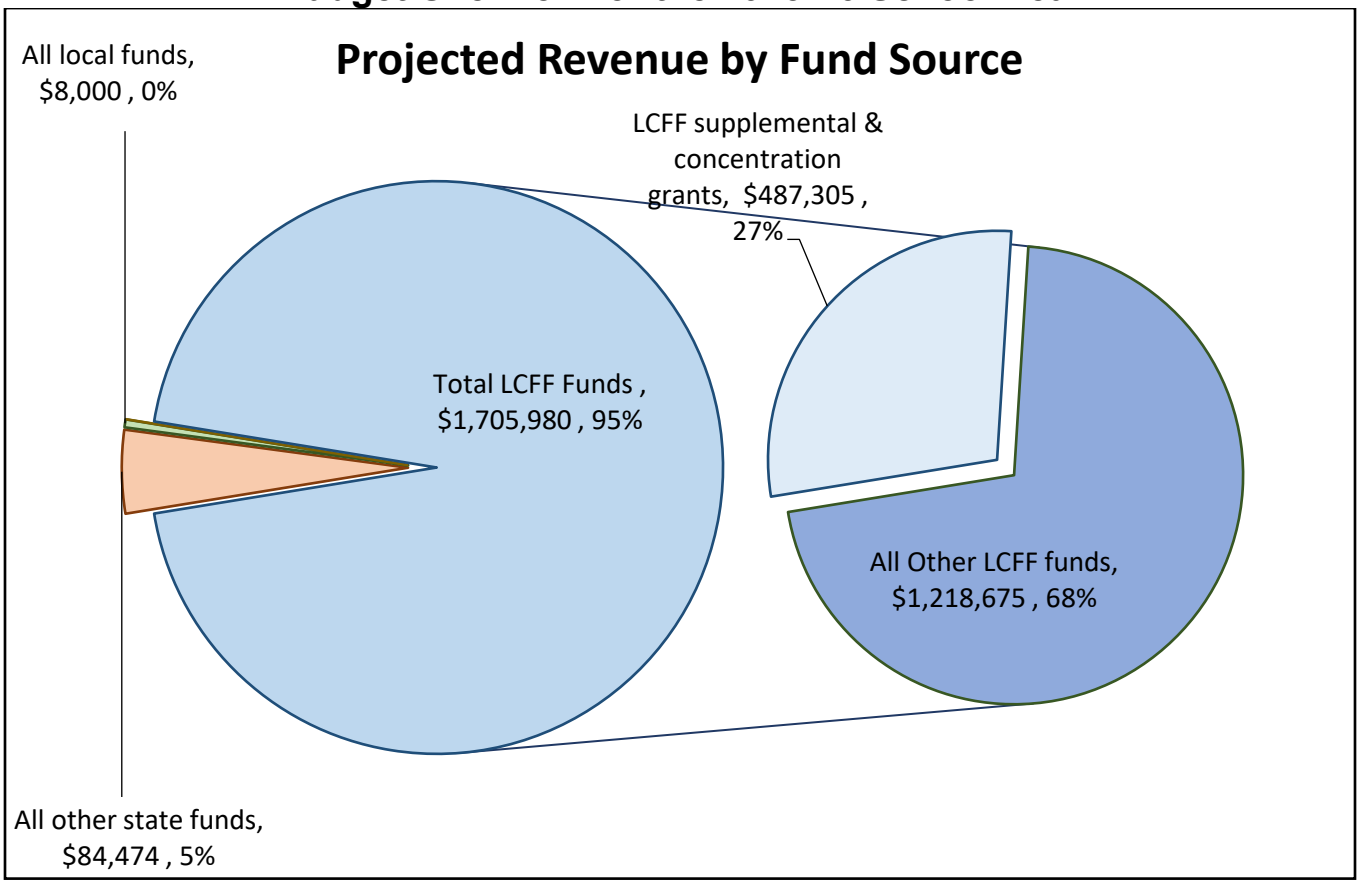
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kings Canyon Online
CDS Code: 10622650116640
School Year: 2025-26
LEA contact information:
Josh Darnell
Principal, KCO
darnell-j@kcusd.com
559-305-7320

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

Budget Overview for the 2025-26 School Year

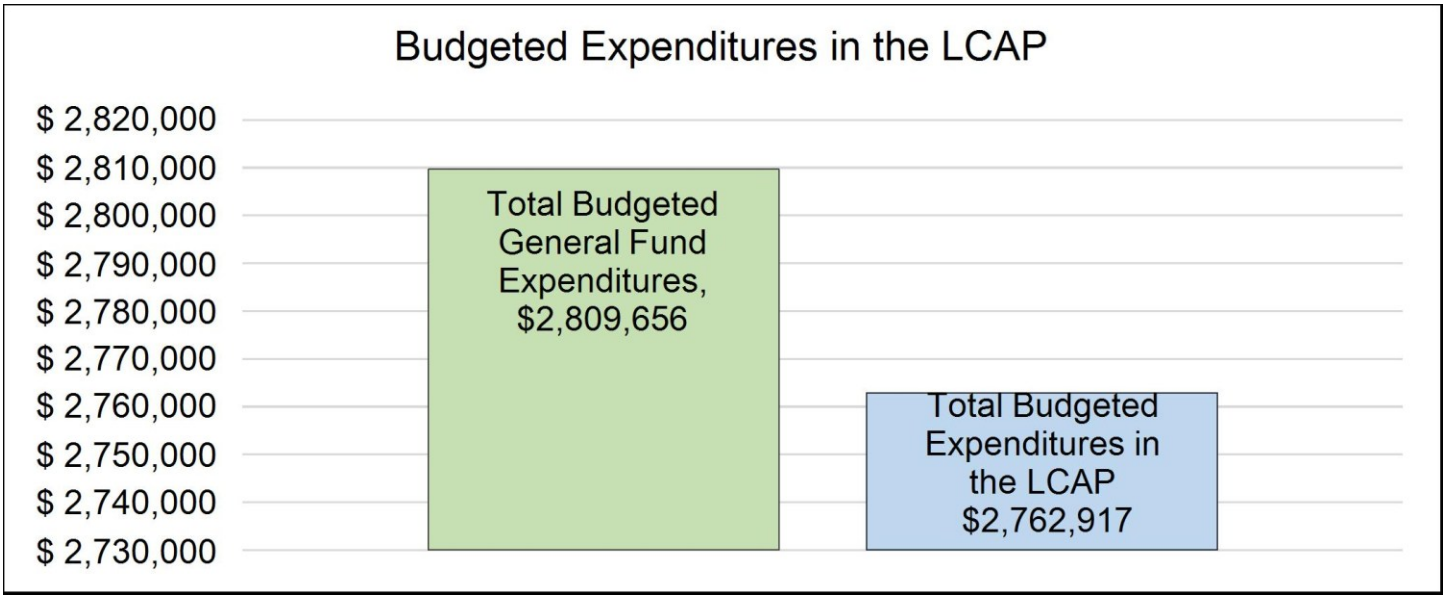


This chart shows the total general purpose revenue Kings Canyon Online expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Kings Canyon Online is $1,798,454, of which $1705980 is Local Control Funding Formula (LCFF), $84474 is other state funds, $8000 is local funds, and $0 is federal funds. Of the $1705980 in LCFF Funds, $487305 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Kings Canyon Online plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Kings Canyon Online plans to spend $2809656 for the 2025-26 school year. Of that amount, $2,762,917 is tied to actions/services in the LCAP and $46,739 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

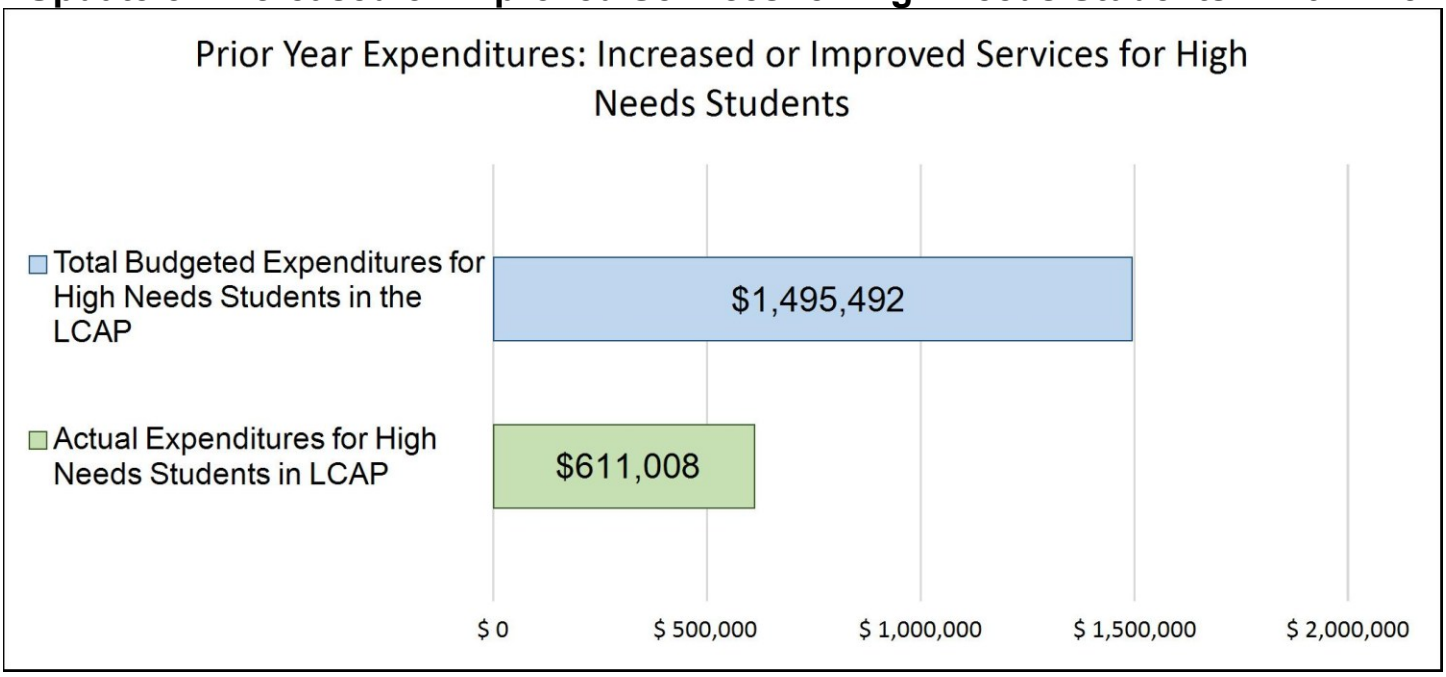
General fund expenditures that are not included in the LCAP include salaries and benefits for day and evening custodial staff at both the Reedley and Dunlap campuses. In addition, salaries and benefits for district support staff (payroll staff, maintenance staff, and HR) that support KC Online, some basic operating expenses, and utilities costs are not written into the LCAP.

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

In 2025-26, Kings Canyon Online is projecting it will receive $487305 based on the enrollment of foster youth, English learner, and low-income students. Kings Canyon Online must describe how it intends to increase or improve services for high needs students in the LCAP. Kings Canyon Online plans to spend $1,167,104 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Kings Canyon Online's LCAP budgeted $1,495,492 for planned actions to increase or improve services for high needs students. Kings Canyon Online actually spent $611,008 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $884,484 had the following impact on Kings Canyon Online’s ability to increase or improve services for high needs students:

Funds allocated in 2024-2025 that were not expended, will be carried over into the 2025-2026 school year in support of the actions planned in the Local Control and Accountability Plan. Services as planned in the 24-25 LCAP were in fact provided to students utilizing funds secured through federal grants, one time categorical funds, and other state/local funds. The difference in budgeted supplemental and concentration funds and the estimated actual expenditures did not impact actions or services for our low income students, English learners, or foster youth. These actions will be continued in the upcoming school year to increase or improve services for high need students as outlined in the local control and accountability plan, utilizing supplemental and concentrated funding.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kings Canyon Online	Josh Darnell Principal, KCO	darnell-j@kcusd.com 559-305-7320

Plan Summary [2025-26]

General Information

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

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

As a charter school, KC Online draws students from Fresno County and the seven contiguous surrounding counties, with the majority of students coming from Kings Canyon Unified School District. In addition to the Dunlap location, the school also has a resource lab in the city of Reedley, which is the largest city in KCUSD. The school originally opened as a high school with six students and graduated its first class of seven students a year later in the spring of 2010. Currently, the school now has an average of 150 students in grades Kindergarten through 12th grade, with the majority of our students in grades 9th through 12th. Our student demographics at Kings Canyon Online consist of 61% Hispanic/Latino, 33.8% White, 0.6% Asian, and 3.9% two or more races, 0.6% Filipino, and 0.6% American Indian. The percentage of unduplicated students attending KC Online is 85.1%.

Kings Canyon Online mostly serves students that are looking for a more flexible educational option due to family circumstances, mental health needs, schedule conflicts, and medical concerns. As a result of the number of high needs students that we serve, Kings Canyon Online is qualified as a DASS school (Dashboard Accountability School Status).

Reflections: Annual Performance

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

KC Online successes can be noted below:

Our KC Online graduation numbers have increased significantly in the past few years. The recent school numbers have increased in response to offering an online option for families wishing to work independently at home. This change has increased the number of students in the KC Online graduating class. In 2024, KC Online had 42 graduates. This year, we have 39 students graduating in the class of 2025. This group will include 6 juniors, who due to the opportunity of working independently, are graduating a year early.

We have had very low suspension rates in recent years including no students suspended in the 2022-2023 school year and 1.3% in the 2023-2024 school year. . This is largely due to the proactive approach our team takes with explicitly outlining expectations for our resource centers and explicitly teaching those expectations.

We also have low chronic absenteeism rate in recent years (11.4%). This is due to the dedicated staff who work with each student who may struggle with independent, online learning to find strategies that encourage and increase work completion for each student. We continue to work in a 3 tier system to ensure that each student will receive the help they need for academic and socio-emotional needs.

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

Leadership, teachers, and staff have developed to become sensitive to the socio-emotional needs of our unique student population and work both as a team and individually to address all students' SEL needs. Local student data showed that 95.2% provide students with support for their socio-emotional needs and with classwork.

KC Online continue to provide students in the Reedley/Orange Cove/Dinuba/Mountain areas with a safe, clean, and learning-optimized environment. These areas provide state-of-the-art technological resources to meet our students' needs in an online learning platform. Student data revealed that 99% are provided with all of the resources needed to be successful in school.

Our PBIS rewards system continues to expand and improve to provide students with incentives and rewards for positive behavior and academic performance. Students in a local survey responded that 92.5% of students participate in co-curricular activities that are fun help students enjoy school.

KC Online continues to improve student recognition for students in Kindergarten through 12th grade. Award ceremonies are offered each spring to recognize students who have excelled in number of classes finished and maintain a high GPA. In addition, students who best represent the school's PBIS goals, P (perseverance), R (respect), I (integrity), D (drive), E (excellence), are recognized at the ceremony. These ceremonies also offer a chance for our educational partners to visit our sites.

In 2021- 2022 school year, KC Online began to employ a full time English Language Development teacher to meet the needs of our ELD students. This resulted in 58.8% of our students becoming Reclassified Fluent English Proficient (RFEP) during the 2022-20223 school year. These students are now considered proficient in the English language.

The care and concern of our KC Online teachers is a strength as evidenced by parent comments and feedback on the annual parent survey.

Identified Needs

Our ELA and Math performance scores on the CAASPP assessment did reflect an increase this year. We have seen an increase in the number of students attending KCO which provides KC Online the opportunity to ensure that students are placed in best location to fit their educational needs. Some students were returned to traditional sites as part of their intervention. Other students were provided ELA and Math intervention. Our performance on the CAASPP continues to be an area of focus for KC Online. We continue to look for interventional strategies that fit each of our struggling students. As we continue to improve our interventional strategies, this support system will result in improved performances. The transition of students at KC Online remains a fluid system, as we receive new students who may benefit from our educational program, but also returning students who need the consistency of a traditional setting. This type of transient flow does provide an additional struggle in the areas of student achievement, attendance, formative assessments, and social emotional struggles. In the 2024 - 2025 school year, KCO teachers began offering CAASPP workshops to help students become more confident about testing strategies and to reduce testing anxiety.

The college career readiness indicator on the state dashboard has been very low over the past few years. One of our goals at KCO is to better promote and connect KCO students with CTE opportunities while with our program. The reality is that, while some do, many of our students do not have aspirations of attending a 4-year university. Many are looking to graduate and find work or attend technical training programs or community college after high school. The better job we do at connecting them with CTE opportunities in high school, the more experience they will have going into post secondary programs. In turn, increased CTE participation will improve our rating on the College and Career Readiness indicator on the CA School Dashboard. KCO is also struggling with the limited availability for particular courses, but take this opportunity to share courses that the students may not have considered. KCO has also implemented a series of workshops to prepare students for applying to colleges, scholarships, and financial aid. All KCO graduates meet with local college counselors to discuss career goals and course needs.

The KCO team has identified and agreed upon the need for a stronger formative assessment system to use throughout the school year for ELA and Math in particular. We must have a way to monitor student achievement, specific to Common Core State Standards, along the journey, rather than waiting for summative data at the end of the year. Our students in grades kindergarten through 5th, were given a formative assessment three times in the 23/24 school year to ensure that their online curriculum is keeping our students on track with

KCUSD students in traditional settings. This has continued with the 24/25 school year. The plan is to expand on this type of formative assessment for our 6th through 12th grade students in ELA and Math.

KC Online started the year with a parent/student/teacher orientation. This allowed every student to have the material and information needed to immediately start on the first day of school. It also ensured that the KC Online parents were aware of expectations, goals, and how we would celebrate achievements throughout the year. We have continued to have "meet and greet" opportunities for all new students and parents, so they are provided with all of the information needed to be successful from the start. Parents have also had the opportunity to participate in educational experiences on the campus and during field trips. We plan to continue to explore ways to increase parent buy-in to the school culture in order to provide students with an integral support system that invigorates student achievement. The 2024-2025 school year included a new community/parent engagement event of a Fall Festival. Many parents and students from the Reedley and mountain areas participated.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
District Advisory Committee (Parent Advisory Committee)	KC Online parents and staff participate in KCUSD's well establish DAC committee (PAC), comprising of parent representatives from each district school site. The district LCAP, including the goals, actions as well as the process for LCAP development, was shared with DAC on the following dates: October 14, 2024, December 9, 2024, March 3, 2025 and May 5, 2025 Parents had the opportunity to learn about the KCO LCAP as well as engage in activities to provide input on actions. There were no questions from the DAC requiring a response from the superintendent.
District English Language Advisory Committee (Parents of English Learners)	KC Online parents participate in KCUSD's well established DELAC committee, comprising of parents of English learner students from each district school site. The district LCAP, including the goals, actions as well as the process for LCAP development, was shared with DELAC on the following dates: October 14, 2024, December 9, 2024, March 3, 2025 and May 5, 2025 Parents had the opportunity to learn about the KCO LCAP as well as engage in activities to provide input on actions to improve the

Educational Partner(s)	Process for Engagement
	performance of our EL students. There were no questions from the DELAC requiring a response from the superintendent.
Kings Canyon Teachers Association	KCO leadership met with representatives of the Kings Canyon Teachers Association (certificated bargaining unit-KCTA) on March 18, 2025. An overview of district LCAP goals and LCFF funding was provided. This meeting provided an opportunity for KCTA input on the development of the 2025 district LCAP.
California School Employees Association	KCO leadership met with representatives of the KCUSD Classified School Employees Association (classified bargaining unit- CSEA) on March 27, 2025. An overview of district and charter LCAP goals and LCFF funding was provided. This meeting provided an opportunity for CSEA input on the development of the 2024-2027 district and charter LCAPs.
School Site Principals	School site principals provide valuable input through an ongoing process of collaboration, planning, implementing, studying data/results, and responding. All principals meet bi-weekly to collaborate around best practices and provide input on the various district programs and supports outlined in the Local Control and Accountability Plan (LCAP) for both KCUSD and charter programs. September 3, 2024 October 1, 2024 November 5, 2024 January 21, 2025 February 4, 2025 March 4, 2025 April 1, 2025 May 6, 2025
Administrators	KCO site and district level administrators have opportunities to provide input on the KCUSD, RMCHS, and KC Online LCAPs through a variety of methods. Administrators, alongside parents, provide input on goals during District Advisory Committee meetings and District English Learner Advisory Committee meetings. In addition, all district administrators participate in an annual survey in which feedback is solicited for each goal individually.

Educational Partner(s)	Process for Engagement
Teachers	All KCO teachers participate in an annual district and charter LCAP input survey where input is solicited for each of the six LCAP goals. The annual KCO Staff Survey was distributed in March of 2025.
Other School Personnel	KCO staff (teachers, classified, management) participate in an annual LCAP input survey where input is solicited for each of the six LCAP goals, which are consistent in district and charter LCAPs. The annual KCO Staff Survey was distributed in March of 2025.
Parents	Kings Canyon Unified uses a variety of methods to solicit input from parents. Parents have the opportunity to participate on district advisory committees throughout the year. These meetings were held on October 14, 2024, December 9, 2024, March 3, 2025 and May 5, 2025. In addition, all district parents were invited to LCAP Community Input Meetings on February 8 and 15 in the communities of Reedley and Orange Cove respectively. Annual surveys are also provided to parents to collect feedback on school environments and safety, school to home communication, quality of programs, and parent involvement. The annual parent survey was given to parents in February of 2024. Finally, parents of students with disabilities had the opportunity to provide ongoing feedback to the district about programs and services for students with disabilities through regular Special Education "Parent Connect" meetings. These meetings were held on September 19, 2023, October 17, 2023, November 14, 2023, and April 9, 2024.
Students	Annually, all students in grades 3-12 take a culture and climate survey. Students provide input on their experience in relation to school safety, support, and connectedness. The annual student survey was given to students in March of 2025. In addition, student representatives from each high school participated on the KCO Student Advisory Board where both district and charter program input was solicited on September 25, 2024, November 20, 2024, and February 12, 2025, and April 30, 2025..
SELPA Collaboration and Special Education Engagement	Kings Canyon Unified School District is part of the Fresno County SELPA and participated in Operations Meetings, where the LCAP was discussed with member districts and input solicited. SELPA

Educational Partner(s)	Process for Engagement
	Operations Meetings were held on the September 12, 2024, October 24, 2024, November 9, 2024, December 7, 2024, February 27, 2025, March 27, 2025, and April 24, 2025. Additionally, KCO along with KCUSD holds regular Special Education "Parent Connect" meetings to seek input on what the district can do to improve services for students with disabilities. Parent Connect meetings were held on September 17, October 8 November 12, February 27, March 11, and April 29. Lastly, KC Online partners with KCUSD to utilize a Special Education Cabinet to seek input on how to improve services for our students with disabilities. This team is comprised of site administrators, special education and general education teachers, and District Administration. Special Education Cabinet met on September 12, October 10, November 14, February 13, March 13, and May 8.
Mid-Year Report to Governing Board	The KCO Mid Year Update was presented to the Governing Board on February 25, 2025.
Public Comment Period	The KCO LCAP was available for public comment from May 21 -May 27, 2025.
Public Hearing	The KCO LCAP public hearing was held on May 27, 2025.
Board LCAP Adoption	Local indicators were presented in conjunction with LCAP Adoption as per Ed Code 52064.5(e)(2). The Board adopted the LEA budget at the same meeting of the LCAP Adoption on Tuesday, June 10, 2025.

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

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

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

assessment of the school's budgetary position. The practice of incorporating diverse perspectives and data-driven insights, allows the school to develop a comprehensive understanding of the challenges and opportunities at KCO.

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

Goal 1 - High Quality Education and Basic Services

The actions in goal 1 are continued actions and educational partners were supportive of continuing these actions, as they provide the majority of basic services necessary to function as a school site and school district. Educational partner input reflects that current actions in goal 1 provide for high quality school facilities(1.7) and meeting student needs through effective teachers (1.1) and support staff (1.5) for students with disabilities such as resource specialists, speech pathologists, and program specialists .Action (1.8) provides for an additional administrator to support student behavior and attendance issues.

Goal 2 - Student Achievement

The primary focus for student achievement is to provide students with a quality online curriculum for learning (2.1). Input from parents and teachers alike indicated that KCO should continue to provide for updating technology (2.3) to ensure that every student has access to technology in the lab and at home. This is to support low-income students, but all students school-wide will benefit. The recognition of students achievements through academic awards and incentive trips (2.4) will encourage students to continue in their efforts toward academic achievement. Our local data shows us that many of the students enrolling at KCO are missing graduation requirements. KCO will provide opportunities for students to engage in credit recovery to earn the missing core or elective credits needed for graduation (2.5 and 2.6).

Goal 3 - English Learners

English Learners make up approximately 28% of the students in Kings Canyon Unified. Educational partner input shows that KCO has done an outstanding job supporting the needs of EL students and helping each student work towards reclassification. Through this feedback, many of the actions in goal 3 will be continued. However, data also shows that English Learner Progress is an area that we must focus on, per the English Learner Progress Indicator. Both DELAC and site/district administration input supports the continued staffing of a full time ELD teacher (action 3.1) and will expand to include the purchase of supplemental language software (action 3.3). Input from both DAC and DELAC committees and parents through LCAP Community Input Meetings support the continued efforts to provide extended day support (3.2) in the form of intervention. This is to directly meet the needs of English Learners.

Goal 4 - Educational and Co-Curricular Activities

Input from our educational partners supports the academic support and guidance provided by an academic counselor (4.1) for our low-income and foster youth. This action will benefit any student who is struggling academically, so it will be available school wide. Students and

parents have expressed that low-income and foster students need more opportunities to visit colleges, museums, and participate in educational trips (2.2), so this will be available to all students as it benefits any student who is planning for post high school plans. Local data has shown that low-income, foster youth, and ELD students would gain from the opportunity to continue their education through summer learning (2.3 and 2.4). Summer learning reduces learning losses, supports in closing achievement gaps, and improves graduation rates. Educational partners have also expressed the facilities needed to be expanded to allow for more students to benefit from in person intervention and face to face meetings with the academic counselor (2.6).

Goal 5 - Safe and Nurturing School Environments

Local data shows that providing a safe and positive environment for students is important to our educational partners. KCO is committed to providing the materials that maintain a clean and safe environment (5.1) for students. Chronic absenteeism and progress data show us that students do benefit from a positive climate in the form behavior and academic supports. This is to support low-income students, but will also be available school wide as it is beneficial to all students. KCO will continue to utilize PBIS strategies such as incentive trips, awards, and incentives (5.2) to increase student progress, connection to their school and reduce misbehavior. KCO parents and staff have emphasized the importance of supporting student mental wellness (5.3), which requires an increased presence of social workers to address our student needs.

Goal 6 - Parent Engagement

Conversations with our educational partners have shown us that communication and involvement between the school and parents is highly valued. KCO parents have appreciated being a part of workshops, registrations and conferences (6.1). The goal is to encourage participation of parents and increase opportunities for parents to be involved. This will also extend to involving parents in student recognition and celebration events (6.2). Students and parents have shown us that celebrating student achievement is highly motivating to all students, particularly our low-income and ELD students. This also creates a stronger partnership between KCO and parents as we work together to encourage students to strive for further educational success. Local data has also shown us that parents want to have more of a voice in advocating for their students and the school. KCO will continue to look for ways to engage parents in an advisory role (6.3).

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 1 has been developed for the purpose of addressing state priorities 1 (Basic Conditions of Learning) and 2 (State Standards-Conditions of Learning). It is a priority of Kings Canyon Unified School District that students have basic services, ensuring that all students are attending school on campuses that are in good condition while being taught by teachers who are appropriately assigned and provided with adequate textbooks, materials, supplies and supports.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately assigned and fully credentialed teachers	83.4% Clear Data Source: CA Dashboard	100% Clear Data Source: CA Dashboard		85% of teachers are appropriately assigned.	16.6% increase
1.2	Percentage of students having access to standards aligned	100% of students have sufficient access to standards-aligned materials. Data Source: Local Data	100% of students have sufficient access to standards-aligned materials. Data Source: Local Data		100% of students have sufficient access to standards-aligned materials.	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	School facilities condition	100% of school sites have a rating of "good" Data Source: 2023-2024 Facilities Inspection Tool (FIT)	100% of school sites have a rating of "good" Data Source: 2024-2025 Facilities Inspection Tool (FIT)		100% of school sites have a rating of "good" on the Facility Inspection Tool	No difference

Goal Analysis [2024-25]

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

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

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

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

Action 1.1 - Credentialed Teachers and Administrator
Implementation Status: 5 – Full Implementation and Sustainability

- Kings Canyon Online and our authorizing school district, KCUSD has established ongoing HR practices, including procedures for hiring and recruitment, leading to qualified staff. KCUSD is always looking to improve recruitment and retainment and utilizes partnerships with local universities, and credentialing programs to recruit the teachers possible.

Action 1.2 - Professional Development
Implementation Status:5 - Full Implementation and Sustainability

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

Action 1.3 - Professional Development
Implementation Status:5 - Full Implementation and Sustainability

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

Action 1.4 - Basic Operating Expenses
Implementation Status: 5 - Full Implementation and Sustainability

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

Action 1.5 - Direct Support - Program Academic Support Staff
Implementation Status:5 - Full Implementation and Sustainability

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

Action 1.6 - Direct Support - Basic Operating Expenses
Implementation Status:5 - Full Implementation and Sustainability

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

Action 1.7 - Routine Restricted Maintenance
Implementation Status:5 - Full Implementation and Sustainability

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

Action 1.8 - Additional Administrator Support
Implementation Status:5 - Full Implementation and Sustainability

- The low-income students at Kings Canyon Online are in need of additional support to aid with attendance, behavior, and academic progress. This is based on local data when low-income students are compared to all students. This additional administrator provided consistent monitoring and support for misbehavior and poor attendance. The additional administrator also provided positive reinforcement for struggling students who are meeting individual and school goals.

Action 1.9 - Basic Operating Expenses - Substitutes
Implementation Status:5 - Full Implementation and Sustainability

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

Overall Successes: Kings Canyon Online continues to show success in providing qualified staff for all students, but particularly English Learners, low-income, and foster youth. The student population of Kings Canyon Online remained steady during the 2024-2025 school year, the qualified staff provided consistent monitoring of academic progress, as well as providing additional intervention for struggling students. The administrator support provided for by 1.8 allows Kings Canyon Online to monitor low-income students, as well as other in need of students. This support continues to be reflected in increased attendance and improved academic/behavioral performance each school year.

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

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

There was a material difference between budgeted expenditures and estimated actual expenditures for the following actions:
Actions 1.2 and 1.3 is to provide for professional development for staff. It has been a challenge to find adequate professional development that address the needs of an online platform. There are professional development opportunities available through our online curriculum provider that are included in the initial licensing costs, so by utilizing these opportunities, Kings Canyon Online did not need to use all funds that were budgeted for this action for additional professional development.
Action 1.4 Basic Operating Expenses Although a large portion of the budget was expended, there was a material difference due to not needing as many office and classroom supplies as was expected.
Action 1.5 Direct Support Services The costs for direct support services provided by KCUSD were higher than projected.
Actions 1.7 RRM Because the KCO building if only a few years old the costs for routine restricted maintenance were less than expected.
Action 1.9 The expended amount for substitutes was higher than projected because the ELD did not have their credential cleared so they were paid as a sub through a portion of the year, increasing sub costs.

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

Goal 1 has been developed for the purpose of addressing state priorities 1 (Basic Conditions of Learning) and 2 (State Standards-Conditions of Learning). It is a priority of Kings Canyon Unified School District that students have basic services, ensuring that all students are attending school on campuses that are in good condition while being taught by teachers who are appropriately assigned and provided with adequate textbooks, materials, supplies and supports.

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

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

Analysis Statement: The basic services provided in these actions were effective in supporting the goals outlined in Goal 1. Surveys conducted show that 100% of students have the necessary basic services (1.4) (1.6) campus facilities are in good condition (1.7), teachers are appropriately assigned and supported to provide instruction (1.1), materials, supplies, academic supports, and intervention supports, and additional administration to aid low-income students with attendance, behavior, and academic progress. Teachers are supported with appropriate professional development sessions (1.2) (1.3) and substitutes (1.9) are available to help students, in case a teacher is out.. KC Online did provide a long term sub for ELD, but was able to secure a full-time credentialed teacher by the second semester (1.5). A full time administrator supported student needs by working with students who had attendance, behavior, or academic difficulties (1.8).

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

There was an additional action, 1.10 added this year to assist in providing transportation for students so they can attend labs and face to face intervention, providing additional support to those in need.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Credentialed Teachers and Administrator	KCO will provide fully and appropriately credentialed teachers and administration.	$671,592.00	No
1.2	Professional Development	KCO will provide professional development opportunities for all teachers to improve instructional strategies for all students.	$15,000.00	Yes
1.3	Professional Development	KCO will provide professional development opportunities for all teachers to improve instructional strategies for all students.	$3,452.37	No
1.4	Basic Operating Expenses	This includes, but is not limited to salaries/benefits (classified), general office and classroom materials, supplies, and equipment, and copier lease fees.	$332,825.63	No

Action #	Title	Description	Total Funds	Contributing
1.5	Direct Support-Program Academic Support Staff	Academic Support staff are provided to KCO by our authorizing school district. This includes salaries and benefits for curriculum and instructional support.	$77,183.00	Yes
1.6	District Support - Basic Operating Costs	Basic Operating Costs	$30,000.00	No
1.7	Routine Restricted Maintenance	Routine restricted maintenance (3%) to ensure facilities are kept up to date.	$50,077.00	No
1.8	Additional Administrator Support	This action is to provide salaries and benefits for an additional administrator to support students with behavior/attendance issues, assign consequences for misbehavior, and positive reinforcement for struggling students meeting their goals.	$175,021.00	Yes
1.9	Basic Operating Expenses-Substitutes	Provide substitutes when teachers are out due to illness or school business.	$35,000.00	No
1.10	Transportation-Bus Driver	Salary for Bus driver to provide students with transportation to and from school from the communities of Dunlap, Squaw Valley, Orange Cove, and Reedley.	$35,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ELA CAASPP Meets/Exceeds Standard	57.34% All Students 27.27% EL 54% LI FY Data Not Available Data Source: DataQuest 22-23	52.4% All Students 27.27% EL 54% LI FY Data Not Available Data Source: DataQuest 2023-2024		62% All Students 35% EL 58% LI	4.94% Decrease for All Students No Difference in EL No Difference in LI
2.2	Math CAASPP Meets/Exceeds Standard	24% All Students 0% EL 20% LI	7.9% All Students 0% EL 20% LI		30% All Students 20% EL 26% LI	21.04% Decrease for All Students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY Data Not Available Data Source: DataQuest 22-23	FY Data Not Available Data Source: DataQuest 23-24			No Difference in EL No Difference in LI
2.3	CAST Meets/Exceeds Standard	30.18% All Students 2.32% EL 19.32% LI 8.77% FY 8.7% SWD Data Source: DataQuest 22-23	19.6% All Students Data Not Available EL 17.95% LI Data Not Available FY Data Not Available SWD Data Source: CAASPP 2023-2024		37% All Students 10% EL 26% LI 15% FY 13% SWD	10.58% Decrease for All Students Data Not Available EL 1.37% Decrease LI Data Not Available FY Data Not Available SWD
2.4	Percentage students considered college and career ready	31.3% All Students No Data-EL 29% LI FY Data Not Available Data Source: CA Dashboard 22-23	26.4% All Students 0% EL 24.4% LI FY Data Not Available Data Source: CA Dashboard 23-24		38% All Students 35% LI	2.64% Decrease All Students No recording year prior for EL 4.6% Decrease LI FY Data Not Available

Goal Analysis [2024-25]

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

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

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

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

The actions outlined in Goal One supported the progress toward meeting the goal:
Action 2.1- Instruction/Curriculum - Online Provider
Implementation Status: 5 – Full Implementation and Sustainability

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

Action 2.2 - Additional Materials and Supplies
Implementation Status: 5 – Full Implementation and Sustainability

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

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

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

Action 2.4 - Academic Awards/Recognition
Implementation Status: 5 – Full Implementation and Sustainability

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

Action 2.5 - Credit Recovery
Implementation Status: 5 – Full Implementation and Sustainability

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

Action 2.6 - Credit Recovery/Intervention
Implementation Status: 5 – Full Implementation and Sustainability

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

Action 2.7 - Library
Implementation Status: 5 – Full Implementation and Sustainability

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

Action 2.8 - District Support- Academic Program Support Staff
Implementation Status: 5 – Full Implementation and Sustainability

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

Action 2.9 Extended Day Support
Implementation Status: 5 – Full Implementation and Sustainability

- Kings Canyon Online have learned in feedback from our engagement partners that our English learners, low-income, and foster youth students were in need of increase opportunities that provide ELA, Math, and Science focused support. KC Online will look for ways that provide intervention outside of the normal courses.

2.10 Technology
Implementation Status: 5 – Full Implementation and Sustainability

- Kings Canyon Online purchased new chromebooks for lab use at both locations. The larger screens will help with viewing and reduce eye strain.

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

in the following semesters. We look forward to seeing more students achieve academically in the 2025-2026 school year.

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

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

There was a material difference between budgeted expenditures and estimated actual expenditures for the following actions:
Action 2.2 - Additional Materials/Supplies Similarly to Action 1.4, the costs of materials and supplies was less than expected.
Action 2.3 - Technology The Estimated Actual Expenditures were less than budgeted, but there are plans to continue to update both campuses technological needs in the upcoming school year.
Action 2.4 - Academic Awards/Recognition Although a portion of the budgeted expenditures was used, the costs associated with the awards was lower than expected.
Actions 2.5 and 2.6 Credit Recovery These actions also had Estimated Actual Expenditures less than budgeted expenditures. There was not a large need for Credit Recovery coursework due to the increased intervention provided by the staff.
Action 2.7 Library KCO was able to take advantage of resources that became available from KCUSD to support the library needs which resulted in reduce costs for KCO. We expect to plan for and utilize these funds for the 25-26 school year.
Action 2.9 Extended Day Supports Extended day interventions were offered to students, however few of the them took advantage of these opportunities resulting in reduced expenditures. was provided however other funds came available and were utilized, keeping these expenditures below expected costs

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

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

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

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

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

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

Analysis Statement: The basic services provided in these actions were effective in supporting the goals outlined in Goal 2. Students at Kings Canyon Online were able to demonstrate an increase in academic success as shown during the academic award assemblies (2.4). Kings Canyon Online learned in a survey that the majority of the students in 9th -12th felt that their school was providing them a good education (2.1). Kings Canyon Online invested in new chromebooks during the 2024-2025 school year (2.3), as many items needed to be updated to meet current demands. However students agreed that the school provided Chromebooks and technology have helped them learn (2.2). Credit Recovery was not needed for as many students as originally planned (2.5) . This is due to the increase in intervention provided by the teachers at Kings Canyon Online (2.6). Currently the library is not able to be fully accessed by all Kings Canyon Online. KC Online will be sharing library resources during the upcoming school year with other KCUSD schools. This will reduce the amount of funds needed for the library (2.7). KC Online continued to provide supplemental support for students that are English learners, low-income, and foster youth (2.8). It was determined that all students could benefit from additional support, so it was offered school-wide. We continue to provide access to CTE courses to provide a wider variety of options for the KC Online students (2.9).

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

(2.3) We did use our budget to purchase larger chromebooks to help students in the lab. The cost was less than had been budgeted, so part of the funds were unused. (2.7) Due to students working from home and space provided, it is difficult to increase the size of our library. We are working on sharing books with each students' traditional site in the upcoming year, which would reduce the funds needed.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Instruction/Curriculum - Online Provider	Provide students with online curriculum provider and online platform for learning.	$274,000.00	No
2.2	Additional Materials and Supplies	Provide students with materials and supplies for learning.	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Technology	Purchase technology, such as monitors, projectors, chromebooks, and hot spots.	$15,000.00	Yes
2.4	Academic Awards/Recognition	Purchase plaques, medals, trophies, and incentive trips	$8,500.00	Yes
2.5	Credit Recovery	Purchase licenses for credit recovery options	$20,000.00	Yes
2.6	Credit Recovery/Intervention	Provide online credit recovery course options to help students in need of making up coursework to meet graduation requirements	$11,671.66	No
2.7	Library	Provide access to reading materials for students.	$5,000.00	No
2.8	District Support - Academic Program Supports	Pay KCUSD to provide program support in the form of curriculum and instruction staff, educational programs dept., business services, learning center, and student services. Program support staff are provided to KCO through our authorizing school district.	$65,000.00	Yes
2.9	Extended Day Support	Salaries for and materials to support extended day intervention, during summer, after school, Saturday, along with additional options. These additional supports will focus on ELA, Math, and Science.	$2,000.00	Yes
2.10	Technology	Purchase technology, such as monitors, projectors, chromebooks, and hot spots.	$17,299.65	No
2.11	Additional Elementary Support	Provide additional elementary teacher to increase face to face instructional time for students.	$125,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 3 was developed to address state priorities 2 (State Standards) and 4 (Pupil Achievement). English learner progress continues to be a priority for Reedley Middle College High School. This goal has been established to ensure that English Language Learners have increased support towards attaining English language proficiency and increasing student achievement on state and local measures. This goal is implemented in alignment with Goal 2. The growth English learners have made will continue through the implementation of this goal and will support their academic achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	ELPAC Proficiency	16.50% Data Source: DataQuest 2022-2023	14.29% Data Source: DataQuest 2023-2024		25%	2.21% Decrease
3.2	English Learner Progress Indicator (ELPI)	57.9% Data Source: CA Dashboard 2022-2023	23.1% Data Source: CA Dashboard 2023-2024		63.9%	35.8% Decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	ELA CAASPP Meets/Exceeds Standard	27.27 % Data Source: DataQuest 2022-2023	No data available Data Source: DataQuest 2023-2024		34%	27.7% Decrease
3.4	Math CAASPP Meets/Exceeds Standard	0% Data Source: DataQuest 2022-2023	No data available Data Source: DataQuest 2023-2024		15%	No Difference

Goal Analysis [2024-25]

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

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

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

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

Action 3.1 - Teacher Salaries
Implementation Status: 5 – Full Implementation and Sustainability

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

Action 3.2 - Extended Day Support
Implementation Status: 4 - Full Implementation and Sustainability

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

Action 3.3 - Supplemental Tools
Implementation Status: 5 – Full Implementation and Sustainability

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

Action 3.4 - ELD Teacher
Implementation Status: 5 – Full Implementation and Sustainability

- Kings Canyon Online's English Learners continue to need additional academic support that can only be provided by a full time teacher. This action has allowed for more students become fully proficient by accessing assignments developed for their individual levels.

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

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

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

There was a material difference between budgeted expenditures and estimated actual expenditures for the following actions:
Actions 3.2 All EL students are provided with after school intervention opportunities with teachers from all core subject areas however it was not as focused on ELD so we did not use funds set aside for goal 3.2.
Action 3.3 Kings Canyon Online budgeted funds for additional software for language acquisition, but did not need to use these funds. This was due to our connection with our authorizing district, allowing us to use language acquisition software purchased for English Language Learners throughout the district.
3.4 ELD Teacher Because the ELD did not have full credential, she was paid as a substitute, increasing costs to Action 1.9 but reducing costs to Action 3.4. The teacher has completed her credential and is not be paid using this action.

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

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

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

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

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

Analysis Statement: The basic services provided in these actions were effective in supporting the goals outlined in Goal 3. Surveys conducted revealed that English Language Learners felt supported by teachers (3.1) and curriculum, including the language acquisition software (3.3). This is also shown by students attaining RFEP. While the majority of 9th -12th graders are aware that the teachers are available for them outside of regular school hours/days (3.2) - Extended day support is at an Implementation Status of 4 - Full Implementation, since we are still encouraging students to use this time more regularly. The addition of a full time ELD teacher (3.4) to the KC Online staff has allowed us to support the needs of our English Learners, which should result in an increase in CAASPP test scores.

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

No changes for the upcoming 2025-2026 school year. We have seen the benefit of having a full-time ELD teacher and continue to support this.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Teacher Salaries - EL Strategies Across Classrooms	Teacher Salaries - EL Strategies	$75,000.00	Yes
3.2	Extended Day Support	Teacher Salaries and supplemental materials will be provided for extended day supports	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Supplemental Tools	Purchase supplemental language software	$3,000.00	Yes
3.4	ELD Teacher	Provide English learners with a full time ELD teacher to provide daily English language development.	$98,123.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Cohort Graduation Rate	All-81.3% LI 80.6% EL-No Data Available FY- No Data Available Data Source- CA Dashboard 22-23	All-92.5% LI 91.1% EL 83.3% NA - FY Data Source- CA Dashboard 23-24		All-87% SED 87%	All - 11.2% Increase LI - 10.5% Increase EL - No data year prior FY - No data year prior

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	A-G Completion Rate	All - 0% EL-No Data Available LI - 0% FY-No Data Available Data Source- Dashboard 22-23	All - 0% EL- 0% LI - 0% FY-0% Data Source- CALPADS 2023-2024		All - 10% EL-No Data Available LI - 10%	No Difference
4.3	CTE Participation Rate	All - 16% EL-No Data Available LI - 16.1% FY-No Data Available Data Source- Local Data 22-23	All - 5% EL-NA LI - 5% FY-NA Data Source CALPADS 2023-2024		All - 22% EL-No Data Available LI - 22%	All - 11% Decrease EL - N/A LI- 11.1% Decrease
4.4	CTE Pathway Completion Rate	All - 15.6 EL- No Data Available LI - 16.1 FY - No Data Available Data Source- Dashboard 22-23	All - 0% EL- 0% LI - 0% FY - NA Data Source CALPADS 2023-2024		Determined once data is available	All - 15.6% Decrease EL - No Difference LI - 16.1% Decrease
4.5	A-G and CTE Pathway Completion Rate	All - 0% EL-No Data Available LI - 0% FY-No Data Available Data Source- Dataquest 22-23	All - 0% EL-0%LI - 0% FY-NA Data Source- CALPADS 2023-2024		Determined once data is available	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.6	High School Dropout Rate	All - 6% EL-No Data Available LI - 6% FY-No Data Available Data Source- Dataquest 22-23	All - 18% EL-NA LI - 18% FY-NA Data Source- CALPADS 2023-2024		All - 3% LI - 3%	All - Decrease of 12% EL NA LI - Increase of 12%
4.7	Middle School Dropout Rate	All- 0% EL- 0% LI - 0% FY- 0% Data Source- CA Dashboard 22-23	All- 0% EL- 0% LI - 0% FY- 0% Data Source- CALPADS 2023-2024		Determined once data is available	No Difference

Goal Analysis [2024-25]

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

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

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

The actions outlined in Goal Four supported the progress toward meeting the goal: All students will be provided a broad spectrum of educational and co-curricular activities so that they may reach their highest potential and their college/career goals.

Action 4.1 - College Readiness-Counseling
Implementation Status: 5 – Full Implementation and Sustainability

- This action provided academic support and guidance for low-income and foster youth students who need additional support for meeting graduation requirements and assistance in developing a plan for post high school opportunities. This action addressed the fact that Kings Canyon Online's low-income and foster youth graduation rates, in addition to state and local achievement data are

lower than the group of all Kings Canyon Online students. This action supported not only low-income and foster youth, but all students who are struggling academically or trying to navigate post high school opportunities.

Action 4.2 - College Readiness - College/Career Study Trips
Implementation Status: 5 – Full Implementation and Sustainability

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

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

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

Action 4.4 Summer School Curriculum Licensing
Implementation Status: 5 – Full Implementation and Sustainability

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

Action 4.5 Extra/Co-Curricular Opportunities
Implementation Status: 4 - Full Implementation

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

Action 4.6 Additional In-Person Instructional Support
Implementation Status: 4 - Full Implementation

- KC On line continues to look for the best way to expand facilities in order to meet our students needs and the requests of parents in our yearly parent surveys. This action will allow for more students to access the lab and in-person intervention from our fully credentialed teachers.

Overall Successes: Kings Canyon Online was able to provide an academic counselor that provided support for low-income and foster youth students, in addition any students who could benefit. This allowed students to finalize post high school opportunities. The 2025-2026 school

year will provide increased opportunities for students to engage in college and educational study trips. Appreciation was reflected in feedback received from parents and students. Summer school continues to be an opportunity that student utilize to engage in credit recovery or enrichment courses. This is made possible by extending the school year and providing for summer school curriculum licensing. Kings Canyon Online continues to offer more opportunities for students to engage with fellow students by holding in-person science labs and enrichment opportunities.

Overall Challenges: Kings Canyon Online continues to explore extra/co-curricular activities that are intriguing and available for our student population. Students have expressed in local feedback meetings and surveys that although they appreciate engaging in on-line curriculum, they welcome more opportunities to engage with fellow students.

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

There was a material difference between budgeted expenditures and estimated actual expenditures for the following actions:
Action 4.1 Counseling Services KCO was able to increase the counseling services provided to students over what was initially expected, thus increasing costs over the budgeted amount.
Action 4.2 College Trips Although KCO took students on college trips this year the costs of transportation was less than expected.
Action 4.6 KC Online was unable to move forward this year with utilizing the funds set aside for a new building. We are still on the planning stages of increasing the facilities available for in person instruction for students.

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

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

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

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

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

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

Analysis Statement: The basic services provided in these actions were effective in supporting the goals outlined in Goal 4. Surveys conducted revealed that KC Online students were able to learn, reflect, and decide on post high school opportunities through the efforts of

our academic counselor (4.1) and the multiple opportunities for college and educational study trips (4.2). Summer school was able to provide students with the chance of working toward post high school opportunities (4.3). Extra/co-curricular activities were appreciated by students and parents as expressed in local data and feedback from surveys, school site council meetings, and parent conferences (4.5). The expansion of our current facilities would allow more students to benefit from in-person intervention when needed to help them understand the academic courses needed for graduation completion (4.6).

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

There continues to be a need to expand facilities due to parent and student feedback in yearly surveys. Opportunities for this will be explored in the upcoming school year, so funds are carried over for now.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	College Readiness-Counseling	Salary for counselor to provide college readiness services	$97,000.00	Yes
4.2	College Readiness - College/Career Study Trips	Transportation and entrance costs for college/career trips	$26,000.00	Yes
4.3	Summer School	KCO will provide robust extended learning summer opportunities to strengthen the engagement of low-income, English Learners, and foster youth students	$32,000.00	Yes
4.4	Summer School Curriculum Licensing	Purchase curriculum licenses	$6,500.00	Yes
4.5	Extra/Co Curricular Opportunities	Provide materials and services to support extra/co-curricular activities	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.6	Additional In-Person Instructional Support	Expansion of current facilities	$204,900.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Suspension Rate	All - 0% LI - 0% EL 0% FY- 0% Data Source: CA Dashboard 2022-2023	All - 1.3% LI - 1.0% EL 0% FY- 0% Data Source: CA Dashboard 2023-2024		All - 1% LI - 1% EL 1% FY- 1%	All - .3% Increase LI - No difference EL - 1% Increase FY - 1% Increase
5.2	Expulsion Rate	All - 0% LI - 0% EL 0% FY- 0% Data Source: CA Dashboard 2022-2023	All - 0% LI - 0% EL 0% FY- 0%		All - 1% LI - 1% EL 1% FY- 1%	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: CA Dashboard 2023-2024			
5.3	Attendance Rate	All - 88% LI - No Data EL- No Data FY- No Data Data Source: CA Dashboard 2022-2023	All - 98.0% LI - 98% EL- 96.6% FY- NA Data Source: Local Data		All - 91% LI - EL- FY-	All - 10.0% Increase LI - No data prior year EL - No data prior year FY - N/A
5.4	Chronic Absenteeism Rate	All - 11.4% LI - 18.2% EL- 9.1 FY- No data Data Source: CA Dashboard 2022-2023	All - 16.7% LI - 19.0% EL- Data Not Available FY- Data Not Available Data Source: CA Dashboard 2023-2024		All - 11.4% LI - 18.2% EL- 9.1 FY-	All - 5.3% Increase LI - .8% Increase EL - No data this year FY - No data this year
5.5	Student Safety - Student Survey Response	98.2% 9-12 94.6% K-8 Data Source: Local Survey Data	98.2% 9-12 94.6% K-8 Data Source: Local Survey Data		98% 9-12 95% K-8	No Difference

Goal Analysis [2024-25]

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

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

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

Implementation; 5 – Full Implementation and Sustainability.

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

Action 5.1 - Campus Safety - Custodial Supplies
Implementation Status: 5 – Full Implementation and Sustainability

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

Action 5.2 - Positive Climate - PBIS
Implementation Status: 5 – Full Implementation and Sustainability

- It is the goal of Kings Canyon Online to provide students with a proactive approach that is not only positive, but addresses the needs and outcomes of an online learning program. This action included addressing attendance, discipline, and academic achievement.

Students were presented with awards and rewards through weekly and monthly successes with supervising teachers. Incentive trips were also offered to encourage further academic achievement from our low income students, as well as other students in our LEA who will benefit from a positive climate and recognition system. This system has been in use for several years and continues to show success among not only low income students, but all students associated with Kings Canyon Online.

Action 5.3 - Attendance Support and Incentives
Implementation Status: 5 – Full Implementation and Sustainability

- This action allows for KC Online to provide awards, rewards, and incentive trips that encourage students to improve grades, attendance, and complete graduation requirements.

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

Overall Challenges: Challenges for the 2024-2025 school year were to provide incentive trips that would encourage each student in the social, emotional, and academic goals set by themselves and the staff. Students and parents have expressed excitement for the variety of incentive trips that are scheduled, so that Kings Canyon Online students will have multiple chances to participate.

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

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

5.1 Custodial Supplies Because the building is shared with another program, custodial costs were offset by that program resulting in less costs to KCO.
5.2 and 5.3 PBIS and Attendance Incentives Both Actions were carried out but the cost of incentives and activities for these actions was less than expected.

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

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

Action(s): Action 5.1 and 5.2.
Effectiveness of Action(s): Effective

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

Analysis Statement: Campus safety (5.1) has no changes as it is fully implemented and effective at all school sites. KC Online continues to plan and implement a variety of incentive trips(5.3) to meet the different needs and interests of our students. However, planning, implementing, and student participation made this a difficult action to carry out. However local feedback from student and parent surveys, school site council, and parent conferences have shown that we should continue to fund incentive trips that celebrate goals made for social, emotional, and academic growth. Therefore, we will continue to fund awards, rewards, and incentive activities (5.2) to support a positive climate.

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

There will be an increase in support for incentives in attendance. Parent and student surveys have also shown that their is an increased need for a social worker to be available more often for the students of KC Online. This will allow us to increase the support provided for students with mental health issues and concerns.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Campus Safety - Custodial Supplies	Provide materials and supplies to ensure a clean, safe environment for students.	$7,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.2	Positive Climate - Awards/Rewards/Incentives	Purchase awards, rewards, and incentives including trips	$15,000.00	Yes
5.3	Attendance Support and Incentives	Purchase awards, rewards, and incentives including trips	$7,000.00	Yes
5.4	Social Worker	Provide Salary/benefits for a social worker to serve students/families at all school sites.	$160,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 6 was developed to address state priorities 3 (Parent Involvement), 4 (Pupil Achievement), and 8 (Other Pupil Outcomes). This goal was established with the purpose of ensuring that students have the opportunity to increase academic achievement through the engagement and education of parents and families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Parent Survey Return Rate	41% Surveys Returned Data Source: Local Data 23-24	74% Surveys Returned Data Source: Local Data 24-25		55%	7% Decrease
6.2	More than 10 opportunities will be offered to parents to participate or be involved school activities.	100% Data Source: Local Data 23-24	100% Data Source: Local Data 24-25		100%	No Difference
6.3	Quality of Schools - Parent Survey Response	94% Good or Excellent Data Source: Local Parent Survey 23-24	99% Data Source: Local Data 24-25		Maintain at or above 90%	6% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.4	School and District Communication - Parent Survey Response	90% Good or Excellent Data Source: Local Parent Survey 23-24	98% Good or Excellent Data Source: Local Parent Survey 24-25		Maintain at or above 90%	No Difference

Goal Analysis [2024-25]

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

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

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

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

Action 6.1 - Parent/Teacher Conferences and Communication
Implementation Status: 5 – Full Implementation and Sustainability

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

Action 6.2 - Parent Involvement in Student Recognition/Celebration
Implementation Status: 5 – Full Implementation and Sustainability

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

Action 6.3 - Parent Advisory and Participation Opportunities
Implementation Status: 4 – Full Implementation

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

Action 6.4 - Advertisement and Promotion
Implementation Status: 5 – Full Implementation and Sustainability
Kings Canyon Online provided visual banners and marquee announcements in the local community. This helped to relay information about our program to students, parents, and the community. We also continue to utilize Parent Square as our primary resource for informing parents.

Overall Successes - Kings Canyon Online has worked hard this past year to improve not only how we recognize student achievement, but ensure that their parents and families are a part of this recognition. This year saw a continuation of award ceremonies for academic achievement, but also providing Supervising Teachers a chance to recognize students who work hard to improve or overcome difficult situations, while still striving to do their best in their academic subjects. These have proven to be successful by an increase in student work completion and a reduction in attendance issues. Students have enjoyed being given the opportunity to share this academic success with their parents at our academic celebrations. Students are also happy to receive a certificate and be recognized for their achievement. New for the 2024-2025 school year was recognizing one student for each of our PRIDE standards of Perseverance, Respect, Integrity, Drive, and Excellence.

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

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

There was a material difference between budgeted expenditures and estimated actual expenditures for the following actions:
Actions 6.1, 6.2, & 6.3 - While there was no substantive difference in the implementation of this action, we spent significantly less money on the action than budgeted. We over budgeted on this action in case we needed to lease a venue for academic awards, senior scholarship night, etc. In addition, because the school is online, it is difficult to get parents to attend events and anticipate in activities. This continues to be a focus for KCO and we expect expenditures for these actions to continue to increase in the future., moving closer to the budgeted amounts. We are searching for more opportunities that allow our parents to be a viable part of the Kings Canyon Online community.

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

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

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

Metric(s): Parent Survey Return Rate, Parent Involvement in Student Recognition/Celebration, Parent Advisory and Participation Opportunities, and Advertisement and Promotion.

Analysis Statement: The basic services provided in these actions were effective in supporting the goals outlined in Goal 6. Kings Canyon Online has continued to find ways to involve parents in the online curriculum process (6.3). At this time 100% of the parents have the opportunity to be involved in 10 or more school events (6.2). One was is through parent/teacher conference (6.1) at enrollment time for every Kings Canyon Online. This conference includes the student, parent, supervising teacher, social worker, academic counselor, and administrator. This ensures that every family is provided with the right training to have a successful start with Kings Canyon Online. It is also an opportunity to introduce parents and students to the variety of resources that are available to help students with their socio-emotional and academic successes. This is also an opportunity to share the success made each semester in a student recognition/celebration. We continue to look for ways to expand parent participation. The current advertisement and promotion services at Kings Canyon Online involve a variety of resources (6.4) such as Parent Square, marquee advertisement, and visual banners.

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

The 2024-2025 school year welcomed a new event in the form of a Fall Festival that not only welcomes parents and students to engage in seasonal activities, but also provides a chance for the community to learn more about KC Online and it's many opportunities for students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Parent/Teacher Conferences and Communication	KCO will provide more frequent opportunities and varying methods of communicating with staff about student progress. This action includes paying for materials, supplies, refreshments, and translation for parent conferences, workshops, and other parent meetings.	$4,771.98	No

Action #	Title	Description	Total Funds	Contributing
6.2	Parent Involvement in Student Recognition/Celebration	Purchase of materials such as plaques, medals, trophies, backdrops, refreshments, etc that will help encourage parent participation	$12,000.00	Yes
6.3	Parent Advisory and Participation Opportunities	Provide parent survey, refreshments, translation services, and materials to promote parent involvement and education.	$6,000.00	Yes
6.4	Advertisement and Promotion	Provide visual banners and marquee announcements utilizing existing city/community digital marquees to communicate information to our students, parents, and community.	$10,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
8		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
9		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
10		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$487305	$83,387

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
39.986%	45.256%	$816,579.48	85.242%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Professional Development **Need:** According to state data on distance from standard on ELA and Math assessments, KCO's English learners and low-income students are in need of additional academic support. Utilizing state assessment data and feedback from our district advisory committee and our district teachers association, our local	Certificated and classified staff will attend specific professional development based on their content area, experience, specific personal needs to improve their teaching/supporting practices. The professional development opportunities provided by this action are designed to meet the needs most associated with English learners and low-income students. However, because we expect that all students struggling academically will benefit, this action is provided on an LEA-wide basis.	ELA CAASPP Meets/Exceeds Standard Math CAASPP Meets/Exceeds Standard CAST Meets/Exceeds Standard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	needs assessment identified the need for additional professional development to meet the needs of our English learners and low income students through unit planning support, implementation of evidenced based instructional strategies, assessment development, and intervention. **Scope:** LEA-wide		
1.5	**Action:** Direct Support- Program Academic Support Staff **Need:** According to state data on the number of students that meet or exceed standard on ELA and Math assessments, Kings Canyon Online's low-income students are in need of additional academic support. Our local needs assessment highlighted that struggling low income students lack exposure to academic vocabulary and linguistic support at home, both of which are essential in strengthening reading comprehension and critical thinking skills. Utilizing state assessment data and feedback from our district advisory committee and our district teacher's association, we identified the need for additional coaching and professional development through both stand alone workshops and the collaborative team process to support teachers in the use of evidence based on strategies that support the development of academic vocabulary.	KC Online will provide support staff including C&I staff for ELA and math instructional coaching, academic monitoring, and professional development on strategies to teach academic vocabulary, supporting the aforementioned identified needs of our low income students. This action includes costs to KCUSD for program support staffing.	ELA CAASPP Meets/Exceeds Standard- All Students, LI Math CAASPP Meets/Exceeds Standard- All Students, LI CAST Meets/Exceeds Standard- All Students, LI Percentage students considered college and career ready

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Low income students are in need of additional academic support as evidenced by ELA and Math scores on state and local assessments. **Scope:** LEA-wide Schoolwide		
1.8	**Action:** Additional Administrator Support **Need:** Local and state data indicate that low-income students are in need of additional behavioral support in comparison to all students as indicated by local behavior data. Analysis of local data also identified that most student behavior referrals are happening on campus, but outside of the classroom. District Advisory Committee and district administrator input continues to suggest that we provide behavior and socioemotional support for low income students and to improve supervision efforts during unstructured times of the day. Our most recent needs assessment again highlighted that many low income students require clear communication and consistent monitoring of school norms and expectations and benefit from support structures that promote social, behavioral, and overall academic achievement.	KC Online will continue to fund a full time learning director to support the implementation of school wide PBIS structures such as providing active supervision so that adults are readily accessible to students that need support, school wide expectations, structured activities during unstructured times of the day, and multi-tiered support systems for our low income students. These structures and systems will increase student engagement of our low income students through reduced behavior issues, less suspensions, and more time participating in classroom and co-curricular activities. These additional supports will also allow school sites to improve the clarity in which school expectations and norms are communicated to low income students and the consistency in which the school wide expectations are monitored, as lack of clarity and consistency can often confuse students and transpire into discipline issues that can result in suspension. The additional resources are designed to meet the needs most associated with low-income students and foster youth. However, because we expect that all students struggling behaviorally will benefit from increased social,	Suspensions - All Students, Low Income Student Safety- Student Survey Response Educational Partner Feedback

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide Schoolwide	emotional, and behavior support, this action is provided on a school-wide basis.	
2.3	**Action:** Technology **Need:** Kings Canyon Online's low income students are in need of additional academic support in comparison to all students as indicated in the metric section on state ELA and math assessments. Educational partner feedback, specifically from parents, indicates that many students identified as low income are not able to provide their own supplemental instructional materials and supplies, including technology, needed to fully access learning. Our local needs assessment highlighted that many low-income students do not have reliable access to their own technology in class or at home, which limits access to resources, potentially resulting in gaps in learning. **Scope:** LEA-wide Schoolwide	Resources will be allocated to students to ensure low-income students have supplemental technology in classrooms and at home to support increasing student achievement. This action will support the purchasing and updating of computers and supporting technology to ensure 1:1 access for students in the KCO computer labs. In addition, this action will provide all students with an opportunity to check out computers and internet devices so that they have reliable access to their online courses from home. These supplemental technology investments are designed to meet the needs most associated with low-income students. However, all students will benefit from the improved use of technology, so this action is provided on a LEA wide basis.	Percentage students considered college and career ready -All Students, LI
2.4	**Action:** Academic Awards/Recognition **Need:**	This action will provide low income and EL students with both recognition and awards (plaques/medals/trophies/incentive trips) for their academic and behavior progress throughout the	Percentage students considered college and career ready -All Students, LI, EL

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Feedback from low-income and EL students, their parents, and staff indicate the celebrating students' academic achievements throughout the year is a motivator for students. This feedback was collected verbally through parent meetings, student listening forums, as well as parent surveys. Academic recognition provides an opportunity to celebrate student success and motivates students to continue with their efforts. **Scope:** LEA-wide	school year. While this action is designed to meet the needs of our low income and EL students, we expect that this action will be beneficial for all students and therefore will be implemented school wide.	
2.5	**Action:** Credit Recovery **Need:** Local data indicates that many of the students enrolling in the KC Online program, especially English learners, low-income, and foster youth students are missing core or elective graduation requirements. Utilizing district and school site graduation data and local credit recovery performance reports, our needs assessments indicates that credit recovery opportunities improve the graduation rate for English learners, low-income, and foster youth students. **Scope:** LEA-wide	This action is to provide online credit recovery course options to help students in need of making up coursework to meet graduation requirements. This action is designed to meet the needs most associated with English learners, low-income students, and foster youth. However, because we expect that all students who have failed required courses would benefit from credit recovery options, this action will be implemented school wide.	Graduation Rate - All Students, LI, EL, FY

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.8	**Action:** District Support - Academic Program Supports **Need:** KCO's English learners and low income students are in need of additional academic support as evidenced by ELA and Math scores on state and local assessments. Parents have indicated that low income students oftentimes lack supplemental learning resources and access to academic help at home. **Scope:** LEA-wide Schoolwide	Program support staff are provided to KC Online through our authorizing school district. Support staff include an ELD instructional coach, supplemental instruction resources, and progress monitoring staff and resources. This action includes program support staffing (progress monitoring, ELD support, supplemental instruction/resources). This action is principally directed towards our low income and English learner students. However, because we expect additional academic support to benefit all students, this action will be offered on an LEA wide basis.	Math CAASPP Meets/Exceeds Standard - All Students, LI, EL ELA CAASPP Meets/Exceeds Standard - All Students, LI, EL
2.9	**Action:** Extended Day Support **Need:** Local data and educational partner input indicates that providing after school extended learning opportunities increases attendance, and provides interventions and support for academic achievement, especially for English learners, low-income, and foster youth students. Our local needs assessment highlighted that low income students, English learners, and foster youth lack access to academic support/intervention outside of school. **Scope:**	KC Online will continue to provide supplemental tutoring/intervention opportunities after the school day to benefit low-income, English learner and foster youth students and their academic progress. This action is designed to meet the needs most associated with English learners, low-income, and foster youth. However, because we expect that all students struggling academically will benefit, this action is provided on an school-wide basis.	Math CAASPP Meets/Exceeds Standard - All Students, LI, EL, FY ELA CAASPP Meets/Exceeds Standard - All Students, LI, EL, FY CAST Meets/Exceeds Standard - All Students, LI, EL, FY

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.11	**Action:** Additional Elementary Support **Need:** Students from low income homes often lack exposure to structure, routines, academic resources, and foundational academic skills. Parent input indicates that they often lack time to support their students with independent study work due to work schedules and academic barriers **Scope:** LEA-wide Schoolwide	This action will allow for additional, individualized, face to face time and foundational skills support with a credentialed teacher, thus encouraging early literacy and improved academics. This action is designed to meet the needs most associated with English learners, low-income students, and foster youth. However, because we expect that all students would benefit from this additional support, this action will be implemented for all elementary students.	Math CAASPP Meets/Exceeds Standard - All Students, LI, EL ELA CAASPP Meets/Exceeds Standard - All Students, LI, EL
4.1	**Action:** College Readiness-Counseling **Need:** Local and state data indicate the percentage of low income students at KC Online that complete A-G requirements, career technical education (CTE) pathways, or graduate from high school is low as compared to all students. After conducting an in-depth analysis of historical data, it was determined that additional resources would need to be devoted to increasing the number of students meeting graduation and A-G requirements. This analysis highlighted the need to increase academic counseling and progress monitoring. Our local needs assessment also highlighted a	This action will provide academic support and guidance for low-income and foster youth students who need additional support in meeting graduation requirements and developing a plan for post high school opportunities. Students with access to a qualified academic counselor will better understand admission requirements for community college, CSU's, and UC schools. In addition, counseling services are imperative to ensuring students are college and career ready. This action is designed to meet the needs and stresses most associated with low-income, English learners, and foster youth. However, because we expect that all students struggling academically will benefit, this action will be provided to all students at KC Online.	Cohort Graduation Rate - All Students, EL, LI, FY A-G Completion Rate- All Students, EL, LI, FY High School Dropout Rate All Students, EL, LI, FY CTE Participation Rate- All Students, EL, LI, FY CTE Pathway Completion Rate- All Students, EL, LI, FY CTE Pathway Completion Rate- All Students, EL, LI, FY

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	need for earlier identification of credit-deficient LI students, giving them the greatest opportunity to complete A-G requirements and/or a CTE pathway. **Scope:** LEA-wide		
4.2	**Action:** College Readiness - College/Career Study Trips **Need:** Based on feedback from students and parents through parent conferences, school site council meetings, and the annual parent survey, students of low-income status and foster youth lack the opportunity to visit colleges, museums, and participate in other educational trips outside of school. **Scope:** LEA-wide	This action is to provide students with educational study/college trips for college and career exposure. This action will both educate students about post high school opportunities and motivate student to commit to their education in effort to reach their goals. While this action is intended to support our low income and foster youth students, we recognize that it will benefit all students. Therefore, this action will be implemented school wide.	Cohort Graduation Rate - All Students, LI, FY A-G Completion Rate - All Students, LI, FY High School Dropout Rate - All Students, LI, FY
4.3	**Action:** Summer School **Need:** As noted in the metric section, low income students and English learners have a lower graduation rate than the all-student group at KCO. Local data indicates that an extended school year has helped mitigate summer learning loss, supports in closing achievement	KCO will provide robust supplemental educational and co-curricular activities to strengthen the engagement of low-income students and English learners through the summer school/extended school year. These activities will support learning through the summer to mitigate learning loss during the summer months through extension activities like language development, writing across the curriculum, credit recovery, and enrichment activities. Focus for summer instruction	Cohort Graduation Rate - All Students, EL, LI, FY A-G Completion Rate- All Students, EL, LI, FY High School Dropout Rate All Students, EL, LI, FY

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	gaps for disadvantaged students, and improves the graduation rate for our English learners and low income students. Research on summer learning loss indicates that students, particularly those from low-income backgrounds, tend to experience a decline in academic skills over the summer months when they are not engaged in educational activities. As a result of data analysis, partner input, and our needs assessment, we highlighted the need to continue to provide summer learning opportunities for the identified students to minimize learning loss and promote academic success. **Scope:** LEA-wide Schoolwide	is based on the gaps identified through state and local assessments and serve to close gaps in learning and mitigate learning loss, especially for English learners and low income students. This action is designed to meet the needs most associated with English learners and low income students. However, because we expect that all students will benefit from summer intervention and/or summer enrichment, this action is provided on an LEA-wide basis.	
4.4	**Action:** Summer School Curriculum Licensing **Need:** Kings Canyon Online local data indicates that an extended school year has helped mitigate summer learning loss, supports in closing achievement gaps, and improves the graduation rate for English learners, low-income, and foster youth students. **Scope:** LEA-wide	In order to provide a robust extended learning summer opportunities to strengthen the engagement of low-income, English Learners, and foster youth students, Kings Canyon Online will need to provide for the purchase of summer school curriculum licensing. This licensing will provide students with opportunities for both credit recovery as well as enrichment via online coursework during the summer. This action is designed to meet the needs most associated with English learners, low-income, and foster youth. However, because we expect that all students will benefit from credit recovery and/or enrichment opportunities, this action is provided on an LEA-wide basis.	Cohort Graduation Rate - All Students, LI, EL, FY A-G Completion Rate - All Students, LI, EL, FY High School Dropout Rate - All Students, LI, EL, FY

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.5	**Action:** Extra/Co Curricular Opportunities **Need:** Student input and feedback from parents on the annual parent survey show that our low income, foster youth, and EL students who are involved in extra and co-curricular activities have a better connection to school and are more motivated to perform. In addition, data analysis indicates that students who are connected with school have a higher attendance rate. **Scope:** LEA-wide	This action is to provide materials, supplies, and services to expand after school clubs for students at KC Online. Students have requested that we expand after school club opportunities to provide opportunities for student to student connection and hands on engagement. While this action was designed to meet the needs of our low-income, foster youth, and EL students, we recognize that increased connection with school will benefit all students.	Cohort Graduation Rate - All Students, LI, EL, FY High School Dropout Rate - All Students, LI, EL, FY
4.6	**Action:** Additional In-Person Instructional Support **Need:** Local data indicates that low-income, English Learner, and Foster Youth students attending Kings Canyon Online have a lower A-G rate than the overall metric for KCUSD. Kings Canyon Online provides instruction via an internet platform. Families and students have expressed needing a place to be able to come onto campus to receive additional support as well as participate in engagement/enrichment activities. **Scope:** LEA-wide	This action is to expand existing facilities to accommodate critical staff that will support students in the completion of their courses, participate in co/extracurricular activities, and to receive socio-emotional support. This additional support center is designed to support low-income students, their parents, in order to create a welcoming and collaborative environment where the identified students can access these additional supports. This action is designed to meet the needs most associated with low-income, English Learner and Foster Youth students. However, because we expect that all students enrolled at Kings Canyon Online will benefit from these additional supports, this action is provided on a LEA wide basis.	A-G Completion Rate- All Students, LI, EL, FY

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
5.2	**Action:** Positive Climate - Awards/Rewards/Incentives **Need:** Low-income students are in need of additional behavioral and academic support in comparison to all students as indicated by our chronic absenteeism (defined by academic progress with independent study) and our local behavior data. **Scope:** LEA-wide	Positive Behavior Intervention & Support (PBIS) have been shown to be effective in reducing student misbehaviors as well as increasing student connection with school and motivation to success. Positive behavioral support refers to the application of positive behavioral and academic interventions and systems to achieve socially important behavior change. KC Online will continue to implement PBIS strategies to proactively teach our low income students our expectations and to reward and recognize low income students for their progress. Action 2 is to provide students with a positive, proactive approach to student attendance, discipline, and academic achievement. This action includes the following: • Awards and Rewards for student achievement • Incentive trips for students meeting their academic goals • Student incentives for attendance, behavior, and academic achievement The additional resources are designed to meet the needs most associated with low-income students. However, because we expect that all students struggling behaviorally and academically will benefit, this action is provided on an school-wide basis.	Suspension Rate Expulsion Rate Attendance Rate Chronic Absenteeism Rate Student Safety - Student Survey Response
5.3	**Action:** Attendance Support and Incentives **Need:** Low-income students are in need of additional attendance support in comparison to all	The Chronic Absentee Recovery Effort (CARE Project) has been successful in reducing the number of low-income students who qualify as chronically absent by incentivizing good school attendance. This action provides incentives for students with strong attendance and to provide support to students that are missing school. This	Attendance Rate - All Students, Low Income Students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students as indicated by KCO attendance and chronic absenteeism data. **Scope:** LEA-wide Schoolwide	will provide an additional layer of support for our low-income students and families. This action is designed to meet the needs most associated with English learners, low-income, and foster youth. However, because we expect that all students struggling to attend school on a daily basis will benefit, this action is provided on an LEA-wide basis.	
5.4	**Action:** Social Worker **Need:** Low-income students are in need of additional behavioral support in comparison to all students as indicated by school suspension data which also coincides with low income students have a higher rate of being chronically absent compared to all students. **Scope:** LEA-wide	Parent feedback showed a great appreciation for the counseling services, socio-emotional and behavioral provided by school social workers. KCO will continue to provide school social workers as they have proven effective in supporting students with social interactions which decrease behaviors that lead to suspension through explicit coaching on social skills, socio-emotional counseling, mentoring and connecting students to outside services. This action is designed to meet the needs most associated with low-income students. However, because we expect that all students struggling behaviorally will benefit, this action is provided on an LEA-wide basis.	Suspension Rate- All Students, Low Income Students Expulsion Rate- All Students, Low Income Students Attendance Rate- All Students, Low Income Students Chronic Absenteeism Rate- All Students, Low Income Students Student Safety - Student Survey Response- All Students, Low Income Students
6.2	**Action:** Parent Involvement in Student Recognition/Celebration **Need:** Feedback from low-income and EL students, their parents, and staff through local surveys indicates that celebrating students' academic achievements throughout the year is a motivator for students. Feedback was collected verbally through parent meetings as	This action will provide low income and EL students with both recognition and awards (plaques/medals/trophies/incentive trips) for their academic and behavior progress throughout the school year and materials/supplies for parents participating in such events. While this action is designed to meet the needs of our low income and EL students, we expect that this action will benefit all students and therefore be implemented school wide.	Parent Survey Return Rate More than 10 opportunities will be offered to parents to participate or be involved school activities. Attendance Rate - All Students, LI, EL

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	well as via parent surveys. Students that attend KC Online typically come from challenging educational experiences. Academic recognition celebrates student success and motivates students to continue with their efforts. **Scope:** LEA-wide		
6.3	**Action:** Parent Advisory and Participation Opportunities **Need:** Feedback received from educational partners included requests to continue user-friendly ways to communicate with site leaders in order to support English learners, low-income and foster youth students. **Scope:** LEA-wide	"KC Online will continue to provide a parent survey written in parent friendly language to allow for greater interaction and quality input on the KC Online program. This survey will be easy to access as it will be available on an online platform. This survey will allow for increased parent engagement and continued parent input to inform the development of programs for students by: • Empowering families by providing them with an opportunity to voice their suggestions and concerns • Creating channels of communication between home and school • Offering an array of opportunities for families to participate in school planning, leadership and volunteering This action includes the following: • Refreshments at parent advisory meetings/school site council • Materials and supplies for the district fair • Parent resources • Student incentives for parent feedback (surveys) The parent survey is designed to meet the needs most associated with English learners, low-income, and foster youth. However, because we	Parent Survey Return Rate - All Students Quality of Schools - Parent Survey Response- All Students More than 10 opportunities will be offered to parents to participate or be involved school activities.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		expect that all parents will benefit from user-friendly communication tools, this action is provided on a school-wide basis."	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.1	**Action:** Teacher Salaries - EL Strategies Across Classrooms **Need:** KC Online's English learners are in need of additional academic support in comparison to all students as indicated in the metric section on state and local ELA and math assessments. **Scope:** Limited to Unduplicated Student Group(s)	This action is to ensure that all teachers at KC Online are qualified and expected to support ELD standards and implement effective research-based EL strategies to increase learning. Increases in student achievement, particularly of English learners, is directly affected by the implementation of tools and strategies necessary to support language acquisition and equity of access. This action is principally directed to meet the needs of our English learners.	ELPAC Proficiency - EL ELPI - EL
3.2	**Action:** Extended Day Support **Need:** KC Online English learners are in need of additional academic support in comparison to all students as indicated in the metric section on state ELA and math assessments.	Extended day supplemental opportunities will be provided to increase language acquisition as well as student achievement in core subjects (math, ELA) through extended day intervention and support. The academic support provided for these students will accelerate the acquisition of language through the reinforcement of academic language, speaking and listening activities, and individualized	ELA CAASPP Meets/Exceeds Standard - EL Math CAASPP Meets/Exceeds Standard - EL

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	support. This action is principally directed to meet the needs of our English learners.	
3.3	**Action:** Supplemental Tools **Need:** KCO's English learners are in need of additional academic support in comparison to all students as indicated in the metric section on state and local ELA and math assessments **Scope:** Limited to Unduplicated Student Group(s)	This action is to implement a language acquisition software to support English Language Learners in reaching language proficiency. Local data shows that some English learners may respond more readily to instruction delivered through technology. The use of these types of supplemental resources has contributed to the continued academic growth of EL students in our authorizing district. This action is principally directed to meet the needs of our English learners.	ELPAC Proficiency- EL ELPI- EL

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

Additional Concentration Grant Funding

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	154:1
Staff-to-student ratio of certificated staff providing direct services to students	NA	19:1

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1218675	487305	39.986%	45.256%	85.242%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,685,546.63	$42,075.00	$0.00	$35,295.66	$2,762,917.29	$1,604,319.00	$1,158,598.29

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Credentialed Teachers and Administrator	All	No			All Schools		$671,592.00	$0.00	$671,592.00				$671,592.00	
1	1.2	Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$0.00	$15,000.00	$15,000.00				$15,000.00	
1	1.3	Professional Development	All	No			All Schools		$0.00	$3,452.37				$3,452.37	$3,452.37	
1	1.4	Basic Operating Expenses	All	No			All Schools		$77,400.00	$255,425.63	$293,650.63	$37,075.00		$2,100.00	$332,825.63	
1	1.5	Direct Support- Program Academic Support Staff	Low Income	Yes	LEA-wide School wide	Low Income	All Schools		$77,183.00	$0.00	$77,183.00				$77,183.00	
1	1.6	District Support - Basic Operating Costs	All	No			All Schools		$0.00	$30,000.00	$30,000.00				$30,000.00	
1	1.7	Routine Restricted Maintenance	All	No			All Schools		$0.00	$50,077.00	$50,077.00				$50,077.00	
1	1.8	Additional Administrator Support		Yes	LEA-wide School wide		All Schools		$175,021.00	$0.00	$175,021.00				$175,021.00	
1	1.9	Basic Operating Expenses- Substitutes	All	No			All Schools		$35,000.00	$0.00	$35,000.00				$35,000.00	
1	1.10	Transportation-Bus Driver	All	No			All Schools		$35,000.00	$0.00	$35,000.00				$35,000.00	
2	2.1	Instruction/Curriculum - Online Provider	All	No			All Schools		$0.00	$274,000.00	$274,000.00				$274,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Additional Materials and Supplies	All	No			All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.3	Technology	Low Income	Yes	LEA-wide School wide	Low Income	All Schools		$0.00	$15,000.00	$15,000.00				$15,000.00	
2	2.4	Academic Awards/Recognition	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$0.00	$8,500.00	$8,500.00				$8,500.00	
2	2.5	Credit Recovery	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$20,000.00	$20,000.00				$20,000.00	
2	2.6	Credit Recovery/Intervention	All	No			All Schools		$0.00	$11,671.66				$11,671.66	$11,671.66	
2	2.7	Library	All	No			All Schools		$0.00	$5,000.00		$5,000.00			$5,000.00	
2	2.8	District Support - Academic Program Supports	English Learners Low Income	Yes	LEA-wide School wide	English Learners Low Income	All Schools		$65,000.00	$0.00	$65,000.00				$65,000.00	
2	2.9	Extended Day Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,000.00	$0.00	$2,000.00				$2,000.00	
2	2.10	Technology	All	No			All Schools		$0.00	$17,299.65				$17,299.65	$17,299.65	
2	2.11	Additional Elementary Support	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$125,000.00	$125,000.00				$125,000.00	
3	3.1	Teacher Salaries - EL Strategies Across Classrooms	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$75,000.00	$0.00	$75,000.00				$75,000.00	
3	3.2	Extended Day Support	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	All Schools		$5,000.00	$0.00	$5,000.00				$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					s)											
3	3.3	Supplemental Tools	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$3,000.00	$3,000.00				$3,000.00	
3	3.4	ELD Teacher	English Learners	No			All Schools		$98,123.00	$0.00	$98,123.00				$98,123.00	
4	4.1	College Readiness-Counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$97,000.00	$0.00	$97,000.00				$97,000.00	
4	4.2	College Readiness - College/Career Study Trips	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$0.00	$26,000.00	$26,000.00				$26,000.00	
4	4.3	Summer School	English Learners Low Income	Yes	LEA-wide School wide	English Learners Low Income	All Schools		$30,000.00	$2,000.00	$32,000.00				$32,000.00	
4	4.4	Summer School Curriculum Licensing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$6,500.00	$6,500.00				$6,500.00	
4	4.5	Extra/Co Curricular Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$15,000.00	$15,000.00				$15,000.00	
4	4.6	Additional In-Person Instructional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$204,900.00	$204,900.00				$204,900.00	
5	5.1	Campus Safety - Custodial Supplies	All	No			All Schools		$0.00	$7,000.00	$7,000.00				$7,000.00	
5	5.2	Positive Climate - Awards/Rewards/Incentives	Low Income	Yes	LEA-wide	Low Income	All Schools		$0.00	$15,000.00	$15,000.00				$15,000.00	
5	5.3	Attendance Support and Incentives	Low Income	Yes	LEA-wide School wide	Low Income	All Schools		$0.00	$7,000.00	$7,000.00				$7,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	5.4	Social Worker		Yes	LEA-wide				$160,000.00	$0.00	$160,000.00				$160,000.00	
6	6.1	Parent/Teacher Conferences and Communication	All	No			All Schools		$0.00	$4,771.98	$4,000.00			$771.98	$4,771.98	
6	6.2	Parent Involvement in Student Recognition/Celebration	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$0.00	$12,000.00	$12,000.00				$12,000.00	
6	6.3	Parent Advisory and Participation Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,000.00	$5,000.00	$6,000.00				$6,000.00	
6	6.4	Advertisement and Promotion	All	No			All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1218675	487305	39.986%	45.256%	85.242%	$1,167,104.00	0.000%	95.768 %	**Total:**	$1,167,104.00
								LEA-wide Total:	$1,084,104.00
								Limited Total:	$83,000.00
								Schoolwide Total:	$496,204.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.2**	Professional Development	Yes	LEA-wide	English Learners Low Income	All Schools	$15,000.00	
1	**1.5**	Direct Support- Program Academic Support Staff	Yes	LEA-wide Schoolwide	Low Income	All Schools	$77,183.00	
1	**1.8**	Additional Administrator Support	Yes	LEA-wide Schoolwide		All Schools	$175,021.00	
2	**2.3**	Technology	Yes	LEA-wide Schoolwide	Low Income	All Schools	$15,000.00	
2	**2.4**	Academic Awards/Recognition	Yes	LEA-wide	English Learners Low Income	All Schools	$8,500.00	
2	**2.5**	Credit Recovery	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
2	**2.8**	District Support - Academic Program Supports	Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools	$65,000.00	
2	**2.9**	Extended Day Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
2	**2.11**	Additional Elementary Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth	All Schools	$125,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.1	Teacher Salaries - EL Strategies Across Classrooms	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$75,000.00	
3	3.2	Extended Day Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,000.00	
3	3.3	Supplemental Tools	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$3,000.00	
4	4.1	College Readiness-Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$97,000.00	
4	4.2	College Readiness - College/Career Study Trips	Yes	LEA-wide	Foster Youth Low Income	All Schools	$26,000.00	
4	4.3	Summer School	Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools	$32,000.00	
4	4.4	Summer School Curriculum Licensing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,500.00	
4	4.5	Extra/Co Curricular Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
4	4.6	Additional In-Person Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$204,900.00	
5	5.2	Positive Climate - Awards/Rewards/Incentives	Yes	LEA-wide	Low Income	All Schools	$15,000.00	
5	5.3	Attendance Support and Incentives	Yes	LEA-wide Schoolwide	Low Income	All Schools	$7,000.00	
5	5.4	Social Worker	Yes	LEA-wide			$160,000.00	
6	6.2	Parent Involvement in Student Recognition/Celebration	Yes	LEA-wide	English Learners Low Income	All Schools	$12,000.00	
6	6.3	Parent Advisory and Participation Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,876,556.32	$1,792,741.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Credentialed Teachers and Administrator	No	$407,000.00	569985
1	**1.2**	Professional Development	Yes	$15,000.00	3924
1	**1.3**	Professional Development	No	$3,218.26	456
1	**1.4**	Basic Operating Expenses	No	$520,327.03	266930
1	**1.5**	Direct Support- Program Academic Support Staff	Yes	$8,827.00	77301
1	**1.6**	District Support - Basic Operating Costs	No	$30,000.00	30000
1	**1.7**	Routine Restricted Maintenance	No	$50,077.00	0
1	**1.8**	Additional Administrator Support	Yes	$170,259.00	173021
1	**1.9**	Basic Operating Expenses-Substitutes	No	$20,000.00	46224
2	**2.1**	Instruction/Curriculum - Online Provider	No	$200,000.00	189489
2	**2.2**	Additional Materials and Supplies	No	$10,000.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Technology	Yes	$286,539.00	61517
2	2.4	Academic Awards/Recognition	Yes	$17,831.00	8346
2	2.5	Credit Recovery	Yes	$31,054.00	15466
2	2.6	Credit Recovery/Intervention	No	$10,280.05	0
2	2.7	Library	No	$3,705.00	0
2	2.8	District Support - Academic Program Supports	Yes	$65,000.00	65000
2	2.9	Extended Day Support	Yes	$10,000.00	1824
2	2.10	Technology	No	$21,741.00	21545
3	3.1	Teacher Salaries - EL Strategies Across Classrooms	Yes	$70,000.00	70753
3	3.2	Extended Day Support	Yes	$5,000.00	0
3	3.3	Supplemental Tools	Yes	$10,000.00	0
3	3.4	ELD Teacher	No	$90,000.00	13064
4	4.1	College Readiness-Counseling	Yes	$49,981.55	84752

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.2	College Readiness - College/Career Study Trips	Yes	$26,000.00	7950
4	4.3	Summer School	Yes	$32,000.00	28804
4	4.4	Summer School Curriculum Licensing	Yes	$6,500.00	6500
4	4.5	Extra/Co Curricular Opportunities	Yes	$30,000.00	33677
4	4.6	Additional In-Person Instructional Support	Yes	$625,000.00	0
5	5.1	Campus Safety - Custodial Supplies	No	$7,000.00	0
5	5.2	Positive Climate - Awards/Rewards/Incentives	Yes	$15,000.00	5267
5	5.3	Attendance Support and Incentives	Yes	$7,000.00	1985
6	6.1	Parent/Teacher Conferences and Communication	No	$2,716.43	0
6	6.2	Parent Involvement in Student Recognition/Celebration	Yes	$3,500.00	0
6	6.3	Parent Advisory and Participation Opportunities	Yes	$11,000.00	4921
6	6.4	Advertisement and Promotion	No	$5,000.00	4040

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
671008	$1,495,491.55	$611,008.00	$884,483.55	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Professional Development	Yes	$15,000.00	3924		
1	1.5	Direct Support- Program Academic Support Staff	Yes	$8,827.00	77301		
1	1.8	Additional Administrator Support	Yes	$170,259.00	173021		
2	2.3	Technology	Yes	$286,539.00	21517		
2	2.4	Academic Awards/Recognition	Yes	$17,831.00	8346		
2	2.5	Credit Recovery	Yes	$31,054.00	15466		
2	2.8	District Support - Academic Program Supports	Yes	$65,000.00	65000		
2	2.9	Extended Day Support	Yes	$10,000.00	1824		
3	3.1	Teacher Salaries - EL Strategies Across Classrooms	Yes	$70,000.00	70753		
3	3.2	Extended Day Support	Yes	$5,000.00	00		
3	3.3	Supplemental Tools	Yes	$10,000.00	0		
4	4.1	College Readiness-Counseling	Yes	$49,981.55	84752		
4	4.2	College Readiness - College/Career Study Trips	Yes	$26,000.00	7950		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	**4.3**	Summer School	Yes	$32,000.00	28804		
4	**4.4**	Summer School Curriculum Licensing	Yes	$6,500.00	6500		
4	**4.5**	Extra/Co Curricular Opportunities	Yes	$30,000.00	33677		
4	**4.6**	Additional In-Person Instructional Support	Yes	$625,000.00	0		
5	**5.2**	Positive Climate - Awards/Rewards/Incentives	Yes	$15,000.00	5267		
5	**5.3**	Attendance Support and Incentives	Yes	$7,000.00	1985		
6	**6.2**	Parent Involvement in Student Recognition/Celebration	Yes	$3,500.00	0		
6	**6.3**	Parent Advisory and Participation Opportunities	Yes	$11,000.00	4921		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1804344	671008	41.931%	79.119%	$611,008.00	0.000%	33.863%	$816,579.48	45.256%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

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

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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