

LCFF Budget Overview for Parents

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

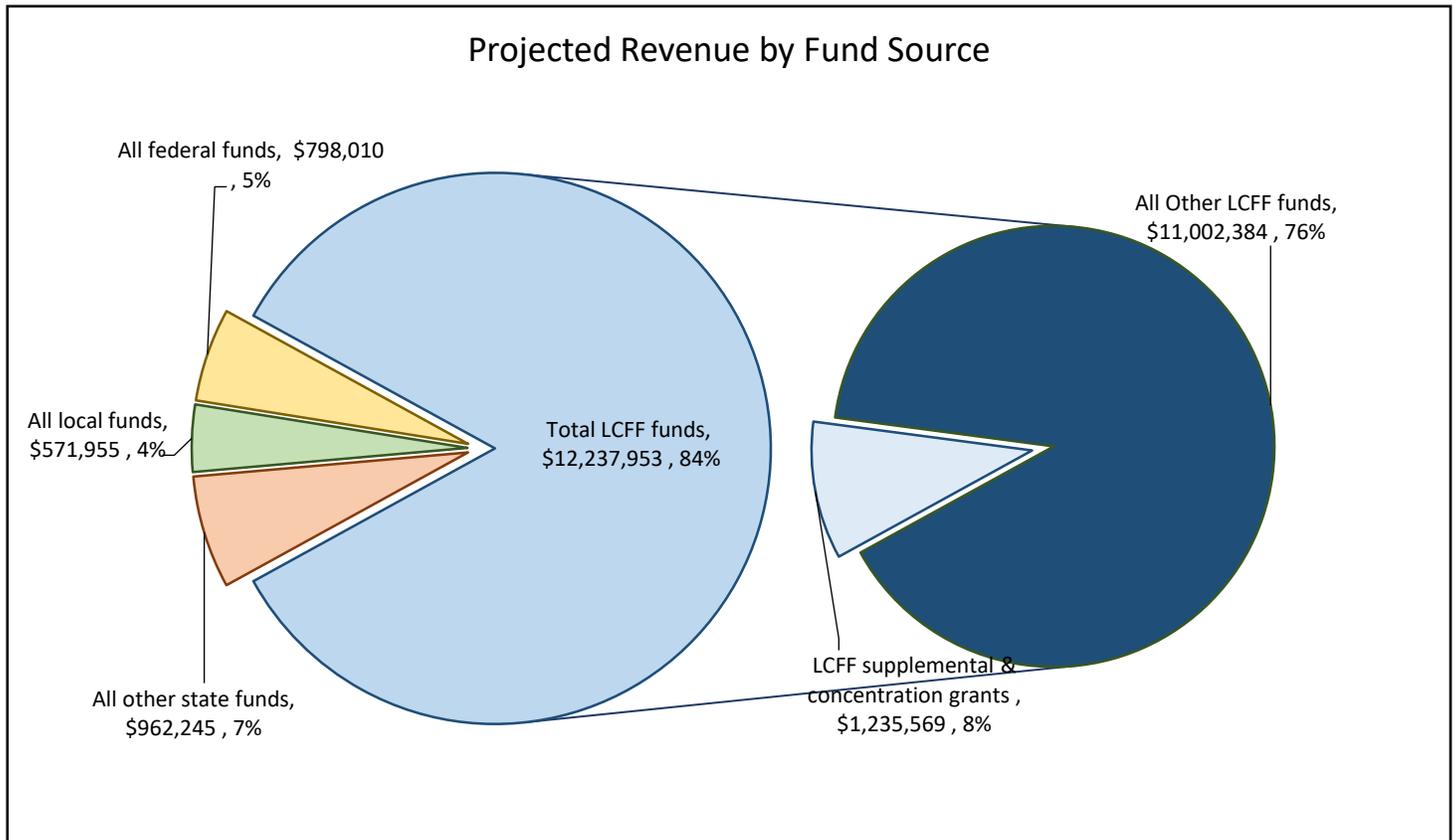
CDS Code: 10622570000000

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Cindy Schreiner, 559-897-7721, cschreiner@kingsburghigh.com

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 2019-20 LCAP Year

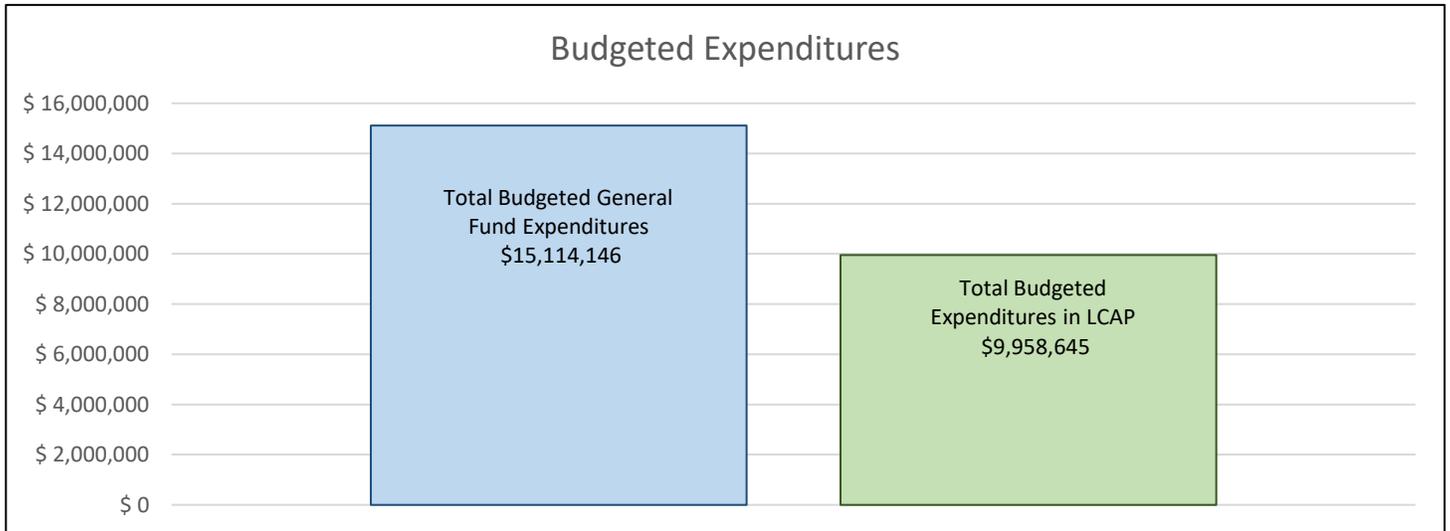


This chart shows the total general purpose revenue Kingsburg Joint Union High School District expects to receive in the coming year from all sources.

The total revenue projected for Kingsburg Joint Union High School District is \$14,570,163.23, of which \$12,237,953.00 is Local Control Funding Formula (LCFF), \$962,245.00 is other state funds, \$571,955.23 is local funds, and \$798,010.00 is federal funds. Of the \$12,237,953.00 in LCFF Funds, \$1,235,569.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Kingsburg Joint Union High School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Kingsburg Joint Union High School District plans to spend \$15,114,146.29 for the 2019-20 school year. Of that amount, \$9,958,645.00 is tied to actions/services in the LCAP and \$5,155,501.29 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

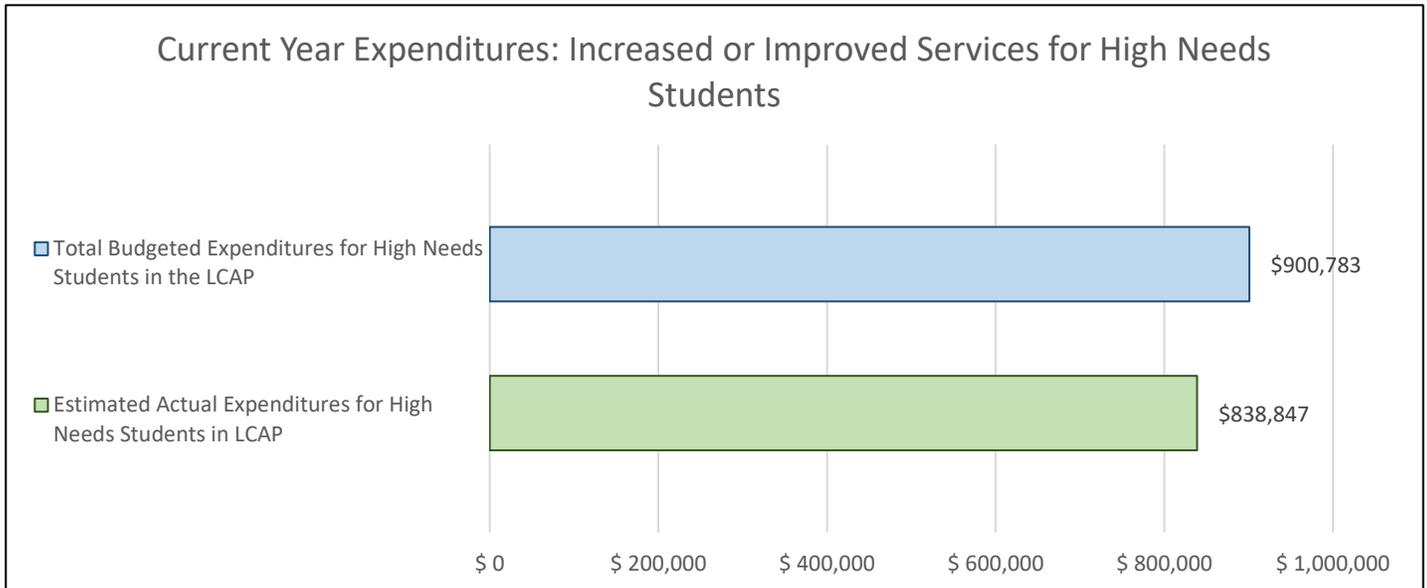
The total funds listed are the amounts that we explained in the LCAP. The difference includes money from interest and rent. Not included in the LCAP is salaries/benefits of administrators, counselors, district staff, and office staff. The other money not included is used to supplement the general fund to pay for general running of the campus. The district also maintains a 1.9 million dollar ending balance.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Kingsburg Joint Union High School District is projecting it will receive \$1,235,569.00 based on the enrollment of foster youth, English learner, and low-income students. Kingsburg Joint Union High School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Kingsburg Joint Union High School District plans to spend \$1,312,538.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



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

In 2018-19, Kingsburg Joint Union High School District's LCAP budgeted \$900,783.00 for planned actions to increase or improve services for high needs students. Kingsburg Joint Union High School District estimates that it will actually spend \$838,847.00 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$61,936.00 had the following impact on Kingsburg Joint Union High School District's ability to increase or improve services for high needs students:

The actual expenditures will approximately \$62,000 less than estimated due to a few reasons. First, the district had two part time positions, 1 instructional aide and 1 RC aide, not return for the school year. The district did not rehire those positions as the district received approximately \$90,000 less in federal funding. The second reason for the decline was the district received additional funding through state grants and this money was used to pay for the professional development originally planned in the actions. Finally, costs related to administrative and clerical work during summer school was not applied to the summer school budget and came out of the general fund for salaries. The impact on our actions and services were minimal as the professional development continued as planned. Students were still provided support in classrooms and with the implementation of new process for attendance, tracking of student attendance continued. The district has planned to rehire both positions back for the 2019-20 school year.

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support & [{] | ^ c ã [} Á [~ Á c @ã • Á Š Ő Œ Ú È Á Ú | ^ æ • ^ Á set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Kingsburg Joint Union High School District	Cindy Schreiner, Director of Student Services	cschreiner@kingsburghigh.com 559-897-7721

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

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

The district boundaries cover a total of ninety-five square miles, with a population of nearly 18,000. The area is predominantly a well producing rural agricultural region. KJUHSD is provided students by four elementary school districts and although not unified, the superintendents work closely together to provide continuity. KJUHSD is student population is a little over 1,100 with 60% being Hispanic and 33% white. Our socioeconomically disadvantage population makes up 61.7% of our population and EL population is at 6.0%.

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

LCAP Highlights

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In reviewing state and local data and input from stakeholders some key area of concerns emerged. Attendance rate, graduation rate and academic scores are saw negative changes. The 2019-20 LCAP continues to focus on our four goals, but modifications or new actions were made to better support student success. The following areas are where actions were modified or added.

Modifications to current actions:

Goal 1, Action 4- After school transportation will be provided for students who ride the bus on days of tutorial.

Goal 1, Action 5- Provide transportation to and from summer school for students who would normally ride the bus during the school year.

Goal 2, Action 2- Install speakers to the sports fields and farm area. Purchase equipment to detect smoking in restrooms and notify administration.

Goal 2, Action 7- Hire additional part-time attendance liaison.

New actions to the LCAP:

Goal 2, Action 8- Provide part time staff to monitor campus during class and passing periods to ensure student safety and ensure students are in class.

Goal 2, Action 9- Provide transportation to students who do not live in the city limit boundaries who are participating in after school sports.

Goal 3, Action 4- Provide support for new teachers to education(two years or less of experience). Provide each new teacher with a mentor teacher to work with them through the induction program. Provide all new teachers to the district, no matter the years of teaching experience with a support teacher to help acclimate to the school.

Review of Performance

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

Greatest Progress

In reviewing all data, including the California Dashboard, the district showed growth in two main areas: college and career indicator and AP passing rate. Results from the California Dashboard show that the district had a 21.9% increase in the College and Career Indicator(CCI) and all subgroups were green or higher. Hispanic students saw a 30.1% increase in being prepared and socioeconomically disadvantage saw a 23.1% increase in being prepared for the CCI. Our AP passing rate increased by 4.5% with US History showing a 22% increase in passing rate and

Government having a 92% passing rate. The district focus on college and career (Goal 4- Action 3, 4, and 5) has been beneficial to increased growth and will remain a focus of the 2019-20 LCAP.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which performance for any student group was two or more years below performance. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

In reviewing the LCFF Evaluation rubrics, KJUHSD showed declines in 4 areas on the California Dashboard; suspension, graduation, English Language Arts, and mathematics. The district was orange overall in suspension. In reviewing other metrics, the district saw an increase in percent of students chronically absent from 10.3% to 12%. In meeting with stakeholder groups, stakeholders believe that a focus on supporting student needs will help graduation rate, suspension, and attendance rate.

Graduation rate was impacted by Kingsburg Independent Study, which over half of their students graduated with an adult education diploma. Kingsburg High School had a 4-year cohort graduation rate of 98.9% compared to a rate of 32.4% at Kingsburg Independent Study. The district suspension rate increased 1.7% and in reviewing the details, 88.7% of suspensions were one time students. Fights and drugs made up 74% of the suspensions. Chronic absenteeism increased as a district even with implementation of SARB. Kingsburg High School had a rate of 8.6%, Kingsburg Independent Study 36.8% and Oasis High School 63.8%. Though parents did not directly state ELA and math scores were their main concern, they did state improved academic scores are important.

To address the greatest needs, the district modified some actions and created new ones as mentioned in the LCAP highlights.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more years below performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Kingsburg Joint Union High School District had no performance gaps on the Fall 2018 California School Dashboard.

Comprehensive Support and Improvement

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

Schools Identified

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

No school identified as CSI

Support for Identified Schools

Describe how the LEA supported 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.

No school identified as CSI

Monitoring and Evaluating Effectiveness

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

No school identified as CSI

Annual Update

LCAP Year Reviewed: 2018-19

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Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 7, 8

Local Priorities: None

Annual Measurable Outcomes

Expected	Actual
<p>1. Properly Credentialed teachers with no missassignments nor vacancies as measured by Credentials or SARC review</p> <p>a. Baseline: For 2015-2016: 100% Properly Credentialed with no missassignments or vacancies</p> <p>b. 2018-19: 100% Properly Credentialed with no missassignments or vacancies</p>	<p>Goal Not Met. 1 teacher missassigned.</p>
<p>2. Sufficient core instructional materials as measured by annual SARC review</p> <p>a. Baseline: 2016-2017: 100% Sufficient instructional materials</p> <p>b. 2018-19: 100% sufficient instructional materials</p>	<p>Goal Met. School board resolution of 100% sufficient instructional materials.</p>
<p>3. ¹⁸H.S. graduation Rate</p> <p>a. Baseline: 2014-2015 93.7%</p>	<p>Goal Not Met. KJUHS D was at 90.5%</p>

Expected

Actual

<p>b. 2018-19: 95.5%</p>	
<p>4. State Standardized Assessments as measured by Math CAASPP scores Distance from level 3 a. Baseline: 2015-2016 -60.9 points b. 2018-19: -40 points</p>	<p>Goal Not Met: KJUHSD was -52.4 points from level 3</p>
<p>5. State Standardized Assessments as measured by English CAASPP scores Distance from level 3 a. Baseline: 2015-2016 +11.8 points b. 2018-19: +27 points</p>	<p>Goal Met: KJUHSD was 29.5 points from level 3</p>
<p>6. A-G: % pupils with successful course completion a. Baseline: 2015-2016 35.3% b. 2018-19: 39%</p>	<p>Goal Met: KJUHSD had 39.1% successful A-G completion</p>
<p>7. EAP: % pupils scoring ready for ELA a. Baseline: 2015-2016 18% b. 2018-19: 26%</p>	<p>Goal Met: KJUHSD had 28.98% pupils scoring ready for ELA</p>
<p>8. AP: Pupils Scoring 3 or higher a. Baseline: 2015-2016 9% b. 2018-19: 19%</p>	<p>Goal Not Met: KJUHSD had 12.24% pupils scoring reading for math</p>
<p>9. AP: Pupils Scoring 3 or higher a. Baseline: 2015-2016 42.5% b. 2018-19: 46%</p>	<p>Goal Met: KJUHSD had 53.4% pupils scoring a 3 or higher</p>
<p>10. EL annual growth as measured by CELDT/ELPAC annual growth data a. Baseline: 2015-2016 79.4% b. 2018-19: Baseline will be established utilizing ELPAC results.</p>	<p>ELPAC summative assessment results reflect the following: Level 4 . 25% Level 3 . 33.8% Level 2 . 22.06% Level 1 . 19.12% A baseline will be established once 2 years of scores are available.</p>

Expected

Actual

<p>11. EL reclassification as measured by prior year number of re-designated students a. Baseline: 2015-2016 7% b. 2018-19: 11%</p>	<p>Goal Not Met: KJUHSD had an 4.3% reclassification rate</p>
<p>12. Other Outcomes: Percent of students passing the physical fitness test a. Baseline: 2015-2016 56.7% b. 2018-19: 60%</p>	<p>Goal Met: KJUHSD had 68.5% of students passing the physical fitness test.</p>

Action 1: Ensure all teachers are properly credentialed, there are no miss assignments and no vacancies. Instructional aides meet the LEA requirements for employment.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1) Properly credential teachers are more prepared to improve academic achievement.</p>	<p>All teachers, but 1 were credentialed to teach in areas. Instructional aides provided additional support to unduplicated students in classes based on student need. These included math, English, science, and social studies. Total Teachers= 61 Total Instructional Aides= 6 Total interns= 0 Miss assignments= 1 Vacancies= 0</p>	<p>Amount: 1) \$3,525,459 2) \$862,290 Source: LCFF Reference: 1) 1100-1100: Certificated Salaries 2) 3000-3600: Employee Benefits</p>	<p>Amount: 1) \$3,422,003 2) \$1,243,169 Source: LCFF Reference: 1) 1100-1100: Certificated Salaries 2) 3000-3600: Employee Benefits</p>

Action 2: Provide fully credentialed support teachers during the regular school day and provide focused class instruction for students achieving below grade level.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1) Credentialed teacher for an English 9 Workshop class and a credentialed teacher for English EL class for EL students who are at beginning or somewhat developed level on the ELPAC. Credentialed teachers for math classes that do not meet grade level.</p> <p>2) The unduplicated student population has some of the lower academic achievement according to local and state assessments so the LEA will provide Credentialed teacher for an English 9 Workshop class and a credentialed teacher for English EL class for EL students who are beginning or early intermediate. The LEA will provide a credentialed teacher for math classes that are not at grade level. This action is principally directed toward EL and low income and are most effective in meeting the district goals for the EL and low income populations. Research shows that language acquisition is best taught outside the content areas, as well as through integration with the content areas. This action will result in increased achievement on state and local assessments for the unduplicated student population.</p> <p>Research-</p>	<p>The district employed 1 teacher to teach 1 class that directly worked with EL students, 1 teacher to teach 1 class that directly supported 9th grade students performing below grade average in ELA. We had 5 teachers teach 12 sections of math classes that directly supported students performing below grade level in math.</p>	<p>Amount:</p> <ul style="list-style-type: none"> 1) LCFF <ul style="list-style-type: none"> a) \$477,158 b) \$126,454 2) Title I <ul style="list-style-type: none"> c) \$270,383 d) \$99,636 e) \$12,623 <p>Source:</p> <ul style="list-style-type: none"> 1) LCFF 2) Title I <p>Reference:</p> <ul style="list-style-type: none"> 1) LCFF <ul style="list-style-type: none"> a) 1100-1100: Certificated Salaries, Workshop classes b) 3000-3600: Employee Benefits 2) Title I c) 1100-1100: Certificated Salaries, Workshop classes d) 3000-3600: Employee Benefits 	<p>Amount:</p> <ul style="list-style-type: none"> 1) LCFF <ul style="list-style-type: none"> a) \$471,253 b) \$181,527 2) Title I <ul style="list-style-type: none"> c) \$240,135 d) \$88,859 e) \$1,203 <p>Source:</p> <ul style="list-style-type: none"> 1) LCFF 2) Title I <p>Reference:</p> <ul style="list-style-type: none"> 1) LCFF <ul style="list-style-type: none"> a) 1100-1100: Certificated Salaries, Workshop classes b) 3000-3600: Employee Benefits 3) Title I c) 1100-1100: Certificated Salaries, Workshop classes d) 3000-3600: Employee Benefits

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>www.wested.org/resources/research-to-guide-english-language-development-instruction/</p> <p>Research to Guide English Language Development Instruction: Bill Saunders-UCLA, Claude Goldenber . Stanford</p>		e) 4300-4300: Supplies	e) 4300-4300: Supplies

Action 3: Instructional aides support of students in the classroom.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1) Q} • c ~ & c ã [] æ Á æã benefits.</p> <p>2) The unduplicated student population has some of the lower academic achievement according to local and state assessments so the LEA will provide instructional aides principally focused toward EL and low income students and are most effective in meeting the district goals for the EL and low income populations. It is KJUHSD's experience that EL and low income students are at greater risk of not achieving grade level standards and not progressing towards graduation. Research shows that decreasing pupil-teacher ratio is beneficial for students. This action will result in increased achievement on state and local assessments for the unduplicated student population.</p> <p>Research-</p>	<p>The district employed 2 instructional aides, one full time and 1-part time, who was principally focused on EL and low income students in academic classes. The district employed 4 instructional aides who supported special education students.</p>	<p>Amount:</p> <p>1) Title I A) \$67,098 B) \$30,638 2) LCFF C) \$68,569 D) \$9,029</p> <p>Source:</p> <p>1) Title I 2) LCFF</p> <p>Reference:</p> <p>1) Title I A) 2100-2100: Instructional Aides/Classified Salaries B) 3000-3600: Employee Benefits 2) LCFF C) 2100-2100: Instructional</p>	<p>Amount:</p> <p>1) Title I A) \$67,098 B) \$30,638 2) LCFF C) \$51,632 D) \$8,853</p> <p>Source:</p> <p>1) Title I 2) LCFF</p> <p>Reference:</p> <p>Title I A) 2100-2100: Instructional Aides/Classified Salaries B) 3000-3600: Employee Benefits 2) LCFF C) 2100-2100: Instructional</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>http://www.theguardian.com/teacher-network/2015/apr/01/teaching-assistants-classrooms-research-imp</p> <p>Teacher Aides, Class size and Academic Achievement: A Preliminary Evaluation of Q} â ã æ} æq • Á Ú! ã { ^ Á V ã { ^ Katrina M. Daytner: Ball State University Western Illinois University, Ken Kelley and Scott E. Maxwell: University of Notre Dame</p>		<p>Aides/Classified Salaries D) 3000-3600: Employee Benefits</p>	<p>Aides/Classified Salaries D) 3000-3600: Employee Benefits</p>

Action 4: Provide intervention programs during and after school.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> 1) Intervention program during and after school to support students who are on academic probation. 2) The unduplicated student population has some of the lower academic achievement according to local and state assessments so the LEA will provide intervention programs both during and after school to support student achievement principally focused toward EL and low income students are most effective in meeting the district goals for the EL and low income populations. It is KJUHSD experience that EL and low income students are at greater risk of not achieving grad level standards and not progressing towards graduation. Research shows that extended learning 	<p>After school tutoring was offered two days a week in the library starting the first week of September. On average, there was 5-10 students each day. The math department offered lunch time tutorials every day at lunch except Fridays.</p>	<p>Amount: 1) \$5,000 2) \$600</p> <p>Source: LCFF</p> <p>Reference: 1) 1100-1100: Certificated Salaries/Intervention 2) 3000-3600: Employee Benefits</p>	<p>Amount: 1) \$7,000 2) \$132</p> <p>Source: LCFF</p> <p>Reference: 1) 1100-1100: Certificated Salaries/Intervention 2) 3000-3600: Employee Benefits</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>opportunities is beneficial for students. This action will result in increased achievement on state and local assessments for the unduplicated student population</p> <p>Research- Closing the Gap through Extended Learning Opportunities- An NEA policy brief. http://www.nea.org/assessts/docs/HE/mf_PB04_ExtendedLearning.pdf Time to Learn: Benefits of a Longer School Day, Christopher Gabriela, Warren Goldstein</p>			

Action 5: Provide summer school intervention and enrichment for grades 9-12 and related costs, including materials and supplies.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3) Summer School- salary and benefits. The unduplicated student population has some of the lower academic achievement according to local and state assessments so the LEA will provide summer school principally focused toward EL and low income students are most effective in meeting the district goals for the EL and low income populations. It is KJUHS D experience that EL and low income students are at greater risk of not achieving grad level standards and not progressing towards graduation. Research shows that</p>	<p>During the 2018 summer school, the LEA offered 4 health classes, 1 English recovery, 1 Earth Science recovery, 2 US History, 2 World History, 1 Math 1, 1 PE, and offered an online class to make up partial credits.</p>	<p>Amount: 1) \$83,072 2) \$34,429 3) \$2,340 4) \$3,763</p> <p>Source: LCFF</p> <p>Reference: 1) 1100-1100: Certificated Salaries, Workshop classes</p>	<p>Amount: 1) \$61,388 2) \$12,038 3) \$0 4) \$0</p> <p>Source: LCFF</p> <p>Reference: 1) 1100-1100: Certificated Salaries, Workshop classes</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>summer school learning opportunities can be especially effective for children from low-income families who might not have access to educational resources throughout the summer months and for low-achieving students who need additional time to master academic content.</p> <p>Research Summer School: Research-Based Recommendations for Policymakers. SERVE Policy Brief. Harris Cooper, http://eric.ed.gov/?id=ED456557</p>		<p>2) 3000-3600: Employee Benefits 3) 2100-2100: Classified Salaries 4) 3000-3600: Employee Benefits</p>	<p>2) 3000-3600: Employee Benefits 3) 2100-2100: Classified Salaries 4) 3000-3600: Employee Benefits</p>

Action 6: Order state/locally approved CCSS curriculum for core content subjects, ELD, and supplemental materials to support the CCSS implementation.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1) Alignment of instruction with content standards by utilizing outside services, purchasing textbooks, books, materials, resources and technology.</p>	<p>Math curriculum was purchased for Math Foundations, Math1, Math 2 and Math 3 through Carnegie. Edgenuity online curriculum was purchased for Kingsburg Independent Study, Oasis High School and Kingsburg High School. New Biology textbooks aligned with NGSS were purchased. Additional supplemental materials were purchased by departments as requested.</p>	<p>Amount: \$55,248</p> <p>Source: Lottery Instructional Material</p> <p>Reference: 4300-4300: Supplies</p>	<p>Amount: \$60,250</p> <p>Source: Lottery Instructional Material</p> <p>Reference: 4300-4300: Supplies</p>

Action 7: Evaluate different teaching schedules, including increasing the number of periods to offer students more class opportunities and more contacts with teachers on a weekly basis.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> 1) Input from stakeholder meetings, student surveys, and parent/community surveys showed an interest in looking at the school schedule and number of classes offered per semester. 2) Analysis of new indicators demonstrate a need to explore class options to help students be college and career ready. 	<p>At Kingsburg High School a schedule committee was created. A committee meeting was held monthly to discuss different schedule options and get input from teachers. In January a survey was sent to teachers to get their input on possible new schedules. In February a survey was sent to students and parents. From the results, the committee will continue to meet before making a final decision.</p>	<p>Amount: \$0</p> <p>Source: NA</p> <p>Reference: NA</p>	<p>Amount: \$0</p> <p>Source: NA</p> <p>Reference: NA</p>

Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

The district implemented all of the actions written in the LCAP. In reviewing our annual measurable outcomes, the district met 6 of the 11 metrics. The five metrics that were not met were: missassigned teachers (1 teacher missassigned), CAASPP Math- points from average (-52.4 from level 3), A-G percent (35.4%), Graduation rate (90.5%), EAP- Math (12.24%), and EL Reclassification (4.3%). A challenge that arose this year for the district is the state change the way graduation rate was calculated. In the past, students who earned an Adult Education Diploma counted as a graduate, but starting with this year that was not the case. Our continuation and independent study programs graduate a majority of their students through this program. The district is currently working on addressing this issue, through reviewing curriculum and expectations for students. The district had an instructional aide leave at the beginning of the year and was not able to hire a replacement. For the coming year, the district plans on filling that position.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, the district had mixed results from the actions. A focused attention to AP also helped have an overall increase of 4.5% passing rate. This year, the district sent two teachers to summer institute and had one teacher be part of an AP mentor program. The district is sending three teachers for the coming summer. AP teachers also met throughout the year to review new material from AP that allowed them access to practice questions, develop strategies to improve test scores, and be consistent on summer work. The district

continued to provide tutoring support during and after school, seeing an increase in the number of students attending after school tutoring. Student scores were lower on SBAC and the district provided additional training to English and Math to help better prepare students for the assessment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Overall the amounts budgeted and actually expended were close. Some of the differences in Action 1, 2 and 3 were due to salary and benefit increases, as well as staffing. For Action 2, Title I funding decreased by \$53,000, so the allotted amount had to be adjusted. For Action 3, one instructional aide left at the beginning of the school year and that position was not rehired. For Action 5, the district did not end up paying for the classified staff out of the summer school budget. The classified staff member is a full time employee and her salary was not adjusted to come out of the money allotted to summer school.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In reviewing the metrics, the district reported the ELPAC summative results, but were not able to measure to the original baseline or current year goal, as the metrics have changed. In response to stakeholder input and reviewing academic data, two actions were modified to provide additional support for students. Action 4 was modified to provide transportation for students attending after school tutoring on the days tutoring is offered. Action 5 was modified to provide transportation during summer school. The modifications of these two actions is focused on closing the achievement gap for unduplicated students.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5

Local Priorities: None

Annual Measurable Outcomes

Expected	Actual
1. Attendance as measured by district average attendance a. Baseline: 2015-2016 95.72% b. 2018-19: 97%	Goal Not Met: District average attendance was 95.7%.
2. Chronic Absenteeism as measured by % students with 10% or more absenteeism a. Baseline: 2015-2016 7.4% b. 2018-19: 6.5%	Goal Not Met: 12.0%
3. H.S. Dropout as measured by formula in LCAP appendix a. Baseline: 2014-2015 7.9% b. 2018-19: 6.5%	Goal Not Met: 8.9%
4. Suspension rate a. Baseline: 2014-2015 2.8% b. 2018-19: 2.0%:	Goal Not Met: 4.3%
5. Expulsion rate a. Baseline: 2015-2016 0% b. 2018-19: .09%	Goal Not Met: .25%

Expected	Actual
<p>6. Facilities Maintained as measured by annual FITs or SARC review</p> <p>a. Baseline: For 2016-2017 All (100%) site FITs scored %* [[å + Á [; Á @ã * @^ </p> <p>b. 2018-19: OE Á Ç F € € ã D Á • ã c ^ Á Ø Q V • Á</p>	Goal MetK Á OE Á • ã c ^ • Á { ^ c Á %* [[å + Á [; Á
<p>7. School Climate Survey- % responses high levels for school connectedness.</p> <p>a. Baseline: 2016-2017 70.2%</p> <p>b. 2018-19: 76%</p>	Goal Met: 87%
<p>8. School Climate Survey- % responses feel very safe at school</p> <p>a. Baseline: 2016-2017 68.7%</p> <p>b. 2018-19: 72%</p>	Goal Met: 82.8%

Action 1: Continue PBIS in all district high schools.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1) PBIS materials, supplies and professional development.</p> <p>2) Positive behavior support refers to the application of positive behavior interventions and systems to achieve socially important behavior change.</p>	<p>Kingsburg High School- recognized students of the semester through a student/staff lunch, certificates to local restaurants for positive behavior or attendance was given. Reviewed discipline data and met with students and parents.</p> <p>Oasis High School- gave incentives for positive attendance, grades and behavior such as weekly raffles, quarterly BBQ, student of the semester, and a field trip each semester. A prodigy class provided to help students learn how to make better</p>	<p>Amount: \$3,000</p> <p>Source: Lottery Instructional Material</p> <p>Reference: 4300-4300: Supplies</p>	<p>Amount: \$2,175</p> <p>Source: Lottery Instructional Material</p> <p>Reference: 4300-4300: Supplies</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	choices. Reviewed discipline data and met with students and parents.		

Action 2: Provide a safe environment for students through the use and upgrade of security cameras, school safety dog, new visitor check-in system, and police at school/sporting functions.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1) Continue to buy and upgrade security cameras on campus to ensure coverage throughout campus. New visitor check in program that will require a driver license that is inputted in a system that does a check and then all visitor passes will have a picture on the pass. Safety dog will be used to provide a safe environment by detecting material that is illegal to have on campus.	The district continued to provide a safe environment for students. A total of 11 new security cameras were placed on school sites to provide more video coverage of the campus as well as increased detail. The district purchased a new visitor check in system called Raptor. A contract with an outside agency to bring a safety dog onto all school sites was used. The safety dog has the ability to smell alcohol, prescriptive drugs, illegal drugs, fireworks, and ammunition. The Kingsburg Police department was contracted to attend sporting events and school dances.	Amount: \$8,795 Source: LCFF Reference: 5800-5800: Services	Amount: \$8,795 Source: LCFF Reference: 5800-5800: Services

Action 3: Contract with outside agencies to provide health services for students.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1) Outside agency services included: School Psychologist, Student Assistance Program counselor, Nurse for vision/hearing assessments, Adaptive Physical Fitness Teacher, Speech Pathologist, Athletic Trainer. There	The district contracted with numerous outside agencies to provide health services for students. A school psychologist was contracted through Fresno County Office of Education for 4 days to work with special education students, as well as crisis situations on	Amount: \$47,000- Trainer \$50,498- Comprehensive Youth Services \$3,150- Nursing	Amount: \$47,000- Trainer \$50,497- Comprehensive Youth Services \$4,308- Nursing

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>will be an increase of one additional day for a school psychologist.</p> <p>2) Input from our stakeholders indicate that students and families appreciate and benefit from the support services and want these services to continue. Research also indicates that this support is effective in supporting students with academic achievement and social interactions.</p>	<p>campus. A Student Assistance Program (SAP) counselor was contracted through Comprehensive Youth Services for 3 days to work with students who are struggling with mental health issues, as well as crisis situations on campus. A speech therapist was contracted through Presence Learning to provide speech and language services for students in special education 2 days a week. A nurse was contracted through Fresno County Office of Education complete hearing and vision assessments as well as health assessments for students in special education. An athletic trainer was contracted through Pro-PT to provide an athletic trainer at sporting events and practices.</p>	<p>\$82,280- Psychologist \$8,450-Speech \$4,782- Adaptive PE</p> <p>Source: LCFF</p> <p>Reference: 5800-5800: Services</p>	<p>\$82,290- Psychologist \$9,995-Speech \$3,236- Adaptive PE</p> <p>Source: LCFF</p> <p>Reference: 5800-5800: Services</p>

Action 4: Provide transportation to and from school.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide transportation to students who do not live in the city limit boundaries.</p>	<p>The district provided transportation to and from school for students who do not live in the Kingsburg City Limits.</p>	<p>Amount:</p> <p>1) \$143,569 2) \$59,281 3) \$63,500 4) \$60,000</p> <p>Source: LCFF</p> <p>Reference: 1) 2200-2200: Classified Salaries</p>	<p>Amount:</p> <p>1) \$91,286 2) \$52,596 3) \$60,596 4) \$33,799</p> <p>Source: LCFF</p> <p>Reference: 1) 2200-2200: Classified Salaries</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		2) 3000-3600: Employee Benefits 3) 4300-4300: Supplies 4) 5400-5900: Services	2) 3000-3600: Employee Benefits 3) 4300-4300: Supplies 4) 5400-5900: Services

Action 5: Provide and maintain facilities.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Includes salaries/benefits for personnel, materials, and supplies to maintain facilities.	A variety of projects were completed this year through the general fund. Softball Infields both JV and Varsity; All fields over-seeding, window tinting throughout campus, replant campus with new shrub and trees	Amount: 1) \$240,089 2) \$116,171 3) \$77,389 Source: 1) LCFF 2) Ongoing Major Maintenance Reference: 1) A) 2200-2200: Classified Salaries B) 3000-3600: Employee Benefits 2) C) 4300-4300: Supplies	Amount: 1) \$246,116 2) \$174,275 3) \$137,575 Source: 1) LCFF 2) Ongoing Major Maintenance Reference: 1) A) 200-2200: Classified Salaries B) 3000-3600: Employee Benefits 2) C) 4300-4300: Supplies

Action 6: Implement mentor program to support incoming 9th graders in the transition to high school.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1) Implement the mentor program with 9th grade students. Seniors will mentor 10 to 15 9th grade students. They will meet throughout the year to help with the transition to high school.</p> <p>Research- Ensuring Successful Student Transitions from the Middle Grades to High School, Kathy Christie and Kyle Zinth. http://www.adlit.org/article/32116/ Transition from Middle School into High School, Nancy B. Mizelle & Judith L. Irvin. http://www.temescalassociates.com/documents/resources/transition/transitionfrommiddle-schoolintohighschool.pdf.</p>	<p>This year there was a successful freshman orientation day that helped prepare the students for high school. The mentor program portion was not accomplished.</p>	<p>Amount: \$3,000</p> <p>Source: LCFF</p> <p>Reference: 4300-4300: Supplies</p>	<p>Amount: \$3,000</p> <p>Source: LCFF</p> <p>Reference: 4300-4300: Supplies</p>

Action 7: Support student attendance by tracking student attendance, scheduling meetings and using the SARB process to ensure all students are attending school.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1) Provide staff to track attendance, schedule meetings, and offer Saturday School to ensure student attendance.</p> <p>2) The unduplicated student population has some of the highest absent rate. The LEA will monitor attendance to help meet the district goals for the EL and low income populations. It is KJUHSD</p>	<p>District SARB meetings were held monthly. Second step SARB meetings were held weekly. Intervention letters were generated through AERIES now and therefore are generated at a faster rate. The district ran Saturday schools for students who were not attending.</p>	<p>Amount: 1) \$25,567 2) \$4,802 3) \$5,000</p> <p>Source: LCFF</p> <p>Reference:</p>	<p>Amount: 1) \$13,459 2) \$3,733 3) \$1,352</p> <p>Source: LCFF</p> <p>Reference:</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>experience that EL and low income students are at greater risk of not achieving grad level standards and not progressing towards graduation.</p> <p>Research: The Importance of Being in School : A Report on Absenteeism in the Nation's Public Schools Robert Balfanz Vaughn Byrnes http://new.every1graduates.org/wpcontent/uploads/2012/05/FINALChronicAbsenteeismRep ort_May16.pdf Every Student, Every Day: A National Initiative to Address and Eliminate Chronic Absenteeism http://www2.ed.gov/about/inits/ed/chronicabsenteeism/index.html</p>		<p>1) 2200-2200: Classified Salaries 2) 3000-3600: Employee Benefits 3) 1100-1100: Certificated Salaries</p>	<p>1) 2200-2200: Classified Salaries 2) 3000-3600: Employee Benefits 3) 1100-1100: Certificated Salaries</p>

Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

The district did not meet the goals for attendance. Overall attendance was at 95.7% which remained consistent from the previous year. Our overall chronic absenteeism increased 2% to 12.0%. In the area of discipline, we did not meet our suspension goal and had an increase of 1.2% in suspension rate. The districts dropout rate increased to 8.9% as the state changed what student counts as a dropout. In previous years, a student earning an adult education diploma would count as a graduate, that is no longer the case. 82.8% of the students felt safe on campus, an increase of 9.8% compared to the previous year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The district continued to support safe campuses by many programs. The district added security cameras and implemented a new security protocol. The district contracted with outside security services to provide 24-hour monitoring of the district's security cameras.

sources to provide health services for our students. The main focus was on mental health where the school was able to contract for 4 days with a school psychologist, an increase of a day, and 3 days for a SAP counselor. KHS had a successful Freshman orientation day, but was not able to follow-up on the mentor program. The district SARB process was made more effective by having a new system implanted through out student information system to automatically create letters for SARB, so meetings could be held sooner.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was a decrease in the amount spent on Action 4 due to the district eliminating 1 bus route due low bus riders. On Action 7, there was a decrease in the amount spent of salaries as one classified staff member did not return and the position was not filled. On Action 5, there was an increase in the amount spent on services including tint of all windows to help with safety concerns.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The overall goal will remain the same for next year. The district has made some adjustments to some actions and also added 2 new actions in response to stakeholder input and reviewing student data. Action 1 will be modified to take out PBIS and just state positive behavior supports. Action 2 will be adjusted as the focus for the coming year will be on adding new speakers to the sports fields and farm area to ensure all areas on campus can hear emergency notifications, and to purchase equipment to detect smoke and vape. Action 7 will be adjusted to hire an additional part time attendance liaison. Action 3 was modified to state we were not adding an additional day for our school psychologist. The district will continue to contract for four days just it did for the 2018-19 school year. The two new actions are Action 8, hire part time staff to monitor campus during the day. Action 9 is to provide transportation to students who are participating in extra curricular events.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 5, 6

Local Priorities: None

Annual Measurable Outcomes

Expected	Actual
<p>1. State Standards Implemented as measured by either 1) Narrative Summary or 2) State Reflection Tool</p> <ul style="list-style-type: none">a. Baseline: 2016-2017 Average score of 4.0b. 2018-19: Average score of 4.2 or higher	<p>Goal Not Met: Average score 3.06</p>
<p>2. EL access to state standards/ELD standards (included with tool used above)</p> <ul style="list-style-type: none">a. Baseline: 2016-2017 Average score of 4.0b. 2018-19: Average score of 4.2 or higher	<p>Goal Not Met: Average score of 3.67</p>
<p>3. Access to a broad course of study as measured by review of teacher and/or master schedules</p> <ul style="list-style-type: none">a. Baseline: 2016-2017 100% access to a broad course of study at all school sitesb. 2018-19: 100% access to a broad course of study at all school sites	<p>Goal Met: 100% of students had access to a broad course of study.</p>

Action 1: Contract with curriculum and instructional experts to provide professional development for all teachers in the areas of CCSS, NGSS, technology, and student engagement. Substitute teacher costs for release days and related costs.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1) Provide professional development and collaboration time to improve instructional strategies and share best practice.</p>	<p>Teachers have attended multiple conferences this year for professional development. CAASPP training RAAD . reading apprenticeship across the disciplines AP Summer Institute, AP 1 day training AVID Summer Institute Truancy Summit Implementing NGSS San Joaquin Writing Project FCOE PLC- Physical Science Technology Document Based Questions On site trainings: Illuminate Digital Citizenship ELD ICA/IBA for ELA and Math Writing across disciplines to support SBAC</p>	<p>Amount: A) \$3,000 B) \$600 C) \$4,351 D) \$30,000</p> <p>Source: 1) LCFF 2) College Readiness Grant</p> <p>Reference: 1) LCFF A) 1100-1100: Certificated Salaries B) 3000-3600: Employee Benefits 2) College Readiness Grant C) 4300-4300: Supplies D) 5200-5200: Travel/Conference</p>	<p>Amount: A) \$0 B) \$0 C) \$3,455 D) \$33,900</p> <p>Source: 1) LCFF 2) College Readiness Grant</p> <p>Reference: 1) LCFF A) 1100-1100: Certificated Salaries B) 3000-3600: Employee Benefits 2) College Readiness Grant C) 4300-4300: Supplies D) 5200-5200: Travel/Conference</p>

Action 2: Purchase/Contract with data management system to create benchmark exams, analyze local and state assessments, and monitor students' progress.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1) Data management system 2) Analysis of data for all subgroups will inform decision-making for use of Supplemental and Concentration funds through the Local Control and Accountability Plan.</p> <p>Citation- The LCAP is required to identify goals and measure progress for student subgroups across multiple performance indications. http://www.cde.ca.gov/fg/aa/lc/lcffoverview.asp</p>	<p>The district contracted services with AERIES (student data system) and Illuminate (Data management and assessment creator). The district purchased Turnitin to help support student writing and allow students to check to see if they are plagiarizing. Teachers also used other online programs to monitor student progress.</p>	<p>Amount: 1) \$19,532</p> <p>Source: LCFF</p> <p>Reference: 1) 5600-5600: Software Maintenance</p>	<p>Amount: 1) \$19,532</p> <p>Source: LCFF</p> <p>Reference: 2) 5600-5600: Software Maintenance</p>

Action 3: Provide student engagement training that is principally directed toward EL and low income students. It is KJUHS D experience that EL and low income students are at greater risk of not achieving grade level standards and not progressing towards graduation.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1) Professional development opportunities will be provided to teachers in the area of student engagement through research based strategies. An additional buy back day for teachers will be added to the 2018-19 school year. 2) The unduplicated student population has some of the lower academic achievement according to local and state assessments so the LEA will provide professional development in student</p>	<p>The district had a one day buyback to support professional development. Teachers were trained in using Illuminate, Turn It In, and human trafficking. Teachers have attended multiple conferences this year for professional development. CAASPP training RAAD . reading apprenticeship across the disciplines AP Summer Institute, AP 1 day training AVID Summer Institute</p>	<p>Amount: A) \$45,000 B) \$10,000</p> <p>Source: LCFF</p> <p>Reference A) 1100-1100: Certificated Salaries B) 4300-4300: Supplies</p>	<p>Amount: C) \$23,480 D) \$3,000</p> <p>Source: LCFF</p> <p>Reference A) 1100-1100: Certificated Salaries B) 4300-4300: Supplies</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>engagement to increase student achievement. This is principally focused toward EL and low income students are most effective in meeting the district goals for the EL and low income populations. It is KJUHS D experience that EL and low income students are at greater risk of not achieving grade level standards and not progressing towards graduation. Research shows that professional development is essential in improving student achievement. This action will result in increased achievement on state and local assessments for the unduplicated student population.</p> <p>Research Reviewing the evidence on how teacher professional development affects student achievement. http://files.eric.ed.gov/fulltext/ED498548.pdf</p> <p>Listening To Teachers Of English Language Learners: A Survey of California V ^ æ & @ ^ • q Á Ô @ æ ^ } * ^ • Professional Development Needs: Patricia Gándara, Julie Maxwell-Jolly, Anne Driscoll.</p>	<p>Truancy Summit Implementing NGSS San Joaquin Writing Project FCOE PLC- Physical Science Technology Document Based Questions On site trainings: Illuminate Digital Citizenship ELD ICA/IBA for ELA and Math Writing across disciplines to support SBAC</p>		

Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

The professional development provided to staff covered all areas of focus from the LCAP. Student engagement strategies, SBAC preparation, NGSSS and writing in all areas was the focus. Teachers were offered multiple training's outside of school in the areas of NGSS, RAAD, SBAC, AP, and writing workshops. On campus training for technology focused on online safety, TurnItIn, and preparing students for SBAC. Teachers used Illuminate, state provided interim assessments as well as other online platforms to use online testing.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The district met the expected measurable goals of providing diverse professional development as a staff to better prepare our students. Besides the staff training, individual teachers attended conferences and training's that continued to support their learning and engaging students in their classrooms. AP scores were higher than in previous years, but SBAC scores went down. Since the district saw the decrease in scores, a more focused approach to preparing students for SBAC were taken. The district brought in the county to provide training to both the math and English department regarding interim assessments. The district continues to provide a wide variety of classes for students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

On Action 1, less money was spent on salaries and supplies for a few reasons. Costs to cover teachers for substitute pay ended up being pulled from another grant fund. Second, the district provided training in house and did not incur the additional cost of outside training. On Action 3, the cost for salaries did not equal the amount that was budgeted, costs came in lower than expected as not all teachers and instructional aides attended and the district used College Readiness Grant funds to cover the costs of more training for staff.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The district will continue to support professional development both on campus and off campus. One change to Action 3 is that the district will not offer a buy-back day for the 2019-20 school year. A new action was created to better support new teachers. Action 4 will support new teachers, less than 2 years of teaching experience, by supporting their induction program and for paying a mentor teacher to support them. The district will also provide a support teacher for the first year to all new teachers to the district, no matter the years of experience.

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 8

Local Priorities: None

Annual Measurable Outcomes

Expected	Actual
1. % of graduating seniors will be enrolled in community college, 4-year college, or the military. a. Baseline: 2015-2016 94% b. 2018-19: Maintained at 95% or higher	Goal not met: 91.8% of graduating seniors will be enrolled in community college, 4-year college or the enlist in the military.
2. CTE Sequence of Study is % of students with two courses in the same pathway a. Baseline: 2016-2017 15.4% b. 2018-19: 19%	Goal Met: 24.5% of students in two courses in the same pathway.
3. % of students participating in Career Technical Student Organizations a. Baseline: 2016-2017 24% b. 2018-19: 28%	Goal Met: 29.1% of students participated in Career Technical Student Organizations.
4. Parental Engagement as measured by a summary of progress based on information collected through surveys of parents/guardians and parent participation a. Baseline: 2016-2017 1) Parent Communication: Agree/ Strongly Agree 74.5%, 2) Parent Participation in District	1) Goal Met: 89.6% agree or strongly agree 2) Goal Not Met: Average of 4 parents at committee meetings, but at parent information nights, an average of 90-100 parents attend.

Expected	Actual
Committees/ Meetings: Average less than 5 parents per committee/meeting b. 2018-19: 1) Parent Communication: Agree/ Strongly Agree 78% 2) Parent Participation in District Committees/ Meetings: Average 9 parents per committee/meeting	
5. # of parent/community survey responses on direction of LCAP a. Baseline: 2016-2017 118 b. 2018-19: 180	Goal Not Met: 154 parent/community surveys

Actions / Services

Action 1: Provide school/district communications and parent involvement opportunities.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1) Use of AERIES portal and communication to communicate with parents regarding student progress. 2) Continue to develop the district and school websites to improve ease of locating information and ensuring information is updated.	AERIES Communication was used with a more regular basis to communicate with parents. Parents are able to decide how they would like to be contacted by the district (phone, email, and/or text). The high school used Facebook more this school year to send out information regarding the high school. The school website has been worked on to improve usefulness. The KHS website average about 4,500 visitors per month.	Amount: 1) \$12,401 Source: LCFF Reference: 1) 5600-5600: Software Maintenance	Amount: 1) \$12,665 Source: LCFF Reference: 5600-5600: Software Maintenance

Action 2: Provide technology to students, including individual devices to each student, to help students build their college and career readiness.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1) Salaries for technology personnel. Infrastructure, devices and technology material.</p>	<p>The district continued to employ 1 full time and 2 part time technology staff. New servers were bought, computers for students, and additional technology to support teachers.</p>	<p>Amount: 1) \$130,000 2) \$283,167</p> <p>Source: 1) GO Bond 2) LCFF</p> <p>Reference: 1) 6400-6400: Computer Equipment 2) 2100-2100: Classified Salaries</p>	<p>Amount: 1) \$112,985 2) \$290,783</p> <p>Source: 1) GO Bond 2) LCFF</p> <p>Reference: 1) 6400-6400: Computer Equipment 2) 2100-2100: Classified Salaries</p>

Action 3: Through the ROP program and district programs, review the CTE pathways to ensure pathways are being completed and adjust and add additional career courses available in the district.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1) Through the ROP program and district programs, review the CTE pathways to ensure pathways are being completed and adjust and add additional career courses available in the district.</p> <p>2) Career-Technical Education teacher salaries, benefits, materials, and supplies.</p> <p>3) We seek to provide a variety of career technical classes and pathways to support students.</p>	<p>All CTE pathways are now correctly aligned to state codes. The district started a new pathway, computer science. The district offered a new computer science class and a floral design class. The district offered through ROP,</p> <ul style="list-style-type: none"> • c ~ á ^ } c q • Á c @ ^ Á [] [] [] c <p>Reedley College. Discussions occurred during the year to develop a new pathway related to Graphic Design for the 19-20 school year.</p>	<p>Amount: 1) \$277,424 2) a) \$9,000 b) \$1,796 c) \$210,089 d) \$6,504</p> <p>Source: LCFF</p> <p>Reference:</p>	<p>Amount: 1) \$277,148 2) a) \$0 b) \$0 c) \$236,592 d) \$480</p> <p>Source: LCFF</p> <p>Reference:</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Research- Investing in Career and Technical Education. U.S. Department of Education</p>		<p>1) 7223-7223: Transfer JPA 2) CTE: a) 1100-1100: Certificated Salaries b) 3000-3600: Employee Benefits c) 4300-4300: Supplies d) 5200-5200: Travel/Conference</p>	<p>1) 7223-7223: Transfer JPA 2) CTE: a) 1100-1100: Certificated Salaries b) 3000-3600: Employee Benefits c) 4300-4300: Supplies d) 5200-5200: Travel/Conference</p>

Action 4: Increase the number of students who are taking and passing AP classes and explore the possibility of adding additional offerings.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Professional development for teachers teaching AP to provide instructional strategies to encourage and support all levels of students taking AP.</p>	<p>Two teachers attended AP Summer Institute, and 1 teacher attend a training during the current school year and is participating in a mentor program this spring. The district plans on sending two more teachers this summer to AP Summer Institute. AP Spanish was offered this year to students. The AP teachers met quarterly to review instructional strategies and supports to encourage students to participate in AP. The district was part of the field test for AP and teachers were given access to new online material to support students on the test.</p>	<p>Amount: 1) \$175,733 2) \$55,717 Source: LCFF Reference: 1) 1100-1100: Certificated Salaries 2) 3000-3600: Employee Benefits</p>	<p>Amount: 1) \$175,730 2) \$67,577 Source: LCFF Reference: 1) 1100-1100: Certificated Salaries 2) 3000-3600: Employee Benefits</p>

Action 5: Support the College and Career Center in supporting students with transitioning into post-secondary programs.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1) Provide programs that allow students to explore colleges. Salary and benefits for college and career center teacher. Encourage all students to pursue postsecondary opportunities.</p>	<p>The College and Career supported students through: FAFSA financial parent nights, Community College applications, SAT/ACT workshops, college workshops, application workshops, senior presentations, resume workshops, College and Career Fair, Career Day, College 101 night for parents, college and career presentations at all grade levels. Former students are asked to return and speak with students about what they need to do to prepare. College and Career center teacher meets with students as a group or individually throughout the year, including before school, lunch and after school.</p>	<p>Amount: 1) \$76,924 2) \$30,549</p> <p>Source: LCFF</p> <p>Reference: 1) 1100-1100: Certificated Salaries 2) 3000-3600: Employee Benefits</p>	<p>Amount: 1) \$76,924 2) \$30,549</p> <p>Source: LCFF</p> <p>Reference: 1) 1100-1100: Certificated Salaries 2) 3000-3600: Employee Benefits</p>

Action 6: Support the AVID program in supporting low income students become college ready by developing academic skills.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1) Provide funding to support the AVID program on Kingsburg High School Campus. This includes, salaries of teachers, cost of the program, tutors, and materials.</p> <p>2) The unduplicated student population has a lower rate of meeting A-G requirements according to both local and state data so the LEA will provide the AVID program and an elective class for each grade level. This action is principally directed toward</p>	<p>The AVID program continued to have 4 elective classes for students. During the summer, 3 teachers and 1 administrator attended summer institute. This coming summer, 3 teachers and one administrator are attending. The AVID program took 3 college field trips and Stanislaus, CSU Fresno, UC Berkeley and St. Mary's College. New whiteboards and books were purchased this year.</p>	<p>Amount: 1) \$57,832 2) \$8,800 3) \$22,483 4) \$1,000 5) \$4,434</p> <p>Source: Title I</p> <p>Reference:</p>	<p>Amount: 1) \$57,782 2) \$6,969 3) \$22,462 4) \$4,434 5) \$1,103</p> <p>Source: Title I</p> <p>Reference:</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>low income and are most effective in meeting the district goals for low income populations. Research shows that AVID increases low income students meeting the A-G requirements and continuing onto a four-year college. This action will result in increased achievement on state and local assessments for the unduplicated student population.</p> <p>Research Watt, K. M., Huerta, J., & Alkan, E. (2011). Identifying predictors of college success through an examination of AVID achievements. <i>Journal of Hispanics in Higher Education</i>, 10(2), 120. 133.</p> <p>Watt, K. M., Johnston, D., Huerta, J., Mendiola, I. D., & Alkan, E. (2008). Retention of first-generation college-going seniors in the college preparatory program AVID. <i>American Secondary Education</i>, 37(1), 17. 40.</p>		<p>1) 1100-1100: Certificated Salaries 2) 2100-2100: Classified Salaries 3) 3000-3600: Employee Benefits 4) 4300-4300: Supplies 5) 5800-5800: Services</p>	<p>1) 1100-1100: Certificated Salaries 2) 2100-2100: Classified Salaries 3) 3000-3600: Employee Benefits 4) 4300-4300: Supplies 5) 5800-5800: Services</p>

Action 7: Support the involvement and participation of students in Career Technical Student Organizations (CTSOs) to help prepare students for career options.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1) Provide transportation, staff, money for entry fees, and materials needed to support students in the student organizations 2) We seek to provide students with more than just classes that support career readiness, but activities for</p>	<p>In Skills USA, the club had 25 members. 7 participated in the Skills USA regional comp. They participated in the Nursing Assistant competition and the CPR competition. In FFA 160 students have participated in 6 or more activities. This year: 59 students have participated in</p>	<p>Amount: A) \$29,979 B) \$5,719 C) \$28,050 D) \$6,504</p>	<p>Amount: A) \$30,203 B) \$5,820 C) \$14,429 D) \$480</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>students to demonstrate skills needed to be career ready. According to CTSO, students who participate in CTSOs demonstrate higher levels of academic engagement and motivation, civic engagement, career self-efficacy and employability skills than other students. According to the National Research Center for Career and Technical Education, participating in leadership and professional development activities in a CTSO increases students' career aspirations.</p>	<p>leadership conferences, 23 participants in State Finals Competitions, 60 participants in field day competitions, 24 participants at section level competitions.</p>	<p>Source: 1) LCFF 2) CTE Grant</p> <p>Reference: A) 1100-1100: Certificated Salaries B) 3000-3600: Employee Benefits C) 4300-4300: Supplies D) 5200-5710: Travel/Maintenance/Services</p>	<p>Source: 1) LCFF 2) CTE Grant</p> <p>Reference: A) 1100-1100: Certificated Salaries B) 3000-3600: Employee Benefits C) 4300-4300: Supplies D) 5200-5710: Travel/Maintenance/Services</p>

Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

A continued focus of the district is providing every student a computer, except students at Kingsburg Independent Study High School per the technology plan. Parent communication with parents improved by the improved use of AEIRES communication in which parents can choose how the district communicates with them (email, phone call, and/or text). The district implemented two new CTE classes, floral design and computer science. The college and career center has a dedicated teacher to work with students in receiving their college and career goals. A college 101night was held that had approximately 80 parents and students attend to learn about local colleges.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

A continued focus on AP showed through increase passing rate and students taking AP. There was an increase of 18 students taking AP and a 4.5% increase in the number of passing scores. AP Spanish was offered for students. The district met all of their goals except in the area of parent involvement (at meetings and survey completion) and percent of students enrolled in college or enlisted in

the military. The district had more students go directly into the workforce. Parent involvement in both meetings and surveys was below the target goal. On the parent/community survey, the goal was 180, but the district received 154 responses, but this was an increase of 60 surveys from the prior year. For district and school meetings, parent average was 4, not meeting the goal of 9. Parent involvement at meetings that had a direct relationship with their child continued to be well attended. On the parent survey, 89.6% agreed or strongly agreed that parent communication was good, which was an increase of 5.6%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was no material differences between budgeted expenditures and the actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no changes to the goal or actions.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

9/17/18- School Site Council: Presented information on local priorities and the progress the district has made. There was no questions regarding the local priorities.

9/17/18- District Advisory Committee: Presented information on local priorities and the progress the district has made. Parents suggested that department chairs complete the survey regarding State Academic Standards, have more parent engagement at local festivals, include dual enrollment data for Indicator 7.

9/24/18- ELAC/DELAC: Presented information on local priorities and the progress the district has made. There was no questions regarding the local priorities.

10/15/18- Board Meeting: Reviewed local priorities for Fall 2019 Dashboard. The board did not have any questions.

11/5/18- Board Meeting: LCAP Update. Reviewed SBAC scores, county school comparison, reviewed what new dashboard would look like and new college and career indicator.

12/10/18- School Site Council: Presented information on the California Dashboard. Presented district data on expulsions, chronic absenteeism, meeting A-G, AP passing rate, and EL students. Parents asked about the difference between KHS and KJUHS graduation rate and plans to help improve the results from the Dashboard.

12/10/18- Board Meeting: Presented information on the California Dashboard. Board had questions about why the graduation rate went down. Presented district data on expulsions, chronic absenteeism, meeting A-G, AP passing rate, and EL students

12/10/18- ELAC/DELAC: Presented information on the California Dashboard. No parents attended, so no input was provided on goals and actions for the 2019-20 LCAP.

12/17/18- District Advisory Committee: Presented information on the California Dashboard. Discussed possible new goals or actions for LCAP 2019-20. Committee stated that mental health needs to be an important part in the plan as this could help with academics, attendance and suspensions.

1/14/19- Board Meeting: Reviewed student and parent/community survey to be sent out for LCAP input. Provided board with 5X5 grids of the dashboard indicators.

1/16/19- KHS Student Council Meeting: Discussed the annual student survey and the questions. Asked students if there was any specific areas regarding school safety or concerns they wanted addressed. Students stated survey questions were good.

2/4/19: All Staff Meeting: Discussed Dashboard results and progress on goals and actions. Teachers did not provide any input, but were told they could email any suggestions. No emails were sent.

2/8/2019: Classified and Teacher Union Meeting: Reviewed goals and actions for LCAP 2019-20. Areas they would like addressed in the LCAP: busses for summer school and after school intervention, new health books, social emotional learning, and competitive pay. They also felt the action related to PBIS needs to change and need to drop Link Crew as it is not being done.

2/25/19- ELAC/DELAC: Reviewed LCAP Metrics. Parents did not have any questions or suggestions on ways to improve. Reviewed parent survey to be sent out. Parents requested that hard copies be made available at each school for parents to complete.

3/4/19- School Site Council: Reviewed LCAP Metrics. Discussed how the district should be receiving more S&C funding. Member suggested using that money for more intervention for students, especially after school.

3/11/19- District Advisory Committee: Reviewed LCAP Metrics. Discussed how the district should be receiving more S&C funding. Members suggested the following for use of the money: transportation for sports again, more mental health support, after school transportation, additional intervention for students, summer school transportation, and career preparation opportunities.

4/1/19- 4/22/19- Parent/Community Survey: Parent/Community Survey- 154 responses. Overall concerns from parents were: keeping grades updated, addressing the drug issue on campus, improved funding for mental health support, discipline system, increased funding for band, choir, arts, and more elective options

4/4/19-4/12/19- Student Survey: Student Survey- 763 responses. Overall concerns from students were: More tutoring opportunities, more class offerings, including during summer school, more mental health support, cleaner restrooms, more engagement in the classrooms- provide trainings for teachers, and more opportunities to help with getting a job

4/4/19-4/12/19- Teacher Survey: Teacher Survey- 48. Overall concerns from teachers were: Create programs for failing students, develop more support for discipline and attendance issues, provide after school transportation, provide more time to collaborate with colleagues.

4/4/19-4/12/19- Staff Survey: Staff Survey- 18. Overall concerns from staff were: Institute freshman programs, provide support staff with the proper training and expectation to what is expected from you as a supportive staff.

4/8/19- Board Meeting- Discussed that surveys have been sent out to parent/community, staff, teachers, and students.

5/13/19- Board Meeting- Discussed survey results from parent/community, staff, teachers, and students. Discussed new actions district is considering to add to LCAP to address stakeholder and Dashboard areas of concern. Board liked all of the new actions and felt this would help support students.

5/13/19- District Advisory Committee- Discussed survey results from parent/community, staff, teachers, and students. Discussed new actions district is considering to add to LCAP to address stakeholder and Dashboard areas of concern. District Advisory Committee liked all of the new actions and felt this would help support students. Discussed actual budgeted from 2018-19 and how 2019-20 will be

budgeted the same except for the new money coming from supplemental and concentration funds. The new actions will use that funding. Parents agreed to have the future draft copies of the LCAP be emailed to them for approval. Committee members approved the draft LCAP by email.

5/20/19- School Site Council- Discussed new actions district is considering to add to LCAP to address stakeholder and Dashboard areas of concern. School Site Council liked all of the new actions and felt this would help support students. Discussed actual budgeted from 2018-19 and how 2019-20 will be budgeted the same except for the new money coming from supplemental and concentration funds. The new actions will use that funding. Parents agreed to have the future draft copy of the LCAP be emailed to them for approval. Parents approved 2019-20 Draft LCAP with budget information.

5/20/19- ELAC/DELAC- Discussed survey results from parent/community, staff, teachers, and students. Discussed new actions district is considering to add to LCAP to address stakeholder and Dashboard areas of concern. The committee liked all of the new actions and felt this would help support students. Discussed actual budgeted from 2018-19 and how 2019-20 will be budgeted the same except for the new money coming from supplemental and concentration funds. Parents did not have any questions or additions for the LCAP.

6/3/19- KJUHS Staff- Presented Draft of 2019-20 LCAP. Staff did not have any questions. They appreciated the new actions, especially transportation options.

6/7/19- 6/19/19: Public Comment Period- Draft LCAP was posted on the district and school websites. No public comments were submitted.

6/10/19- Board Public Hearing: Presented Draft of 2019-20 LCAP with the budget information. No public attended the meeting.

6/24/19: Board Meeting- Final 2019-20 LCAP approved.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Meetings with stakeholders confirmed that our current goals and actions are appropriate and need to be continued. From discussions regarding data and survey results, parents felt a continued focus on school safety, attendance and transportation for students was important for student success. As a result of collaborating with stakeholders the following new or modified actions were made to the LCAP.

Modifications to current actions:

Goal 1, Action 4- After school transportation will be provided for students who ride the bus on days of tutorial.

Goal 1, Action 5- Provide transportation to and from summer school for students who would normally ride the bus during the school year.

Goal 2, Action 2- Install speakers to the sports fields and farm area. Purchase equipment to detect smoking in restrooms and notify administration.

Goal 2, Action 7- Hire additional part-time attendance liaison.

New actions to the LCAP:

Goal 2, Action 8- Provide part time staff to monitor campus during class and passing periods to ensure student safety and ensure students are in class.

Goal 2, Action 9- Provide transportation to students who do not live in the city limit boundaries who are participating in after school sports.

Goal 3, Action 4- Provide support for new teachers to education(two years or less of experience). Provide each new teacher with a mentor teacher to work with them through the induction program. Provide all new teachers to the district, no matter the years of teaching experience with a support teacher to help acclimate to the school.

Goals, Actions, & Services

Strategic Planning Details and Accountability

New Goal
 Modified Goal
 Unchanged Goal

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 7, 8
 Local Priorities: None

Identified Need:

Academic achievement has always been the focus of the district. Dashboard results show that in the area of statewide assessment, the district is below average level 3 in math and only slightly above average level 3 in ELA. Our EAP scores are below the state average. Through stakeholder surveys and input, the district needs to look at adding more AP and honor classes.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Properly Credentialed teachers with no missassignments nor vacancies as	For 2015-2016 100% Properly Credentialed with no missassignments or vacancies	100% Properly Credentialed with no missassignments or vacancies	100% Properly Credentialed with no missassignments or vacancies	100% Properly Credentialed with no missassignments or vacancies

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
measured by Credentials or SARC review				
Sufficient core instructional materials as measured by annual board resolution of Instructional Materials SARC review	2016-2017 School board adoption of	100% sufficient instructional materials	100% sufficient instructional materials	100% sufficient instructional materials
¹⁸H.S. graduation Rate	2014-2015 93.7%	94.5%	95.5%	96.5%
State Standardized Assessments as measured by Math CAASPP scores Distance from level 3	2015-2016 -60.9 points	-50 points	-40 points	-30 points
State Standardized Assessments as measured by English CAASPP scores Distance from level 3	2015-2016 +11.8 points	+20 points	+27 points	+34 points
A-G: % pupils with successful course completion	2015-2016 35.3%	37%	39%	41%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
EAP: % pupils scoring 3 or higher ELA	2015-2016 18%	22%	26%	30%
EAP: % pupils scoring 3 or higher Math	2015-2016 9%	14%	19%	24%
AP: Pupils Scoring 3 or higher	2015-2016 42.5%	44%	46%	48%
EL annual growth as measured by CELDT/ELPAC annual growth data	2015-2016 79.4%	81%	Baseline will be established utilizing ELPAC results.	Baseline will be established utilizing ELPAC results.
EL reclassification as measured by prior year number of re-designated students	2015-2016 7%	9%	11%	13%
Other Outcomes: Percent of students passing the physical fitness test	2015-2016 56.7%	58%	60%	62%

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1) \$3,715,245 2) \$82,017 3) \$1,487,165	1) \$3,525,459 2) \$862,290	1) \$4,043,959 2) \$1,481,632
Source	LCFF	LCFF	LCFF
Budget Reference	1) 1100-1100: Certificated Salaries 2) 2100-2100: Instructional Aides 3) 3000-3600: Employee Benefits	1) 1100-1100: Certificated Salaries 2) 3000-3600: Employee Benefits	1) 1100-1100: Certificated Salaries 2) 3000-3600: Employee Benefits

Action 2: Provide fully credentialed support teachers during the regular school day and provide focused class instruction for students achieving below grade level.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

- 1) Credentialed teacher for an English 9 Workshop class and a credentialed teacher for English EL class for EL students who are beginning or early intermediate.
- 2) The unduplicated student population has some of the lower academic achievement according to local and state assessments so the LEA will provide Credentialed teacher for an English 9 Workshop class and a credentialed teacher for English EL class for EL students who are beginning or early intermediate. The LEA will provide a credentialed teacher for math classes that are not at grade level. This action is principally directed toward EL and low income and are most effective in meeting the district goals for the EL and low income populations. Research shows that language acquisition is best taught outside the content areas, as well as through integration with the content areas. This action will result in increased achievement on state and local assessments for the unduplicated student population.

Research-

2018-19 Actions/Services

- 1) Credentialed teacher for an English 9 Workshop class and a credentialed teacher for English EL class for EL students who are at beginning or somewhat developed level on the ELPAC. Credentialed teachers for math classes that do not meet grade level.
- 2) The unduplicated student population has some of the lower academic achievement according to local and state assessments so the LEA will provide Credentialed teacher for an English 9 Workshop class and a credentialed teacher for English EL class for EL students who are beginning or early intermediate. The LEA will provide a credentialed teacher for math classes that are not at grade level. This action is principally directed toward EL and low income and are most effective in meeting the district goals for the EL and low income populations. Research shows that language acquisition is best taught outside the content areas, as well as through integration with the content areas. This action will result in increased achievement on state and local assessments for the unduplicated student population.

2019-20 Actions/Services

- 1) Credentialed teacher for an English 9 Workshop class and a credentialed teacher for English EL class for EL students who are beginning or somewhat developed level on the ELPAC. Credentialed teachers for math classes that do not meet grade level.
- 2) The unduplicated student population has some of the lower academic achievement according to local and state assessments so the LEA will provide Credentialed teacher for an English 9 Workshop class and a credentialed teacher for English EL class for EL students who are beginning or early intermediate. The LEA will provide a credentialed teacher for math classes that are not at grade level. This action is principally directed toward EL and low income and are most effective in meeting the district goals for the EL and low income populations. Research shows that language acquisition is best taught outside the content areas, as well as through integration with the content areas. This action will result in increased achievement on state and local

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<p>www.wested.org/resources/research-to-guide-english-language-development-instruction/</p> <p>Research to Guide English Language Development Instruction: Bill Saunders-UCLA, Claude Goldenber . Stanford University</p>	<p>Research- www.wested.org/resources/research-to-guide-english-language-development-instruction/</p> <p>Research to Guide English Language Development Instruction: Bill Saunders-UCLA, Claude Goldenber . Stanford University</p>	<p>assessments for the unduplicated student population.</p> <p>Research- www.wested.org/resources/research-to-guide-english-language-development-instruction/</p> <p>Research to Guide English Language Development Instruction: Bill Saunders-UCLA, Claude Goldenber . Stanford University</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> 1) \$517,008 2) \$111,232 	<ul style="list-style-type: none"> 1) LCFF <ul style="list-style-type: none"> a) \$477,158 b) \$126,454 2) Title I <ul style="list-style-type: none"> c) \$270,383 d) \$99,636 e) \$12,623 	<ul style="list-style-type: none"> 1) LCFF <ul style="list-style-type: none"> a) \$605,134 b) \$214,930 2) Title I <ul style="list-style-type: none"> c) \$146,042 d) \$53,686 e) \$4,141
Source	LCFF	<ul style="list-style-type: none"> 1) LCFF 2) Title 1 	<ul style="list-style-type: none"> 1) LCFF 2) Title 1
Budget Reference	<ul style="list-style-type: none"> 1) 1100-1100: Certificated Salaries, Workshop classes 2) 3000-3600: Employee Benefits 	<ul style="list-style-type: none"> 1) LCFF <ul style="list-style-type: none"> a) 1100-1100: Certificated Salaries, Workshop classes b) 3000-3600: Employee Benefits 4) Title I <ul style="list-style-type: none"> c) 1100-1100: Certificated Salaries, Workshop classes d) 3000-3600: Employee Benefits e) 4300-4300: Supplies 	<ul style="list-style-type: none"> 1) LCFF <ul style="list-style-type: none"> a)1100-1100: Certificated Salaries, Workshop classes b)3000-3600: Employee Benefits 2) Title I <ul style="list-style-type: none"> c)1100-1100: Certificated Salaries, Workshop classes

Year	2017-18	2018-19	2019-20
			d) 3000-3600: Employee Benefits e) 4300-4300: Supplies

Action 3: Instructional aides support of students in the classroom.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

EL, Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified	Modified	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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2017-18 Actions/Services

2) The unduplicated student population has some of the lower academic achievement according to local and state assessments so the LEA will provide instructional aides principally focused toward EL and low income students and are most effective in meeting the district goals for the EL and low income populations. It is KJUHS D's experience that EL and low income students are at greater risk of not achieving grade level standards and not progressing towards graduation. Research shows that decreasing pupil-teacher ratio is beneficial for students. This action will result in increased achievement on state and local assessments for the unduplicated student population.

Research-

<http://www.theguardian.com/teacher-network/2015/apr/01/teaching-assistants-classrooms-research-imp>

3) Teacher Aides, Class size and Academic Achievement: A Preliminary Evaluation of Q} á ã æ} æq • Á Ú! ã { ^ Á V ã { ^ È Daniel K. Laplsey, Katrina M. Daytner: Ball State University Western Illinois University, Ken Kelley and Scott E. Maxwell: University of Notre Dame

2018-19 Actions/Services

2) The unduplicated student population has some of the lower academic achievement according to local and state assessments so the LEA will provide instructional aides principally focused toward EL and low income students and are most effective in meeting the district goals for the EL and low income populations. It is KJUHS D's experience that EL and low income students are at greater risk of not achieving grade level standards and not progressing towards graduation. Research shows that decreasing pupil-teacher ratio is beneficial for students. This action will result in increased achievement on state and local assessments for the unduplicated student population.

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<http://www.theguardian.com/teacher-network/2015/apr/01/teaching-assistants-classrooms-research-imp>

Teacher Aides, Class size and Academic Achievement: A Preliminary Evaluation of Q} á ã æ} æq • Á Ú! ã { ^ Á V ã { ^ È Daniel K. Laplsey, Katrina M. Daytner: Ball State University Western Illinois University, Ken Kelley and Scott E. Maxwell: University of Notre Dame

2019-20 Actions/Services

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Research-

<http://www.theguardian.com/teacher-network/2015/apr/01/teaching-assistants-classrooms-research-imp>

Teacher Aides, Class size and Academic Achievement: A Preliminary Evaluation of Q} á ã æ} æq • Á Ú! ã { ^ Á V ã { ^ È Katrina M. Daytner: Ball State University Western Illinois University, Ken Kelley and Scott E. Maxwell: University of Notre Dame

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) \$75,494 B) \$30,062	A) \$67,098 B) \$30,638	1) Title I A. \$71,198

Year	2017-18	2018-19	2019-20
	C) \$70,478 D) \$6,093	C) \$68,569 D) \$9,029	B. \$33,043 2) LCFF C. \$74,193 D. \$9,847
Source	1) Title I 2) Special Education	1) Title I 2) LCFF	1) Title I 2) LCFF
Budget Reference	1) A) 2100-2100: Instructional Aides/Classified Salaries B) 3000-3600: Employee Benefits 2) C) 2100-2100: Instructional Aides/Classified Salaries D) 3000-3600: Employee Benefits	1) A) 2100-2100: Instructional Aides/Classified Salaries B) 3000-3600: Employee Benefits 2) C) 2100-2100: Instructional Aides/Classified Salaries D) 3000-3600: Employee Benefits	1) A) 2100-2100: Instructional Aides/Classified Salaries B) 3000-3600: Employee Benefits 2) C) 2100-2100: Instructional Aides/Classified Salaries D) 3000-3600: Employee Benefits

Action 4: Provide intervention programs during and after school.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

- 1) Intervention program during and after school to support students who are on academic probation.
- 2) The unduplicated student population has some of the lower academic achievement according to local and state assessments so the LEA will provide intervention programs both during and after school to support student achievement principally focused toward EL and low income students are most effective in meeting the district goals for the EL and low income populations. It is KJUHSD experience that EL and low income students are at greater risk of not achieving grad level standards and not progressing towards graduation. Research shows that extended learning opportunities is beneficial for students. This action will result in increased achievement on state and local assessments for the unduplicated student population

Research-

Closing the Gap through Extended Learning Opportunities- An NEA policy brief.

http://www.nea.org/assessts/docs/HE/mf_PB04ExtendedLearning.pdf

2018-19 Actions/Services

- 1) Intervention program during and after school to support students who are on academic probation.
- 2) The unduplicated student population has some of the lower academic achievement according to local and state assessments so the LEA will provide intervention programs both during and after school to support student achievement principally focused toward EL and low income students are most effective in meeting the district goals for the EL and low income populations. It is KJUHSD experience that EL and low income students are at greater risk of not achieving grad level standards and not progressing towards graduation. Research shows that extended learning opportunities is beneficial for students. This action will result in increased achievement on state and local assessments for the unduplicated student population

Research-

Closing the Gap through Extended Learning Opportunities- An NEA policy brief.

http://www.nea.org/assessts/docs/HE/mf_PB04ExtendedLearning.pdf

2019-20 Actions/Services

- 1) Intervention program during and after school to support students who are on academic probation.
- 2) After school transportation will be provided for students who ride the bus on days of tutorial. The unduplicated student population has lower academic achievement compared to all students and are more likely to require transportation to school in order to benefit from this academic support. The addition of after school transportation will allow low-income students who ride the bus to have access to tutoring that occurs after school and not just at lunch. Research indicates that students from disadvantaged socio-economic backgrounds are twice as likely to be low performers. Further research indicates that a critical factor for academic achievement is the amount of time a student spends learning. Research indicates that providing after school programs supports families and students through providing a safe place for students after the regular school day, increases attendance, and provides interventions and support for academic achievement.

2017-18 Actions/Services

Time to Learn: Benefits of a Longer School Day, Christopher Gabriela, Warren Goldstein

2018-19 Actions/Services

Time to Learn: Benefits of a Longer School Day, Christopher Gabriela, Warren Goldstein

2019-20 Actions/Services

Research- Closing the Gap through Extended Learning Opportunities- An NEA policy brief.
http://www.nea.org/assessts/docs/HE/mf_PB04_ExtendedLearning.pdf
 Time to Learn: Benefits of a Longer School Day, Christopher Gabriela, Warren Goldstein

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1) \$5000 2) \$894	1) \$5,000 2) \$600	1) LCFF A. \$5,000 B. \$1,026 C. \$25,925 D. \$15,384 E. \$14,500 F. \$5588 2) Low Performing Grant A. \$5,000 B. \$1,026
Source	LCFF	LCFF	LCFF
Budget Reference	1) 1100-1100: Certificated Salaries/Intervention 2) 3000-3600: Employee Benefits	1) 1100-1100: Certificated Salaries/Intervention 2) 3000-3600: Employee Benefits	1) LCFF A) 1100-1100: Certificated Salaries/Intervention B) 3000-3600: Certificated Benefits C) 2100-2100: Classified Salaries D) 3000-3600: Employee Benefits E) 4300-4300: Supplies F) 5800-5800: Services

Year	2017-18	2018-19	2019-20
			2) Low Performing Grant 1) 1100-1100: Certificated Salaries/Intervention 2) 3000-3600: Employee Benefits

Action 5: Provide summer school intervention and enrichment for grades 9-12 and related costs, including transportation, materials and supplies.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

- 1) Summer School- salary and benefits. The unduplicated student population has some of the lower academic achievement according to local and state assessments so the LEA will provide summer school principally focused toward EL and low income students are most effective in meeting the district goals for the EL and low income populations. It is KJUHSD experience that EL and low income students are at greater risk of not achieving grad level standards and not progressing towards graduation. Research shows that summer school learning opportunities can be especially effective for children from low-income families who might not have access to educational resources throughout the summer months and for low-achieving students who need additional time to master academic content.

Research

Summer School: Research-Based Recommendations for Policymakers. SERVE Policy Brief. Harris Cooper, <http://eric.ed.gov/?id=ED456557>

Making Summer Count: How Summer Programs
McCombs, Catherine H. Augustine, Heather L. Schwartz, Susan J. Bodilly, Brian McInnis, Dahlia S. Lichter, Amanda Brown Cross.

- 3) <http://www.wallacefoundation.org/knowledge-center/Pages/Making-Summer-Count-How-Summer-Programs-Can-Boost-Childrens-Learning.aspx>

2018-19 Actions/Services

- 1) Summer School- salary and benefits. The unduplicated student population has some of the lower academic achievement according to local and state assessments so the LEA will provide summer school principally focused toward EL and low income students are most effective in meeting the district goals for the EL and low income populations. It is KJUHSD experience that EL and low income students are at greater risk of not achieving grad level standards and not progressing towards graduation. Research shows that summer school learning opportunities can be especially effective for children from low-income families who might not have access to educational resources throughout the summer months and for low-achieving students who need additional time to master academic content.

Research

Summer School: Research-Based Recommendations for Policymakers. SERVE Policy Brief. Harris Cooper, <http://eric.ed.gov/?id=ED456557>

Making Summer Count: How Summer
Jennifer Sloan McCombs, Catherine H. Augustine, Heather L. Schwartz, Susan J. Bodilly, Brian McInnis, Dahlia S. Lichter, Amanda Brown Cross.

<http://www.wallacefoundation.org/knowledge-center/Pages/Making-Summer-Count-How->

2019-20 Actions/Services

- 1) Summer School- salary and benefits. Provide transportation to and from summer school for students who would normally ride the bus during the school year.
- 2) School transportation will be provided for students who ride the bus during summer school. The unduplicated student population has lower academic achievement compared to all students and are more likely to require transportation to school in order to benefit from this academic support. The addition of summer school transportation will allow low-income students who ride the bus to have access to summer school. Research indicates that students from disadvantaged socio-economic backgrounds are twice as likely to be low performers. Further research indicates that a critical factor for academic achievement is the amount of time a student spends learning. It is KJUHSD experience that EL and low income students are at greater risk of not achieving grad level standards and not progressing towards graduation. Research shows that summer school learning opportunities can be especially effective for children from low-income families who might not have access to educational resources throughout the summer months and for low-achieving students who need additional time to master academic content.

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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<p>Summer-Programs-Can-Boost-Childrens-Learning.aspx</p>
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<p>Research</p> <p>Summer School: Research-Based Recommendations for Policymakers. SERVE Policy Brief. Harris Cooper, http://eric.ed.gov/?id=ED456557</p> <p>Making Summer Count: How Summer</p> <p>Jennifer Sloan McCombs, Catherine H. Augustine, Heather L. Schwartz, Susan J. Bodilly, Brian McInnis, Dahlia S. Lichter, Amanda Brown Cross.</p> <p>http://www.wallacefoundation.org/knowledge-center/Pages/Making-Summer-Count-How-Summer-Programs-Can-Boost-Childrens-Learning.aspx</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1) \$74,514 2) \$16,138	1) \$83,072 2) \$34,429 3) \$2,340 4) \$3,763	1) \$63,843 2) \$13,101 3) \$8,656 4) \$5,132 5) \$29,999 6) \$10,068 7) \$300.00
Source	LCFF	LCFF	LCFF
Budget Reference	1) 1100-1100: Certificated Salaries, Workshop classes 2) 3000-3600: Employee Benefits	1) 1100-1100: Certificated Salaries 2) 3000-3600: Employee Benefits 3) 2100-2100: Classified Salaries 4) 3000-3600: Employee Benefits	1) 1100-1100: Certificated Salaries 2) 3000-3600: Employee Benefits 3) 2100-2100: Classified Salaries 4) 3000-3600: Employee Benefits 5) 1300-1300: Management Salaries 6) 3000-3600: Employee Benefits 7) 4300-4300: Supplies

Action 6: Order state/locally approved CCSS curriculum for core content subjects, ELD, and supplemental materials to support the CCSS implementation.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Alignment of instruction with content standards by utilizing outside services, purchasing textbooks, books, materials, resources and technology.

2018-19 Actions/Services

Alignment of instruction with content standards by utilizing outside services, purchasing textbooks, books, materials, resources and technology.

2019-20 Actions/Services

Alignment of instruction with content standards by utilizing outside services, purchasing textbooks, books, materials, resources and technology.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$52,695	\$55,248	\$52,000
Source	Lottery Instructional Material	Lottery Instructional Material	Lottery Instructional Material
Budget Reference	4300-4300: Supplies	4300-4300: Supplies	4300-4300: Supplies

Action 7: Evaluate different teaching schedules, including increasing the number of periods to offer students more class opportunities and more contacts with teachers on a weekly basis.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Kingsburg High School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

- 1) Input from stakeholder meetings, student surveys, and parent/community surveys showed an interest in looking at the school schedule and number of classes offered per semester.
- 2) Analysis of new indicators demonstrate a need to explore class options to help students be college and career ready.

2018-19 Actions/Services

- 1) Input from stakeholder meetings, student surveys, and parent/community surveys showed an interest in looking at the school schedule and number of classes offered per semester.
- 2) Analysis of new indicators demonstrate a need to explore class options to help students be college and career ready.

2019-20 Actions/Services

- 1) Input from stakeholder meetings, student surveys, and parent/community surveys showed an interest in looking at the school schedule and number of classes offered per semester.
- 2) Analysis of new indicators demonstrate a need to explore class options to help students be college and career ready.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	NA	NA	NA
Budget Reference	NA	NA	NA

Goals, Actions, & Services

Strategic Planning Details and Accountability

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5

Local Priorities: None

Identified Need:

Through parent and student surveys, it was noted that though students feel safe, they feel there is room to improve. The district chronic absenteeism is at 7.4% and the district feels this number needs to be reduced. With the introduction of student devices, the need for continued education in digital citizenship is needed.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance as measured by district average attendance	2015-2016 95.72%	96%	97%	Maintain 97% or higher
Chronic Absenteeism as	2015-2016	7%	6.5%	6.0%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
measured by % students with 10% or more absenteeism	7.4%			
H.S. Dropout as measured by formula in LCAP appendix	2014-2015 7.9%	7.0%	6.5%	6.0%
Suspension rate	2014-2015 2.8%	2.3%	2.0%	1.7%
Expulsion rate	2015-2016 0%	.1%	.09%	.08%
Facilities Maintained as measured by annual FITs or SARC review	For 2016-2017 All (100%) • ã c ^ Á Ø Q V • Á • & higher	All (100%) site FITs will • & [i ^ Á %oo* [[á +	All (100%) site FITs will • & [i ^ Á %oo* [[á +	All (100%) site FITs will • & [i ^ Á %oo* [[á +
School Climate Survey- % responses high levels for school connectedness.	2016-2017 70.2%	73%	76%	79%
School Climate Survey- % responses feel very safe at school	2016-17 68.7%	70%	72%	74%

Planned Actions / Services

Complete a & [] ^ Á [~ Á c @ ^ Á ~ [| | [, ã } * Á c æ à | ^ Á ~ [| Á ^ æ & @ Á [~ Á c @ ^ Á Š Ò Œ q • Á Œ & c ã [n] e d U ^ | ç ã &

Action 1: Continue behavior supports in all district high schools.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

- 1) PBIS materials, supplies and professional development.
- 2) Positive behavior support refers to the application of positive behavior interventions and systems to achieve socially important behavior change.

2018-19 Actions/Services

- 1) PBIS materials, supplies and professional development.
- 2) Positive behavior support refers to the application of positive behavior interventions and systems to achieve socially important behavior change.

2019-20 Actions/Services

- 1) Materials, supplies and professional development to improve student behavior on campuses.
- 2) Positive behavior support refers to the application of positive behavior

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

interventions and systems to achieve socially important behavior change. Modified: The district is not using all parts of the PBIS program. The change reflects that positive behavior support will still continue, but not follow PBIS directly.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$3,000
Source	Lottery	Lottery Instructional Material	Lottery Instructional Material
Budget Reference	4300-4300: Supplies	4300-4300: Supplies	4300-4300: Supplies

Action 2: Provide a safe environment for students through the use and upgrade of security cameras, school safety dog, new visitor check-in system, and police at school/sporting functions.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

1) Continue to buy and upgrade security cameras on campus to ensure coverage throughout campus. The new PA system will allow announcements and alerts to be heard throughout campus. Safety dog will be used to provide a safe environment by detecting material that is illegal to have on campus.

1) Continue to buy and upgrade security cameras on campus to ensure coverage throughout campus. New visitor check in program that will require a driver license that is inputted in a system that does a check and then all visitor passes will have a picture on the pass. Safety dog will be used to provide a safe environment by detecting material that is illegal to have on campus.

1) Continue to buy security cameras on campus to ensure coverage throughout campus. Continue to use visitor check in program that will require a driver license that is inputted in a system that does a check and then all visitor passes will have a picture on the pass. Safety dog will be used to provide a safe environment by detecting material that is illegal to have on campus.

Modified:

Install speakers to the sports fields and farm area. Purchase equipment to detect smoking in restrooms and notify administration.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$11,700	\$8,795	1) LCFF

Year	2017-18	2018-19	2019-20
			A) \$17,595 2) Title IV B) \$11,000
Source	LCFF	LCFF	1) LCFF 2) Title IV
Budget Reference	5800-5800: Services	5800-5800: Services	1) LCFF A) 5800-5800: Services 2) Title IV B) 5800-5800: Services

Action 3: Contract with outside agencies to provide health services for students.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

- 1) Outside agency services included: School Psychologist, Student Assistance Program counselor, Nurse for vision/hearing assessments, Adaptive Physical Fitness Teacher, Speech Pathologist, Athletic Trainer
- 2) Input from our stakeholders indicate that students and families appreciate and benefit from the support services and want these services to continue. Research also indicates that this support is effective in supporting students with academic achievement and social interactions.

2018-19 Actions/Services

- 1) Outside agency services included: School Psychologist, Student Assistance Program counselor, Nurse for vision/hearing assessments, Adaptive Physical Fitness Teacher, Speech Pathologist, Athletic Trainer. There will be an increase of one additional day for a school psychologist.
- 2) Input from our stakeholders indicate that students and families appreciate and benefit from the support services and want these services to continue. Research also indicates that this support is effective in supporting students with academic achievement and social interactions.

2019-20 Actions/Services

- 1) Outside agency services included: School Psychologist, Student Assistance Program counselor, Nurse for vision/hearing assessments, Adaptive Physical Fitness Teacher, Speech Pathologist, Athletic Trainer
- 2) Input from our stakeholders indicate that students and families appreciate and benefit from the support services and want these services to continue. Research also indicates that this support is effective in supporting students with academic achievement and social interactions.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<p>\$47,000- Trainer</p> <p>\$48,000- Comprehensive Youth Services</p> <p>\$3,150- Nursing</p> <p>\$19,792- Psychologist</p> <p>\$8,400- Speech</p>	<p>\$47,000- Trainer</p> <p>\$50,498- Comprehensive Youth Services</p> <p>\$3,150- Nursing</p> <p>\$82,280- Psychologist</p> <p>\$8,450- Speech</p>	<p>1) LCFF</p> <p>A) \$47,000- Trainer</p> <p>B) \$26,498- Comprehensive Youth Services</p> <p>C) \$4,308- Nursing</p> <p>D) \$82,290- Psychologist</p> <p>E) \$9,995- Speech</p> <p>2) Title IV</p>

Year	2017-18	2018-19	2019-20
	\$3,236- Adaptive PE	\$4,782- Adaptive PE	F) \$26,801- Comprehensive Youth Services
Source	LCFF	LCFF	1) LCFF 2) Title IV
Budget Reference	5800-5800: Services	5800-5800: Services	1) LCFF A) 5800-5800: Services B) 5800-5800: Services C) 5800-5800: Services D) 5800-5800: Services E) 5800-5800: Services 2) Title IV F) 5800-5800: Services

Action 4: Provide transportation to and from school.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Provide transportation to students who do not live in the city limit boundaries.

2018-19 Actions/Services

Provide transportation to students who do not live in the city limit boundaries.

2019-20 Actions/Services

Provide transportation to students who do not live in the city limit boundaries.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1) \$152,647 2) \$56,815 3) \$51,200 4) \$14,562	1) \$143,569 2) \$59,281 3) \$63,500 4) \$60,000	1) \$113,058 2) \$64,293 3) \$20,250 4) \$14,431
Source	LCFF	LCFF	LCFF
Budget Reference	1) 2200-2200: Classified Salaries 2) 3000-3600: Employee Benefits 3) 4300-4300: Supplies 4) 5400-5900: Services	1) 2200-2200: Classified Salaries 2) 3000-3600: Employee Benefits 3) 4300-4300: Supplies 4) 5400-5900: Services	1) 2200-2200: Classified Salaries 2) 3000-3600: Employee Benefits 3) 4300-4300: Supplies 4) 5400-5900: Services

Action 5: Provide and maintain facilities.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

- 1) Includes salaries/benefits for personnel and materials and supplies to maintain facilities.

2018-19 Actions/Services

- 1) Includes salaries/benefits for personnel and materials and supplies to maintain facilities.

2019-20 Actions/Services

- 1) Includes salaries/benefits for personnel and materials and supplies to maintain facilities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<ol style="list-style-type: none"> 1) \$189,764 2) \$94,814 3) \$82,300 4) \$149,297 	<ol style="list-style-type: none"> 1) \$240,089 2) \$116,171 3) \$77,389 	<ol style="list-style-type: none"> 1) LCFF <ol style="list-style-type: none"> A. \$259,681 B. \$154,387 C. \$30,000 2) Ongoing Major Maintenance <ol style="list-style-type: none"> A. \$167,197 B. \$97,601 C. \$72,047
Source	<ol style="list-style-type: none"> 1) LCFF 2) Deferred Maintenance 	<ol style="list-style-type: none"> 1) LCFF 2) Ongoing Major Maintenance 	<ol style="list-style-type: none"> 1) LCFF 2) Ongoing Major Maintenance
Budget Reference	<ol style="list-style-type: none"> 1) A) 2200-2200: Classified Salaries B) 3000-3600: Employee Benefits 	<ol style="list-style-type: none"> 3) A) 2200-2200: Classified Salaries 4) 3000-3600: Employee Benefits 5) C) 4300-4300: Supplies 	<ol style="list-style-type: none"> 1)LCFF <ol style="list-style-type: none"> A. 2200-2200: Classified Salaries B. 3000-3600: Employee Benefits C. 4300-4300: Supplies

Year	2017-18	2018-19	2019-20
	2) C) 4300-4300: Supplies D)5400-5900: Services		2) Ongoing Major Maintenance A. 2200-2200: Classified Salaries B. 3000-3600: Employee Benefits C. 4300-4300: Supplies

Action 6: Implement mentor program to support incoming 9th graders in the transition to high school.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Kingsburg High School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

- 1) Explore the supports and arrange for student leaders needed to fully implement Link Crew in the 2018-19 school year.

Research-

Ensuring Successful Student Transitions from the Middle Grades to High School, Kathy Christie and Kyle Zinth.

<http://www.adlit.org/article/32116/>

Transition from Middle School into High School, Nancy B. Mizelle & Judith L. Irvin.

<http://www.temescalassociates.com/documents/resources/transition/transitionfrommiddle-schoolintohighschool.pdf>.

2018-19 Actions/Services

- 1) Implement the mentor program with 9th grade students. Seniors will mentor 10 to 15 9th grade students. They will meet throughout the year to help with the transition to high school.

Research-

Ensuring Successful Student Transitions from the Middle Grades to High School, Kathy Christie and Kyle Zinth.

<http://www.adlit.org/article/32116/>

Transition from Middle School into High School, Nancy B. Mizelle & Judith L. Irvin.

<http://www.temescalassociates.com/documents/resources/transition/transitionfrommiddle-schoolintohighschool.pdf>.

2019-20 Actions/Services

- 1) Implement the mentor program with 9th grade students. Seniors will mentor 10 to 15 9th grade students. They will meet throughout the year to help with the transition to high school.

Research-

Ensuring Successful Student Transitions from the Middle Grades to High School, Kathy Christie and Kyle Zinth.

<http://www.adlit.org/article/32116/>

Transition from Middle School into High School, Nancy B. Mizelle & Judith L. Irvin.

<http://www.temescalassociates.com/documents/resources/transition/transitionfrommiddle-schoolintohighschool.pdf>.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,500	\$3,00	\$4,000
Source	LCFF	LCFF	LCFF
Budget Reference	5800-5800: Services	4300-4300: Supplies	5800-5800: Services

Action 7: Support student attendance by tracking student attendance, scheduling meetings and using the SARB process to ensure all students are attending school.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Not Implemented

New

Modified

2017-18 Actions/Services

Not Implemented

2018-19 Actions/Services

- 1) Provide staff to track attendance, schedule meetings, and offer Saturday School to ensure student attendance.
- 2) The unduplicated student population has some of the highest absent rate. The LEA will monitor attendance to

2019-20 Actions/Services

- 1) Provide staff to track attendance, schedule meetings, and offer Saturday School to ensure student attendance.
- 2) The unduplicated student population has some of the highest absent rate.

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

help meet the district goals for the EL and low income populations. It is KJUHS D experience that EL and low income students are at greater risk of not achieving grad level standards and not progressing towards graduation.

Research:
 The Importance of Being in School : A Report on Absenteeism in the Nation's Public Schools Robert Balfanz Vaughn Byrnes
http://new.every1graduates.org/wpcontent/uploads/2012/05/FINALChronicAbsenteeismReport_May16.pdf Every Student, Every Day: A National Initiative to Address and Eliminate Chronic Absenteeism
<http://www2.ed.gov/about/inits/ed/chronicabsenteeism/index.html>

The LEA will monitor attendance to help meet the district goals for the EL and low income populations. It is KJUHS D experience that EL and low income students are at greater risk of not achieving grad level standards and not progressing towards graduation.

Modified:
 Hire additional part-time attendance liaison.

Research:
 The Importance of Being in School : A Report on Absenteeism in the Nation's Public Schools Robert Balfanz Vaughn Byrnes
http://new.every1graduates.org/wpcontent/uploads/2012/05/FINALChronicAbsenteeismReport_May16.pdf Every Student, Every Day: A National Initiative to Address and Eliminate Chronic Absenteeism
<http://www2.ed.gov/about/inits/ed/chronicabsenteeism/index.html>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Not Implemented	1) \$25,567 2) \$4,802 3) \$5,000	1) \$28,178 2) \$8,302 3) \$1,500 4) \$308 5) \$53,354 6) \$18,773 7) \$500

Year	2017-18	2018-19	2019-20
Source		LCFF	LCFF
Budget Reference		1) 2200-2200: Classified Salaries 2) 3000-3600: Employee Benefits 3) 1100-1100: Certificated Salaries	1) 2200-2200: Classified Salaries 2) 3000-3600: Employee Benefits 3) 1100-1100: Certificated Salaries 4) 3000-3600: Employee Benefits 5) 1300-1300: Management Salaries 6) 3000-3600: Employee Benefits 7) 4300-4300: Supplies

Action 8: Support school safety by adding a part-time campus monitor.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Not Implemented

Not Implemented

New

2017-18 Actions/Services

Not Implemented

2018-20 Actions/Services

Not Implemented

2019-20 Actions/Services

- 1) Provide part time staff to monitor campus during class and passing periods to ensure student safety and ensure students are in class.
- 2) CA School Dashboard Suspension Rate results indicate that while students overall have a 4.3% suspension rate, socioeconomically disadvantaged students have a 6.1% suspension rate, and four other student groups have a suspension rate higher than the overall rate. In an analysis of suspensions, 74% of all suspensions relate to fights or drugs. Input from our stakeholders state that students out of class and drug use is a concern. To address the need to decrease suspension rates for our most at-risk students, we will provide part time staff that will contribute to students feeling safe on campus and will monitor for inappropriate activity as students attend classes, participate in activities, etc. It is our expectation that this action will be effective in increasing attendance and decreasing suspension rates.

2017-18 Actions/Services

2018-20 Actions/Services

2019-20 Actions/Services

Research -
 Every Student Succeeds Act: Why School Climate* Should Be One of Your Indicators
<https://www.pbis.org/>
 School-Based Programs to Reduce Bullying and Victimization David P. Farrington, Maria M. Ttofi
http://www.campbellcollaboration.org/news/_/reduction_bullying_schools.php

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Not Implemented	Not Implemented	1) \$18,000 2) \$1,732 3) \$500
Source			LCFF
Budget Reference			1) 2200-2200: Classified Salaries 2) 3000-3600: Employee Benefits 3) 4300-4300: Supplies

Action 9: Provide after school transportation for athletics.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Not implemented

Select from New, Modified, or Unchanged for 2018-19

Not implemented

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

Not implemented

2018-19 Actions/Services

Not implemented

2019-20 Actions/Services

- 1) Provide transportation to students who do not live in the city limit boundaries who are participating in after school sports.
- 2) The unduplicated student population has some of the lower academic achievement according to graduation rates, suspension rates and attendance. When compared to all students, EL and socioeconomically disadvantaged students had a lower graduation rate and higher suspension and chronic absenteeism rate. In an effort to increase student engagement, with the intent of increasing academic achievement for our unduplicated students, the LEA will offer transportation for after school activities (e.g. athletics). Research indicates that students from disadvantaged socioeconomic backgrounds are twice as likely to be low performers. Research has also shown that athletics can increase self-esteem, social status, and future success in education. At-risk students and students with

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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<p>academic problems have also been shown to perform better when involved in athletics. This action is principally directed toward our unduplicated students in an effort to support and encourage their involvement with extracurricular activities. It is our expectation that supporting student involvement in school will help increase improve graduation and attendance and lower suspension rates.</p> <p>Research: The Impact of Learning Time on Academic Achievement Su Jin Jez, Robert W. Wassmer http://journals.sagepub.com/doi/abs/10.1177/013124513495275 Critical Success Factor (CSF) Planning Guide: Increased Learning Time http://www.taisresources.net/wpcontent/uploads/2014/10/Increased-Learning-Time-PlanningGuide.pdf</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Not implemented	Not implemented	1) \$25,925 2) \$15,384 3) \$10,000 4) \$5,000
Source			LCFF
Budget Reference			1) 2200-2200: Classified Salaries 2) 3000-3600: Employee Benefits 3) 4300-4300: Supplies 4) 5800-5800: Services

Goals, Actions, & Services

Strategic Planning Details and Accountability

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 5, 6

Local Priorities: None

Identified Need:

Student standardized scores went down from the previous year. Teachers have also requested more professional development in the area of engagement and preparation for CAASPP. The transition to Next Generation Science Standards and the new social studies frameworks have created a need for professional development in these areas. With a passing score on an AP test demonstrating a student is college ready, more professional development is need to not only increase access to AP classes, but strategies for teachers to help all student achieve success in AP.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Standards Implemented as measured by	2016-2017 Average score of 4.0	Average score of 4.1 or higher	Average score of 4.2 or higher	Average score of 4.3 or higher

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
either 1) Narrative Summary or 2) State Reflection Tool				
EL access to state standards/ELD standards (included with tool used above)	2016-2017 Average score of 4.0	Average score of 4.1 or higher	Average score of 4.2 or higher	Average score of 4.3 or higher
Access to a broad course of study as measured by review of teacher and/or master schedules	2016-2017 100% access to a broad course of study at all school sites	100% access to a broad course of study at all school sites	100% access to a broad course of study at all school sites	100% access to a broad course of study at all school sites

Planned Actions / Services

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Action 1: Contract with curriculum and instructional experts to provide professional development for all teachers in the areas of CCSS, NGSS, technology, and student engagement. Substitute teacher costs for release days and related costs.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

1) Provide professional development and collaboration time to improve instructional strategies and share best practice.

2018-19 Actions/Services

1) Provide professional development and collaboration time to improve instructional strategies and share best practice.

2019-20 Actions/Services

1) Provide professional development and collaboration time to improve instructional strategies and share best practice.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<p>A) \$3,000 B) \$104 C) \$10,000 D) \$60,639</p>	<p>A) \$3,000 B) \$600 C) \$4,351 D) \$30,000</p>	<p>1) Title II A) \$7,000 B) \$1,310 2) Low Performing Student Grant C) \$5,000 D) \$30,000</p>
Source	<p>1) LCFF 2) College Readiness Grant</p>	<p>1) LCFF 2) College Readiness Grant</p>	<p>1) Title II</p>

Year	2017-18	2018-19	2019-20
Budget Reference	<p>1) A) 1100-1100: Certificated Salaries B) 3000-3600: Employee Benefits</p> <p>2) C) 4300-4300: Supplies D) 5200-5200: Travel/Conference</p>	<p>1) A) 1100-1100: Certificated Salaries B) 3000-3600: Employee Benefits</p> <p>2) C) 4300-4300: Supplies D) 5200-5200: Travel/Conference</p>	<p>2) Low Performing Student Grant</p> <p>1) Title II A) 1100-1100: Certificated Salaries B) 3000-3600: Employee Benefits</p> <p>2) Low Performing Student Grant C) 4300-4300: Supplies D) 5200-5200: Travel/Conference</p>

Action 2: Purchase/Contract with data management system to create benchmark exams, analyze local and state assessments, and monitor students' progress.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

- 1) Data management system
- 2) Analysis of data for all subgroups will inform decision-making for use of Supplemental and Concentration funds through the Local Control and Accountability Plan.

Citation-

The LCAP is required to identify goals and measure progress for student subgroups across multiple performance indications.

<http://www.cde.ca.gov/fq/aa/lc/lcffoverview.asp>

2018-19 Actions/Services

- 1) Data management system
- 2) Analysis of data for all subgroups will inform decision-making for use of Supplemental and Concentration funds through the Local Control and Accountability Plan.

Citation-

The LCAP is required to identify goals and measure progress for student subgroups across multiple performance indications.

<http://www.cde.ca.gov/fq/aa/lc/lcffoverview.asp>

2019-20 Actions/Services

- 1) Data management system
- 2) Analysis of data for all subgroups will inform decision-making for use of Supplemental and Concentration funds through the Local Control and Accountability Plan.

Citation-

The LCAP is required to identify goals and measure progress for student subgroups across multiple performance indications.

<http://www.cde.ca.gov/fq/aa/lc/lcffoverview.asp>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1) \$13,160 2) \$7,793	1) \$19,532	1) \$11,411
Source	LCFF	LCFF	LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	1) 5600-5600: Software Maintenance 2) 5800-5800: Services	1) 5600-5600: Software Maintenance	1) 5600-5600: Software Maintenance

Action 3: Provide student engagement training that is principally directed toward EL and low income students. It is KJUHSD experience that EL and low income students are at greater risk of not achieving grade level standards and not progressing towards graduation.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

- 1) Professional development opportunities will be provided to teachers in the area of student engagement through research based strategies.
- 2) The unduplicated student population has some of the lower academic achievement according to local and state assessments so the LEA will provide professional development in student engagement to increase student achievement. This is principally focused toward EL and low income students are most effective in meeting the district goals for the EL and low income populations. It is KJUHS experience that EL and low income students are at greater risk of not achieving grade level standards and not progressing towards graduation. Research shows that professional development is essential in improving student achievement. This action will result in increased achievement on state and local assessments for the unduplicated student population.

Research

Reviewing the evidence on how teacher professional development affects student achievement.

<http://files.eric.ed.gov/fulltext/ED498548.pdf>

Listening To Teachers Of English Language Challenges, Experiences, and Professional Development Needs: Patricia Gándara, Julie Maxwell-Jolly, Anne Driscoll.

2018-19 Actions/Services

- 1) Professional development opportunities will be provided to teachers in the area of student engagement through research based strategies. An additional buy back day for teachers will be added to the 2018-19 school year.
- 2) The unduplicated student population has some of the lower academic achievement according to local and state assessments so the LEA will provide professional development in student engagement to increase student achievement. This is principally focused toward EL and low income students are most effective in meeting the district goals for the EL and low income populations. It is KJUHS experience that EL and low income students are at greater risk of not achieving grade level standards and not progressing towards graduation. Research shows that professional development is essential in improving student achievement. This action will result in increased achievement on state and local assessments for the unduplicated student population.

Research

Reviewing the evidence on how teacher professional development affects student achievement.

<http://files.eric.ed.gov/fulltext/ED498548.pdf>

Listening To Teachers Of English Language Challenges, Experiences, and Professional

2019-20 Actions/Services

- 1) Professional development opportunities will be provided to teachers in the area of student engagement through research based strategies.
- 2) The unduplicated student population has some of the lower academic achievement according to local and state assessments so the LEA will provide professional development in student engagement to increase student achievement. This is principally focused toward EL and low income students are most effective in meeting the district goals for the EL and low income populations. It is KJUHS experience that EL and low income students are at greater risk of not achieving grade level standards and not progressing towards graduation. Research shows that professional development is essential in improving student achievement. This action will result in increased achievement on state and local assessments for the unduplicated student population.

Modified: An additional buy back day will not be added to the 2019-20 school year.

Research

Reviewing the evidence on how teacher professional development affects student achievement.

<http://files.eric.ed.gov/fulltext/ED498548.pdf>

Listening To Teachers Of English Language

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Development Needs: Patricia Gándara, Julie Maxwell-Jolly, Anne Driscoll.

Challenges, Experiences, and Professional Development Needs: Patricia Gándara, Julie Maxwell-Jolly, Anne Driscoll.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	A) \$45,000 B) \$10,000	A) \$5,000 B) \$1,026 C) \$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	4300-4300: Supplies	A) 1100-1100: Certificated Salaries B) 4300-4300: Supplies	A) 1100-1100: Certificated Salaries B) 3000-3600: Employee Benefits C) 4300-4300: Supplies

Action 4: Provide mentor support for new teachers (less than two years of teaching experience) and new teachers to the district

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Not implemented

Select from New, Modified, or Unchanged for 2018-19

Not implemented

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

Not implemented

2018-20 Actions/Services

Not implemented

2019-20 Actions/Services

- 1) Provide support for new teachers (two years or less of experience). Provide each new teacher with a mentor teacher to work with them through the induction program.
- 2) Provide all new teachers to the district, no matter years of experience with a support teacher to help acclimate to the school.
- 3) To support academic gains and effective implementation of state standards, inexperienced teachers and new teachers will be provided with additional support principally directed toward unduplicated students. It is our expectation that the professional development will increase the effectiveness of inexperienced and new teachers in

2017-18 Actions/Services

2018-20 Actions/Services

2019-20 Actions/Services

supporting our unduplicated students in decreasing the achievement gap. Unduplicated students are more likely to struggle with engagement- for multiple reasons including health and nutrition practices, vocabulary development, and mindset. Providing professional development for teachers to meet specific needs of students translates into increased academic achievement.

Research -

How Poverty Affects Classroom Engagement. Eric Jensen

<http://www.ascd.org/publications/education>

al- leadership/may13/vol70/num08/HowPoverty-Affects-ClassroomEngagement.aspx

Center for Public Education - Teaching the Teachers - Effective Professional

Development in an Era of High Stakes

Allison Gulamhussein

[http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/Teaching-theTeachers-Effective-](http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/Teaching-theTeachers-Effective-ProfessionalDevelopment-in-an-Era-of-High-StakesAccountability/Teaching-the-TeachersFull-Report.pdf)

ProfessionalDevelopment-in-an-Era-of-High-StakesAccountability/Teaching-the-TeachersFull-Report.pdf

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Not implemented	Not implemented	A) \$4,500 B) \$930 C) \$6,000
Source			LCFF
Budget Reference			A) 1100-1100: Certificated Salaries B) Benefits C) 5800

Goals, Actions, & Services

Strategic Planning Details and Accountability

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 8

Local Priorities: None

Identified Need:

College and career readiness is the goal of the district. Through stakeholder meetings, a need was seen in having more options to help students achieve post-secondary success. Communication about requirements and student progress was an area stakeholders wanted more information on.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of graduating seniors will be enrolled in community college, 4-year	2015-2016 94%	95%	Maintained at 95% or higher	Maintained at 95% or higher

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
college, or the military.				
CTE Sequence of Study is % of students with two courses in the same pathway	2016-2017 15.4%	17%	19%	21%
% of students participating in Career Technical Program	2016-2017 24%	26%	28%	30%
Parental Engagement as measured by a summary of progress based on information collected through surveys of parents/guardians and parent participation	2016-2017 1) Parent Communication: Agree/ Strongly Agree 74.5% 2) Parent Participation in District Committees/ Meetings: Average less than 5 parents per committee/meeting	1) Parent Communication: Agree/ Strongly Agree 76% 2) Parent Participation in District Committees/ Meetings: Average 7 parents per committee/meeting	1) Parent Communication: Agree/ Strongly Agree 78% 2) Parent Participation in District Committees/ Meetings: Average 9 parents per committee/meeting	1) Parent Communication: Agree/ Strongly Agree 80% 2) Parent Participation in District Committees/ Meetings: Average 9 parents per committee/meeting
# of parent/community survey responses on direction of LCAP	2016-2017 118	140	180	210

Planned Actions / Services

the table, including Budgeted Expenses, Organizational Needs

Action 1: Provide school/district communications and parent involvement opportunities.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

2017-18 Actions/Services

- 1) Use of AERIES portal and Loop to communicate with parents regarding student progress.
- 2) Continue to develop the district and school websites to improve ease of

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

- 1) Use of AERIES portal and communication to communicate with parents regarding student progress.
- 2) Continue to develop the district and school websites to improve ease of

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

- 1) Use of AERIES portal and communication to communicate with parents regarding student progress.
- 2) Continue to develop the district and school websites to improve ease of

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

locating information and ensuring information is updated.

locating information and ensuring information is updated.

locating information and ensuring information is updated.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1) \$13,460 2) \$1,620	1) \$12,401	1) \$12,687
Source	LCFF	LCFF	LCFF
Budget Reference	1) 4300-4300: Supplies 2) 5600-5600: Software Maintenance	1) 5600-5600: Software Maintenance	1) 5600-5600: Software Maintenance

Action 2: Provide technology to students, including individual devices to each student, to help students build their college and career readiness.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

- 1) Salaries for technology personnel. Infrastructure, devices and technology material.

2018-19 Actions/Services

- 1) Salaries for technology personnel. Infrastructure, devices and technology material.

2019-20 Actions/Services

- 1) Salaries for technology personnel. Infrastructure, devices and technology material.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$200,000	<ol style="list-style-type: none"> 1) \$130,000 2) \$283,167 	<ol style="list-style-type: none"> 1) GO Bond <ol style="list-style-type: none"> A) \$84,995 2) LCFF <ol style="list-style-type: none"> A) \$186,958 B) \$82,090 C) \$5,000 D) \$42,000
Source	GO Bond	<ol style="list-style-type: none"> 1) GO Bond 2) LCFF 	<ol style="list-style-type: none"> 1) GO Bond 2) LCFF
Budget Reference	6400-6400: Computer Equipment	<ol style="list-style-type: none"> 1) 6400-6400: Computer Equipment 	<ol style="list-style-type: none"> 1) GO Bond

Year	2017-18	2018-19	2019-20
		2) 2100-2100: Classified Salaries	A) 6400-6400: Computer Equipment 2) LCFF A) 2100-2100: Classified Salaries B) 3000-3600: Employee Benefits C) 4300-4300: Supplies D) 5800-5800: Services

Action 3: Through the ROP program and district programs, review the CTE pathways to ensure pathways are being completed and adjust and add additional career courses available in the district.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

- 1) Career-Technical Education teacher salaries, benefits, materials, and supplies.
 - 2) We seek to provide a variety of career technical classes and pathways to support students.
- Research-
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Transforming Career and Technical Education. U.S. Department of Education

2018-19 Actions/Services

- 1) Through the ROP program and district programs, review the CTE pathways to ensure pathways are being completed and adjust and add additional career courses available in the district.
 - 2) Career-Technical Education teacher salaries, benefits, materials, and supplies.
 - 3) We seek to provide a variety of career technical classes and pathways to support students.
- Research-
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Transforming Career and Technical Education. U.S. Department of Education

2019-20 Actions/Services

- 1) Through the ROP program and district programs, review the CTE pathways to ensure pathways are being completed and adjust and add additional career courses available in the district.
 - 2) Career-Technical Education teacher salaries, benefits, materials, and supplies.
 - 3) We seek to provide a variety of career technical classes and pathways to support students.
- Research-
Investing in Amerã & æq • Á Ø ~ c ~ | ^ È
Transforming Career and Technical Education. U.S. Department of Education

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<ol style="list-style-type: none"> 1) \$89,446 2) \$277,148 	<ol style="list-style-type: none"> 1) \$277,424 2) a) \$9,000 b) \$1,796 c) \$210,089 d) \$6,504 	<ol style="list-style-type: none"> 1) \$277,424 2) a) \$9,000 b) \$1,796 c) \$210,089 d) \$6,504

Year	2017-18	2018-19	2019-20
Source	LCFF	LCFF	LCFF
Budget Reference	1) 7223-7223: Transfer JPA 2) 5800-5800: Services	1) 7223-7223: Transfer JPA 2) CTE: a) 1100-1100: Certificated Salaries b) 3000-3600: Employee Benefits c) 4300-4300: Supplies d) 5200-5200: Travel/Conference	1) 7223-7223: Transfer JPA 2) CTE a) 1100-1100: Certificated Salaries b) 3000-3600: Employee Benefits c) 4300-4300: Supplies d) 5200-5200: Travel/Conference

Action 4: Increase the number of students who are taking and passing AP classes and explore the possibility of adding additional offerings.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged
2017-18	2018-19	2019-20
Actions/Services 1. Professional development for teachers teaching AP to provide instructional strategies to encourage and support all levels of students taking AP.	Actions/Services 1) Professional development for teachers teaching AP to provide instructional strategies to encourage and support all levels of students taking AP.	Actions/Services 1) Professional development for teachers teaching AP to provide instructional strategies to encourage and support all levels of students taking AP.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1) \$126,704 2) \$48,966	1) \$175,733 2) \$55,717	1) \$175,665 2) \$67,926
Source	LCFF	LCFF	LCFF
Budget Reference	1) 1100-1100: Certificated Salaries 2) 3000-3600: Employee Benefits	1) 1100-1100: Certificated Salaries 2) 3000-3600: Employee Benefits	1) 1100-1100: Certificated Salaries 2) 3000-3600: Employee Benefits

Action 5: Support the College and Career Center in supporting students with transitioning into post-secondary programs.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

2017-18 Actions/Services

1. Provide programs that allow students to explore colleges. Salary and benefits for college and career center teacher. Encourage all students to pursue postsecondary opportunities.

Select from New, Modified, or Unchanged for 2018-19

Unchanged

2018-19 Actions/Services

1. Provide programs that allow students to explore colleges. Salary and benefits for college and career center teacher. Encourage all students to pursue postsecondary opportunities.

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

1. Provide programs that allow students to explore colleges. Salary and benefits for college and career center teacher. Encourage all students to pursue postsecondary opportunities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1) \$70,599 2) \$28,104 3) \$4,020	1) \$76,924 2) \$30,549	1) \$84,577 2) \$67,927
Source	LCFF	LCFF	LCFF
Budget Reference	1) 1100-1100: Certificated Salaries 2) 3000-3600: Employee Benefits 3) 5800-5800: Services	1) 1100-1100: Certificated Salaries 2) 3000-3600: Employee Benefits	1) 1100-1100: Certificated Salaries 2) 3000-3600: Employee Benefits

Action 6: Support the AVID program in supporting low income students become college ready by developing academic skills.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Low Income

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Kingsburg High School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- 1) Provide funding to support the AVID program on Kingsburg High School Campus. This includes, salaries of teachers, cost of the program, tutors, and materials.
- 2) The unduplicated student population has a lower rate of meeting A-G requirements according to both local and state data so the LEA will provide the AVID program and an elective class for each grade level. This action is principally directed toward low income and are most effective in meeting the district goals for low income populations. Research shows that AVID increases low income students meeting the A-G requirements and continuing onto a four-year college. This action will result in increased achievement on state and local assessments for the unduplicated student population.

- 1) Provide funding to support the AVID program on Kingsburg High School Campus. This includes, salaries of teachers, cost of the program, tutors, and materials.
- 2) The unduplicated student population has a lower rate of meeting A-G requirements according to both local and state data so the LEA will provide the AVID program and an elective class for each grade level. This action is principally directed toward low income and are most effective in meeting the district goals for low income populations. Research shows that AVID increases low income students meeting the A-G requirements and continuing onto a four-year college. This action will result in increased achievement on state and local assessments for the unduplicated student population.

- 1) Provide funding to support the AVID program on Kingsburg High School Campus. This includes, salaries of teachers, cost of the program, tutors, and materials.
- 2) The unduplicated student population has a lower rate of meeting A-G requirements according to both local and state data so the LEA will provide the AVID program and an elective class for each grade level. This action is principally directed toward low income and are most effective in meeting the district goals for low income populations. Research shows that AVID increases low income students meeting the A-G requirements and continuing onto a four-year college. This action will result in increased achievement on state and local assessments for the unduplicated student population.

Research

Watt, K. M., Huerta, J., & Alkan, E. (2011). Identifying predictors of college success through an examination of AVID

Research

Watt, K. M., Huerta, J., & Alkan, E. (2011). Identifying predictors of college success through an examination of AVID

Research

Watt, K. M., Huerta, J., & Alkan, E. (2011). Identifying predictors of college success through an examination of AVID

Select from New, Modified, or Unchanged for 2017-18

achievements. *Journal of Hispanics in Higher Education*, 10(2), 120. 133.

Watt, K. M., Johnston, D., Huerta, J., Mendiola, I. D., & Alkan, E. (2008).

Select from New, Modified, or Unchanged for 2018-19

achievements. *Journal of Hispanics in Higher Education*, 10(2), 120. 133.

Watt, K. M., Johnston, D., Huerta, J., Mendiola, I. D., & Alkan, E. (2008).

Select from New, Modified, or Unchanged for 2019-20

achievements. *Journal of Hispanics in Higher Education*, 10(2), 120. 133.

Watt, K. M., Johnston, D., Huerta, J., Mendiola, I. D., & Alkan, E. (2008).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1) \$45,449 2) \$8,800 3) \$12,821 4) \$4,318	1) \$57,832 2) \$8,800 3) \$22,483 4) \$1,000 5) \$4,434	1) \$64,577 2) \$8,000 3) \$19,289 4) \$500 5) \$4,500
Source	Title I	Title I	Title I
Budget Reference	1) 1100-1100: Certificated Salaries 2) 2100-2100: Classified Salaries 3) 3000-3600: Employee Benefits 4) 5800-5800: Services	1) 1100-1100: Certificated Salaries 2) 2100-2100: Classified Salaries 3) 3000-3600: Employee Benefits 4) 4300-4300: Supplies 5) 5800-5800: Services	1) 1100-1100: Certificated Salaries 2) 2100-2100: Classified Salaries 3) 3000-3600: Employee Benefits 4) 4300-4300: Supplies 5) 5800-5800: Services

Action 7: Support the involvement and participation of students in Career Technical Student Organizations (CTSOs) to help prepare students for career options.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

- 1) Provide transportation, staff, money for entry fees, and materials needed to support students in the student organizations
- 2) We seek to provide students with more than just classes that support career readiness, but activities for students to demonstrate skills needed to be career ready. According to CTSO, students who participate in CTSOs demonstrate higher levels of academic engagement and motivation, civic engagement, career

2018-19 Actions/Services

- 1) Provide transportation, staff, money for entry fees, and materials needed to support students in the student organizations
- 2) We seek to provide students with more than just classes that support career readiness, but activities for students to demonstrate skills needed to be career ready. According to CTSO, students who participate in CTSOs demonstrate higher levels of academic engagement and motivation, civic engagement, career self-efficacy

2019-20 Actions/Services

- 1) Provide transportation, staff, money for entry fees, and materials needed to support students in the student organizations
- 2) We seek to provide students with more than just classes that support career readiness, but activities for students to demonstrate skills needed to be career ready. According to CTSO, students who participate in CTSOs demonstrate higher levels of academic engagement and motivation, civic engagement, career

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

self-efficacy and employability skills than other students. According to the National Research Center for Career and Technical Education, participating in leadership and professional development activities in a CTSO increases students' self-efficacy and employability aspirations.

and employability skills than other students. According to the National Research Center for Career and Technical Education, participating in leadership and professional development activities in a CTSO increases students' self-efficacy and employability aspirations.

self-efficacy and employability skills than other students. According to the National Research Center for Career and Technical Education, participating in leadership and professional development activities in a CTSO increases students' self-efficacy and employability aspirations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> 1) \$12,600 2) \$1,931 3) \$122,561 4) \$33,258 5) \$57,000 6) \$787 	<ul style="list-style-type: none"> A) \$29,979 B) \$5,719 C) \$28,050 D) \$6,504 	<ul style="list-style-type: none"> 1) LCFF <ul style="list-style-type: none"> A) \$31,127 B) \$6,388 2) CTE Grant <ul style="list-style-type: none"> C) \$24,708 D) \$500
Source	LCFF	<ul style="list-style-type: none"> 1) LCFF 2) CTE Grant 	<ul style="list-style-type: none"> 1) LCFF 2) CTE Grant
Budget Reference	<ul style="list-style-type: none"> 1) 1100-1100: Certificated Salaries 2) 3000-3600: Employee Benefits 3) 4300-4300: Supplies 4) 5200-5710: Travel/Maintenance/Services 5) 6400-6400: Equipment 6) 7310-7310: Indirect Costs 	<ul style="list-style-type: none"> 1) LCFF <ul style="list-style-type: none"> A) 1100-1100: Certificated Salaries B) 3000-3600: Employee Benefits 2) CTE Grant <ul style="list-style-type: none"> C) 4300-4300: Supplies D) 5200-5710: Travel/Maintenance/Services 	<ul style="list-style-type: none"> 1) LCFF <ul style="list-style-type: none"> A) 1100-1100: Certificated Salaries B) 3000-3600: Employee Benefits 2) CTE Grant <ul style="list-style-type: none"> C) 4300-4300: Supplies D) 5200-5710: Travel/Maintenance/Services

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$1,235,569

11.48%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Using the calculation tool provided by the state, Kingsburg Joint Union High School District has calculated that it will receive \$1,235,569 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). Kingsburg Joint Union High School District has three schools that provide educational services for 1,200 students on average. We have comprehensive site, a continuation site, and Independent study program. All three schools are located on the same campus. The details of these expenditures are itemized in the Goals, Actions & Services section of this plan and include:

1) Credential Teachers- Provide fully credentialed support teachers during the regular school day and provide focused instruction class for students achieving below grade level in both English and math, with both classes principally directed toward EL and low income. It is KJUHSD's experience that EL and low income students are at greater risk of not achieving grade level standard and not progressing towards graduation. Research shows that language acquisition is best taught outside the content areas, as well as through integration with the content areas. Estimated funds: \$820,064 (Goal 1, Action 2). We feel this is the most effective use of funds given the research to support this action which is cited here:

* www.wested.org/resources/research-to-guide-english-language-development-instruction/. Research to Guide English Language Development Instruction: Bill Saunders- UCLA, Claude Goldenberg . Stanford University

2) Tutoring: Intervention program during and after school to support students who are on academic probation. After school transportation will be provided for students who ride the bus on days of tutorial. The unduplicated student population has lower academic achievement compared to all students and are more likely to require transportation to school in order to benefit from this

academic support. The addition of after school transportation will allow low-income students who ride the bus to have access to tutoring that occurs after school and not just at lunch. Research indicates that students from disadvantaged socio-economic backgrounds are twice as likely to be low performers. Further research indicates that a critical factor for academic achievement is the amount of time a student spends learning. Research indicates that providing after school programs supports families and students through providing a safe place for students after the regular school day, increases attendance, and provides interventions and support for academic achievement. Estimated funds: \$67,423 (Goal 1, Action 4). We feel this is the most effective use of funds given the research to support this action which is cited here:

* Closing the Gap through Extended Learning Opportunities- An NEA policy brief.

[http://www.nea.org/assessts/docs/HE/mf_PB04_ExtendedLearning, pdf](http://www.nea.org/assessts/docs/HE/mf_PB04_ExtendedLearning.pdf)

* Time to Learn: Benefits of a Longer School Day, Christopher Gabriela, Warren Goldstein

3) Summer School: Summer School- salary and benefits. Provide transportation to and from summer school for students who would normally ride the bus during the school year. KJUHSD experience that EL, low income and low achieving students are at greater risk of not achieving grade level standards and not progressing towards graduation. Research shows that summer school learning opportunities can be especially effective for children from low-income families who might not have access to educational resources throughout the summer months and for low-achieving students who need additional time to master academic content. Estimated funds: \$131,099 (Goal 1, Action 5). We feel this is the most effective use of funds given the research to support this action which is cited here:

* Summer School: Research-Based Recommendations for Policymakers. SERVE Policy Brief. Harris Cooper,

<http://eric.ed.gov/?id=ED456557>

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Augustine, Heather L. Schwartz, Susan J. Bodilly, Brian McInnis, Dahlia S. Lichter, Amanda Brown Cross.

<http://www.wallacefoundation.org/knowledge-center/Pages/Making-Summer-Count-How-Summer-Programs-Can-Boost-Childrens-Learning.aspx>

4) Engagement Strategies Professional Development: Professional development that is principally directed toward supporting the unduplicated students will be provided to teachers in the area of student engagement through research based strategies. It is KJUHSD experience that EL and low income students are at greater risk of not achieving grad level standards and not progressing towards graduation. Research shows that professional development is essential in improving student achievement. Estimated funds: \$11,026 (Goal 3, Action 3) We feel this is the most effective use of funds given the research to support this action which is cited here:

* Reviewing the evidence on how teacher professional development affects student achievement.

<http://files.eric.ed.gov/fulltext/ED498548.pdf>.

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Professional Development Needs: Patricia Gándara, Julie Maxwell-Jolly, Anne Driscoll.

5) Support student attendance by tracking student attendance, scheduling meetings and using the SARB process to ensure all students are attending school. Provide staff to track attendance, schedule meetings, and offer Saturday School to ensure student attendance. The unduplicated student population has some of the highest absent rate. The LEA will monitor attendance to help meet the district goals for the EL and low income populations. It is KJUHSD experience that EL and low income students are at greater risk of not achieving grad level standards and not progressing towards graduation. Estimated funds: \$110,915 (Goal 2, Action 7). We feel this is the most effective use of funds given the research to support this action which is cited here:

* The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools Robert Balfanz Vaughn Byrnes

<http://new.every1graduates.org/wpcontent/uploads/2012/05/FINALChronicAbsenteeism>

* Report_May16.pdf Every Student, Every Day: A National Initiative to Address and Eliminate Chronic Absenteeism

<http://www2.ed.gov/about/inits/ed/chronicabsenteeism/index.html>

6) The unduplicated student population has some of the lower academic achievement according to local and state assessments so the LEA will provide instructional aides principally focused toward EL and low income students and are most effective in meeting the district goals for the EL and low income populations. It is KJUHSD's experience that EL and low income students are at greater risk of not achieving grade level standards and not progressing towards graduation. Research shows that decreasing pupil-teacher ratio is beneficial for students. This action will result in increased achievement on state and local assessments for the unduplicated student population. Estimated funds: \$84,040 (Goal 1, Action 3). We feel this is the most effective use of funds given the research to support this action which is cited here:

* <http://www.theguardian.com/teacher-network/2015/apr/01/teaching-assistants-classrooms-research-imp>

Katrina M. Daytner: Ball State University Western Illinois University, Ken Kelley and Scott E. Maxwell: University of Notre Dame

7) Provide part time staff to monitor campus during class and passing periods to ensure student safety and ensure students are in class. CA School Dashboard Suspension Rate results indicate that while students overall have a 4.3% suspension rate, socioeconomically disadvantaged students have a 6.1% suspension rate, and four other student groups have a suspension rate higher than the overall rate. In an analysis of suspensions, 74% of all suspensions relate to fights or drugs. Input from our stakeholders state that students out of class and drug use is a concern. To address the need to decrease suspension rates for our most at-risk students, we will provide part time staff that will contribute to students feeling safe on campus and will monitor for inappropriate activity as students attend classes, participate in activities, etc. It is our expectation that this action will be effective in increasing attendance and decreasing suspension rates. Estimated funds: \$20,232 (Goal 2, Action 8). We feel this is the most effective use of funds given the research to support this action which is cited here:

* Every Student Succeeds Act: Why School Climate* Should Be One of Your Indicators <https://www.pbis.org/>

* School-Based Programs to Reduce Bullying and Victimization David P. Farrington, Maria M. Ttofi

http://www.campbellcollaboration.org/news_/reduction_bullying_schools.php

8) Provide transportation to students who do not live in the city limit boundaries who are participating in after school sports. The unduplicated student population has some of the lower academic achievement according to graduation rates, suspension rates and attendance. When compared to all students, EL and socioeconomically disadvantaged students had a lower graduation rate and higher suspension and chronic absenteeism rate. In an effort to increase student engagement, with the intent of increasing academic achievement for our unduplicated students, the LEA will offer transportation for after school activities (e.g. athletics). Research indicates that students from disadvantaged socioeconomic backgrounds are twice as likely to be low performers. Research has also shown that athletics can increase self-esteem, social status, and future success in education. At-risk students and students with academic problems have also been shown to perform better when involved in athletics. This action is principally directed toward our unduplicated students in an effort to support and encourage their involvement with extracurricular activities. It is our expectation that supporting student involvement in school will help increase improve graduation and attendance and lower suspension rates. Estimated funds: \$56,309 (Goal 2, Action 9). We feel this is the most effective use of funds given the research to support this action which is cited here:

* The Impact of Learning Time on Academic Achievement Su Jin Jez, Robert W. Wassmer <http://journals.sagepub.com/doi/abs/10.1177/013124513495275>

* Critical Success Factor (CSF) Planning Guide: Increased Learning Time
<http://www.taisresources.net/wpcontent/uploads/2014/10/Increased-Learning-Time-PlanningGuide.pdf>

9) Provide support for new teachers (two years or less of experience). Provide each new teacher with a mentor teacher to work with them through the induction program. Provide all new teachers to the district, no matter years of experience with a support teacher to help acclimate to the school. This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Unduplicated students are more likely to struggle with engagement for multiple reasons including health and nutrition practices, vocabulary development, and mindset. Providing professional development for teachers to meet specific needs of students translates into increased academic achievement. Estimated funds: \$11,430 (Goal 3, Action 4). We feel this is the most effective use of funds given the research to support this action which is cited here:

* How Poverty Affects Classroom Engagement. Eric Jensen <http://www.ascd.org/publications/educational-leadership/may13/vol70/num08/HowPoverty-Affects-ClassroomEngagement.aspx>

* Center for Public Education - Teaching the Teachers - Effective Professional Development in an Era of High Stakes, Allison Gulamhussein <http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/Teaching-the-Teachers-Effective-ProfessionalDevelopment-in-an-Era-of-High-StakesAccountability/Teaching-the-TeachersFull-Report.pdf>

All of these actions/services are being implemented to better serve our highly at risk and mobile population of English Learners, Socio-economically disadvantaged students, and Foster Youth. All actions and expenditures of funds marked as contributing to increased or improved services were developed specifically to focus on the needs of our unduplicated population based on a careful analysis of data and input from our stakeholders. All these actions are principally directed toward our unduplicated student population to help Kingsburg Joint Union High School District be most effective in meeting the goals of the LEA LCAP and the identified needs of the unduplicated student population. Under each action marked for increased or improved services is a detailed explanation of how that action is principally directed toward the unduplicated student population and the most effective approaches in helping those students close equity gaps and meet the goals of Kingsburg Joint Union High School District. Since our unduplicated student population count is 61.3%, all of these actions and services are being performed on a schoolwide or districtwide basis in order increase efficiency delivery and effectiveness of these actions and services.

In addition, using the same calculation tool, the proportionality percentage has been calculated at 11.48%. Kingsburg Joint Union High School District has demonstrated that it has met the 11.48% proportionality percentage by expending \$1,312,538 in funds on actions and services that are principally directed towards the unduplicated student population as summarized above and as explained in detail in this plan in the Goals, Actions & Service section.

Alternatives the district Considered when developing these actions and services:

When formulating this plan, one of the options considered was pulling students out of class to get 1:1 help from an aide or a peer tutor. Research, however, shows that the student gains more insight when he is inside of the classroom learning with his/her peers. Another alternative was forming additional workshop classes. We have two workshop classes currently on campus. An English Workshop 9 for 9th graders who "at risk" as indicated by assessment and may need the support an English class cannot give them. The second is an English E/English E Workshop class which allows the first year ELL student to solidify emerging language. If they must attend the second year, they are supported by a second English class to enrich their learning. In math, we discussed a math workshop class to support students in Math 1. Instead of the workshop class, the district created a Math 1A and Math 1B program that allows struggling students to learn the same math standards over two years instead of one.

This allowed students to not be covered under one or more of these umbrellas, adding an additional class did not seem to help close the achievement gap or give equal opportunity to help the student access a broad core curriculum.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 881,325

8.59 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Using the calculation tool provided by the state, Kingsburg Joint Union High School District has calculated that it will receive \$881,325 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). Kingsburg Joint Union High School District has three schools that provide educational services for 1,200 students on average. We have comprehensive site, a continuation site, and Independent study program. All three schools are located on the same campus. The details of these expenditures are itemized in the Goals, Actions & Services section of this plan and include:

1) Credential Teachers- Provide fully credentialed support teachers during the regular school day and provide focused instruction class for students achieving below grade level in both English and math, with both classes principally directed toward EL and low income. It is KJUHS's experience that EL and low income students are at greater risk of not achieving grade level standard and not progressing towards graduation. Research shows that language acquisition is best taught outside the content areas, as well as through integration with the content areas. Estimated funds: \$603,612. (Goal 1, Action 2) We feel this is the most effective use of funds given the research to support this action which is cited here:

* www.wested.org/resources/research-to-guide-english-language-development-instruction/. Research to Guide English Language Development Instruction: Bill Saunders- UCLA, Claude Goldenberg . Stanford University

2) Tutoring: Intervention program during and after school to support students who are on academic probation. It is KJUHS D's experience that EL and low income students are at greater risk of not achieving grade level standard and not progressing toward graduation. Research shows that students who have access to additional tutoring will demonstrate improved achievement in the classroom. Stakeholders indicated that providing additional tutoring outside of class should be made available to all students to improve student achievement. Estimated funds: \$5,600 (Goal 1, Action 4) We feel this is the most effective use of funds given the research to support this action which is cited here:

* Closing the Gap through Extended Learning Opportunities- An NEA policy brief:

http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf.

* Time to Learn: Benefits of a Longer School Day, Christopher Gabriela, Warren Goldstein

3) Summer School: Summer School to support our EL, low income and underperforming students. It is KJUHS D experience that EL, low income and low achieving students are at greater risk of not achieving grad level standards and not progressing towards graduation. Research shows that summer school learning opportunities can be especially effective for children from low-income families who might not have access to educational resources throughout the summer months and for low-achieving students who need additional time to master academic content. Estimated funds: \$123,604 (Goal 1, Action 5) We feel this is the most effective use of funds given the research to support this action which is cited here:

* Summer School: Research-Based Recommendations for Policymakers. SERVE Policy Brief. Harris Cooper,

<http://eric.ed.gov/?id=ED456557>

* Augustine, Heather L. Schwartz, Susan J. Bodilly, Brian McInnis, Dahlia S. Lichter, Amanda Brown Cross.

<http://www.wallacefoundation.org/knowledge-center/Pages/Making-Summer-Count-How-Summer-Programs-Can-Boost-Childrens-Learning.aspx>

4) Engagement Strategies Professional Development: Professional development that is principally directed toward supporting the unduplicated students will be provided to teachers in the area of student engagement through research based strategies. It is KJUHS D experience that EL and low income students are at greater risk of not achieving grad level standards and not progressing towards graduation. Research shows that professional development is essential in improving student achievement. Estimated funds: \$55,000 (Goal 3, Action 3) We feel this is the most effective use of funds given the research to support this action which is cited here:

* Reviewing the evidence on how teacher professional development affects student achievement.

<http://files.eric.ed.gov/fulltext/ED498548.pdf>.

* Challenges and Experiences, KAU

Professional Development Needs: Patricia Gándara, Julie Maxwell-Jolly, Anne Driscoll.

5) Support student attendance by tracking student attendance, scheduling meetings and using the SARB process to ensure all students are attending school. Provide staff to track attendance, schedule meetings, and offer Saturday School to ensure student attendance. The unduplicated student population has some of the highest absent rate. The LEA will monitor attendance to help meet the district goals for the EL and low income populations. It is KJUHSD experience that EL and low income students are at greater risk of not achieving grad level standards and not progressing towards graduation. Estimated funds: \$35,369 (Goal 2, Action 7) We feel this is the most effective use of funds given the research to support this action which is cited here:

* The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools Robert Balfanz Vaughn Byrnes

<http://new.every1graduates.org/wpcontent/uploads/2012/05/FINALChronicAbsenteeism>

* Report_May16.pdf Every Student, Every Day: A National Initiative to Address and Eliminate Chronic Absenteeism

<http://www2.ed.gov/about/inits/ed/chronicabsenteeism/index.html>

6) The unduplicated student population has some of the lower academic achievement according to local and state assessments so the LEA will provide instructional aides principally focused toward EL and low income students and are most effective in meeting the district goals for the EL and low income populations. It is KJUHSD's experience that EL and low income students are at greater risk of not achieving grade level standards and not progressing towards graduation. Research shows that decreasing pupil-teacher ratio is beneficial for students. This action will result in increased achievement on state and local assessments for the unduplicated student population. Estimated funds: \$77,598 (Goal 1, Action 3) We feel this is the most effective use of funds given the research to support this action which is cited here:

* <http://www.theguardian.com/teacher-network/2015/apr/01/teaching-assistants-classrooms-research-imp>

Daytner: Ball State University Western Illinois University, Ken Kelley and Scott E. Maxwell: University of Notre Dame

All of these actions/services are being implemented to better serve our highly at risk and mobile population of English Learners, Socio-economically disadvantaged students, and Foster Youth. All actions and expenditures of funds marked as contributing to increased or improved services were developed specifically to focus on the needs of our unduplicated population based on a careful analysis of data and input from our stakeholders. All these actions are principally directed toward our unduplicated student population to help Kingsburg Joint Union High School District be most effective in meeting the goals of the LEA LCAP and the identified needs of the unduplicated student population. Under each action marked for increased or improved services is a detailed explanation of how that action is principally directed toward the unduplicated student population and the most effective approaches in helping those students close equity gaps and meet the goals of Kingsburg Joint Union High School District. Since our unduplicated student population count is 44%,

all of these actions and services are being performed on a schoolwide or districtwide basis in order increase efficiency delivery and effectiveness of these actions and services.

In addition, using the same calculation tool, the proportionality percentage has been calculated at 8.59%. Kingsburg Joint Union High School District has demonstrated that it has met the 8.59% proportionality percentage by expending \$900,788 in funds on actions and services that are principally directed towards the unduplicated student population as summarized above and as explained in detail in this plan in the Goals, Actions & Service section.

Alternatives the district Considered when developing these actions and services:

When formulating this plan, one of the options considered was pulling students out of class to get 1:1 help from an aide or a peer tutor. Research, however, shows that the student gains more insight when he is inside of the classroom learning with his/her peers. Another alternative was forming additional workshop classes. We have two workshop classes currently on campus. An English Workshop 9 for 9th graders who "at risk" as indicated by assessment and may need the support an English class cannot give them. The second is an English E/English E Workshop class which allows the first year ELL student to solidify emerging language. If they must attend the second year, they are supported by a second English class to enrich their learning. In math, we discussed a math workshop class to support students in Math 1. Instead of the workshop class, the district created a Math 1A and Math 1B program that allows struggling students to learn the same math standards over two years instead of one.

Students are covered under one or more of these umbrellas, adding an additional class did not seem to help close the achievement gap or give equal opportunity to help the student access a broad core curriculum.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 645,588

6.44 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Using the calculation tool provided by the state, Kingsburg Joint Union High School District has calculated that it will receive \$642,430 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). Kingsburg Joint Union High School District has three schools that provide educational services for 1,200 students on average. We have comprehensive site, a continuation site, and Independent study program. All three schools are located on the same campus. The details of these expenditures are itemized in the Goals, Actions & Services section of this plan and include:

- 1) Credential Teachers- Provide fully credentialed support teachers during the regular school day and provide focused instruction class for students achieving below grade level in both English and math, with both classes principally directed toward EL and low income. It is KJUHS's experience that EL and low income students are at greater risk of not achieving grade level standard and not progressing towards graduation. Research shows that language acquisition is best taught outside the content areas, as well as through integration with the content areas. Estimated funds: \$628,240. (Goal 1, Action 2) We feel this is the most effective use of funds given the research to support this action which is cited here:
www.wested.org/resources/research-to-guide-english-language-development-instruction/. Research to Guide English Language Development Instruction: Bill Saunders- UCLA, Claude Goldenberg . Stanford University
- 2) Tutoring: Intervention program during and after school to support students who are on academic probation. It is KJUHS's experience that EL and low income students are at greater risk of not achieving grade level standard and not progressing toward graduation. Research shows that students who have access to additional tutoring will demonstrate improved achievement in the classroom. Stakeholders indicated that providing additional tutoring outside of class should be made

available to all students to improve student achievement. Estimated funds: \$5,894 (Goal 1, Action 4) We feel this is the most effective use of funds given the research to support this action which is cited here:

Closing the Gap through Extended Learning Opportunities- An NEA policy brief:

http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf.

Time to Learn: Benefits of a Longer School Day, Christopher Gabriela, Warren Goldstein

- 3) Summer School: Summer School to support our EL, low income and underperforming students. It is KJUHS experience that EL, low income and low achieving students are at greater risk of not achieving grad level standards and not progressing towards graduation. Research shows that summer school learning opportunities can be especially effective for children from low-income families who might not have access to educational resources throughout the summer months and for low-achieving students who need additional time to master academic content. Estimated funds: \$90,652 (Goal 1, Action 5) We feel this is the most effective use of funds given the research to support this action which is cited here:

Summer School: Research-Based Recommendations for Policymakers. SERVE Policy Brief. Harris Cooper,

<http://eric.ed.gov/?id=ED456557>

Heather L. Schwartz, Susan J. Bodilly, Brian McInnis, Dahlia S. Lichter, Amanda Brown Cross.

<http://www.wallacefoundation.org/knowledge-center/Pages/Making-Summer-Count-How-Summer-Programs-Can-Boost-Childrens-Learning.aspx>

- 4) Engagement Strategies Professional Development: Professional development that is principally directed toward supporting the unduplicated students will be provided to teachers in the area of student engagement through research based strategies. It is KJUHS experience that EL and low income students are at greater risk of not achieving grad level standards and not progressing towards graduation. Research shows that professional development is essential in improving student achievement. Estimated funds: \$10,000 (Goal 3, Action 3) We feel this is the most effective use of funds given the research to support this action which is cited here:

Reviewing the evidence on how teacher professional development affects student achievement.

<http://files.eric.ed.gov/fulltext/ED498548.pdf>.

Listening To Teachers Of English Language Learners: A Survey of California Teachers' Challenges, Experiences, and Professional Development Needs: Patricia Gándara, Julie Maxwell-Jolly, Anne Driscoll.

All of these actions/services are being implemented to better serve our highly at risk and mobile population of English Learners, Socio-economically disadvantaged students, and Foster Youth. All actions and expenditures of funds marked as contributing to increased or improved services were developed specifically to focus on the needs of our unduplicated population based on a careful analysis of data and input from

our stakeholders. All these actions are principally directed toward our unduplicated student population to help Kingsburg Joint Union High School District be most effective in meeting the goals of the LEA LCAP and the identified needs of the unduplicated student population. Under each action marked for increased or improved services is a detailed explanation of how that action is principally directed toward the unduplicated student population and the most effective approaches in helping those students close equity gaps and meet the goals of Kingsburg Joint Union High School District. Since our unduplicated student population count is 40%, all of these actions and services are being performed on a schoolwide or districtwide basis in order increase efficiency delivery and effectiveness of these actions and services.

In addition, using the same calculation tool, the proportionality percentage has been calculated at 6.44%. Kingsburg Joint Union High School District has demonstrated that it has met the 6.44% proportionality percentage by expending \$642,430 in funds on actions and services that are principally directed towards the unduplicated student population as summarized above and as explained in detail in this plan in the Goals, Actions & Service section.

Alternatives the district Considered when developing these actions and services:

When formulating this plan, one of the options considered was pulling students out of class to get 1:1 help from an aide or a peer tutor. Research, however, shows that the student gains more insight when he is inside of the classroom learning with his/her peers. Another alternative was forming additional workshop classes. We have two workshop classes currently on campus. An English Workshop 9 for 9th graders who "at risk" as indicated by assessment and may need the support an English class cannot give them. The second is an English E/English E Workshop class which allows the first year ELL student to solidify emerging language. If they must attend the second year, they are supported by a second English class to enrich their learning. In math, we discussed a math workshop class to support students in Math 1. Instead of the workshop class, the district created a Math 1A and Math 1B program that allows struggling students to learn the same math standards over two years instead of one.

This allowed students to not lose out on an elective class in an area they would find success in. Under one or more of these umbrellas, adding an additional class did not seem to help close the achievement gap or give equal opportunity to help the student access a broad core curriculum.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please call 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

LEAs must include a plan summary for the LCAP each year. The plan summary is a fixed three-year planning cycle.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

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

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

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim into the LCAP. In addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 . 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 . 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- ◁ Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- ◁ Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- ◁ Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- ◁ Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter. If the goal is new, 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are new, modified, or unchanged.

Goal

A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must include as contributing to meeting the Increased or Improved Services Requirement. For actions/services not included as contributing to meeting the Increased or Improved Services Requirement, the LEA must include as contributing to meeting the Increased or Improved Services Requirement.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

Indicate which students will benefit from the actions/services by entering the appropriate student group(s) as identified in the Student Group(s) List. Enter the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify the specific schools within the LEA or specific grade spans only, the LEA must enter the appropriate grade spans (e.g., all high schools or grades K-5), as appropriate.

reference.

New/Modified/Unchanged:

- < Enter %P Action+ Á ã ~ ción/ services being added in any of the three years of the LCAP to meet the articulated goal.
- < Enter %T [á ã Action+ Á ã ~ Á c @^ Á æ& c ã [} Ð • ^ | ç ã & ^ Á , æ • Á ã } & and has been changed or modified in any way from the prior year description.
- < Enter %W} & @æ Action+á Á ã ~ Á c @^ Á æ& c ã [} Ð • ^ | ç ã & ^ Á , æ • Á ã goal and has not been changed or modified in any way from the prior year description.
 - o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter %W} & @æ Action+á Á æ} á Á | ^ æç ^ A subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools { æ ^ Á & [{] | ^ c ^ Á c @^ Á Š Ô Œ Ú Á c [Á æ | ã * } Á , ã c @ Á c c @æc Á ã • Á • ~ à { ã c c ^ á Á c [Á c @^ Á • & @ [[| q • Á æ ~ c @ [| - year ^ | É % Õ [æ | • Ê Á Œ & c ã [} • Ê Á æ } á Á Ù ^ | ç ã & ^ • + Á • ^ & c ã [} Á [~ Á c @^ applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to ã {] | ^ { ^ } c Á c @^ • ^ Á æ& c ã [} • Ê Á ã } & | ~ á ã } * Á , @^ | ^ Á c @ [• budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses c [Á & [{] | ^ c ^ Á æ Á • ã } * | ^ Á Š Ô Œ Ú Ê Á c @^ Á Š Ô Œ Ú Á { ~ • c Á & | ^ æ district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, & [] ^ Á c @^ Á % c | æ c ã [} Á [~ Á Q } & | ^ æ • ^ á Á [| Á Q {] | [table and Ù ^ | ç ã enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- ◁ For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- ◁ For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts . Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics . CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;

- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) **Percentage of Absenteeism** shall be calculated as follows:

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) **Percentage of Cohort Dropout** shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where $\frac{\text{Number of grade 9 pupils in year 4 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.}}{\text{Total number of cohort members}}$
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(c) **Percentage of School Graduation** shall be calculated as follows:

- (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
- (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) ~~Percentage of pupils suspended~~ be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 . June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 . June 30).
- (3) Divide (1) by (2).

(e) ~~Percentage of pupils expelled~~ be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 . June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 . June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) P [, Á @æç ^ Á • c æ\ ^ @[| á ^ ! • Á à ^ ^ } Á ā } & | ~ á ^ á Á ā } Á c @^ Á Š Ò engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comm^ } c • Á [! Á [c @^ ! Á ~ ^ ^ á à æ&\ Á ! ^ & ^ ā ç ^ á Á à ^ Á c @^ Á Š Ò ÆA processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) How do the state priorities related to parent and pupil achievement (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) How do the state priorities related to pupil achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 - COE Only), and Coordination of Services for Foster Youth (Priority 10 - COE Only)?
- 3) How do the state priorities related to parent and pupil achievement (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 4) How do the state priorities related to pupil achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 - COE Only), and Coordination of Services for Foster Youth (Priority 10 - COE Only)?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified?