs to come in for support. Additional professional development for English teachers was provided to help them be able to provide ELD instruction in a virtual model. Students with disabilities were provided RSP tutoring time in addition to their normal tutorial time. Case managers followed up with all of their students including parents. When these students were not reaching out, home visits were made.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Supplemental Online Learning Programs: To best support our unduplicated students (English Learners, Foster Youth, and Low Income) who may be at most risk of learning loss due to the COVID-19 pandemic, the district purchased online material to allow for individualized lessons to meet the area of need of the student. Students will be identified by teachers based on initial assessments and then monthly assessments. A continuous cycle of improvement will be used. Students will be assessed, teachers will provide targeted support, then students will be assessed again to check on progress. This supplemental material and support will be provided and monitored by a certificated teacher to close any identified learning gaps.</p>	<p>\$111,624</p>	<p>\$98,878</p>	<p>Yes</p>

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The difference between budgeted and actual expenditures was a result of funding from another source being used to purchase supplemental material for the alternative education site. All material was purchased and students had access to the supplemental material.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Addressing pupil loss in 2020-21 was difficult due to the different learning environments. At the beginning of the school year the district conducted a pre assessment of all students in ELA and math. The results from these assessments did not appear to be accurate as it appeared students did not give a full effort. Students were required to take the assessment while at home with no direct supervision. Teachers commented that results of the assessment were not matching how the students were performing in the class. When the district gave the post assessment data, results showed an overall improvement, but student results still did not show an accurate picture of student progress. In looking at other data, the number of students on academic probation demonstrates the number of students who have 2 or more F's or below a 2.0. Coming into the 2020-21 school year, the high school had 48 students on academic probation, then after 1 quarter of distance learning, the high school had 282 students. The district returned to in-person on October 15 for the second quarter. After the second quarter, the number of students on AP dropped to 215 and continued to fall for the third quarter to only 205. Stakeholder feedback stated that the areas of support needed for students was for mental health and for more tutoring. The district provided formal after school tutoring options via in-person or through Zoom four days a week.

The effectiveness of the efforts for our English learners, low-income, foster youth, students with disabilities, and homelessness followed the trend of all students. Students with disabilities saw a decrease in the number of students on academic probation throughout the year and an increase in the number of students participating in after school hours tutorials.

Overall, the challenges of addressing learning loss was the lack of direct instruction with students. The return to in-person was a step in the right direction in closing the learning loss, but the need to maintain proper health guidelines, led to less direct instruction due to the need to quarantine students. Teachers reported that it was difficult to get students to engage with the asynchronous work. With the limited instruction time, teachers opted for less formal assessments to monitor student progress. Local data and stakeholder feedback demonstrate that student learning loss was lower once students returned to in-person, but a continued focus on assessing students progress during the 2021-22 school year when we have returned to full in-person will demonstrate more clearly our ability to bridge the gap students experienced due to school closure and hybrid instruction.

## **Analysis of Mental Health and Social and Emotional Well-Being**

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

During the 2020-21 school year, the district saw an increased need to supporting the mental health and social and emotional well-being of not only students and families, but staff as well. The district increased the number of days the comprehensive youth service counselor was on campus to five days a week, from 3. The district was also able to add additional support from All for Youth to 3 days of counselors on campus, compared to one day in previous years. The district increased resources and support information to parents through AERIES Communication, the school websites, bi-monthly newsletter, and social media accounts. Students also received communication through the above means, in addition to having resources on the bulletin daily and when they returned to campus, on the marquees inside of campus on TVs in classrooms. The district provided a support program that allows families and staff to reach out anonymously to get connected with mental health support within the community. This program helps connect families based on their insurance or no insurance and area of need in substance abuse and mental health. The program is able to support all of the languages of our families at our school. The district also purchased a program that could identify students who were at risk of suicide by searches and communication with peers through the school issued computers. This program has helped us identify students at risk and provide services to students who may have been missed, especially those who remained on distance learning. Professional development was held prior to school and throughout the year to staff to help them support not only their mental health, but that of students. Positive feedback was received from staff and on the most recent survey, staff request additional training in the area of social emotional learning. The district provided a Feel Good Friday activity where staff could come out and practice mindfulness and ways to handle stress. In addition, staff was sent information throughout the year on how to support mental health.

Since returning to hybrid learning in October, the district has seen a major increase in the number of students who were admitted to the hospital due to wanting to harm themselves. This number continues to remain high and there has been an increasing number of students wanting to return to distance learning because of anxiety. There will be a continued need for mental health support and monitoring as the district works towards returning fully in the fall. In stakeholder surveys: 87% of parents, 84% of teachers/staff, and 75% of students stated the district did a good or excellent job in supporting their health and safety needs. Those same surveys stated that a continued focus will be need to support and monitor the mental health of students.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Student and family engagement has been a focus of the district since the closure in March of 2020. Communication with students and families began immediately. The district relied on our AERIES communication platform to inform and get input from students and families. As the 2020-21 school year started, this communication continued. When parents did not respond to surveys about their students, phones calls were made and if still no contact, home visits occurred. During the first quarter of distance learning, the parents of students who were not logging onto Zoom sessions were called to find out the reason why the student was not logging on. The district worked to provide hotspots if needed or other supports that were requested. Teachers also emailed and communicated

with students regarding not showing up to Zoom sessions. The district found that some students would not attend Zoom sessions, but still completed their work that was assigned in Google classroom. When the district transitioned back to hybrid in person, the communication with parents was essential in helping to create schedules that met the health and safety requirements. Once again, parents who would not respond to surveys were contacted to ensure all students were placed in the program they felt most comfortable with. The use of SARB was used in limited situations, as the district understood the additional stress that the pandemic was causing on families. The district made multiple efforts with families before starting the SARB process. As the year has continued, the request for distance learning has increased and administration at the school sites have worked with families to discuss the reason for wanting to go to distance learning and provide additional support to encourage families to have their student stay in-person. For students who were on distance learning, monitoring engagement and attendance was just as important. The district monitored attendance weekly and when students were not completing assignments or logging into Zoom sessions, the teachers would reach out to both the student and parent. If this was not successful, administration would make additional contacts and complete home visits to get the student reengaged in school. In addition to communication about the learning environment, the comprehensive high school sent out a newsletter every two weeks updating families on what was going on with students, additional supports available, and success stories of students. Survey results showed that 86.7% of parents and 72.8% of students stated communication was good or excellent during the year, with many written in comments from parents about the communication.

## **Analysis of School Nutrition**

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The district has provided a lunch for anyone under 18 since the first day of the school year. The district went out into towns of our feeder schools, but students did not come for lunch. The district then worked with the local feeder school and they stated they would provide lunch to the high school students, since their siblings would come in a get food at their site. During distance learning, our numbers were lower than during a regular school year. The majority of the meals were provided to elementary and community members. When the district returned to hybrid in-person, the numbers of lunches provided was over 1,000 more than during a normal school year. The school continued to have community come to get lunch even when school was open. It is believed that the increase from previous years was in part because all students could receive a free lunch and the lunch we provided, students liked more than the food offered in previous years. Overall, students and the community took advantage of the free lunches.



# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	District data suggests that English Learners, foster youth, low-income and students with special needs are at greater risk for disengagement and emotional stressors during the COVID-19 pandemic. Additional qualified staff will provide unduplicated youth with increased services in social emotional support, connectivity, mentoring and ongoing monitoring of success through a multi-tiered system of support. This support will be provided virtually to students, or if face to face support is needed, the district will arrange and support with proper safety measures. This action will increase connectivity and a feeling of belonging so that students' basic needs are met and they will be successful behaviorally and academically.	\$93,528	\$93,528	Yes
Distance Learning Program (Distance Learning Professional Development)	District data from stakeholders, especially teachers, suggest that providing professional development specific to teaching during distant or hybrid models is essential to student success. Student success is measured in providing a rigorous academic learning environment, support in providing intervention to students who have experienced learning loss, and how to engage students through distance learning and provide enrichment activities during distance learning. All students, but specifically English learners, foster youth, low-income and students with special needs need teachers who are able to manage the technology, provide instruction, and properly assess in this	\$73,840	\$41,688	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	environment. Increasing teachers' abilities to provide differentiation, EL strategies, supporting accommodations and creating more engaging lessons during distance learning, will increase teachers' ability to connect and engage with students to be successful academically and socially.			

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The district had trainings planned for the year that moved from in person to virtual, and thus the cost of the training was lower because it was virtual. Training planned for teachers on campus requiring trainers to come into classroom was canceled to ensure the health and safety of our staff. Staff continued to receive professional development through virtual trainings throughout the school year.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The district learned many lessons from the 2020-21 school year. During distance learning, the district learned how many students did not have either internet access at all or very unreliable services, the number of our students who were responsible for the care of their siblings, and the importance of being able to see students daily. The return to in-person was instrumental in helping the district identify mental health needs and begin the process of reengaging students in learning. During the first month of return to school, the district saw the number of students needing immediate mental health support equal to the amount we see in one school year. Student engagement started slowly as students transitioned from virtual to in-person, but over time, engagement increased and grades increased as well. Another lesson learned from 2020-21, is the need to have more personnel support to be able to complete home visits and follow-up with families. Overall, the lesson learned is that students do better when they are in-person as there is more support for students both academically and mentally. From the lessons learned, the 2021-24 LCAP has new actions that focus on mental health, intervention classes, an attendance intervention specialist, and professional development for teachers on how to continue to assess students and bridge the gap from not being in-person all day, every day.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil loss will continue to be addressed in the 2021-24 LCAP. As mentioned previously, the district has committed professional development in supporting teachers in assessing student learning loss, additional intervention supports for students, and additional personnel to support students at risk. During the year, teachers will be provided collaboration time to review student progress and develop instruction to support all students, but especially for pupils with unique needs (low income, English learners, pupils with disabilities, pupils in foster care, and pupils who are experiencing homelessness). Students who continue to struggle, will have access to intervention in addition to a staff member to follow-up with the student monthly.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Description of any substantive differences between actions and services identified as contributing towards meeting the increased or improved services requirement is described in the previous sections.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan shows that school closures had a major impact on our students. Data reflected in the 2019-20 LCAP annual review showed areas of growth in graduation rate, CAASPP math, EAP math, and student feeling of safety on campus. Additional data reflected improvement in attendance rate, chronic absenteeism rate, suspension, and expulsion rates, but this data did not reflect an entire school year. Areas that did not show improvement in the 190-20 data was reclassification rate, students feeling connected and parent participation. Data from 2020-21 reveals that school closures lowered suspension and expulsion rates but led to high absenteeism and higher failure rate. Student surveys revealed that less than 70% of students felt connected to school and felt that more mental health supports were needed.

In analyzing the data, the district developed the 2021-24 LCAP to provide the additional support students and stakeholders asked for: mental health services, a dedicated staff member to work on attendance issues, interventions to support the students who are not on track for graduation, additional professional development for teachers to support student engagement, and supporting parent engagement. Stakeholder surveys overall supported getting students back to full time as soon as it is safe to do so, as they stated that is the best way to support students. The district listened to stakeholders and analyzed the data and created a plan to help support students academically, socially, and mentally.

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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](mailto:lcff@cde.ca.gov).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.





# Local Control Accountability Plan

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

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

## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.

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

The district boundaries cover a total of ninety-five square miles, with a population of nearly 18,000 people in portions of Fresno, Tulare and Kings Counties. Except for the city of Kingsburg, the district's area is predominantly a well producing rural agricultural region. KJUHSD is provided students by four elementary school districts and although not unified, the superintendents work closely together to provide continuity. KJUHSD is student population is a little over 1,175 with 62% being Hispanic and 33% white. Our socioeconomically disadvantage population makes up 61.3% of our population and EL population is at 7.6%.

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

## Reflections: Successes

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

In reviewing data from the 2019 California Dashboard, the district showed growth in three of the five measurable areas: graduation rate, English language arts and math. Results from the California Dashboard show that the district improved from yellow to green in graduation rate and math and improved from yellow to blue in ELA. Within our subgroups: ELA went from having 2 subgroups in yellow (Hispanic, Socioeconomically disadvantaged) to all groups being green or higher. In math the district had two groups in orange (Hispanic, Socioeconomically disadvantaged) and one in yellow (White) during 2018, but on the 2019 report, the district had two groups in yellow (Socioeconomically disadvantaged and White) and one in green (Hispanic). In regards to graduation the district had two groups in orange (Hispanic, Socioeconomically disadvantaged) in 2018, but in 2019 had no groups in orange. Due to the pandemic, other statewide data that showed improvement (AP passing rate, suspension, expulsion, attendance) is not accurate as schools were shut down and moved to distance learning and that data reflects data for only three quarters. In order to build upon our pre-pandemic success and take into account stakeholder feedback we are going to continue to build upon our past LCAP's goals and actions as it relates to ELA, Math and graduation rates. This includes continuing to expand academics supports, increased mental health support, and build upon college and career supports.

## Reflections: Identified Need

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

In reviewing data from the 2019 California Dashboard, the district demonstrated that suspension continued to be an area of need. In 2018 the district was in the orange range with a 4.3% suspension rate for all students, but this climbed to 5.4% in 2019 and remained in the orange range. The district did have a small improvement with only three subgroups (Hispanic, Homeless, and Socioeconomically disadvantaged) in orange in 2019, compared to four subgroups (English learners, Hispanic, Homeless, and Socioeconomically disadvantaged) in 2018. In examining a difference between all students and subgroups having two or more performance levels below, college and career demonstrated an additional need. In 2018, the district had no subgroups in the orange range, but in 2019, two subgroups were in orange (Hispanic and Socioeconomically disadvantaged). From stakeholder feedback, all groups stated that there is a need for more mental health services to support students.

To address the identified needs from both dashboard data and stakeholder feedback, the district has created or modified actions to support improved behavior services, college and career supports (AP courses, CTE, and intervention classes), and additional mental health services for students. The modified or new actions are mentioned in the stakeholder engagement section and detailed information under the specific actions.

# LCAP Highlights

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

The LCAP reflects a combination of data prior to the school closure, data revealed during the modified school year of 2020-21 and stakeholder feedback. According to the 2019 California Dashboard the district was making progress in improving students achievement and graduation rates, but suspension and college/career indicator had some regression in subgroups. In analyzing data from 2019-20 and the 2020-21 school years, it is difficult to find trends in areas of need. As areas in the past like attendance and suspension could not be accurately analyzed. Looking at numbers, suspension and expulsion rates were down, but students were not in school for a full normal year. 2019-20 data showed that chronic absenteeism and attendance was better, but only 3 quarters were calculated. For the 2020-21 year, attendance data will be difficult to measure as the way schools could count a students present was different. Though local data shows that attendance has been a challenge for students with a 94.8% attendance rate this year. Stakeholder feedback reflected the feelings of school not following a traditional learning environment. Stakeholders expressed a need for more mental health support, academic intervention, college and career preparation and focus on student attendance.

The 2021-22 LCAP addresses the area of needs that the 2019 Dashboard and local 2020-21 data indicated, as well as feedback from stakeholders. The district has committed a focus approach to meeting student needs in both academic and mental health support. The district added six new actions (Goal 1: Action 7, Action 8, Goal 2: Action 3, Goal 3: Action 1, Goal 4: Action 3, Action 4) and modified 4 actions (Goal 2: Action 7, Goal 2, Action 8, Goal 3: Action 2, Goal 3, Action 4) that focus on supporting students.

## 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.

Oasis High School  
Kingsburg Independent High School

## Support for Identified Schools

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

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

The LEA analyzed why the school sites were in CSI with District administration, met with school site administration regularly to help formulate a plan, held staff and school site council meetings to help develop the CSI plan. In conducting the needs assessment, the LEA communicated with stakeholders and looked at data from previous school years to help develop the CSI plan. The LEA helped support the school site by making contacts to other Alternative Education sites about what they are doing and how we can use that information in our CSI plan. We communicated via email, phone, and Zoom and looked at evidenced based strategies at other Alternative Education school sites to help develop the CSI plan for our school sites. The LEA has engaged its stakeholders in the CSI process in the form of parent and student surveys, interviews with various stakeholders, and in depth staff meetings around the CSI plan. The feedback from these various stakeholders helped inform the LEA where we could improve and address resource inequities within our schools. The LEA and school sites used the Continuous Improvement framework to help develop the CSI plan and come up with ideas and actions as part of the CSI process.

As part of the needs assessment, the LEA looked at Suspension/Expulsion data for the past few years at Oasis Continuation School and why it is “red” on the California Dashboard. Also data was looked at from Discipline Referrals, time of day of referrals, and number of referrals by student. The LEA helped support the research of the data from Aeries to identify areas of improvement. We have looked at all interventions that are implemented at the school site and engaged our stakeholders in what resources we can provide to improve the suspension/expulsion rate at Oasis. Oasis is a small continuation school site with a small student population that is very mobile. In talking with the CDE, one or two suspensions can make a big difference in the data on the Dashboard for Oasis. The data has helped all stakeholders look at providing different student interventions and develop the CSI plan with that in mind. The LEA and its stakeholders also looked at the data for Kingsburg Independent Study High School and specifically its graduation rate. Since the state does not count students who graduate with an Adult Diploma as a High School graduate, it has lowered the graduation rate at Kingsburg Ind. Study.

Resource inequities have been identified through data analysis and include: the need for access to more on site counseling services for our students, access to tutoring assistance and support within the curriculum for students who are trying to recover credits to graduate on time, access to technology while not on school campus and a need for more college and career processes for students to help graduating seniors develop a plan after high school. The LEA helped support the school sites in identifying resource inequities by allowing the school sites time to collaborate with stakeholders during the school day and also researching data for the school sites as needed. Resources will be targeted towards mental health counselors that can be on site during the school day and accessible to all students. Resources will also be used to address technology and making sure all students and families have access to the Internet outside of school. Also looking at new curriculum

that can be targeted to students trying to recover credits and be easily accessible for them while off campus. Also the LEA is looking at partnering with local businesses and the Community College district to provide as many opportunities for our students beyond high school.

The LEA helped coordinate and communicate with all stakeholders about best practices from other school sites including evidenced based-interventions that were being utilized. The LEA help guide and support the school site staff by coordinating meetings, professional development time, and collaboration amongst stakeholders to look at evidenced based interventions. This helped provide guidance to stakeholders and gain a better understanding of interventions that could help our specific school sites as it relates to our CSI plan. The LEA and school sites selected the following evidenced based interventions after much communication with stakeholders and analyzing the needs assessment of the school sites. The LEA and school site listed the needs in order of importance and interventions were selected that would best match our needs at the school site. The LEA along with the school site administration looked at what interventions would be the most impactful from our needs assessment and also communicated with other school districts who have similar needs about what interventions they had implemented. CDE recommendations along with data from the school sites and district office helped guide discussions amongst stakeholders about what interventions to utilize. Discussions were held around interventions used at other school sites to determine if they would be feasible at our school sites. The LEA and school sites looked at the resources and capacity of the school sites to help determine what evidenced based interventions could be implemented successfully. This helped the school sites be realistic about what interventions could be utilized to produce a positive outcome and be sustainable for the foreseeable future.

The LEA helped authorize the use of CSI funds to help with the purchase of technology items including Hot Spots to give to our students who live in rural areas or are experiencing a weak Internet signal in their homes. With our schools being in Distance Learning, we are committed to supporting our students in their academic achievement in this model and providing with the resources they need to succeed. This in turn will help us produce a higher graduation rate at Kingsburg Independent Study by giving students the capacity to be able to complete their credits and graduate with their graduating class. The LEA has also helped purchase Intervention curriculum in the areas of English and Math to support our struggling students who are in need of more targeted interventions in English and Math. The LEA has been in communication with Fresno County Office of Education, along with other similar schools in our County to help come up with a CSI plan that is well thought out and includes evidence based strategies to support our schools. The LEA is also discussing where we can spend CSI funds that will be the most impactful to the needs of our schools. The LEA is committed to being transparent in supporting our schools and developing a CSI plan that will benefit all stakeholders in our schools.

## **Monitoring and Evaluating Effectiveness**

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

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

the school year to make sure they are on track to graduate with their class. This will help ensure continuous monitoring of seniors and looking at graduation rates. The LEA will utilize spreadsheets to track grades/credits and communicate with teachers, parents, guardians and students about their graduation progress on a continuous basis.

The LEA process for evaluating the implementation of the CSI plan will include analyzing the interventions that were implemented and looking at the data to see what trends the new data is compared to previous data. The LEA will analyze previous school year's data including student discipline and graduation rates and analyze any trends that the LEA sees. We will communicate and review with all stakeholders the data that the LEA has gathered to help as part of the evaluation process with the CSI plan and get input on the implementation of the CSI plan.

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

The LEA's process for evaluating the effectiveness of the interventions to improve student outcomes will include looking at tools and resources that stakeholders can use to rate/score the effectiveness of the interventions that were used. This includes surveys and rating scales that stakeholders can fill out to help the LEA evaluate the CSI plan interventions for continuous improvement. Also as part of the evaluation process, the LEA will look at resources that were implemented and evaluate how effective those resources were implemented and utilized.

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Sept. 2, 2020: ELAC/DELAC: Reviewed Learning Continuity and Attendance Plan (LCP).

Sept. 9, 2020- District Advisory Committee: Reviewed Learning Continuity and Attendance Plan (LCP). They liked the focus of the plan, especially about more supports for students both academically and emotionally.

Sept. 28, 2020- School Site Council: Reviewed changes to LCAP and Local Indicators.

Nov. 16, 2020- Board Meeting: Presented introduction to the new 3 year LCAP for the 2021-22 year. Many of the new actions will be similar to the ones discussed during the 2019-20 school year, before the school closure and the LCAP for 2020-21 was eliminated.

Nov. 16, 2020- ELAC/DELAC: Reviewed the focus on professional development for English Learners for the teachers. Discussed the issue of reclassification of students due to school closures.

Nov. 17- District Advisory Committee: Discussed the needs of students. Social/emotional support is very important to parents. Discussed the increase of counseling services that have been provided and additional professional development for teachers. Parents also discussed concerns related to college readiness and having more dual enrolled classes on campus.

Nov. 30, 2020- School Site Council: Reviewed data and how federal money was being spent this school year.

Jan. 11, 2021- Board Meeting: Provided more specifics on when surveys would be going out to stakeholders, the increase in supplemental and concentration funds compared to the last LCAP that was written, and that the plan will be written for three years.

Feb. 10, 2021- Board Meeting: Discussed the new questions that will be added to survey to get feedback on the 2020-21 school year related to COVID. Reviewed information related to the annual review.



Feb 22, 2021- ELAC/DELAC: Reviewed annual data information. Parents had no comments related to data. Initial data for local indicators were reviewed. Discussed potential new actions. Parents would like more career type classes.

Feb 23, 2021- District Advisory Committee: Reviewed annual data information. Parents understood that data is not a true reflection in all areas due to the shortened year or lack of scores. Parents expressed concern related to lower A-G completion rate, how to increase AP passing rate in all classes, and more dual enrolled classes. Initial data for local indicators were reviewed. Discussed potential new actions. They suggested: update and improve restrooms, hiring an additional counselor to support 9th graders and meeting A-G, and hiring a home liaison to support attendance.

Feb. 16- 26- Student Survey: Student survey response- 791. Overall concerns from students were: more tutoring options, more career/real life classes, more mental health support, cleaner restrooms.

Feb 16-26- Teacher Survey: Teacher survey response- 41. Overall concerns from teachers were: freshman outreach program, internet and hot spots for all students, more support for outside of classroom time, transportation for after school tutoring.

Feb. 16-26- Classified Staff and Administration Survey: Survey response- 24. Overall concerns from staff were: home liaison for attendance issues, more parent engagement, better communication of supports offered to students.

Feb. 16- March 5, 2021- Parent/Community Survey: Parent/Community Survey- 151 responses. Overall concerns from parents were: improve student engagement by offering more career and academic options, more diversity training, and more mental health services for students.

Feb. 17, 2021: Special Education Local Plan Area Operations Meeting: Consultation regarding supports for students with disabilities in the LCAP.

March 1, 2021: School Site Council: Reviewed annual data information. Parents understood that data is not a true reflection in all areas due to the shortened year or lack of scores. Council did not have any comments related to the data. Initial data for local indicators were reviewed.

March 10, 2021- KHS Student Council: Reviewed student survey results. Areas of focus for students: More career oriented courses, more acceptance of mental health (training for staff and more counseling support), and better restrooms.

March 15, 2021- Board Meeting: Provided stakeholder survey results and review annual review data update.

March 23, 2021: District Leadership Team (Site Principals and district administration): Provided stakeholder survey results and review annual review data update. Discussed actions for the 2021-22 LCAP.

March 23, 2021: Special Education Local Plan Area Operations Meeting: Consultation regarding supports for students with disabilities in the LCAP. An action needs to be directed towards students with disabilities.

March 25, 2021-Classified and Teacher Union Meeting: Reviewed annual data information and local indicators. Discussed potential new actions. They suggested: more instructional aides, internet access for all students, and a nurse aide.

April 12, 2021- Board Meeting: Discussed the Expanded Learning Opportunities Grant Plan (ELO) and how that would help support students, progress on the LCAP.

April 15, 2021: Special Education Local Plan Area Operations Meeting: Consultation regarding supports for students with disabilities in the LCAP.

May 3, 2021- Stakeholder information night regarding the Expanded Learning Opportunities Grant Plan: Input from stakeholders was that the plan does a great job supporting our students with both academic and mental health support. They appreciated the community hubs.

May 10, 2021- Board Meeting: Provided list of potential actions for the new LCAP. Board approved the ELO. Discussed when May stakeholder meetings were, public comment period and public hearing in June.

May 13, 2021: Special Education Local Plan Area Operations Meeting: Consultation regarding supports for students with disabilities in the LCAP.

May 17, 2021- KJUHS Staff: Presented Draft of 2021-22 LCAP: Staff had questions about money for instructional support during summer school, professional development for paraprofessionals, child care for parent meetings. It was explained that professional development for

paraprofessionals is included in the LCAP. Child care for parent meetings will be an option that we offer to parents in the fall. Instructional support will be discussed for summer school 2022.

May 17, 2021- School Site Council: Presented Draft of 2021-22 LCAP. Reviewed draft LCAP. Parents did not have any questions or additional input. They approved the draft LCAP.

May 17, 2021- District Advisory Committee: Presented Draft of 2021-22 LCAP. Reviewed draft LCAP. Parents stated that the plan incorporated suggested they had made and approved the plan. There were no questions from this stakeholder group, however- had there been questions, these would have been presented to the Superintendent who would respond in writing.

May 18, 2021: District Leadership Team (Site Principals and district administration): Presented Draft of 2021-22 LCAP. Reviewed draft LCAP.

May 18, 2021- ELAC/DELAC: Presented Draft of 2021-22 LCAP. Reviewed draft LCAP. Parent liked the focus of the goals and actions. There were no questions from this stakeholder group, however- had there been questions, these would have been presented to the Superintendent who would respond in writing.

June 1 - June 11, 2021- Public Comment Period: Draft LCAP was posted on the district and school websites.

June 7, 2021- Board Public Hearing: Presented Draft of 2021-22 LCAP with the budget information.

June 21, 2021- Board Meeting: Local indicators, LCAP and the LEA budget were adopted.

Engagement strategies for input was varied. At the beginning of the year, all meetings were held through Zoom and parent meetings had interpretation available. During the second semester and health guidelines changed, parents meetings were held both through Zoom and in person with interpretation available. Surveys were went in both English and Spanish for parents/community members, though since the survey was through Google, parents could translate into any language. Staff meetings were held through both in person and Zoom.

A summary of the feedback provided by specific stakeholder groups.

ELAC/DELAC: Parents report that they would like to see more career based courses and support for EL students in being reclassified.

District Advisory Committee: Parents wanted a focus of the district to be on raising the A-G rates for students, increase the number of dual enrolled classes, increase the AP participation and passing rate, mental health support for students, support for the 9th grade transition, and addressing attendance issues.

School Site Council: The school site council liked the focus on increased intervention and mental health support.

Classified and Teacher Unions: The unions would like an increase in instructional aides, internet connection for all students and a nurse aide.

Special Education Local Plan Area Operations Meeting: The SELPA discussed providing additional supports for students with disabilities to support learning loss during the pandemic.

Teachers/Staff: Survey results showed that teachers and staff would like the focus of the district to be on a freshman mentor program, internet/hot spots for all students, additional academic supports for students, after school transportation, home liaison for attendance, and improved parent communication/engagement.

Students: Students reported through surveys and student council that more mental health services, more career oriented classes, better restrooms, and more tutoring options.

Parent/Community Survey: Results showed parents wanted improved student engagement by offering more career and academic options, more diversity training, and more mental health services for students.

Public Comment Period: No comments were submitted during the public comment period.

Public Hearing: No parent or community member participated in the public hearing.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Meetings with stakeholders confirmed that our previous goals still should be the focus of the new three year LCAP. The district kept all previous actions, with some modifications and added new actions based on stakeholder feedback. From discussions regarding data and survey results, stakeholders felt a continued focus on attendance, mental health supports, academic supports, and support for 9th graders was important for student success. As a result of collaborating with stakeholders the following were new or modified actions.

Goal 1, Action 7- Library Media Services- new action in this LCAP. Through data analysis and stakeholder feedback, more targeted support for students was needed to improve academic achievement in ELA on the SBAC ELA.

Goal 1, Action 8- Intervention class- new action in this LCAP. Through data analysis and stakeholder feedback, more targeted support for students was needed to improve graduation rates.

Goal 2, Action 3- Comprehensive Youth Services- new action in this LCAP. Stakeholder feedback and local data, showed a need for more mental health support.

Goal 2, Action 7- 9th grade mentor program- modified from previous LCAP. Data analysis showed that students who do not graduate from the comprehensive high school failed more classes as a ninth grader. In addition stakeholder feedback showed a need for a more focused support of ninth graders.

Goal 2, Action 8- Attendance Intervention Specialist- modified from previous LCAP. Statewide data and stakeholder feedback showed an increase need to attendance support. Through the pandemic, attendance issues have increased and a focus approach is needed to support attendance for all students.

Goal 3, Action 1- Parent participation- new action in this LCAP. Local data demonstrates that parent participation is limited, especially with the unduplicated student population. This action is to provide additional supports to encourage parent participation in school functions.

Goal 3, Action 2- Technology- modified from previous LCAP. The pandemic brought to the forefront how many students do not have any or unreliable internet at their home. This action is designed to provide technology services to students who need it.

Goal 3, Action 4- Advanced Placement Courses, modified from previous LCAP. Through statewide data and stakeholder feedback, the number of unduplicated students' participation rate in AP courses is lower than all students. This action is designed to provide additional support for teachers in engaging all students in AP.

Goal 4, Action 3- Professional Development for English Learners- new action in this LCAP. Through statewide data, English Learners are not meeting standards on statewide assessments and graduation. This action is targeted at closing the gap.

Goal 4, Action 4- Professional Development focused on student engagement- new action in this LCAP. Through statewide data, EAP data, and dashboard data students are not meeting A-G requirements. Stakeholder feedback stated increase in students ready for a four year college was important.

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

The district's mission is to ensure all students leave the district college and career ready. Through stakeholder meetings and surveys, focus on academic achievement is essential. The actions will focus on ensuring we have qualified teachers, instructional aides, and support programs to meet the academic needs to ensure all students are college and career ready. When goals were presented to stakeholders, academic achievement was rated most important.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately assigned and fully credentialed teachers	0 -Misassignments 0- Vacancies Data Year: 2020-21 Data Source: Dashboard Fall 2021				0 -Misassignments 0- Vacancies Data Year: 2023-24 Data Source: Dashboard Fall 2024
Access to standards aligned instructional materials	100% Data Year: 2020-21 Data Source: Dashboard Fall 2021				100% Data Year: 2023-24 Data Source: Dashboard Fall 2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced ELA	50.1 points above standard Data Year: 2019 Data Source: California Dashboard				75 points above standard Data Year: 2022-23 Data Source: Dashboard Fall 2023
Smarter Balanced Math	31.9 points below standard Data Year: 2019 Data Source: California Dashboard				10 points above standard Data Year: 2022-23 Data Source: Dashboard Fall 2023
ELA local benchmarks will be used until Smarter Balanced ELA Results become available	Met or exceeded standards: All 25% Data Year: 2020-21 Data Source: Illuminate				Met or exceeded standards: All 40% Data Year: 2023-24 Data Source: Illuminate
Math local benchmarks will be used until Smarter Balanced Math Results become available	Met or exceeded standards: All 4% Data Year: 2020-21 Data Source: Illuminate				Met or exceeded standards: All 25% Data Year: 2023-24 Data Source: Illuminate
A-G Completion Rate	40% Data Year: 2019-20 Data Source: DataQuest				55% Data Year: 2023-24 Data Source: DataQuest



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EAP ELA Note: Local benchmarks will be used until CAASPP Results become available	College Ready 4% Data Year: 2020-21 Data Source: Illuminate				45% college ready Data Year: 2022-23 Data Source: CAASPP Test Results
EAP Math Note: Local benchmarks will be used until CAASPP Results become available	College Ready 1% Data Year: 2020-21 Data Source: Illuminate				35% college ready Data Year: 2022-23 Data Source: CAASPP Test Results
High School Graduation Rate	93.5% Data Year: 2019-20 Data Source: DataQuest				97% Data Year: 2022-23 Data Source: Dashboard Fall 2023
AP Passage Rate	54% Data Year: Summer 2020 Data Source: CollegeBoard				60% Data Year: Summer 2023 Data Source: CollegeBoard
EL students making progress toward English Proficiency	32.3% Data Year: Spring 2019 Data Source: Summative ELPAC				50% Data Year: Spring 2023 Data Source: Summative ELPAC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification Rate	0% Data Year: 2019-20 Data Source: DataQuest				15% Data Year: 2022-23 Data Source: DataQuest
A-G Completion and CTE Pathway Completion Rate	4.9% students completed a-g and were a CTE completer. Data Year: 2019-20 Data Source: CALPADS EOY 1				10% students completed a-g and were a CTE completer. Data Year: 2022-23 Data Source: CALPADS EOY 1

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Properly credentialed teachers.	Properly credential teachers are more prepared to improve academic achievement.	\$7,273,779.00	No
2	Credential teachers for English and math supplemental support	ELA and math assessment data reflect our unduplicated students have shown a continued increase in achievement, but they still have room to improve to meet “met and/or exceeded” standard. To support the unduplicated students, the district will provide courses that offer specialized direct instruction to support students through individualized and small group remediation and acceleration lessons by credentialed teachers. By providing additional, targeted time with skilled professionals will reinforce concepts and provide additional skills practice. In providing specialized support classes, students will engage in individualized lessons that support the closing of their specific learning gaps. By providing these services the district	\$586,289.00	Yes

Action #	Title	Description	Total Funds	Contributing
		anticipates an increase in ELA and math SBAC and having more students college ready. This action has been implemented since 2017 and has shown a continued increase in statewide SBAC scores for our unduplicated students in both English and math.		
3	Instructional Aides	Properly trained instruction aides in classrooms to support the academic needs of students with disabilities, low income and English learners.	\$184,572.00	No
4	After School Intervention, with transportation	According to state SBAC assessment, state dashboard, and stakeholder feedback a need that has been exacerbated by the pandemic for all students, including English learners, low income, special education, and homeless students at all grade levels is for more after school intervention and support in order to close academic performance and help students meet both local and four year college graduation requirements. In an effort to better support our unduplicated and at risk students with more focused intervention and support, the district will provide after school intervention with credentialed teachers and transportation for all grade levels in core academic areas to address the identified needs of each student. With the additional interventions, students will be able to develop the academic and organizational skills needed to meet the academic expectations of the classes. By providing these services the district anticipates students will build their academic and organizational skills and the number of students failing will decrease and the graduation rate will increase for both local and four year college requirements. This action has been implemented since 2017 and has shown a continued increase in graduation rates and statewide SBAC scores for our unduplicated students in English and math, in addition stakeholder feedback through surveys showed an increased need of intervention support to ensure students are closing the gap in credits in order to graduate with their class.	\$101,733.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Summer School with Transportation	According to state dashboard graduation data and college and career indicator, low income, English learners, homeless, Hispanics and students with disabilities have a lower rate than other students within the district. Providing extended learning opportunities will support students in addressing missed learning skills and concepts and deepen understandings. In an effort to better support our unduplicated and at-risk students' graduation rate, the district will provide summer school classes with transportation for both remedial and acceleration. Providing summer school with transportation for students will provide more educational opportunities and additional time for students to master the academic content. By providing these services the district anticipates the graduation rate and college and career indicator to increase. This action with transportation was implemented in 2019-2020, but with the pandemic the district has yet to provide summer school transportation due to health guidelines. Summer school enrollment has increased during the 2020 and 2021 summer school, with additional classes added to remediate failing grades.	\$228,706.00	Yes
6	Alignment of instruction with content standards	Alignment of instruction with content standards by utilizing outside services, purchasing textbooks, books, materials, resources and technology.	\$57,771.00	No
7	Library Media Services	Current ELA assessment data reflects our unduplicated students are showing slight increases in meeting standards; however, they still have more opportunity to grow. Providing greater access to content is necessary to develop reading comprehension and critical thinking. In an effort to better support our unduplicated students with reading comprehension, the district will provide a program that provides audio reading of textbooks, novels, and pleasure reading. The library media service teacher will assign books to students, in addition to providing supplemental reading material at the students level and interest. In providing additional library media services, students will engage in the	\$106,399.00	Yes

Action #	Title	Description	Total Funds	Contributing
		text and novels of the classroom, in addition to pleasure reading as students can focus on comprehending the material and not just being able to read the material. By providing these services the district expects ELA assessment results for unduplicated students to increase as measured by local assessments until Smarter Balanced results become available.		
8	Intervention Class	According to state SBAC assessment, state dashboard, and stakeholder feedback a need that has been exacerbated by the pandemic for all students, including English learners, low income, students with disabilities, and homeless students at all grade levels is for more targeted intervention during the school day in order to close academic performance and help students meet graduation requirements. Many students have time constraints outside of school hours, so it is important to offer various extended learning opportunities. In an effort to better support our unduplicated and at risk students with various extended learning opportunities, the district will provide intervention classes to address academic gaps, credit recovery, and academic skills. In providing additional intervention support, students will work on closing academic gaps, academic skills, and recover credits. By providing these services the district anticipates students will build their academic and organizational skills and the number of students failing will decrease and the graduation rate will increase.	\$81,779.00	Yes
9	English Language Development Program	The district will provide a designated ELD class for students scoring 1 or 2 on the ELPAC, instructional aide support in classrooms, and supplemental material to support English language development.	\$45,221.00	No

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
2	Maintain a positive and safe environment- KJUHSD believes that a positive and safe environment is paramount in providing an environment that promotes learning, high academic achievement and students who will become good citizens. The district will provide a behavioral support system, security camera, online security tools, mental health services, and outside service agencies to support the physical and mental wellbeing of students. Measurement of a positive and safe environment will be through attendance rate, chronic absenteeism rate, suspension rate, expulsion rate, stakeholder feedback.

An explanation of why the LEA has developed this goal.

The district has made safety a priority, as students feeling safe and positive this promotes learning. Students reported that additional services to make them feel safe were important, especially in areas of mental health support. The actions in the goal are focused on promoting a positive and safe environment that will be measured by statewide data and stakeholder feedback. Stakeholder feedback rated safety just a little less than academic achievement.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	94.8% Data Year: 2020-21 Data Source: P-2				97% Data Year: 2023-24 Data Source: P-2
Chronic Absenteeism	9.85% Data Year: 2019-20 Data Source: CALPADS EOY 3				5% Data Year: 2022-23 Data Source: CALPADS EOY 3
High School Dropout Rate	6.5% Data Year: 2019-20				3% Data Year: 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: DataQuest				Data Source: DataQuest
Suspension Rate	3.3% Data Year: 2019-20 Data Source: DataQuest				Below 3% Data Year: 2022-23 Data Source: DataQuest
Expulsion Rate	.24% Data Year: 2019-20 Data Source: DataQuest				Below 1% Data Year: 2022-23 Data Source: DataQuest
Facilities maintained in good repair	All met good repair Data Year: 2020-21 Data Source: Dashboard Fall 2021				All facilities met good repair Data Year: 2023-24 Data Source: Dashboard Fall 2024
School Climate Survey- % agree or higher for provide a safe environment	Students- 91.5% Parents- 94.7% Data Year: 2020-21 Data Source: Local Survey				Students- 95% Parents- 95% Data Year: 2023-24 Data Source: Local Survey
School Climate Survey- % agree or higher for school connectedness	Students- 67.6% Data Year: 2020-21 Data Source: Local Survey				Students- 85% Data Year: 2023-24 Data Source: Local Survey



# Actions

Action #	Title	Description	Total Funds	Contributing
1	Behavior Supports	Current statewide data and past Dashboard data reflects our unduplicated students are showing a slight decrease in suspension data, however current data reflects incomplete data due to school closure. Developing intra and inter-personal skills like self-regulation is a necessary behavioral life skill. Equipping staff with de-escalation strategies and other behavioral supports is essential in creating a safe and positive climate. In an effort to support our unduplicated students with improved skills to prevent suspensions, the district will incorporate evidence based curriculum for students, professional development for staff on behavioral supports, and additional administrative focus to provide individual support for positive behavior. In providing this additional support, students will learn to recognize reasons for behavior issues and how to cope with those reasons. By providing these services the district anticipates a decrease in suspensions as measured by Dashboard data. This action will be carried forward into the new LCAP as suspension rates have declined, but with the pandemic and students returning fully on campus, a more direct program will be needed to help students to transition to full time instruction.	\$148,568.00	Yes
2	School safety	Provide a safe environment for students through the use and upgrade of security cameras, school safety dog, visitor check-in system, online system to monitor student mental health, emergency alert system, and police at school/sporting functions.	\$36,905.00	No
3	Comprehensive Youth Services	Current stakeholder feedback and local data reflects an increase in mental health requests from parents and students. Our unduplicated students have seen a higher request compared to all students, but often have the least amount of access to mental health services. In an effort to better support our unduplicated students with mental health	\$84,045.00	Yes

Action #	Title	Description	Total Funds	Contributing
		resources, the district will contract for a Comprehensive Youth Service counselor to work with students who are in need of mental health support. In providing a Comprehensive Youth Service counselor, students will have a trained counselor support them with the increased mental health needs and will contribute to students who are better able to engage in the academic material. The district expects student failure and fewer mental health requests to decrease as measured by local data.		
4	Outside Agency Services	Provide services to students through outside agencies that include: School Psychologist, Nurse for vision/hearing assessments, Adaptive Physical Fitness Teacher, Speech Pathologist, and Athletic Trainer.	\$167,996.00	No
5	School Transportation	Provide transportation to students who do not live in the city limit boundaries.	\$288,883.00	No
6	Maintenance and Facilities	Includes salaries/benefits for personnel and materials and supplies to maintain facilities.	\$881,975.00	No
7	9th grade mentor program	According to district graduation data, local data, and stakeholder feedback there is a need to increase the English learners and low income populations' engagement to school to increase the graduation rate. Local data reflects that students who struggle during their freshman year are more likely to not graduate from the comprehensive high school. In an effort to better support our unduplicated students with a positive transition from middle school to high school, the district will start a freshman mentor program at that comprehensive high	\$47,394.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school to support the transition to high school and get students connected with student mentors. In providing a strong foundation of support, students will be more engaged in school by having activities to participate in and a mentor student they can go to for support. By providing these services the district expects higher graduation rates, lower suspension rates and a higher percentage of school connectedness on student surveys. This action will be carried forward to the new LCAP as data shows the number of students graduating from alternative education is increasing and with the pandemic the school was not able to fully implement during the 2020-21 school, due to distance learning and hybrid schedule.		
8	Attendance Intervention Specialist	Current attendance data and past district data reflects our unduplicated students have a lower attendance rate and higher chronic absenteeism rate than other students and it has been exacerbated by the pandemic. In an effort to better understand the root cause of the unduplicated students' attendance issues, the district will hire a full time attendance intervention specialist. In providing the intervention specialist, the person will be able to complete home visits and implement the SARB program aimed to address the root causes and provide support to the various barriers that get in the way of continuous attendance for our unduplicated students. This action started in 2019, with a part time person and attendance rates from local and statewide data improved slightly, though data was not based on a full year. By providing a full time intervention specialist, the district expects attendance rates to increase and chronic absenteeism rates to decrease as measured by statewide dashboard data and local data.	\$177,603.00	Yes
9	School Safety Monitor	According to state dashboard and local data, there is a need to decrease the English learners and low income populations suspension rates. Local data shows that over 70% of suspensions in the district	\$51,606.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>are due to fights and drugs. A safe learning environment is focused on academic achievement, maintaining high standards, fostering positive relationships between staff and students, and encouraging parental and community involvement. In an effort to better support our unduplicated students with lower suspension rates, the district will hire a full time safety monitor. A full time safety monitor will allow students to have the same consistent presence on campus and encourage students to report potential issues that will help lower suspension rates and increase student attendance rates. This action was started in the 2019-20 school and according to student surveys, showed that students felt safer on campus, though with the pandemic accurate data was not able to be generated for the 2019-20 and 2020-21 school years. The district will carry this action into the new LCAP.</p>		
10	After School Transportation, Athletics	<p>According to current and past statewide Dashboard data and local data, unduplicated students have a lower graduation rate and higher suspension and chronic absenteeism rate compared to all students, however they have shown improvement, but there is more opportunity to grow. In an effort to better support our unduplicated students with student connectivity, physical and mental development, self-discipline, access to opportunity through school sports, the district will provide transportation for after school school athletics. In providing transportation, students will have a better opportunity to be involved in athletics which research has shown leads to increase in academic achievement. This action was started in the 2019-20 school and students were taking advantage of the transportation with an average of 5 kids per season using the transportation, though with the pandemic overall accurate data was not able to be generated for the 2019-20 as sports were ended during the 3rd quarter and athletics was modified during the 2020-21 school years. The district will carry this action into the new LCAP and it is our expectation that supporting student involvement in school will help improve attendance rates, graduation rates and lower suspension rates.</p>	\$87,476.00	Yes

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

College and career readiness is the goal of the district. Through stakeholder meetings, a need was seen in having more options to help students achieve postsecondary success. The actions in the goal are focused on providing students options to help prepare for college (AP courses and AVID) and career (CTE classes) with the additional support of a credentialed teacher in the college and career center to work with students and parents on the transition. Through the district survey college and career was the third most important goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of graduating seniors enrolled in trade school, community college, or 4-year college	86% Data Year: 2019-20 Data Source: Local Data				93% Data Year: 2023-24 Data Source: Local Data
% of CTE Pathway Completers	31.9% Data Year: 2019-20 Data Source: CALPADS EOY 1, 3.15				40% Data Year: 2022-23 Data Source: CALPADS EOY 1, 3.15

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Dual Enrolled Courses	13 courses Data Year: 2019-20 Data Source: CALPADS EOY 1, 3.10				20 courses Data Year: 2022-23 Data Source: CALPADS EOY 1, 3.10
Number of students earning dual enrollment credits	172 students Data Year 2019-20 Data Source: CALPADS EOY, 3.11				200 students Data Year 2022-23 Data Source: CALPADS EPY, 3.11
Parent Engagement- % agree or higher for communication	94% Data Year: 2020-21 Data Source: Local Data				95% Data Year: 2023-24 Data Source: Local Data
Parent Engagement- Priority 3, LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	3.23 Data Year: 2020-21 Data Source: Local Data				3.75 Data Year: 2023-24 Data Source: Local Data
Parent Engagement- # of parent/community survey responses on the direction of the LCAP	151 Data Year: 2020-21 Data Source: Local Data				200 Data Year: 2023-24 Data Source: Local Data

# Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Participation	According to local data, parent participation from English learners and low income students is lower than that of other students in the district. In an effort to better engage with parents to support our unduplicated students, the district will provide multiple methods of parent communication for parents, including providing translation services, upgrading the parent communication system through the student information system, providing incentives for parents and offering more parenting classes. In providing additional parental involvement opportunities, parents will be able to better support and encourage student attendance and academic success. By providing these services the district anticipates parent participation rates to continue to increase and the increased focus on translation service, improved communication system and incentives, that parent involvement in district and school meetings and surveys will increase. In addition, with increased parent involvement, student achievement on SBAC ELA and math will both increase.	\$23,183.00	Yes
2	Technology	A need that has been exacerbated by the pandemic for low income students compared to other students in the district is access to technology and internet connections, which impacts a student's academic achievement. Local data shows that our unduplicated students did not have consistent and reliable internet access. Unreliable internet limits student access to extended resources, the ability to connect with school, and expanded learning opportunities. In an effort to better support our unduplicated students with academic performance and 21st century skills, the district will continue to provide computers, internet connections and hire additional technology personnel to support students. In providing these services, students will be able to engage in class work at home and develop academic skills needed for post secondary employment. This action has been implemented since 2017 and has shown a continued increase in statewide SBAC scores for low income students in both English and	\$331,462.00	Yes



Action #	Title	Description	Total Funds	Contributing
		math, but the pandemic demonstrated the need for more hotspots for students and technology support for students.		
3	Career Technical Education	Provide a variety of career technical classes and pathways to support students.	\$400,704.00	No
4	Advanced Placement Courses	Current and past Advanced Placement data, local data and stakeholder feedback reflects that our unduplicated students has shown a slight increase in participation and passing rate for advanced placement classes, however, there is more opportunity for growth. Given that our students need to increase participation and passing rates in AP courses, providing equity in access to course enrollment as well as specific professional learning opportunities for teachers is intended to help meet this need. In an effort to better support our unduplicated students with participation in and passing of advanced placement exams, the district will continue to support a policy of all Advanced placement courses open to all students and provide a continuous cycle of professional development for advanced placement teachers. In providing a continuous cycle of professional development for teachers, they will be able to stay current with new instructional techniques, changes in curriculum and access to resources that support student success to ensure all students have access to rigorous classes. The district will carry this action into the new LCAP as dashboard data shows a small improvement in AP passing rate and stakeholder feedback wanting AP passing rate and participation to increase. It is our expectation that an increased focus on a continuous cycle of professional development will increase both the participation rate in AP classes, and high passing rates.	\$18,032.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	College and Career Center	Current college and career indicators and EAP results for both English and math reflect that our unduplicated students have shown slight increases in being college and career ready. Too often, our unduplicated students are unfamiliar with how to navigate and access college and post-secondary opportunities. In an effort to better support our unduplicated students with college and career preparedness, the district will provide a college and career teacher to support the process of preparing students for post secondary. In providing additional college and career services, students will have access to a four year plan to support post secondary goals, college representatives, college and career fairs, support with FAFSA and college admissions, and access to the ASVAB test. By providing these services the district expects college and career indicator and EAP results to increase. This action has been implemented since 2017 has shown a continued increase in the number of students attending college or being ready for careers and from stakeholder feedback having a support person to help navigate is one of the most important services the district offers.	\$131,847.00	Yes
6	AVID	Maintain the AVID program to help students become college ready by developing academic skills.	\$88,819.00	No

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

Student success is driven by teachers prepared to engage and teach students. Teachers have also requested more professional development in the area of engagement, preparation for CAASPP, social emotional learning, use of technology, and time to collaborate with peers. Through district surveys, parents stated professional development was important, but the other goals were more important.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Broad course of study	<p>Students enrolled in advanced placement courses:</p> <p>All= 277 (duplicated) EL= 6 (duplicated) Low-income = 82 (unduplicated)</p> <p>Students enrolled in CTE courses:</p> <p>All= 943 (duplicated) EL= 58 (duplicated)</p>				<p>Students enrolled in advanced placement courses:</p> <p>All= 300 (duplicated) EL= 10 (duplicated) Low-income = 180 (unduplicated)</p> <p>Students enrolled in CTE courses:</p> <p>All= 950 (duplicated) EL= 75 (duplicated)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Low-income= 334 (unduplicated)</p> <p>Students enrolled in VAPA courses: All= 454 (duplicated) EL= 28 (duplicated) Low-income= 243 (unduplicated)</p> <p>Total Enrollment= 1191</p> <p>Data Year: 2020-21 Data Source: CALPADS Fall 2</p>				<p>Low-income= 475 (unduplicated)</p> <p>Students enrolled in VAPA courses: All= 500 (duplicated) EL= 40 (duplicated) Low-income= 300 (unduplicated) Total Enrollment=</p> <p>Data Year: 2023-24 Data Source: CALPADS Fall 2</p>
Implementation of standards for all students and enable ELs access to CCSS and ELD standards.	<p>CCSS- Initial Implementation, 3.6 ELD- Initial Implementation, 3.11</p> <p>Data Year: 2020-21 Data Source: Local Data- Priority 2 Self Reflection Tool</p>				<p>CCSS- Full Implementation, 4.0 ELD- Full Implementation, 4.0</p> <p>Data Year: 2023-24 Data Source: Local Data- Priority 2 Self Reflection Tool</p>
Implementation of State Academic Standards:	<p>Professional Learning as a group- Full Implementation, 4.25</p>				<p>Professional Learning as a group- Full Implementation, 4.5</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Professional Learning needs of individuals- Full Implementation, 4.09  Providing support for teachers on standards not met- Full Implementation, 4.09  Data Year: 2020-21 Data Source: Local Data- Priority 2 Self Reflection Tool				Professional Learning needs of individuals- Full Implementation, 4.5  Providing support for teachers on standards not met- Full Implementation, 4.5  Data Year: 2023-24 Data Source: Local Data- Priority 2 Self Reflection Tool

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	According to statewide SBAC assessment data, dashboard data, local data, and stakeholder feedback, low income students and English learners have lower academic achievement and graduation rates, though data reflects slight increases in these areas. In an effort to better support our teachers in developing instructional strategies to support our unduplicated students, the district will provide continuous professional development training, release time for teachers to collaborate with peers, and an instructional technology coach. In providing professional development and collaboration time, teachers will be better prepared to identify the academic gaps of the unduplicated students and provide intervention to close the academic gap. By providing these services the district anticipates an increase in SBAC and graduation rates. This action has been implemented since 2017 and has shown an increase in SBAC scores in math and English for low income students and held steady with English learners.	\$142,746.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Graduation rates have increased for low income and EL students with the highest rate in 2020.		
<b>2</b>	Data Management Systems	Purchase/Contract with data management system to create benchmark exams, analyze local and state assessments, and monitor students' progress.	\$20,339.00	No
<b>3</b>	Professional Development for English Learners	The district will provide professional development for designated and integrated ELD instruction and individual coaching for teachers. The increased focus on designated and integrated instruction will increase English learners' academic achievement and lead to higher reclassification rates and higher graduation rate.	\$19,922.00	Yes
<b>4</b>	Professional Development for AVID	According to statewide SBAC and EAP data, dashboard data and local data, low income have lower rates of meeting A-G requirements, academic achievement and graduation rates compared to all students. In an effort to better support our teachers in developing instructional strategies to support our low income students, the district will provide continuous professional development through the AVID program. In providing a continuous cycle of professional development for teachers, teachers will be better prepared to engage students through inquiry and collaboration. By providing these services the district will see an increase in students meeting A-G and graduation requirements. Though there is an action that supports the AVID program, this goal is focused directly on providing consistent AVID professional development.	\$11,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Mentor support for new teachers	Current SBAC data, dashboard data and local data reflects slight increases in graduation rates in our unduplicated students. In an effort to better support unduplicated students with academic skills, the district will provide a mentor teacher for teachers with fewer than two years and any new teacher to the district. In providing the mentors, the new teachers will be able to develop their instructional strategies and have a support person on campus to help learn the expectations of the district. It is our expectation that professional development through personalized mentorship will increase the effectiveness of inexperienced and new teachers in supporting students in decreasing the achievement gap. This action was started in the 2019-20 school, but with the pandemic accurate data was not able to be generated for the 2019-20 and 2020-21 school years. The district will carry this action into the new LCAP.	\$7,149.00	Yes



## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
15.98%	\$1,835,118

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

## Required Descriptions

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

Using the calculation tool provided by the state, Kingsburg Joint Union High School District has calculated that it will receive \$1,835,118 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of the required justification for how the district is increasing and improving services for the unduplicated student groups is contained in the Goals, Actions and Services section of this plan. The contributing action titles are:

- Goal 1, Action 2- Credential teachers for English and math supplemental support
- Goal 1, Action 4- After school intervention, with transportation
- Goal 1, Action 5- Summer school with transportation
- Goal 1, Action7- Library media services
- Goal 1, Action 8- Intervention class
- Goal 2, Action 1- Behavior Supports
- Goal 2, Action 3- Comprehensive Youth Services
- Goal 2, Action 7- 9th grade mentor program
- Goal 2, Action 8- Attendance intervention specialist
- Goal 2, Action 9- School safety monitor
- Goal 2, Action 10- After school transportation for athletics
- Goal 3, Action 1- Parent participation
- Goal 3, Action 2- Technology
- Goal 3, Action 4- Advance placement courses

Goal 3, Action 5- College and career center  
Goal 4, Action 1- Professional Development- instructional technology coach  
Goal 4, Action 3- Professional Development for English learners  
Goal 4, Action 4- Professional Development for AVID  
Goal 4, Action 5- Mentor support for new teachers

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

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

Using the calculation tool provided by the state, our LEA has calculated that it will receive \$1,835,118 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 15.98%. Our LEA has demonstrated that it has met the 15.98% proportionality percentage by planning to expend all the supplemental and/or concentration funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

**Total Expenditures Table**

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$11,223,666.00	\$70,708.00		\$540,329.00	\$11,834,703.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$10,055,214.00	\$1,779,489.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Properly credentialed teachers.	\$7,273,779.00				\$7,273,779.00
1	2	English Learners Low Income	Credential teachers for English and math supplemental support	\$225,614.00			\$360,675.00	\$586,289.00
1	3	All Students with Disabilities	Instructional Aides	\$113,864.00	\$70,708.00			\$184,572.00
1	4	English Learners Foster Youth Low Income	After School Intervention, with transportation	\$101,733.00				\$101,733.00
1	5	English Learners Foster Youth Low Income	Summer School with Transportation	\$228,706.00				\$228,706.00
1	6	All	Alignment of instruction with content standards	\$57,771.00				\$57,771.00
1	7	English Learners Foster Youth Low Income	Library Media Services	\$106,399.00				\$106,399.00
1	8	English Learners Foster Youth Low Income	Intervention Class	\$81,779.00				\$81,779.00
1	9	English Learners	English Language Development Program	\$26,321.00			\$18,900.00	\$45,221.00
2	1	English Learners Low Income	Behavior Supports	\$148,568.00				\$148,568.00
2	2	All	School safety	\$34,405.00			\$2,500.00	\$36,905.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	English Learners Low Income	Comprehensive Youth Services	\$84,045.00				\$84,045.00
2	4	All Students with Disabilities	Outside Agency Services	\$167,996.00				\$167,996.00
2	5	All	School Transportation	\$288,883.00				\$288,883.00
2	6	All	Maintenance and Facilities	\$881,975.00				\$881,975.00
2	7	English Learners Low Income	9th grade mentor program	\$47,394.00				\$47,394.00
2	8	English Learners Low Income	Attendance Intervention Specialist	\$177,603.00				\$177,603.00
2	9	English Learners Low Income	School Safety Monitor	\$51,606.00				\$51,606.00
2	10	English Learners Low Income	After School Transportation, Athletics	\$87,476.00				\$87,476.00
3	1	English Learners Low Income	Parent Participation	\$23,183.00				\$23,183.00
3	2	English Learners Low Income	Technology	\$331,462.00				\$331,462.00
3	3	All	Career Technical Education	\$400,704.00				\$400,704.00
3	4	English Learners Low Income	Advanced Placement Courses	\$18,032.00				\$18,032.00
3	5	English Learners Low Income	College and Career Center	\$110,289.00			\$21,558.00	\$131,847.00
3	6	All	AVID				\$88,819.00	\$88,819.00
4	1	English Learners Low Income	Professional Development	\$94,869.00			\$47,877.00	\$142,746.00
4	2	All	Data Management Systems	\$20,339.00				\$20,339.00
4	3	English Learners	Professional Development for English Learners	\$19,922.00				\$19,922.00
4	4	Low Income	Professional Development for AVID	\$11,800.00				\$11,800.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	5	English Learners Low Income	Mentor support for new teachers	\$7,149.00				\$7,149.00

**Contributing Expenditures Tables**

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$1,957,629.00	\$2,387,739.00
<b>LEA-wide Total:</b>	\$1,937,707.00	\$2,367,817.00
<b>Limited Total:</b>	\$19,922.00	\$19,922.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Credential teachers for English and math supplemental support	LEA-wide	English Learners Low Income	All Schools	\$225,614.00	\$586,289.00
1	4	After School Intervention, with transportation	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$101,733.00	\$101,733.00
1	5	Summer School with Transportation	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$228,706.00	\$228,706.00
1	7	Library Media Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$106,399.00	\$106,399.00
1	8	Intervention Class	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Kingsburg High School and Oasis High School	\$81,779.00	\$81,779.00
2	1	Behavior Supports	LEA-wide	English Learners Low Income	All Schools	\$148,568.00	\$148,568.00
2	3	Comprehensive Youth Services	LEA-wide	English Learners Low Income	All Schools	\$84,045.00	\$84,045.00
2	7	9th grade mentor program	LEA-wide	English Learners Low Income	Specific Schools: Kingsburg High School	\$47,394.00	\$47,394.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	8	Attendance Intervention Specialist	LEA-wide	English Learners Low Income	All Schools	\$177,603.00	\$177,603.00
2	9	School Safety Monitor	LEA-wide	English Learners Low Income	All Schools	\$51,606.00	\$51,606.00
2	10	After School Transportation, Athletics	LEA-wide	English Learners Low Income	All Schools	\$87,476.00	\$87,476.00
3	1	Parent Participation	LEA-wide	English Learners Low Income	All Schools	\$23,183.00	\$23,183.00
3	2	Technology	LEA-wide	English Learners Low Income	All Schools	\$331,462.00	\$331,462.00
3	4	Advanced Placement Courses	LEA-wide	English Learners Low Income	All Schools	\$18,032.00	\$18,032.00
3	5	College and Career Center	LEA-wide	English Learners Low Income	All Schools	\$110,289.00	\$131,847.00
4	1	Professional Development	LEA-wide	English Learners Low Income	All Schools	\$94,869.00	\$142,746.00
4	3	Professional Development for English Learners	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$19,922.00	\$19,922.00
4	4	Professional Development for AVID	LEA-wide	Low Income	All Schools	\$11,800.00	\$11,800.00
4	5	Mentor support for new teachers	LEA-wide	English Learners Low Income	All Schools	\$7,149.00	\$7,149.00



**Annual Update Table Year 1 [2021-22]**

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

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

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

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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

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

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

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

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:



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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the 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).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

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

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

#### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.