



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: King City Union School District

CDS Code: 27-66050

School Year: 2024-25

LEA contact information:

Jennifer B. Taylor

Superintendent

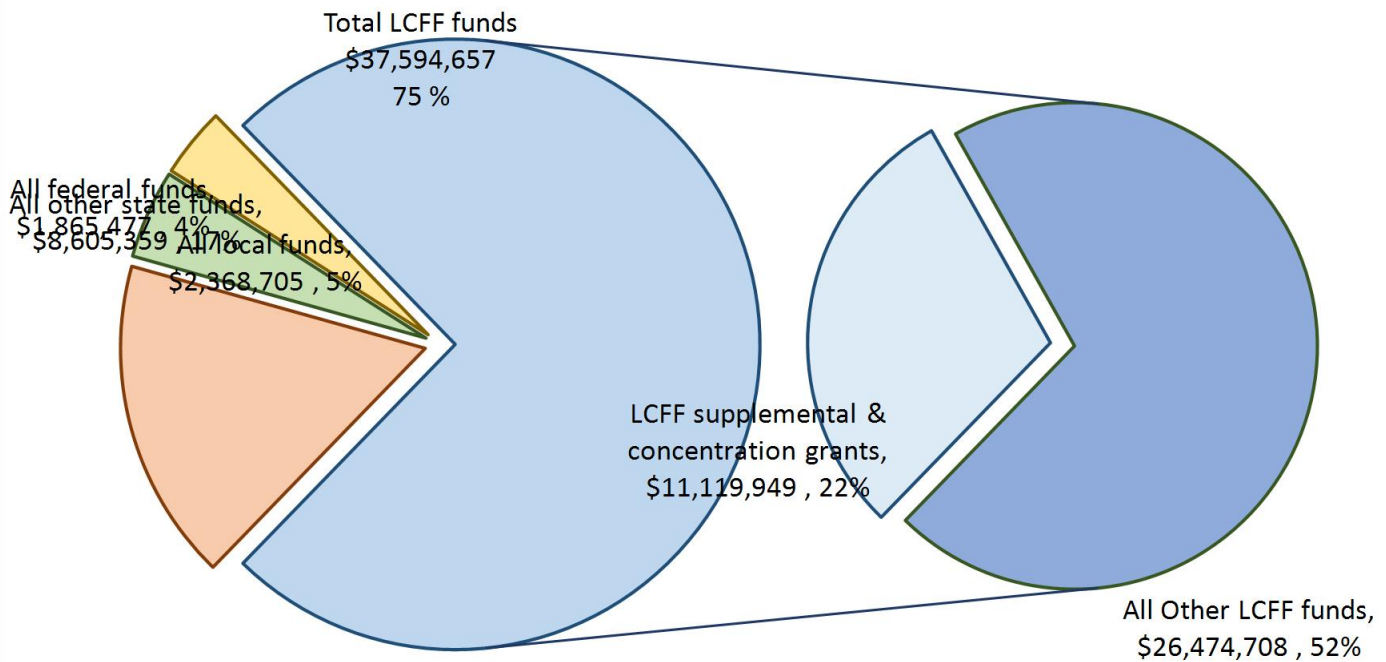
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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 2024-25 School Year

Projected Revenue by Fund Source

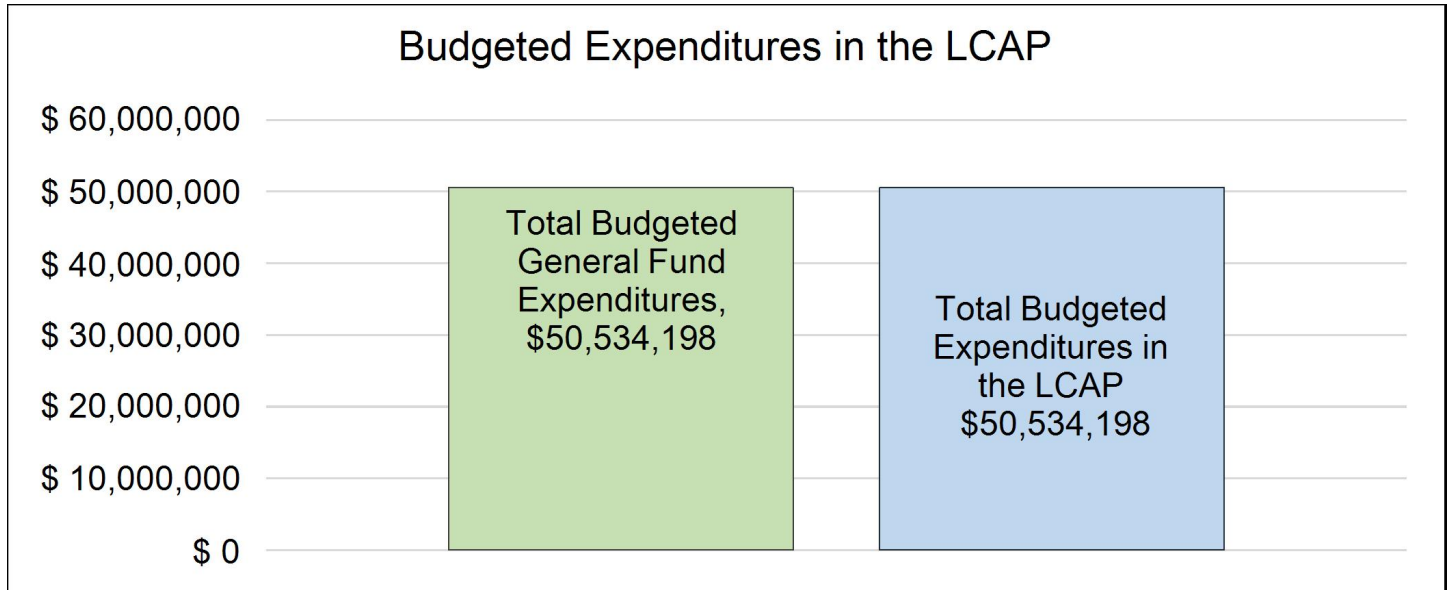


This chart shows the total general purpose revenue King City Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for King City Union School District is \$50,434,198, of which \$37,594,657 is Local Control Funding Formula (LCFF), \$8,605,359 is other state funds, \$2,368,705 is local funds, and \$1,865,477 is federal funds. Of the \$37,594,657 in LCFF Funds, \$11,119,949 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much King City Union School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: King City Union School District plans to spend \$50,534,198 for the 2024-25 school year. Of that amount, \$50,534,198 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

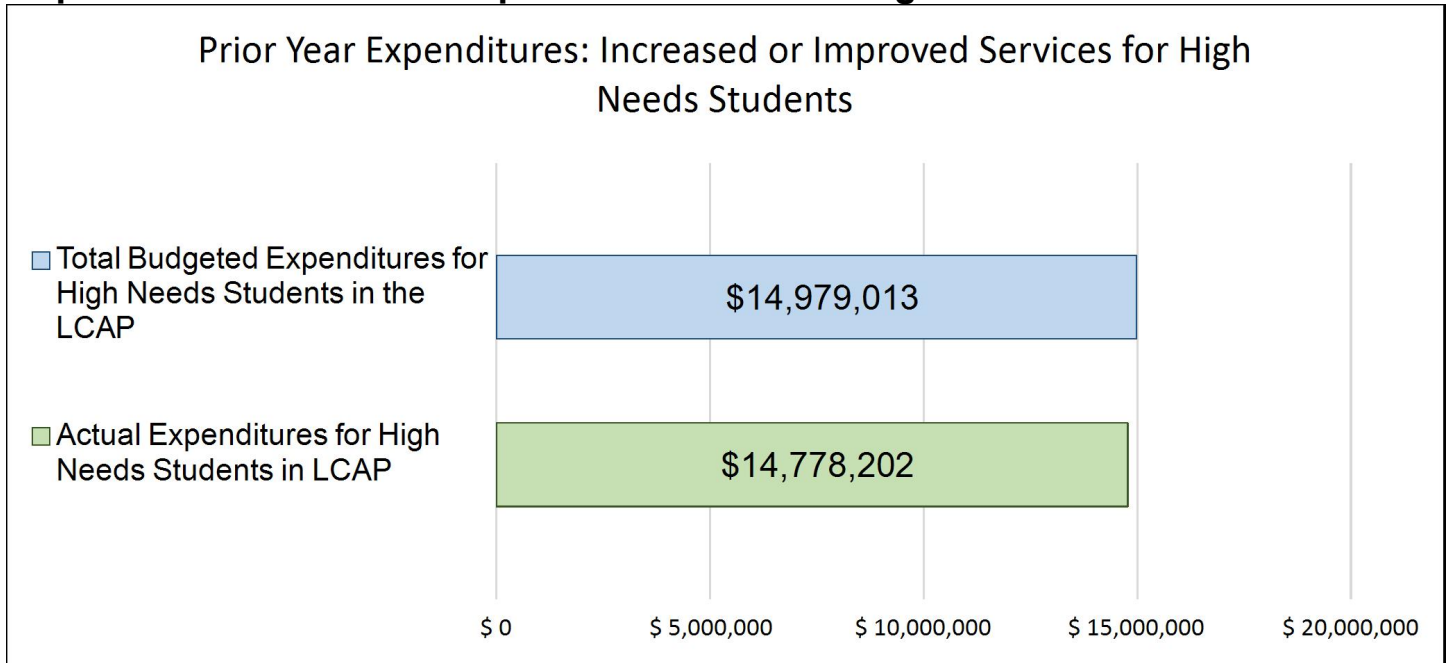
All District budgeted items are included in the District's LCAP

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, King City Union School District is projecting it will receive \$11,119,949 based on the enrollment of foster youth, English learner, and low-income students. King City Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. King City Union School District plans to spend \$15,304,715 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what King City Union 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 King City Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, King City Union School District's LCAP budgeted \$14,979,013 for planned actions to increase or improve services for high needs students. King City Union School District actually spent \$14,778,202 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$200,811 had the following impact on King City Union School District's ability to increase or improve services for high needs students:

The differences in actual expenditures had no impact on the district's ability to meet the needs of high-needs students, as the planned expenditures already exceeded the minimum requirements.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
King City Union School District	Jennifer B. Taylor Superintendent	jbtaylor@kcusd.org (831) 385-2940 Ext. 3001

Goals and Actions

Goal

Goal #	Description
1	All students will receive a high quality education in a safe environment in cooperation with parents, staff, and community, which is supportive of students reaching success in TK - 8 to be fully prepared to enter high school with the skills necessary to access College and Career choices and pathways as measured by the SARC, FIT, Climate Surveys, CAASPP, and district measures.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1--Basic % of Teachers in the LEA that are appropriately assigned/fully credentialed in the subject area for which they are teaching	88%	96%	89%	85%	100%
Priority 1--Basic All pupils have access to standards-aligned materials	100%	100%	100%	100%	100%
Priority 1--Basic School Facilities in good repair	100%	100%	100%	100%	100%
Priority 2-- Implementation of State Standards	100%	100%	100%	100%	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of ALL content and performance standards for ALL students that enable ELs to access core and ELD standards as well as Students with disabilities.					
Priority 3--Parental Involvement and Family Engagement Efforts to seek parent input & decision making include School Site Council, English Language Advisory Councils, Parent Coffee's, Title I meetings and other gatherings as focus groups and with surveys. All input mechanisms are communicated through Parent Square to parents as well as school and district websites. These methods are used with ALL parents including parents of English Learners and	met	met	met	met	met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students with Disabilities.					
Priority 6--Other Local Measures Survey Data--Parents feel welcomed and encouraged	Spring 2021 Parents 76% "yes" Certificated Staff 80% "Always" Classified Staff 70% "Always"	Spring 2022 Parents 91% "yes" Certificated Staff 64% "Always" Classified Staff 56% "Always"	22-23 New Survey Used with a scale of 1 - 10 with 10 being the highest possible/positive score. Parents - School Culture = 6.7	2023-24 Parent Survey Data used a scale of 1-4 Parents-Feel Welcomed=3.69	Parents 95% "yes" Certificated Staff 100% "Always" Classified Staff 100% "Always"
Priority 6--Other Local Measures Survey Data--Parents feel valued and heard	Spring 2021 Parents 81% "Yes" Certificated Staff 80% "Always" Classified Staff 70% "Always"	Spring 2022 Parents 79% "Yes" Certificated Staff 62% "Always" Classified Staff 56% "Always"	22-23 New Survey Used with a scale of 1 - 10 with 10 being the highest possible/positive score. Parents - School Communication = 7.1	2023-24 Parent Survey Data used a scale of 1-4 Parents-Parental Involvement=3.24	Parents 95% "yes" Certificated Staff 100% "Always" Classified Staff 100% "Always"
Priority 4--Pupil Achievement Statewide assessment data is based upon the CAASPP scores from 2018-19	Spring 2019 ELA 31.69% Met/Exceeded Standard Math 22.5% Met/Exceeded Standard	Spring 2022 ELA 25% Met/Exceeded Standard Math 13% Met/Exceeded	Spring 2023 ELA 25% Met/Exceeded Math 15% Met/Exceeded	Spring 2024 not available as of July 1, 2024 Spring 2023 ELA 25% Met/Exceeded Math 15% Met/Exceeded	ELA 50% Met/Exceeded Math 50% Met/Exceeded

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4--Pupil Achievement iReady (Used in place of CAASPP in Spring of 2021 due to COVID)	Grades 3-8 Diagnostic 3 2021: ELA (1630/1731 94% participation rate)-- 22% on/above GL 25% One GL Below 19% Two GL Below 34% 3+ GL Below Math (1638/1731 95% participation rate)-- 15% on/above GL 35% One GL Below 19% Two GL Below 32% 3+ GL Below	Grades 3-5 Diagnostic 3 2022 ELA (864/871 99% participation rate)-- 25% on/above GL 31% One GL Below 24% Two GL Below 20% Three GL Below Math (864/871 99% participation rate)-- 20% on/above GL 43% One GL Below 22% Two GL Below 16% 3+ GL Below Grades 6-8 Diagnostic 3, 2022 ELA(837/840 99.6% participation rate) 17% on/above GL 16% One GL Below 10% Two GL Below 56% Three GL Below Math (834/840 99.4% participation rate) 12% on/above GL 25% One GL Below 15% Two GL Below 49% Three GL Below	Grades 3-5 Final Diagnostic 2023 ELA (832/841 99% participation rate)-- 29% on/above GL 32% One GL Below 22% Two GL Below 17% Three GL Below Math (832/841 99% participation rate)-- 25% on/above GL 44% One GL Below 17% Two GL Below 14% 3+ GL Below Grades 6-8 Diagnostic 3, 2023 ELA(865/866 99.6% participation rate) 19% on/above GL 20% One GL Below 12% Two GL Below 48% Three GL Below Math (865/866 99.6% participation rate) 14% on/above GL 26% One GL Below 14% Two GL Below 46% Three GL Below	Grades 3-5 End of YearDiagnostic 2024 ELA (803/807 99.5% participation rate)-- 31% on/above GL 30% One GL Below 21% Two GL Below 18% Three GL Below Math (803/807 99.5% participation rate)-- 29% on/above GL 43% One GL Below 14% Two GL Below 13% 3+GL Below Grades 6-8 Diagnostic 3, 2023 ELA (832/859 94% participation rate) 23% on/above GL 19% One GL Below 11% Two GL Below 47% Three GL Below Math (827/859 96% participation rate) 17% on/above GL 26% One GL Below 16% Two GL Below 41% Three GL Below	ELA: 40% on/above GL 40% One GL Below 5 % Two GL Below 5 % 3+ GL Below Math: 40% on/above GL 40% One GL Below 5 % Two GL Below 5 % 3+ GL Below
Priority 7--Course Access All Students have access and enrollment in all required areas of	100%	100%	100%	100%	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
study, including students with disabilities, English Language learners and all unduplicated students.					

Goal Analysis

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

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

The overall implementation of the actions in this Goal was almost met during the 2023-24 year. This implementation level is due to the relevant successes experienced during implementation. These successes include:

Hired and Maintained credentialed employees appropriately

- Recruiting 11 high-quality core classroom teachers with coursework completed
- Providing Teacher Induction program for 16 new teachers
- Maintaining an internship agreement with CSUMB, which resulted in the placement of 4 student teachers within KCUSD classrooms
- Providing Mentors to 26 pre-interns (PIPS, STPS) and interns
- Partnering with local universities to include--Hartnell, CSUMB, UMass Global (formerly Brandman), Western Governor's, Cal State Teach, and National University. As a result, KCUSD has hired 2 new teachers from its student-teacher pool to begin the 2023-24 school year. These new hires support the ongoing efforts of the district to hire teacher candidates that reflect our student population and understand our King City community
- Maintain 2 new teacher TOSAs and continue to support our newly hired teachers to ensure the highest likelihood of success

Maintain and increase instructional technology:

- During the 2023-24 school year, we experienced a 6% loss and damage to Chromebooks as of May 2024. Our ratio is 1.3:1 as of May 15, 2024.
- Maintained the replacement schedule for computer systems
- Maintained technology staffing to ensure infrastructure capacity, appropriate installation, and maintenance of devices
- Maintained a contract with Performance Matters as an assessment and data management system

Provided High-Quality Professional Development to support a strong base program:

- Provided 3 Instructional Technology Teachers on Special Assignment (TOSA) positions to provide ongoing professional development (PD) in the area of instructional technology
- Provided PD for core programs in math, English Language Arts, and Science during the 2023-24 school year through KCUSD coaching by TOSAs and publisher PD
- Provided specialized PD for music teachers by sending them to the state music conference; Instructional Coaching Institute for 1 new TOSA as well as a Coach for all TOSAs to build TOSA capacity to support our Achievement Teams, as well as individual teachers, Physical Education training by SHAPE America to support our PE professionals.
- Provided ongoing support and PD in data analysis and best practices for all student groups through our TOSA team
- Continued to provide collaboration for all teachers TK-5 while students receive physical education, music, and/or art education
- Continued to provide collaboration for 6th–8th-grade teachers as appropriate by grade level and/or content area teams through the daily schedule, Curriculum Enhancement Meetings, and, upon occasion, using substitutes
- Provided quality professional development opportunities specific to the position of our classified staff members, which included 95% Group intervention training, special education strategies training, and inviting paraeducators to attend PD days

Standards-Based Instruction:

- During the 2023-24 school year, our History-Social Science committee piloted two programs throughout the year and made a recommendation to the school board who adopted TCI as our new curriculum
- Purchased and implemented materials to include ongoing professional development to support the adopted curriculum and California Content Standards, which included providing Amplify training and materials toward continued support of the new Science Curriculum
- Purchased consumables for adopted programs for all content areas, which included—ELA, math, and science
- Began Standards Mapping and Planning, which will continue into the 24-25 school year in mathematics K-8

Safe and Clean Facilities:

- Maintained safe and clean facilities despite ongoing challenges faced by the maintenance department, which included a lack of qualified candidates, injury, and illness among the workforce
- Hired 2 Additional Maintenance/Groundskeeper positions to assist with maintaining safe and secure campuses
- Increased campus safety and security through staffing and the addition of cameras/vape detectors and the front office RAPTOR system for school visitors
- Hired 2 District Nurses

Continuing Parent Education and Engagement Opportunities:

- 4 Health Clerk/Family Liaisons were hired, one per school site, to support student and family engagement in addition to health clerk duties
- Continued our partnership with the Read to Me Project to increase reading support within the home, focusing on upper-grade elementary students learning how to read to their younger siblings. We will continue with this partnership into the 2024-25 school year.

- Resumed partnership with Fresno State University's Parent University program in 2023-24

KCUSD was unable to implement the following planned actions:

- Develop, plan, and implement Wi-Fi for student access for all at home for continuous support of learning beyond the school day due to circumstances beyond KCUSD's control and will not be able to meet this goal moving forward.

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

There were no material differences between planned expenditures and estimated actual expenditure and/or improved services and estimated actual percentages of improved services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

KCUSD effectively hired and maintained appropriately credentialed employees, with 85% of the certificated teaching staff appropriately credentialed, a decrease of 4% over the previous year. However, due to the continued work of the two New Teacher TOSAs and the whole TOSA team, we continue to support all new hires with real-time support in setting students and new teachers up for success. The New Teacher TOSAs developed a sequential plan for supporting new hires with little to no classroom experience, supporting newly hired student teachers, and providing ongoing support for new teachers who are interns in their 2nd year of teaching. Overall, teachers new to the system within the past 3 years saw an increase in retention due to these intentional supports.

When examining the iReady data across the three years, the district did not meet its goal of 40% of students be at or above grade level. We saw 31% in ELA and 29% in math at the elementary level which were slight increases in grades 3-5. At the middle school, we saw a slight increase in the percentage of students at or above grade level at 23% in ELA and 17% at the middle school level. CAASPP Data as of June 7th is incomplete and cannot be reported on at this time.

Hiring high-quality teachers, including those who serve as student teachers, providing support from our TOSAs, and maintaining the technology tools available contribute to our students' success. All students received high quality standards-based instruction in a clean and well cared for facility. All measures within this goal are either in process or preliminary. Desired outcomes for priority 1, 2, and 3 were met in 2023-24. Priority 6 desired outcomes were also met, Data--Parents feel valued and heard.

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

We will be adding a new goal (#6) to focus on parents/families. In order to focus our actions specifically on increasing our parent/family involvement and engagement all metrics and related actions pertaining to parent engagement will be moved to goal 6.

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

Goals and Actions

Goal

Goal #	Description
2	All English Learners will be provided integrated and designated English Learner support, guaranteeing access to the core curriculum, and ensuring successful reclassification by the end of the elementary school experience and/or 5 years of US instruction, thereby decreasing the number of Long-Term English Learners (LTELs) as measured by state and district level assessments.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2 and 7--State Standards/Course Access All English Language Learners are provided both designated and integrated English Language Development. 30 minute blocks are scheduled for ELD designated instruction with materials from our ELA/ELD adopted materials as well as integrated ELD throughout other courses. All ELD standards are addressed throughout both designated and integrated English	100%	100%	100%	100%	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Language Development.					
Priority 4--Statewide Assessments ELPAC (English Language Proficiency Assessment for California) is administered annually to all English Language Learners.	2019 40.8% of students made progress as measured on the ELPAC as indicated on the CA Dashboard.	2022 51.6% of students made progress as measured on the ELPAC as indicated on the CA Dashboard.	2023 Official 53.4% of students made progress as measured on the ELPAC as indicated on the CA Dashboard.	53.4% of students made progress as measured on the ELPAC as indicated on the CA Dashboard.	100%
Priority 4--Statewide Assessments Reclassification rate for Fluent English Proficient.	2020 Reclassification rate of 15.7% as reported on DataQuest.	During the 21-22 school year we reclassified 13.2% as reported on DataQuest.	During the 22-23 school year we reclassified 165/1341 English Learners at a rate of 12.3%. This is a local calculation and not official from CalPads or Data Quest.	During the 23-24 school year we reclassified 206/1352 English Learners at a rate of 15.2%. This number is preliminary and unofficial.	18%
Priority 4--Student Achievement Local measure--Lexile	2021 Lexile Measure District (English Lang. Learners 3-8) 29% at/above BM 20% Nearly at BM 51% Below BM District (RFEP/IFEP 3-8) 72% at/above BM 15% Nearly at BM 14% Below BM	2022 Lexile Measure District (English Lang. Learners 3-8) 48% at/above BM 19% Nearly at BM 33% Below BM District (RFEP/IFEP 3-8) 95% at/above BM 2% Nearly at BM 2% Below BM	2023 Lexile Measure District (English Lang. Learners 3-8) 52% at/above BM 18% Nearly at BM 30% Below BM District (RFEP/IFEP 3-8) 98% at/above BM 1% Nearly at BM 1% Below BM	2023 Lexile Measure District (English Lang. Learners 3-8) 52% at/above BM 18% Nearly at BM 30% Below BM District (RFEP/IFEP 3-8) 98% at/above BM 1% Nearly at BM 1% Below BM	District (English Lang. Learners 3-8) 40% at/above BM 30% Nearly at BM 30% Below BM District (RFEP/IFEP 3-8) 90% at/above BM 5% Nearly at BM 5% Below BM

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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

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

The overall implementation of the actions in this Goal showed significant progress since the baseline in 2019 of 40.8%. On the CA Dashboard in 2023 our district sits with a 53.4% on the ELPI, which is a 12.6% increase. This implementation level is due to the relevant successes experienced during implementation. These successes include:

During the 2023-24 School year, KCUSD Provided High-Quality Professional Development to support our English Learners in the following ways:

- Increased from 2 ELD TOSAs to 3 ELD TOSAs, who continued to provide support to classroom teachers via modeling, coaching, and professional development
- ELD TOSAs built upon prior work by revisiting the work on designated and integrated ELD with new staff and providing a data protocol for examining and looking at ELs via Performance Matters
- ELD TOSAs continued to provide modeling of how to support newcomers within the general education classroom and provided support for the teachers who serve these students, as well as training our newcomer paraeducators hired to provide support within classrooms
- ELD TOSAs provided training on the new EL Master Plan and trained staff on the use of EL Toolkit across the domains of ELD standards
- Each school site maintained clearly defined instructional blocks of time to meet the needs of English Learners with designated ELD to provide access to content
- Attended local CAFE regional conference with parents, paraeducators, and TOSAs
- ELD TOSAs modeled and began working with teachers around language objectives within mathematics to support ELs better
- The TOSAs provided professional development around the ELD Road Map and the new KCUSD ELD Master Plan with staff
- Trained 2 ELD TOSAs, three teachers, and an administrator on BeGLAD strategies at CAFE in a 2 day session

During the 2023-24 School year, KCUSD Assessed and Monitored our English Learners in the following ways:

- ELD TOSAs continued to introduce tools within the district that allow for teachers to specifically address areas of strength and weakness of English Learners within the oral(Listening/speaking) and written(reading/writing) domains
- Grade levels continued to analyze data through grade-level collaboration with specific protocols to ensure growth and success for our English Learners across content areas

- ELD TOSAs provided additional support materials and resources for the administration of the ELPAC to classroom teachers that included how to instruct so students could be successful in all four domains of the ELPAC
- Piloted Summit K12 an assessment and monitoring tool for ELs along with instructional resources

KCUSD provided ELD Targeted Instruction and Support in the following ways:

- Provided materials and ongoing support of the ELD component within the adopted ELA/ELD programs, Wonders/StudySync
- In addition to the ELD materials provided within our ELA/ELD adoption, TOSAs worked with classroom teachers in addressing ELD needs through both designated and integrated ELD utilizing core content materials to increase the pedagogical means for providing ELD to meet the needs of ELs better
- Maintained the ELL Library in Nearpod, and ELD TOSAs are continuing to develop materials for Newcomers that will support these emerging English Learners with helpful hands-on resources within the Nearpod system
- Hired, trained, and deployed two Newcomer Paraeducators to help support Newcomer students across the elementary sites
- We adopted iLit for our Long Term English Learners and were able to provide initial training to our middle school staff, who began implementing this program for identified students who either had minimal growth or regression on the ELPAC in grades 6-8

KCUSD delivered the following parent education opportunities:

- Held and conducted regular DELAC meetings to help parents and encourage the involvement of parents of ELLs
- Offered Parent training through regional CAFE workshops and took six parents

KCUSD completed the following Multilingual Learner Program components:

- Formed a district Multilingual Program Committee (MEAC) to explore models of multilingual programs to offer our community
- Conducted needs assessments by surveying our parents on their interest in establishing a multilingual program, as well as holding parent meetings to determine what parents wanted and to gauge support for a multilingual program
- The MEAC members visited 6 program sites across California to identify components to replicate in King City and facilitated educational partner meetings to keep the community informed and to gain continuous feedback
- The MEAC committee determined the 90/10 model would best meet the needs of our community and identified two sites for the possible location of the program, to begin with TK/K in the 2024-25 school year
- The Superintendent took MEAC's recommendation to the board in January of 2024 to which the board of education voted to adopt the 90/10 model at both school sites for the 2024-25 school year and directed the committee to begin the process of holding parent meetings to open up registration.
- Attended CAFE, California Association for Bilingual Education (Superintendent, Director of Curriculum, Instruction and Accountability, assistant principal, with 2 of our ELD TOSAs and a few of our BCLAD teachers) to continue to support the designing of a Dual Language Immersion Program
- Contracted with ATDLE as a consultant to begin with KCUSD in the 2024-25 school year
- Registered a team to attend the ATDLE summer institute in June of 2024
- We have successfully held and began registering students for our new TK/K DLI which will be opening at Santa Lucia in the 2024-25 school year

During the 2023-24 school year, we were unable to complete the following actions and will continue to work toward completion in the coming years:

- While the TOSAs rolled out the ELD Road Map and the KCUSD Master Plan, additional work is needed around the document Improving Education for the Multilingual and English Learner Students: Research into Practice
- Jump Into English levels 1-3 to parents of English Learners with a focus on parents new to the US was not offered this year due to internal staffing changes but will be revisited in 24-25 and will appear in goal 6

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

Within goal 2.3, there was a material difference which resulted from moving new personnel to ESSER funding. 2.3.2 was overbudget \$101,092, 2.4.2 Parent Support spent \$929.81 of \$25000, 2.5.2 Multilingual Learners spent \$27,980.16 of \$125,136.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Our third year with English Language Development TOSAs was highly successful. They continue to support all teachers by reviewing the standards with all staff during grade-level collaboration and Curriculum Enhancement Meetings (CEMs) and by providing modeled lessons. Additionally, they have ongoing coaching with grade levels and individual teachers within their expertise. All 3 TOSAs have continued to develop materials for classroom use to help our teachers prepare students for the reality of the ELPAC. Again, our staff reported that students were excited about taking the ELPAC and shared that they did well on the mandated assessment.

The ELPAC test examiners, a group of trained retired teachers, report that students seem more engaged than ever when taking the assessment. When test results come out in the summer, we look forward to being able to reclassify our English learners. Our Reclassification numbers have rebounded since 2019, with 13.2% reported in 2021-22 on Data Quest, which was higher than previously estimated. For the 22-23 school year, we are at 12.3%, as reported on Data Quest. Our preliminary local results indicate that we have reclassified 15.2% of English learners during the 23-24 school year which is our highest reclassification rate since the first year of this LCAP.

Our DELAC continues to meet regularly, and attendance numbers remain low not where they were pre-Covid or during Covid. We do seem to have a core group that is consistent monthly and has been able to keep our agendas and minutes approved and focused on their needs. We are building toward their capacity to lead at the school level, with 6 of them attending the CAFE regional conference. This was our second year with Newcomer Paraeducators. We have struggled to maintain consistency in staff but have been able to find two exceptional people to work specifically with our newcomers. While this support is welcome, we are finding large influxes of newcomers during this school year, making it difficult to share two people across the three elementary schools and the 2 MS paras across three grade levels.

Our data related to the metrics used were not available as of the June 18, 2024. Available metrics will be added as they become available in June of 2024.

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

For the 2024-25 school year, we will be redistributing time and hiring three paras at 3.75 hours each to provide one per elementary school to meet the needs of each school's newcomers. We are also looking at the feasibility and possible need of adding another para to the middle school based on identifiable needs. Additionally, we have rewritten a TOSA to be an ELD TOSA with emphasis on supporting DLI program and newcomers. This work will include support for the paraeducators and the DLI program. We will look at materials to strengthen primary literacy skills among these newest English learners and expedite their ability to access core content in English as a second language. This will be a part of the role of this newly defined TOSA.

We will be adding a goal for our new DLI program as a separate focus goal within our LCAP, which will be reflected in goal 7.

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

Goals and Actions

Goal

Goal #	Description
3	Increase student achievement of students struggling in English Language Arts and mathematics as measured by state and district assessments.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4--Pupil Achievement iReady Diagnostic % at/above Grade level (GL) End of Year Diagnostic (EOY)	End of Year (EOY) Grades 3-8 District: ELA 22% at or above GL Math 13% at or above GL	Grades 3-5 Diagnostic 3 2022 ELA (864/871 99% participation rate)-- 25% on/above GL 31% One GL Below 24% Two GL Below 20% Three GL Below Math (864/871 99% participation rate)-- 20% on/above GL 43% One GL Below 22% Two GL Below 16% 3+ GL Below Grades 6-8 Diagnostic 3, 2022 ELA(837/840 99.6% participation rate) 17% on/above GL 16% One GL Below 10% Two GL Below 56% Three GL Below Math (834/840 99.4% participation rate) 12% on/above GL	Grades 3-5 Final Diagnostic 2023 ELA (832/841 99% participation rate)-- 29% on/above GL 32% One GL Below 22% Two GL Below 17% Three GL Below Math (832/841 99% participation rate)-- 25% on/above GL 44% One GL Below 17% Two GL Below 14% 3+ GL Below Grades 6-8 Diagnostic 3, 2023 ELA(865/866 99.6% participation rate) 19% on/above GL 20% One GL Below 12% Two GL Below 48% Three GL Below Math (865/866 99.6% participation rate) 14% on/above GL	Grades 3-5 End of Year Diagnostic 2024 ELA (803/807 99.5% participation rate)-- 31% on/above GL 30% One GL Below 21% Two GL Below 18% Three GL Below Math (803/807 99.5% participation rate)-- 29% on/above GL 43% One GL Below 14% Two GL Below 13% 3+GL Below Grades 6-8 Diagnostic 3, 2023 ELA (832/859 94% participation rate) 23% on/above GL 19% One GL Below 11% Two GL Below 47% Three GL Below Math (827/859 96% participation rate) 17% on/above GL	EOY ELA 85% at or above GL Math 85% at or above GL

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		25% One GL Below 15% Two GL Below 49% Three GL Below	26% One GL Below 14% Two GL Below 46% Three GL Below	26% One GL Below 16% Two GL Below 41% Three GL Below	
Local Priority Acadience grades K-3 Benchmark(BM) PSF--Phoneme Segmentation Fluency CLS--Correct Letter Sound WWR--Whole Words Read ORF--Oral Reading fluency	EOY Acadience K-- PSF 22% at or above BM 1--CLS 20% WWR 25% at/above BM 2--ORF Accuracy 26% at/above BM 3--ORF Accuracy 39% at/above BM	EOY Acadience K-- PSF 47% at or above BM 1--CLS 20% WWR 24% at/above BM 2--ORF Accuracy 26% at/above BM 3--ORF Accuracy 35% at/above BM	EOY Acadience K--PSF 44% at/above BM 1--CLS 24% WWR 31% at/above BM 2--ORF Accuracy 28% at/above BM 3--ORF Accuracy 36% at/above BM	EOY Acadience K--PSF 60% at/above BM 1--CLS 34% WWR 42% 2--ORF Accuracy 28% at/above BM 3--ORF Accuracy 39% at/above BM	EOY K-- PSF 95% at/above BM 1--CLS 90% WWR 95% at/above BM 2--ORF Accuracy 90% at/above BM 3--ORF Accuracy 90% at/above BM
Local Priority Interim Assessment Blocks 2021	Reading Informational Text (% Yellow/Green) 4 -- 66% 5 -- 87% 6 -- 59% 7 -- 57% 8 -- 50%	Reading Informational Text (% Yellow/Green) 4 -- 67% 5 -- 80% 6 -- 76% 7 -- 66% 8 -- 78%	Reading Informational Text (% Yellow/Green) 4 -- 67% 5 -- 90% 6 -- 55% 7 -- 61% 8 -- 66%	N/A	Reading Informational Text (% Yellow/Green) 4 -- 80% 5 -- 95% 6 -- 70% 7 -- 70% 8 -- 70%
Local Priority Interim Assessment Blocks 2021	Reading Literary Text (% Yellow/Green) 6 -- 61% 7 -- 45% 8 -- 44%	Reading Literary Text (% Yellow/Green) 6 -- 64% 7 -- 55% 8 -- 54%	Reading Literary Text (% Yellow/Green) 6 -- 55% 7 -- 63% 8 -- 59%	N/A	Reading Literary Text (% Yellow/Green) 6 -- 70% 7 -- 60% 8 -- 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Priority Interim Assessment Blocks 2021	Numbers Operations of Base Ten (% Yellow/Green) 3 -- 47% 4 -- 37% 5 -- 52% Number system 6 -- 54% 7 -- 61% 8 -- 43% Proportional Relationships (2022) 8 --71%	(Preliminary) Numbers Operations of Base Ten (% Yellow/Green) 3 -- 51% 4 -- 42% 5 -- 46% Number system 6 -- 31% 7 -- 51% 8 -- 56%	Numbers Operations of Base Ten (% Yellow/Green) 3 -- 59 % 4 -- 47 % 5 -- 54% Number system 6 -- 35 % 7 -- 49 % Proportional Relationships 8 --45 %	Numbers Operations of Base Ten (% Yellow/Green) 3 -- N/A 4 -- 55% 5 -- 60% Number System 6 -- 47% 7 -- 42% Proportional Relationships 8 -- N/A	Numbers Operations of Base Ten (% Yellow/Green) 3 -- 60% 4 -- 60% 5 -- 90% Number system 6 -- 70% 7 -- 70% Proportional Relationships 8--85%
Local Priority Interim Assessment Blocks	Expressions and Equations (% Yellow/Green) 6 -- 39% 7 -- 44% 8 -- 45%	Expressions and Equations (% Yellow/Green) 6 -- 60% 7 -- 55% 8 -- 42%	Expressions and Equations (% Yellow/Green) 6 -- 35 % 7 -- 51 % 8 -- No Data	Expressions and Equations (% Yellow/Green) 6 -- 35 % 7 -- 51 % 8 -- No Data	Expressions and Equations (% Yellow/Green) 6 -- 70% 7 -- 70% 8 -- 70%
Local Priority Lexile Levels District Percentages Elementary School Percentages Middle School Percentages Students with Disabilities (SWD)	2021 Lexile Measure District (All Students 3-8 Grade) 47% at/above benchmark(BM) 17% Nearly at BM 36% Below BM District (SWD 3-8) 18% at/above BM 15% Nearly at BM 67% Below BM Elementary (All Students 3-5)	2022 Lexile Measure District (All Students 3-8 Grade) 66% at/above benchmark (BM) 12% Nearly at BM 22% Below BM District (SWD 3-8) 34% at/above BM 19% Nearly at BM 47% Below BM Elementary (All Students 3-5)	2023 Lexile Measure District (All Students 3-8 Grade) 71 % at/above Benchmark (BM) 11 % Nearly at BM 15 % Below BM District (SWD 3-8) 46 % at/above Benchmark (BM) 14 % Nearly at BM 40 % Below BM	2023 Lexile Measure District (All Students 3-8 Grade) 71 % at/above Benchmark (BM) 11 % Nearly at BM 15 % Below BM District (SWD 3-8) 46 % at/above Benchmark (BM) 14 % Nearly at BM 40 % Below BM Elementary (All	District (All Students 3-8 Grade) 60% at/above benchmark(BM) 17% Nearly at BM 23% Below BM District (SWD 3-8) 30% at/above BM 30% Nearly at BM 40% Below BM Elementary (All Students 3-5) 60% at/above BM

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	50% at/above BM 19% Nearly at BM 31% Below BM Elementary (SWD 3-5) 23% at/above BM 16% Nearly at BM 62% Below BM Middle School (All students 6-8) 44% at/above BM 15% Nearly at BM 41% Below BM Middle School (SWD 6-8) 15% at/above BM 14% Nearly at BM 70% Below BM	61% at/above BM 12% Nearly at BM 22% Below BM Elementary (SWD3-5) 27% at/above BM 22% Nearly at BM 51% Below BM Middle School (All students 6-8) 71% at/above BM 11% Nearly at BM 19% Below BM Middle School (SWD 6-8) 40% at/above BM 17% Nearly at BM 43% Below BM	Elementary (All Students 3-5) 69 % at/above Benchmark (BM) 10 % Nearly at BM 21 % Below BM Elementary (SWD3-5) 39 % at/above Benchmark (BM) 12 % Nearly at BM 48 % Below BM Middle School (All students 6-8) 74 % at/above Benchmark (BM) 11 % Nearly at BM 15 % Below BM Middle School (SWD 6-8) 52 % at/above Benchmark (BM) 15 % Nearly at BM 33 % Below BM	Students 3-5) 69 % at/above Benchmark (BM) 10 % Nearly at BM 21 % Below BM Elementary (SWD3-5) 39 % at/above Benchmark (BM) 12 % Nearly at BM 48 % Below BM Middle School (All students 6-8) 74 % at/above Benchmark (BM) 11 % Nearly at BM 15 % Below BM Middle School (SWD 6-8) 52 % at/above Benchmark (BM) 15 % Nearly at BM 33 % Below BM	25% Nearly at BM 15% Below BM Elementary (SWD 3-5) 40% at/above BM 30% Nearly at BM 30% Below BM Middle School (All students 6-8) 60% at/above BM 25% Nearly at BM 15% Below BM(SWD 6-8) 50% at/above BM 30% Nearly at BM 20% Below BM

Goal Analysis

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

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

The overall implementation of the actions in this Goal were almost met during the 2023-24 year. The reason for this implementation level is due to the relevant successes experienced during implementation. These successes include--

Reading Prevention/Intervention Instruction:

- Administered universal screening in reading to determine students who needed further diagnostic testing to include Acadience assessments and iReady diagnostic. This was completed across grades K-8.
- Administered the Phonological Awareness Screening Instrument (PASI) or the Phonics Screening Instrument (PSI) to identify skill deficits and to determine appropriate intervention for any student who did not meet benchmark on universal screeners in grades K-3. Students identified on the PASI or PSI as needing specific skills instruction were tested every 3-4 weeks to determine growth and to move into the next skill level as appropriate.
- Implemented a Walk to Learn Model in grades K-3 five days per week to provide targeted instruction within the phonological awareness and phonics continuum through small group instruction outside of core instruction so students in RSP and intervention did not miss critical first-time core instruction. This was highly successful.
- Schools continued to hire dedicated substitute staff to protect reading intervention staff from canceling groups due to substitute shortages.
- Maintained two reading intervention teachers at each elementary school to support the Walk to Learn Model.
- Provided ongoing professional development and coaching support focused on K-3rd grade foundational literacy skills with an emphasis on new 95% Core Phonics program in the elementary schools to provide explicit systematic first time instruction.
- Purchased additional intervention materials and programs as need to include Wonderworks, Flex, Study Sync, 95% phonics program/materials for use in delivering instruction within RSP and SDC as it connects to the core programs
- Researched , purchased and trained both special education teachers, reading teachers, and both general education and special education paraeducators in a Tier III program to use for any student who was not showing sufficient growth within tier II interventions
- Purchased Acadience Online license for administering and housing Acadience data to analyze the results over time as designed by the assessments' author.
- Provided ongoing support for administering Acadience and understanding its purpose with both regular classroom teachers as well as providing examiners to assist with this administration 3 times each school year.
- Provided an MTSS para educator trained in Tier III reading program who was solely dedicated to Tier III reading supports of general education students in grades 4 and 5 across all three campuses
- Provided ongoing professional development support for iReady as an intervention for grades 3-8 with small group support.
- Added a learning center paraeducator across all 4 school sites to support all struggling learners within the walk to learn model to ensure groups were small enough to be effective.

Math Prevention/Intervention Instruction:

- Analyzed instructional time and how it is structured to determine sufficiency and determine if districtwide changes need to occur within daily schedule.
- Administered, collected, and analyzed assessment data, scheduling of assessments, and quality of data collected.
- Analyzed and disaggregated student performance data through grade level collaboration with specific protocols to ensure growth and success for all struggling students.
- Provided an MTSS para educator to support struggling 4th and 5th graders across two school sites this year.
- Provided professional development for teachers in the area of math instruction as determined through data analysis with our TOSA instructional coaches for all new staff and as needed for veteran staff.
- Clearly defined expectations for all students in math instruction through learning targets and success criteria.

- Used iReady to provide targeted Math intervention for grades 3-5 and intervention block at CPMS using iReady reports, Teacher Toolbox and other materials.
- Added a learning center paraeducator across all 4 school sites to support all struggling learners within math were provided additional supports

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

Material differences between budgeted expenditures and estimated actual expenditures were substantially less due to the shifting of funds from the LCAP to ESSER funding for planned professional learning and tier III materials related to the learning center concept.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

When examining the iReady data across the three years, the district did not meet its goal of 40% of students be at or above grade level. We saw 31% in ELA and 29% in math at the elementary level, which slightly increased in grades 3-5. At the middle school, we saw a slight increase in the percentage of students at or above grade level at 23% in ELA and 17% in math at the middle school level.

Our End of the Year Acadience had some promising trends within Kinder and 1st Grade. We saw an increase in the number of students leaving Kindergarten at or above grade level on the Phoneme Segmentation Fluency which went from 44% in 22-23 to 60% in 23-24 a 16% increase. In First grade, we saw an increase from 24% in 22-23 on the Nonsense Word Fluency(NWF) Correct Letter Sounds from 24% to 34% in 23-24 and in NWF Whole Words read, we went from 31% at or above to 42% from 22-23 to 23-24 both measures increasing over 10%. In 2nd grade, the Oral Reading Fluency(ORF) Accuracy remained the same at 28%, and the 3rd grade ORF accuracy increased slightly from 36% to 39%.

Other data will be added as it is available. This only reflects the data available as of July 1, 2024.

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

Our use of the MTSS paraeducators and Learning Center paraeducators has already been explored with principals to develop a block schedule at each school site and across school sites for 4th and 5th grade to ensure adequate supports without scheduling conflicts at each school. By staggering each school's block of time, these limited resources can ensure more 4th and 5th grade students are served. This year we had issues with scheduling once staff were hired.

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

Goals and Actions

Goal

Goal #	Description
4	Students identified with social-emotional needs will be provided strategies, supports, and/or resources to meet those needs in an environment that is friendly, respectful, positive, safe, and conducive to learning as measured by climate surveys and other local measures.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5 - Pupil Engagement	20-21 School Attendance: 96.41% 20-21 Chronic Absenteeism-All Stdnts 9.3% 20-21 Chronic Absenteeism-SWDs: 11.94% 20-21 Middle School Dropout: 0%	21-22 School Attendance: 91.47% 21-22 Chronic Absenteeism-All Students <ul style="list-style-type: none"> Under 5%: 36.09% 5-10%: 32.13% 10-20%: 25.03% Over 20%: 6.75% 21-22 Chronic Absenteeism-SWDs: % <ul style="list-style-type: none"> Under 5%: 30.25% 5-10%: 30.70% 10-20%: 29.57% Over 20%: 9.48% 	22-23 School Attendance: 95.2% 22-23 Chronic Absenteeism-All Students <ul style="list-style-type: none"> Under 5%: 41.00% 5-10%: 32.42% 10-20%: 20.80 % Over 20%: 5.77% 22-23 Chronic Absenteeism-SWDs: % <ul style="list-style-type: none"> Under 5%: 31.1% 5-10%: 35.56% 10-20%: 22.67% Over 20%: 10.67% 	School Attendance: 93.9% Chronic Absenteeism- - All Students: 4.8% Chronic Absenteeism- - SWDs: 6.0% Middle School Dropout: 0%	School Attendance 100% Chronic Absenteeism- - All Students: 0% Chronic Absenteeism- - SWDs: 0% Middle School Dropout: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		21-22 Middle School Dropout: 0%	22-23 Middle School Dropout: 0%		
Priority 6 - School Climate	19-20 Pupil Suspension-All Stdnts: 4.4% 20-21 Pupil Suspension-All Stdnts: 0.11% 19-20 Pupil Suspension-SWDs: 9.6% 20-21 Pupil Suspension-SWDs: 0% 19-20 Pupil Expulsion-All Stdnts: 0.14% 20-21 Pupil Expulsion-All Stdnts: 0% 19-20 Pupil Expulsion-SWDs: 0.18% 20-21 Pupil Expulsion-SWDs: 0%	21-22 Pupil Suspension-All Students: 6.10% 21-22 Pupil Suspension-SWDs: 9.27% 21-22 Pupil Expulsion-All Students: .04% 21-22 Pupil Expulsion-SWDs: 0%	22-23 Pupil Suspension-All Students: 6.10% 22-23 Pupil Suspension-SWDs: 7.10% 22-23 Pupil Expulsion-All Students: .003% 22-23 Pupil Expulsion-SWDs: .004%	Pupil Suspension--All Students: 0.6% Pupil Suspension--SWDs: 1.0% Pupil Expulsion--All Students: 0% Pupil Expulsion--SWD: 0%	Less than 1% suspension rate.
Priority 6 - School Connectedness (Captures each respondent's self-connectedness to the school site and not their perception of others' connectedness to the school site. The percentage	20-21 Student Survey: 60% - "Almost Always" 20-21 Certificated Survey: 70% - "Always" 20-21 Classified Survey: 68% - "Always"	21-22 Student Survey: 71% - "Almost Always" 21-22 Certificated Survey: 70% - "Almost Always" 21-22 Classified Survey: 55% - "Always"	22-23 New Survey Used with a scale of 1 - 10 with 10 being the highest possible/positive score. Scores reported as an average of all responses received.	Student Survey: 7.5/10.0 Staff Survey: 7.6/10.0 Parent Survey: 3.48/4.0	100% of students feeling connected to their school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
captured reflects the most positive response option with the most positive response option articulated to the right of the percentage.)	20-21 Parent Survey: 76% - "Yes"	21-22 Parent Survey: 88% - "Yes"	22-23 Student Survey: 7.2 22-23 Staff Survey: N/A with new survey 22-23 Parent Survey: 6.7		
Priority 6 - School Safety (Captures each respondent's perspective of their own sense of physical safety on the school site and not their perception of others' safety on the school site. The percentage captured reflects the most positive response option with the most positive response option articulated to the right of the percentage.)	20-21 Student Survey: 70% - "Almost Always" 20-21 Certificated Survey: 69% - "Always" 20-21 Classified Survey: 91% - "Always" 19-20 Parent Survey: 63% - "Yes"	21-22 Student Survey: 51% - "Almost Always" 21-22 Certificated Survey: 68.5% - "Almost Always" 21-22 Classified Survey: 76% - "Almost Always" 21-22 Parent Survey:- N/A	22-23 New Survey Used with a scale of 1 - 10 with 10 being the highest possible/positive score. Scores reported as an average of all responses received. 22-23 Student Survey: 6.9 22-23 Staff Survey: N/A with new survey 22-23 Parent Survey: 7.1	Student Survey: 6.6/10.0 Staff Survey: N/A Parent Survey: 3.4/4.0	100% of students feeling safe at school.
Priority 6 - Respectful Schools (Captures each respondent's perspective on staff's fair and respectful interactions with students. The	20-21 Student Survey: 82% - "Almost Always" 20-21 Certificated Survey: 68% - "Always"	21-22 Student Survey: 48% - "Almost Always" 21-22 Certificated Survey: 68% - "Almost Always"	22-23 New Survey Used with a scale of 1 - 10 with 10 being the highest possible/positive score. Scores reported as an	Student Survey: 7.3/10.0 Staff Survey: N/A Parent Survey: 3.6/4.0	100% of students feeling that they attend school in a respectful environment.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
percentage captured reflects the most positive response option with the most positive response option articulated to the right of the percentage.)	20-21 Classified Survey: 73% - "Always" 20-21 Parent Survey: 87% - "Yes"	21-22 Classified Survey: 68% - "Almost Always" 21-22 Parent Survey: 65% - "Yes"	average of all responses received. 22-23 Student Survey: 7.3 22-23 Staff Survey: N/A with new survey 22-23 Parent Survey: 6.7		
Priority 6 - Survey Participation (Percentage of persons who participated or number of responses)	20-21 Student Survey: 49% 20-21 Staff Survey: 55% 20-21 Classified Survey: 26% 20-21 Parent Srvy: 525 Responses	21-22 Student Survey: 37% 21-22 Certificated Staff Survey: 63 % 21-22 Classified Survey: 32 % 21-22 Parent Survey: 230 Responses	22-23 New Survey Used - Students and staff preloaded and required individual registration of parents. 22-23 Student Survey: 36% 22-23 Staff Survey: 47% 22-23 Parent Survey: 89% of those registered	Student Survey: 1034 Staff Survey: 216 Parent Survey: 757	100% survey participations from students, parents, and employees.
Local Priority - After School Program Participation (# of students served)	20-21 Elementary: 411 20-21 Middle School: 45	21-22 Elementary: 532 21-22 Middle School: 57 Summer School Elementary: 353 Summer School CPMS: 57	Moved to Goal 5 for 2022-23	Moved to Goal 5 for 2023-24	Elementary: 450 enrollment in after school programs. Middle School: A minimum of 85 students participating in after school programs.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Priority - Tiered Social Emotional Supports (# of students served)	20-21 MCBH (SpEd): 50 20-21 Harmony @ Home: 52 20-21 Community Human Services (CHS): 46	21-22 MCBH (SpEd): 21-22 Harmony @ Home: 84 21-22 Community Human Services (CHS): 56	22-23 MCBH (SpEd): 13 22-23 Harmony @ Home: 104 22-23 Community Human Services (CHS): 125	MCBH: 20 (SpEd) Harmony @ Home: 78 Community Human Services: 162	MCBH: 50 Harmony @ Home: 60 Community Human Services: 55

Goal Analysis

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

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

The overall implementation of the actions in this Goal were almost met during the 2023-24 year. The reason for this implementation level is due to the relevant successes experienced during implementation.

These successes include:

- Continued implementation of the PBIS program at all four school sites
- Continued collaboration at school sites for expansion of Tier 2 and 3 services for students as feasible within staffing levels
- Fully staffed counseling department at CPMS for 23-24
- Continued partnership with community agencies, Harmony at Home, Community Human Services, Sun Street Center and Monterey County Behavioral Health, to provide services for identified students
- Parent education opportunities, cultural celebrations, and family information sessions at the site and district levels, Family Liaisons have been added this year, to assist at the site level with all family and student support needs
- Suspension rate decreased

Site administrators and CPMS Counselors have begun Restorative Practices trainings

- Challenges include:
- An increased number of students exhibiting the need for services
- Sufficient staff to meet the increased need
- Regular and consistent communication with families due to the increased need for outreach
- Implementation of new school climate survey program was problematic, as their parent app did not work as intended and parents were unable to receive surveys. We did sent out a different parent survey tool, and were able to get some good feedback.

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

As of this date, the material differences appear to be linked to billing that typically happens in June. Additionally, we have moved an expense to another resource that does not live in our LCAP.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The effectiveness of the actions in Goal 4 to achieve the desired outcomes, as measured by the above metrics are as follows:

- Administration and staff support and use of schoolwide PBIS systems continues to grow and expand. The addition of a BCBA for the district is helping to build in more supports for students within this system.
- Partnerships with community agencies to assist with meeting the social, emotional, and behavioral needs of students is critical in addressing the number of students requiring such assistance, which continues to grow annually.
- Absenteeism continues to show an increase over pre-COVID years as parents continue to keep students home for a higher number of reasons than in previous years, but is improving. Site administrators and attendance clerks, along with the Monterey County District Attorney's office have worked with families to build a better understanding of truancy and chronic absenteeism.
- A more comprehensive school climate and culture survey was implemented for all groups, students, parents, and staff. Due to an issue with their parent app, we were unable to use the parent survey tool effectively, and had to move to a paper survey. We received more parent responses that we had the previous year. Though the tool is more comprehensive, it appears that survey exhaustion took effect and we will be moving to a different tool at the start of the new school year.

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

As a result of the analysis of this goal, and the analysis of the state and local data collected, the following changes will be made to the actions to achieve this goal:

- Increase staffing to meet the increasing demand of social, emotional, and behavioral support for students, as well as professional learning around restorative practices to build up our other means of correction to improve our suspension rates
- Comprehensive training of restorative practices with staff to build school-wide restorative practices to consistently improve behavior across the schools.

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

Goals and Actions

Goal

Goal #	Description
5	Expanded learning opportunities will be available for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Priority - After School Program Participation (# of students served)	20-21 Elementary: 411 20-21 Middle School: 45	21-22 Elementary: 532 21-22 Middle School: 57	22-23 Elementary: 461 22-23 Middle School: 96	Elementary: 390 Middle School: 38	Elementary: 450 Middle School: 85
Local Priority - Extended School Year Program Participation (# of students served)	New Metric added for 21-22 therefore Baseline and Year 1 are the same. 21-22 Elementary: 353 21-22 Middle School: 57	21-22 Elementary: 353 21-22 Middle School: 57	22-23 Elementary: 253 22-23 Middle School: 72	Elementary: 251 Middle: 58	Elementary: Middle School:

Goal Analysis

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

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

The overall implementation of the actions in this goal were met during the 2023-24 year. The reason for this implementation level is due to the relevant successes experienced.
These successes include:
Continued partnership with ProYouth to implement a comprehensive after school program, also providing the 30 days outside of the school year, for our students at elementary and middle school.

Expanded Learning Opportunity Program classes were held during the school year at all school sites. These classes consist of educational enrichment focus and activities, including field trips.

Challenges include:

Building attendance in classes and ProYouth

Better communication with families about class offerings

Staffing to build more capacity

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

Significant material differences exist between Budgeted and Estimated Actual Expenditures within the Expanded Learning. Expanded Learning Opportunity Program (ELOP) funding allowed the district to do more than originally planned for in the 23-24 LCAP for our elementary schools. Middle School Title I funds have not been expended as summer school has not occurred, and this funding will be used for the CPMS summer camp program.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

While attendance in both programs has not increased, the change in 2023-24 classes to enrichment have students excited as they learn about them. Moving forward with the enrichment classes after school hours has increased the number of students attending in the second half of 2023-24. We will continue with these classes moving into 2024-25 to increase student engagement and enrollment.

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

The growth in this program shows that the actions are effective, and therefore will remain the same. To increase interest, more classes will be added to the after school offerings

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
King City Union School District	Jennifer B. Taylor Superintendent	jbtaylor@kcusd.org (831) 385-2940 Ext. 3001

Plan Summary [2024-25]

General Information

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

King City Union School District (KCUSD) is a rural agricultural district serving over 2500 students in transitional kindergarten through eighth grade across three elementary schools and one middle school. All students are taught by highly qualified teachers with instructional materials that support the Common Core State Standards for California. All students have access to a base program which supports their academic and social-emotional growth including physical education, fine arts, technology, and character development. Each campus is supported by a principal and assistant principal, and each campus has implemented Positive Behavior Intervention and Supports facilitated by PBIS teams comprised of certificated and classified staff. All school facilities are safe and have passed mandatory inspections. English Learners comprise 53.7% of the KCUSD student population TK – 8th grade with TK – 3rd grade totaling 65.0%. Additional demographics include 89.6% Socially Economically Disadvantaged youth, 88.5% Free and Reduced Lunch, 13.6% Homeless, 0% Foster Youth, and 37.4% of the parent population has less than a high school diploma. The needs of English Learners in KCUSD are supported by staff who have been specially trained to support the various language levels of students acquiring English. Language supports are provided in every classroom through integrated and designated English language development. Students with disabilities are taught by appropriately credentialed staff and if necessary receive additional counseling support. In addition to the classroom teacher, elementary school students struggling in literacy development are supported by an intervention teacher assigned to each site. Social-emotional supports are provided through the middle school counselor, Monterey County Behavioral Health, Community Human Services, and Harmony at Home to students in need. Dual Language Immersion has been added as an option for students in grades TK and Kindergarten in 2024-25 and will expand as students promote from grade to grade each year. Parents are encouraged to participate in School Site Council, Parent Teacher Organization, English Learner Advisory Committee, conferences, and various site activities. Parent Nights focusing on math, literacy, and parenting skills are provided throughout the year at both the district and site level.

For additional information regarding KCUSD, please visit our website at www.kcUSD.org.

Reflections: Annual Performance

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

In reviewing state and local indicators, KCUSD continues to show progress, in addition to challenges, across the state priorities. All students continue to have access to standards-aligned instructional materials and facilities continue to be maintained to provide a safe and supportive learning environment. Parent engagement and involvement has increased annually as sites and the district welcome parents for events, educational opportunities, and classroom support. Parent meetings, particularly through School Site Councils (SSC), English Learner Advisory Committees (ELAC), Parent Teacher Organizations (PTO), District English Learner Advisory Committee (DELAC), and conferences continue to provide opportunities to gather additional feedback and input into both site and district planning for student success. All students have access to technology with 1:1 devices to support learning. Climate survey tools are used to gather feedback throughout the year and provide comparisons across multiple groups. The student and staff rating tool is reflected on a range of 1 to 10 with 10 being the highest. The average student score for positive relationships with teachers was 8.0, as well as an 8.3 for "My teacher encourages me to do my best." Staff scored their relationships with colleagues and supervisors a 8.1. The parent survey rating range is 1 to 4 with 4 being highest. Parent

surveys rated feeling welcome at school at 3.69 and school connectedness at 3.48. Suspension data on the Dashboard reflects no change overall in the percentage of students suspended for one day districtwide, but there were slight changes for some individual groups or schools (Districtwide Hispanic, Homeless and Socio-economically disadvantaged students). All three elementary schools decreased their overall rate resulting in a range of 1.0% to 1.4% and no site or student group scored in the lowest performance level. The middle school increased by 0.4% resulting in the lowest performance level schoolwide, as well as specifically for Hispanic, Socioeconomically Disadvantaged, and Homeless Youth. All four school sites are consistently implementing Tier 1 of the schoolwide Positive Behavior Intervention and Supports (PBIS) model and are improving on implementation of Tiers 2 and 3, with all sites using Tier 2 Check-In and Check-Out for students that would benefit from that level of daily adult positive interaction. Community partnerships and additional middle school counselors have provided the ability to increase the number of students receiving support for their social and emotional needs throughout the year. Chronic absenteeism improved districtwide with a 5.3% decrease for all students and no single student group districtwide in the lowest performance level. King City Arts Magnet maintained schoolwide, but due to an increase for Students with Disabilities and maintaining for Hispanic and Socioeconomically Disadvantages student groups, the site and those specific groups remained in the lowest performance level. While all four sites have worked to improve attendance, the King City Arts Magnet has analyzed data for specific students, worked closely with the local district attorney on the more difficult cases, and emphasized attendance schoolwide to improve the data. Efforts at all sites are showing continued improvement in absenteeism over the previous two years.

Our English Learners continue to make gains annually on the English Learner Progress Indicator, with our students scoring higher than the state average by 5% and one elementary site, Santa Lucia, out performing the state by 11%. 186 students were eligible and had a status change to Reclassified Fully English Proficient (RFEP) representing a reclassification rate of 13.75% for this year. The gains reflect the dedication of staff to continuing to meet the needs of our multilingual students and the support of Teachers on Special Assignment (TOSAs) focusing specifically on designated and integrated English Language Development.

Academic indicators on the Dashboard reflect that as a district, just as for the average as a state, all students maintained in English Language Arts and Mathematics on the annual CAASPP assessment. As a district overall, students scored an average of scored 62.6 points below standard in ELA and 94.6 points below standard in Math. At both the state and district level, the student groups of English Learners and Students with Disabilities were in the lowest performance level in English Language Arts. Some student groups were in the lowest performance level at the site as follows: Chalone Peaks Middle School - Socioeconomically Disadvantaged, Students with Disabilities, English Learners, and Homeless Youth; Del Rey Elementary - Students with Disabilities and English Learners; Santa Lucia Elementary - English Learners and Homeless Youth. As a district in math, the student groups of Hispanic, socioeconomically disadvantaged, students with disabilities, English learners, and homeless youth scored in the lowest performance level. Some student groups were in the lowest performance level at the site as follows: Chalone Peaks Middle School (all students) - same as the district level and Del Rey Elementary - Students with Disabilities. Recognizing the need to address students' academic needs, a heavy focus on prevention, as well as intervention, was supported across the district and will continue in the coming year. While not reflected in the current statewide academic data represented on the Dashboard, improvement has been made across all grade levels during the 2023-24 year. Local assessment data reflects an increase in the number of students reading at grade level in grades TK - 3. Each site is focusing on improvement in math as part of the technical assistance as described in the reflection below.

All of our LCAP goals contribute to a focus on improving the identified areas of need as well as providing enrichment opportunities for students. To support continued success for all students, both academically and socially-emotionally, regular weekly collaboration is provided

for teaching and administrative staff to facilitate grade level and content area instructional planning to meet the needs of all students. Weekly meetings include analyzing student data, reflecting on lessons, and planning instruction. Chromebooks have been provided for every student to support instruction in the classroom, as well as chromebooks and hotspots available for students that must stay home due to long term illness, disciplinary action, or other reasons.

Reflections: Technical Assistance

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

The KCUSD partnered with the Monterey County Office of Education (MCOE) beginning with the 2023-24 school year for technical assistance as part of the differentiated assistance identification process. King City Union is eligible for technical assistance for the following student groups and indicators: Hispanic students, homeless students, and socioeconomically disadvantaged students who met the criteria in Priority Areas 4 (Academic Indicators) and 6 (Suspensions). Each school site in the district established a team of teachers and site administrators along with side-by-side support from teachers on special assignment (TOSAs) and district administrators, all of which have formed the Professional Learning Network (PLN) for the district. Currently, all four school sites are focusing on mathematics instruction and performance. As a result, each school has identified a theory of improvement with which to focus, emphasizing English learners and students with disabilities. The work within the areas selected by each school site focuses on the PDSA cycle--plan, do, study, and act. There have been three cycles of inquiry using the PDSA process. Within the work at each school, we have begun the work of bringing language objectives into math instruction to better support students' academic language development, specifically to English learners but all students learning the language of mathematics. One site is working to ensure small group instruction with individual goal setting is occurring across the K - 5 grade classrooms. Another site is working on problem-solving skills and protocols within two specific classrooms to monitor progress and if successful, generalize across the site. Those two classrooms are sharing the work with the entire site for support and implementation. A third site is focusing on math fluency and student individual goal-setting across the entire school site in grades K - 5. The final site is working on providing universal scaffolds and increasing the amount of time that students spend on "math talk," which involves providing group tasks and academic discourse protocols. The work has been beneficial and will continue for 2024-25.

Comprehensive Support and Improvement

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

Schools Identified

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

The KCUSD has no schools eligible for comprehensive support and improvement for the 2024-27 plan.

Support for Identified Schools

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

Since we have no schools eligible, this does not apply to the 2024 - 2027 plan.

Monitoring and Evaluating Effectiveness

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

KCUSD has no CSI schools at this time to monitor or evaluate for the 2024-27 plan.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Local Governing Board	During the 2023-24 school year, the King City Union School District engaged in multiple processes to gather educational partner input for the development of the 2024-27 LCAP. Board study sessions and regular board meeting agendas throughout the year included items specific to the LCAP goals and open to public comment. A study session specific to sharing and gathering input was held in February 2024 and a Public Hearing in May 2024. At each meeting, agendas included a review of the current LCAP goals and data, opportunities for reflection on the information, and providing feedback including a prompted focus on what the district is doing well to address to address the current goals, what could be done to improve progress toward goals, and proposed goals for the new 2024-27 LCAP.
Parent Partners/Advisory Committees (School Site Council -SSC, English Learner Advisory Committee-ELAC, District English Learner Advisory Committee-DELAC, Parent Teacher Organization (PTO), Parents	In addition to participation in Governing Board meetings, each school site facilitated partner input discussions specifically focused on the current LCAP and proposed updates to the new 2024-27 LCAP at meetings held in January - May 2024. At each meeting, agendas included a review of the current LCAP goals and data, opportunities for reflection on the information, and providing feedback including a prompted focus on what the district is doing well to address to address the current goals, what could be done to improve progress toward goals, and proposed goals for the new 2024-27 LCAP. School climate surveys were available electronically throughout the year and paper surveys were collected in the spring of 2024 from parents in grades TK - 8. Additionally, Zoom was available for Governing Board

	meetings allowing for live partner input for those unable to attend in person.
Certificated, Classified, and Management Employee Partners, SELPA, Bargaining Units	In addition to participation in Governing Board meetings, each school site facilitated employee partner input discussions specifically focused on the current LCAP and proposed updates to the new 2024-27 LCAP at staff meetings held in February - April 2024. At the meetings, agendas included a review of the current LCAP goals and data, opportunities for reflection on the information, and providing feedback including a prompted focus on what the district is doing well to address to address the current goals, what could be done to improve progress toward goals, and proposed goals for the new 2024-27 LCAP. Management leadership meetings included LCAP specific agenda items throughout the year to allow for ongoing feedback. School climate surveys were available electronically throughout the year to collect regular on-going feedback from all staff groups September - May 2024.
Students	School climate surveys were administered electronically to all students in grades 3 - 8 in the fall, winter, and spring. The middle school School Site Council includes student representatives which allowed for additional input as described above.
Community Partners	Community members are encouraged to attend Governing Board meetings, in person or virtually. Annual meeting schedules, agendas, and minutes are accessible on the district website at www.kcUSD.org and site-specific websites, which can be accessed through links on the district website. The Superintendent is an active member of the community, including some specific organizations such as the King City Rotary Club, sharing district information and opportunities for engagement throughout the year during those meetings and special events.

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

The LCAP writing team (Superintendent, Chief Business Official, Director of Fiscal Services, Director of Curriculum, Assessment, and Accountability, Director of Special Education, and the Director of Student, Family, and Community Services) reviewed all educational partner input, Districtwide student data, California Dashboard data, and local assessment data in preparing the 2024-2027 LCAP. The input received varied across numerous focus areas and funding sources; therefore, prioritization was an important aspect of addressing the input in preparing the review. Based on the input received, the writing team determined that the five broad goals in the previous LCAP should be continued with updates and three new goals should be added. The previous goals continue to address the priority areas and many of the previous actions continue to be appropriate to meet the goals along with the addition of new actions to support the broad goals. The new

goals clarify the commitment to parent and community partner engagement with the educational community as well as the addition of Dual Language Immersion as a program option for students. The final goal reflects the federal dollars dedicated to supporting the LCAP goals. All groups provided feedback related to Goal 1, emphasizing the need for specific facilities upgrades, sufficient staffing, and materials. Educational partner input indicated that continuing to have a goal focused on the needs of our English Learners separate, but in addition to, a goal focused on students that struggle with English Language Arts or mathematics was necessary. Feedback from all sites referenced the need for support for newcomers and the ELD program. Goals 2 and 3 focus on the needs of English Learners and students that struggle academically. All sites referenced the need for continuing with Goal 4 and the commitment to social and emotional support. With additional funding and supportive feedback, expanded learning opportunities for students beyond the regular instructional day will continue to grow with Goal 5. Many groups commented on the importance of parent engagement and opportunities for parent education to support their child's development which led to the development of Goal 6. The desire to increase our program offerings with the addition of a Dual Language Immersion program is reflected in Goal 7.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will receive a high-quality education in a safe environment in cooperation with parents, staff, and the community, which is supportive of students reaching success in TK - 8 to be fully prepared to enter high school with the skills necessary to access College and Career choices and pathways as measured by the SARC, FIT, Climate Surveys, CAASPP, and district measures.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

To ensure that all students, including our English Learners, Students with disabilities, Homeless, and Hispanic students, have access to the tools necessary to promote from the King City Union School District to high school prepared for a successful high school career. Educational Partner feedback and CA Dashboard data support the necessary actions to provide a program that includes these essential priorities. Local indicators, including surveys and educational partner feedback both verbally and in writing, continue to support the need to prioritize quality staffing, access to technology, focused professional development, safe facilities, and opportunities for parent engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1 Basic: % of Teachers in the LEA that are appropriately assigned/fully credentialed in the subject area for which they are teaching based upon CDE data.	CDE Data 2021-22: 86.2%			Maintain at 86% or higher	

1.2	Priority 1 Basic: All pupils have access to standards-aligned materials	2023-24: 100%			100%	
1.3	Priority 2 Implementation of State Standards: Implementation of ALL content and performance standards for ALL students that enable ELs to access core and ELD standards as well as Students with disabilities.	2023-24: 100%			100%	
1.4	Priority 4 Pupil Achievement: Statewide assessment data is based upon the CAASPP scores from 2022-23	<p>Spring 2023 ELA 25% Met/Exceeded</p> <p>ELA: SWD 5.4% Met/Exceeded EL 7.64% Santa Lucia Elementary: English Learner 10.77% Homeless Youth 21.67%</p> <p>Districtwide: English Learner 7.51% Students with Disabilities 5.41%</p> <p>Del Rey Elementary: English Learner 9.76% Students with Disabilities 6.67%</p>			<p>By Spring 2027 ELA Increase annually by 20% Met/Exceeded Math Increase annually by 20% Met/Exceeded</p> <p>By Spring 2027 Distance from Standard on Dashboard will be reduced by 20% annually</p>	

		<p>Chalone Peaks Middle: English Learner 3.53% Homeless Youth 21.77% Socioeconomically Disadvantaged 22.52% Students with Disabilities 4.26%</p> <p>Math 14.7% Met/Exceeded: EL 5.74% SWD 3.86% SED 12.78% Hispanic 13.5% Homeless: 9.68%</p> <p>Chalone Peaks Middle: All Students, 10.18% EL, 0.82% Hispanic, 9.10% Homeless, 5.44% Low SES, 8.14% Students with Disabilities, 2.13%</p> <p>Del Rey Elementary Students with Disabilities 4.44%</p> <p>Spring 2023 Distance from Standard on Dashboard ELA -62.6 Math -94.6</p>				
1.5	Priority 4 Pupil Achievement: CAST California science test	Spring 2023 11.8% met/exceeded standard			By Spring 2027 Increase annually by 20%	

					met/exceeded standard	
1.6	Priority 4 Pupil Achievement: Local measure--iReady	<p>Grades 3-5 End of Year Diagnostic 2024 ELA (803/807 99.5% participation rate)-- 31% on/above Grade Level (GL) Math (803/807 99.5% participation rate)-- 29% on/above GL</p> <p>Grades 1-2 Math (423/425 99.5% participation rate)-- 16% on/above GL</p> <p>Grades 6-8 Diagnostic 3, 2023 ELA (857/859 99.7% participation rate) 22% on/above GL</p> <p>Math (856/859 99.6% participation rate) 17% on/above GL 17% on/above GL</p>			By Spring 2027 Increase annually by 20% on/above GL per each grade level span	
1.7	Priority 7--Course Access All Students have access and enrollment in all required areas of study, including students with disabilities, English Language learners and all unduplicated students.	2023-24: 100%			100%	

1.8	Priority 1--Basic School Facilities in good repair	2023-24: 100%			100%	
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Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Quality Instruction	<p>To ensure all students receive high-quality instruction, KCUSD strives to recruit, train, maintain, and sustain both instructional certificated and classified staff to support student learning by providing:</p> <ul style="list-style-type: none"> • Teachers to ensure lower class sizes • Induction Program and Mentor teachers for all newly hired teachers who are not fully credentialed • Administration staff to support student learning • Sufficient paraeducators to support TK 	\$11,214,178.00	Yes

		<ul style="list-style-type: none"> • Enhancements to maintain a competitive edge in attracting qualified candidates • Sufficient Library Technicians to maintain inviting library environments and collections • Ensure adequate supplies to support our induction, elementary district arts/PE program, Tech TOSAs, and New Teacher TOSAs 		
1.2	Safe, Clean, and Secure Campuses	<p>To ensure all campuses are maintained to provide a safe, clean, and secure climate, KCUSD provides:</p> <ul style="list-style-type: none"> • Sufficient MOTF staff to maintain well-cared-for facilities • Sufficient IT staff to ensure internet safety • Sufficient staff to support the security of campuses through supervision and safety support 	\$1,038,786.00	Yes
1.3	Student Services	<p>KCUSD will ensure all students and families are provided timely health services, to impact chronic absenteeism and suspensions by providing:</p> <ul style="list-style-type: none"> • Sufficient certificated nursing to oversee health-related services such as mandated eye and hearing exams as well as other services to students and families • Sufficient health clerks/community liaisons to address daily health concerns • Sufficient supervision to ensure mandated student and health services are properly maintained and addressed 	\$827,756.00	Yes
1.4	Social-emotional Staffing	<p>The district will provide mental health professionals at all campuses, including:</p> <ul style="list-style-type: none"> • Continue to partner with Harmony at Home to support school bully prevention program • Maintain PBIS tier 1 support for all students 	\$97,930.00	No

1.5	Curriculum, Instruction, and Accountability	<p>KCUSD will continue to provide Standards-based Instruction:</p> <ul style="list-style-type: none"> • Select, pilot, evaluate, and recommend materials for adoption as new adoption cycles open • Purchase, provide training, for curriculum implementation of the adopted curriculum and California Content Standards • Purchase consumables for adopted programs annually • Provide Collaboration for all teachers TK-5 while students receive physical education, music, and/or art education • Provide Collaboration for 6th-8th grade teachers as appropriate by grade level and/or content area teams through scheduling and/or the use of subs • Set aside long CEMs for districtwide grade level collaboration on standards mapping/planning • Establish and maintain a Curriculum Leadership Team to coordinate materials, standards implementation, and assessments • Collaboratively work with identified grade level leads, administrators, and TOSAs to map the standards and provide standards planning for student learning, beginning with Math during the 2024-25 school year, then the ELA, Science, History/SS until all essential standards are mapped, resources identified and instructional practices outlined • Provide professional Learning opportunities for all instructional staff to support standards-based instruction and standards-based planning 	\$28,800,747.00	No
1.6	Technology	<p>KCUSD will continue to support technology for staff and students:</p> <ul style="list-style-type: none"> • Maintain all instructional technology to include a district replacement program for staff and student systems. • Maintain a contract with Performance Matters as an assessment and data management System • Maintain instructional technology programs and manage single sign on for students 	\$299,232.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All English Learners will be provided integrated and designated English Learner support, guaranteeing access to the core curriculum and ensuring successful reclassification by the end of 5th grade and/or five years of US instruction, thereby decreasing the number of Long-Term English Learners (LTELs) as measured by state and district level assessments.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning)
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An explanation of why the LEA has developed this goal.

In KCUSD, 53.7% of students are identified as English Learners TK-8 and 65% in grades TK-3 specifically. Educational partner feedback and state and local data all support the importance of including a goal specifically focused on the needs of our English Learners. Each action below is designed to accelerate student outcomes using the above mentioned metrics. While the reclassification rate continues to increase annually, classroom teachers report an increased need for support to meet the challenges presented in meeting the needs of their English Learners. KCUSD is beginning to enroll an increased number of languages other than English or Spanish; therefore, increasing the support for students and staff in supporting students' English Language Development is a priority.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 2 and 7--State Standards/Course Access: All English Language Learners are provided both designated and integrated English Language Development(ELD).	2024 100%			100%	

	Daily 30 minute blocks are scheduled for designated ELD instruction with materials from our ELA/ELD adopted materials. ELD Standards are addressed all day long.					
2.2	Priority 4--Pupil Achievement: ELPAC (English Language Proficiency Assessment for California) is administered annually to all English Language Learners. Measurement of movement is done through the English Language Proficiency Index on the CA School Dashboard.	2023-24 (estimated) ELPI ELPI 50.5%			2026-27 ELPI 50.5% or higher	
2.3	Priority 4--Pupil Achievement: Reclassification rate for Fluent English Proficient.	2023-24 Currently at 206/1352 (15.2%) Local measure.			2026-27 15.2% or higher	
2.4	Priority 4--Pupil Achievement Local measure--Lexile as reported in Performance Matters	2024 Lexile Measure District (English Lang. Learners 3-8) 49% at/above BM 17% Nearly at BM 34% Below BM District (RFEP/IFEP 3-8) 98% at/above BM 1 % Nearly at BM 1 % Below BM			2026-27 Increase annually by 20% at/above BM	

2.5	Priority 4--Pupil Achievement: % of ELs who increase their scaled score by 20 points or more on the ELPAC	67% of ELs increased ELPAC scaled score by 20 points			2026-27 Annually Increase % of students who increased scaled score 20 points on the ELPAC	
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Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	High-quality professional Development in ELD through Collaboration	Provide: <ul style="list-style-type: none"> 3 ELD TOSAs to support designated and integrated ELD by supporting classroom teachers with best practices through modeling, coaching, and other supports, which includes adjusting 	\$723,391.00	Yes

	to meet the needs of all English Learners in the core content areas of ELA and Math, as well as foundational skills (Staffing and Instructional supplies)	<p>one elementary ELD TOSA position to specifically support newcomer students and DLI program in addition to overall support</p> <ul style="list-style-type: none"> • Additional Newcomer paraeducators to provide push-in support to newcomers at each school site. • Hire and maintain an instructional assistant principal at our middle school who spends 17% of his/her time overseeing and supporting: • The ongoing development of our middle school English Language Development (ELD) program • To monitor data and instruction within all English Language Development classrooms • Providing professional development for both integrated and designated ELD • Provide grade-level collaboration weekly at the elementary school by providing 2 FTE certificated staff to provide weekly release time so teachers can participate in grade-level collaboration, including data analysis and monitoring of academic progress of ELs • Providing instructional supplies for our ELD TOSAs to use when developing, modeling, and coaching ELD lessons across district classrooms. 		
2.2	Curriculum, Instruction, and Accountability	<p>Provide:</p> <ul style="list-style-type: none"> • iLit for LTELs for CPMS ELD specific to students not showing growth on the ELPAC • Time to analyze data through grade-level collaboration with specific protocols to ensure growth and success for our English Learners across content areas • Support for the administration of the ELPAC to classroom teachers 	\$86,826.00	No

2.3	High-quality professional Development in ELD through Collaboration to meet the needs of all ELs in the core content areas as well as foundational skills (assessment/monitoring/materials)	Provide: <ul style="list-style-type: none"> • Training for all staff on EL monitoring and/or RFEP monitoring protocols within Performance Matters • Timely professional development for staff through job-embedded coaching, modeling, and demonstration lessons to support all levels of ELs • Staff who are trained in BeGlad strategies to complete the training to become certified to support and train those who do not have this training • Additional staff opportunities to become fully BeGlad trained at each site to support peers in these EL strategies 	\$0.00	No
2.4	High-Quality Professional Development in ELD through Collaboration to meet the needs specifically of Long-Term English Learners in the core content areas of ELA and Math	Provide: <ul style="list-style-type: none"> • Ongoing development of our middle school English Language Development (ELD) program provided for LTELs • Ensure LTELs who do not show significant growth of 20 or higher scale scores on the ELPAC are in specific ELD classrooms with iLit at the middle school to target deficit skills • Ensure staff are receiving professional development and are monitoring LTELs through Performance Matters to ensure skill growth on all district assessments • Monitor grades for all LTELs at the middle school each quarter to determine needed supports, work with counseling staff and administration to ensure support in place 	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase student achievement of students struggling in English Language Arts and Mathematics as measured by state and district assessments.	Focus Goal

State Priorities addressed by this goal.
Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.
All educational partners continue to indicate that meeting the needs of KCUSD struggling students is an area of focus and goal to maintain. State indicators reflect slow improvement in English Language Arts and mathematics, with spikes of increased outcomes at specific grade levels. Analyzing state CAASPP data indicates the need for continued growth for students in the lowest achievement levels (red) and movement toward approaching the standard met. Local indicators support a continued emphasizing intervention targeting identified areas of individual student need through small group instruction. Individual student data in grades K - 3 reflect consistent growth, with nearly all students moving toward grade level and some students meeting the standard by the end of the school year. Adding iReady in grades 1 - 5 increased the services available for students compared to the previous years. This goal is intended to meet the needs of students with additional academic needs; it is also explicitly designed so that English Learners, low-income and foster youth students are precisely monitored with the metrics above, and needs are addressed with data disaggregated to identify not only all students at a grade level but also analyzed to plan for the needs of all subgroups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 2 State Standards and Priority 4- -Pupil Achievement iReady Diagnostic % at/above Grade level (GL) End of Year Diagnostic (EOY)	Grades 3-5 End of Year Diagnostic 2024 ELA (803/807 99.5% participation rate)-- 31% on/above Grade Level (GL) Math (803/807 99.5% participation rate)--			By Spring 2027 Increase annually by 20% on/above GL per each grade level span	

		<p>29% on/above GL</p> <p>Grades 1-2 Math (423/425 99.5% participation rate)-- 16% on/above GL</p> <p>Grades 6-8 Diagnostic 3, 2023 ELA (857/859 99.7% participation rate)-- 22% on/above GL</p> <p>Math (856/859 99.6% participation rate)-- 17% on/above GL</p>				
3.2	<p>Priority 2 State Standards and Priority 4--Pupil Achievement</p> <p>Acadience grades K-3 Benchmark(BM) PSF--Phoneme Segmentation Fluency CLS--Correct Letter Sound WWR--Whole Words Read ORF--Oral Reading fluency</p>	<p>EOY Acadience 2024: Grades K-3 Benchmark(BM)</p> <p>K--PSF 60% at/above BM</p> <p>1--CLS 34% WWR 42% at/above BM</p> <p>2--ORF Accuracy 28% at/above BM</p> <p>3--ORF Accuracy 39% at/above BM</p>			By Spring 2027 Increase annually by 20% on/above GL per each measure	
3.3	<p>Local Priority Lexile Levels District Percentages Elementary School Percentages Middle School Percentages Students with Disabilities (SWD)</p>	<p>2024 Lexile Measure District (All Students 7-8 Grade)</p> <p>71 % at/above Benchmark (BM)</p> <p>10 % Nearly at BM</p> <p>119 % Below BM</p> <p>District (SWD 3-8)</p>			By Spring 2027 Increase annually by 20% at/above BM for each grade level span and subgroup	

		<p>34 % at/above Benchmark (BM) 18 % Nearly at BM 48 % Below BM</p> <p>Elementary (All Students 3-5) 67 % at/above Benchmark (BM) 12 % Nearly at BM 22 % Below BM</p> <p>Elementary (SWD3-5) 26 % at/above Benchmark (BM) 19 % Nearly at BM 55 % Below BM</p> <p>Middle School (All students 6-8) 77 % at/above Benchmark (BM) 8 % Nearly at BM 15 % Below BM</p> <p>Middle School (SWD 6-8) 47 % at/above Benchmark (BM) 14 % Nearly at BM 39 % Below BM</p>				
3.4	Local Priority Interim Assessment Blocks	<p>2023 Reading Informational Text (% Yellow/Green)</p> <p>4 -- 67%</p> <p>5 -- 90%</p> <p>6 -- 55%</p>			By Spring 2027 Increase annually by 20% the number of students met or near standard	

		7 -- 61% 8 -- 66%				
3.5	Local Priority Interim Assessment Blocks	2023: Numbers Operations of Base Ten (%) Yellow/Green) 3 -- N/A 4 -- 55% 5 -- 60% Number System 6 -- 47% 7 -- 42% Proportional Relationships 8 -- N/A			By Spring 2027 Increase annually by 20% the number of students met or near standard	

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	ELA Reading Prevention/Intervention Instruction Staffing	<p>To accelerate reading CAASPP scores, KCUSD will provide small group instruction through the use of designated scheduled intervention blocks, reading teachers, classroom teachers, and paraeducators for the following student groups in addition to any student who struggles:</p> <p>District Wide: SWD, EL CPMS: Hispanic, Low SES, SWD, ELL, Homeless Youth DR: SWD, ELLs SL: ELLs, Homeless Youth</p> <p>In the following ways:</p> <ul style="list-style-type: none"> • Hire and maintain an instructional assistant principal at our middle school who spends 17% of his/her time to oversee and support to our struggling readers by monitoring data and instruction within the English Language Arts and intervention classrooms • Hire and maintain 6 FTEs(2 FTEs per school site) reading intervention teachers who provide reading intervention services at KCUSD's elementary schools • Provide 1 paraeducators at each school site to work as Multi-Tiered Systems of Support within the learning centers and to push into support to classroom teachers during small group instruction • Provide 2 FTE-certificated staff members with weekly release time so teachers can collaborate in grade-level collaboration, including data analysis and monitoring academic progress. • Provide 1 MTSS Paraeducator to serve three elementary school sites for additional support for grades 4-5 in reading within the shared block schedule 	\$1,217,081.00	Yes

3.2	Reading Prevention/Intervention Professional Development and Instruction supports for tier 2 and tier 3	<p>To accelerate reading CAASPP scores, KCUSD will provide small group instruction through the use of designated scheduled intervention blocks, reading teachers, classroom teachers, and paraeducators for the following student groups in addition to any student who struggles:</p> <p>District Wide: SWD, EL CPMS: Hispanic, Low SES, SWD, ELL, Homeless Youth DR: SWD, ELLs SL: ELLs, Homeless Youth</p> <p>In the following ways:</p> <ul style="list-style-type: none"> • Administer universal screening in the area of reading to determine students who need further diagnostic testing to include Acadience assessments and iReady diagnostic • Administer Phonological Awareness Screening Instrument (PASI) or the Phonics Screening Instrument (PSI) to determine where any student who is not meeting benchmark to identify skills to be addressed • Continue to implement a Walk to Learn Model in grades K-3 to provide targeted instruction within the phonological awareness and phonics continuum as well as oral language and reading comprehension through small groups outside of core instruction so students in RSP and intervention do not miss this critical first-time instruction • Provide ongoing professional development and coaching support focused on K-3rd grade foundational literacy skills in the elementary schools as indicated through data analysis • Purchase additional intervention materials and programs as needed, including Wonderworks, Flex, and StudySync, for use in delivering instruction within RSP and SDC as they connect to the core program • Maintain and add licenses as needed, as well as provide additional Professional Development for the tier 3 reading program RAP • Maintain Acadience License for housing Acadience data to more easily input data and analyze the results over time as designed by the assessments' authors • Provide ongoing support for administering Acadience and understanding its purpose with both regular classroom teachers 	\$0.00	No
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		<p>as well as providing examiners to assist with this administration 3 times each school year</p> <ul style="list-style-type: none"> • Provide ongoing support for iReady as an intervention for grades 3-8 with small group support • Create and maintain block schedule across three school sites for 4th and 5th grade to ensure MTSS support access with para and Learning Center at each school site 		
3.3	Math Prevention/Intervention Instruction staffing	<p>To accelerate Math CAASPP scores, KCUSD will provide small group instruction through the use of designated scheduled intervention blocks, classroom teachers, and paraeducators for the following student groups in addition to any student who struggles:</p> <p>Districtwide: Homeless youth, EL, SWD, SED, Hispanic CPMS: All students, Hispanic, Low SES, SWD, ELL, Homeless Youth DR: SWD</p> <p>In the following ways:</p> <ul style="list-style-type: none"> • Provide 2 FTE certificated staff to provide weekly release time so teachers can participate in grade-level collaboration which includes data analysis and monitoring of academic progress • Hire and maintain an instructional assistant principal at our middle school who spends 17% of his/her time to oversee and support to our struggling students in math by monitoring data and instruction within the Mathematics classrooms and during intervention classrooms • Provide 1 paraeducators at each school site to work as Multi-Tiered Systems of Support within the learning centers and to push into support to classroom teachers during small group instruction • Provide 1 Paraeducator to serve three elementary school sites for additional support for grades 4-5 in reading within the shared block schedule 	\$283,523.00	Yes
3.4	Math Prevention/Intervention Professional Development and	<p>To accelerate Math CAASPP scores, KCUSD will provide small group instruction through the use of designated scheduled intervention blocks, classroom teachers, and paraeducators for the following student groups in addition to any student who struggles:</p>	\$0.00	No

	Instruction support for tier 2 and tier 3	<p>Districtwide: Homeless youth, EL, SWD, Low SES, Hispanic CPMS: All students, Hispanic, Low SES, SWD, ELL, Homeless Youth DR: SWD</p> <p>In the following ways:</p> <ul style="list-style-type: none">• Analyzing instructional time and how it is structured to determine sufficiency and determine if districtwide changes need to occur• Administer, collect and analyze assessment data, scheduling of assessments, and quality of data collected• Analyze and disaggregate student performance data through grade level collaboration with specific protocols to ensure growth and success for all struggling students.• Providing professional development for teachers in the area of math instruction as determined through data analysis (MCOE Support)• Clearly defined expectations for all students in math instruction through learning targets and success criteria• Maintain iReady to provide targeted Math intervention in small groups in grades 1-8• Provide ongoing professional development in small group strategies and use of iReady system for monitoring student needs in grade 1-8• Create and maintain block schedule across three school sites for 4th and 5th grade to ensure MTSS support access with para and Learning Center at each school site• Continue to provide manipulatives identified by each grade level to support mathematical concepts in concrete form		
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Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Cultivate a safe, inclusive, and restorative environment in classrooms and at all school sites with a focus on supporting student social-emotional needs to ensure students/staff/families feel safe, included, and cared for while on our campuses in order to reduce suspension rates and chronic absenteeism	Focus Goal

State Priorities addressed by this goal.
Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.
Climate surveys and other local measures identify the social-emotional development of students as an LEA priority. Strongly connected to this priority is the LEA's ongoing focus to enter into programs and partnerships that assist with identifying and responding to the social-emotional needs of students. Climate surveys and other local measures play a pivotal role in identifying the social-emotional development of students, identified as a top priority within the KCUSD. These metrics provide valuable insights into the overall well-being of students, highlighting areas where additional support may be needed. By prioritizing actions supporting social-emotional development, the LEA aims to foster a positive and supportive school climate that enhances student engagement and reduces disciplinary issues such as suspensions. These initiatives not only aim to improve academic outcomes but also promote a safe and inclusive learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Priority 5-Pupil Engagement	2023-24 School Attendance: 93.9% 2023-24 Chronic Absenteeism: All Students: 21.34% (Preliminary) SWD: 26.29% (Preliminary)			All Students: Increase School Attendance by 20% Decrease Chronic Absenteeism by 20% SWD:	

		<p>King City Arts Magnet: All Students 35.2% Hispanic 34.9% Socioeconomically Disadvantaged 35.1% Students with Disabilities 39.1%</p> <p>Districtwide: English Learner 24.1% Socioeconomically Disadvantaged 27% 2023-24 Middle School Dropout: 0%</p>			Decrease Chronic Absenteeism by 30%	
4.2	Priority 6-School Climate	<p>2023-24 Pupil Suspension All Students: 2.83% (Preliminary) SWD: 0.63% (Preliminary)</p> <p>Districtwide: English Learner 5.8% Socioeconomically Disadvantaged 6.2% Hispanic 6.1% Homeless Youth 9.4%</p> <p>Chalone Peaks Middle: All Students 15.6% Hispanic 16% Homeless Youth 21.7% Socioeconomically Disadvantaged 16.1%</p>			<p>Pupil Suspension: All Students: Maintain less than 3% SWD: Maintain less than 1% Pupil Expulsion: All Students: Maintain SWD: Maintain</p>	

		2023-24 Pupil Expulsion All Students: 0% SWD: 0%				
4.3	Priority 6-School Connectedness (Respondents' self- connectedness to the school and not their perception of others' connectedness)	2023-24 Student Survey: 7.5/10 Scale 1- 10 2023-24 Staff Survey: 7.6/10 Scale 1-10 2023-24 Parent Survey: 3.59/4.00 Scale 1-4			Student Survey: 20% Increase Staff Survey: 20% Increase Parent Survey: 10% Increase	
4.4	Priority 6-School Safety	2023-24 Student Survey: 6.6/10 Scale 1- 10 2023-24 Staff Survey: N/A, new tool will be used 2024-25 2023-24 Parent Survey: 3.48/4.00 Scale of 1-4			Student Survey: 20% Increase Staff Survey: 80% Satisfaction Parent Survey: 10% Increase	
4.5	Priority 6-Respectful Schools	2023-24 Student Survey: 7.3/10 Scale 1- 10 2023-24 Staff Survey: N/A, new tool will be used 2024-25 2023-24 Parent Survey: 3.60/4.00 Scale of 1-4			Student Survey: 20% Increase Staff Survey: 80% Satisfaction Parent Survey: 10% Increase	
4.6	Priority 6-Survey Participation	2023-24 Student Survey: 1034 Responses 2023-24 Staff Survey: 216 Responses			Student Survey: 50% Increase in Responses Staff: 35% Increase in Responses	

		2023-24 Parent Survey: 757 Responses			Parent Survey: 50% Increase in Responses	
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Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Supporting the Social-Emotional Needs of Our Students	King City Union School District will provide social emotional and behavioral supports at Tier 2 and Tier 3 levels to improve suspension rates and chronic absenteeism for the following students groups, in addition to any student who needs them: Suspension Rates: District Wide: Hispanic, Homeless Youth, Socioeconomically Disadvantaged	\$478,006.00	No

		<p>CPMS: All Students, Hispanic, Homeless Youth, Socioeconomically Disadvantaged</p> <p>Chronic Absenteeism Rates: King City Arts Magnet: All Students, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities</p> <p>In the following ways:</p> <ul style="list-style-type: none"> • Maintain sufficient support staff to enhance collaboration and communication between counseling services, counseling agencies, and school sites with .75 FTEs. • Maintaining counseling staff FTEs to meet demand in the areas of social-emotional development and learning • Maintaining sufficient support staff to assist students, facilitate parent communication, and nurture community relationships with four .25 FTEs. 		
4.2	Identifying and Responding to the Social-Emotional Needs of Our Students	<p>KCUSD works to proactively identify and respond to the social-emotional needs of our students by:</p> <ul style="list-style-type: none"> • Continuing to partner with counseling agencies (Harmony at Home, Community Human Services, and Sun Street Center) to deliver services and onsite counseling for identified students at all four sites, support bully prevention programs, and provide and/or coordinate parent education opportunities in the area of social-emotional learning with the equivalent of 2 FTEs. • Providing professional learning designed for administration (and other necessary staff) to analyze student behavior and design adequate supports to best meet their Social Emotional needs, in order to lower suspension rates on CA School Dashboard. • Continuing PBIS program development through training, support, and collaboration with an emphasis on improving Tier 1 supports and increased implementation at Tiers 2 and 3 • Further developing the use of the behavior data system to monitor trends in student discipline data. 	\$272,892.00	No

		<ul style="list-style-type: none"> • Adapting counseling services and structures with Restorative Practices and the site PBIS supports within their Multi-Tiered Systems of Support in the area of social-emotional development • Providing a Tier 3 intervention program at Chalone Peaks Middle School to support grades 6 - 8 		
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Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Expanded Learning Opportunities will be available for all students.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

On-going parent input reflects a desire for more enrichment opportunities for students beyond the school day focusing on students' academic, social, emotional, and behavioral needs. Additional funding provided as part of the Expanded Learning Opportunities Program supports an expansion of previously offered ASES and 21st-century learning programs. We will measure effectiveness through attendance in expanded learning opportunities and an ultimate increase in student engagement (through lower suspension rates and chronic absenteeism rates).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Local Priority-After School Program Participation (# of Students Served)	2023-24 Elementary: ELOP-440 ASES/21st Century-442 2023-24 Middle School: ELOP-200 ASES/21st Century-64			Elementary: ELOP-35% Increase ASES/21st Century-25% Increase	
5.2	Local Priority-Extended School Year Program Participation (# of students served)	2023-24 Elementary-283 Summer: 212 Winter: 39			Elementary Summer: 35% Increase	

		Spring: 32 2023-24 Middle School: 64 Summer: 58 Winter: N/A Spring: N/A			Winter: 25% Increase Spring: 25% Increase Middle: Summer: 35% Increase Winter: 25% Increase Spring: 25% Increase	
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Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
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5.1	After School Program Collaborative	Implement after-school programs at each school site through the maintenance of the ASES/21st Century Program, ProYouth, and the Expanded Learning Opportunity Program to support unduplicated students and all other students who will benefit from enrichment opportunities, adding a partial FTE position to assist with ELOP.	\$2,258,373.00	No
5.2	Elementary Intersession and Summer Camps	<p>Provide after-school learning opportunities at all three elementary sites during the school year utilizing: ProYouth through the ASES/21st Century grants ELOP</p> <p>Provide a minimum of 30 additional days of expanded learning opportunities for elementary students beyond the academic calendar year. This may be provided during student breaks, including summer, fall, winter, or spring break utilizing: ProYouth through the ASES/21st Century</p>	\$860,000.00	No
5.3	Middle School Intersession and Summer Camps	Provide at least 30 additional days of expanded learning opportunities for students grades 6-8th, beyond the academic calendar year. This may be provided during student breaks, which may include summer, fall, winter, or spring break utilizing: ProYouth-Heart	\$100,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Significantly increase family and community engagement to both empower and support them in supporting student achievement.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was added to meet the increasing input from our educational partners around the need for more family engagement, focusing on meeting the diverse needs of our families and community, connection with community resources, and parent education programming. By meeting these needs, we will have stronger family and community partnerships to better support our students' needs, leading to higher student engagement, and decreased suspension and chronic absenteeism rates across the district.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Priority 3-Attendance at all family engagement events	2023-24 District Family Nights: 11 attendees 2023-24 Cafecitos: 8 attendees			District Family Nights: 30% Increase Cafecitos: 30% Increase	
6.2	Priority 3-Attendance at all family education opportunities	2023-24 Fresno State University: 86 attendees 2023-24 Loving Solutions: 10 attendees			Overall Attendance : 30% Increase	
6.3	Priority 3--Parental Involvement and Family Engagement: Efforts to	2023-24: met			Met	

	seek parent input & decision making include School Site Council, English Language Advisory Councils, Parent Cafes, Title I meetings and other gatherings as focus groups and with surveys. All input mechanisms are communicated through Parent Square to parents as well as school and district websites. These methods are used with ALL parents including parents of English Learners and Students with Disabilities.					
6.4	Priority 6--Other Local Measures Survey Data--Parents feel welcomed and encouraged	2023-24 Parent Survey Data used a scale of 1-4 Parents-Parental Involvement=3.69			Parental Involvement: 10% Increase	
6.5	Priority 6--Other Local Measures Survey Data--Parents feel valued and heard	2023-24 Parent Survey Data used a scale of 1-4 Parents--Parental Involvement= 3.24			Parental Involvement: 10% Increase	

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Family Involvement and Engagement Staffing	KCUSD is committed to providing specialized support for families of EL, SED, homeless youth, and Foster Youth. To achieve this goal, family liaisons will be available at each school site to ensure family connectedness, provide instruction on how families can be part of school site decisions, and ultimately lower chronic absenteeism rates. This program is available to help all families who need support, as it makes the best use of staff and fiscal resources by: <ul style="list-style-type: none">Maintaining Family/Community Liaisons to support families and share community resources	\$0.00	No

6.2	Family Involvement and Engagement Events	<p>In our commitment to providing specialized support for families of EL, SED, Homeless Youth, and Foster Youth, we will:</p> <ul style="list-style-type: none"> • Maintain Monthly Parent Cafecitos for building strong relationships between school, home, and the community by creating a space of community sharing and engagement with other families • Maintain monthly District Family Nights on topics such as the Importance of Attendance, Mental Health Support for Children, Bully Prevention, and Drug Prevention and Intervention, based on family input. 	\$10,000.00	No
6.3	Family Education	<p>KCUSD will provide Family Education resources and classes for all families to support student achievement and school connectedness. Parent input helped to determine these opportunities, as well as the need to provide appropriate classes for building school connectedness to lower our chronic absenteeism and suspension rates, such as:</p> <ul style="list-style-type: none"> • Scholar System • Jump into English • Family Learning Institute • Fresno State Parent University 	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	A dual language immersion program will be offered to parents as a choice for enrolling their students in school.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

KCUSD explored the feasibility of expanding our multilingual program options. We began planning after parental, staff, and governing board input on offering the option of a DLI program. A team of teachers and administrators participated in school site visits of schools that have implemented such a program to gather information. The governing board approved the new program in January of 2024. Enrollment is based on the space of three groups of students: Spanish monolingual, English monolingual, and bilingual students upon entering. This program will be offered as a strand within one of our elementary schools for the 24-25 school year, beginning with TK and K. Each subsequent year, we will add a new grade level until the program is TK-8.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Priority 2 State Standards and Priority 4- -Pupil Achievement: Spanish Acadience grades K-3	N/A First Year of implementation is 24-25 EOY Spanish Acadience (To be			Increase annually by 20% for each measure.	

	Benchmark(BM) PSF-- Phoneme Segmentation Fluency CLS--Correct Letter Sound WWR-- Whole Words Read ORF--Oral Reading fluency	determined after 1st year of DLI implementation): K PSF XX% at/above BM 1--CLS XX% WWR XX% at/above BM 2--ORF Accuracy XX% at/above BM				
7.2	Priority 8 Other Pupil Outcomes: Local Measure Enrollment	Current Enrollment as of 6.18.24 is TK--24 K--48 End of Year Enrollment N/A First Year of implementation 24/25			2026-27 Meet or Exceed the following: TK: 48 K: 48 1: 48 2: 48	
7.5						

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Curriculum & Instruction	<p>Provide:</p> <ul style="list-style-type: none">• Core Content materials in Spanish• Ensure universal screenings are completed in Spanish and English as appropriate• Provide designated ELD to all English learners within the program• Provide designated SLD to all Spanish learners within the program• Identify and implement appropriate ELA intervention materials to support Spanish literacy• Establish classroom libraries with quality bilingual grade-appropriate books and to help our libraries identify quality books that are bilingual and culturally relevant• BeGlad strategies to support the work of the bilingual classroom	\$50,000.00	No
7.2	Consulting and Professional Development	<p>Provide:</p> <ul style="list-style-type: none">• Training and support in building a successful dual language immersion program by sending teachers and other support staff to the ATDLE Conference Annually• Establish a task force of parents, teachers, administrators, and other staff to create common goals, establish the model components to be included, and a shared understanding of the program• Monthly meeting with teachers from the program with ATDLE to provide support for teachers who are designated as DLI instructors	\$50,000.00	No

		<ul style="list-style-type: none"> • Monthly meetings with the task force to discuss the successes, challenges, and needs of the program through monthly walkthroughs and observations • BeGlad training to support the work of the bilingual classroom 		
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Goals and Actions

Goal

Goal #	Description	Type of Goal
8	Student needs will be met through the allocation of Federal funds.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

To further support KCUSD students, these actions will provide specific supplemental resources to support student academic learning and social-emotional needs as identified through actions within goals 1-7. Metrics used for goals 1-7 will be cumulative for goal 8 and not duplicated here, please refer to goals 1 - 7 for specifics.
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	All students will receive a high-quality education in a safe environment in cooperation with parents, staff, and the community, which is supportive of students reaching success in TK - 8 to be fully prepared to enter high school with the skills necessary to access College and Career choices and pathways as measured by the SARC, FIT, Climate Surveys, CAASPP, and district	KCUSD will provide: <ul style="list-style-type: none">• Sufficient Library Technicians to maintain inviting library environments and collections• Maintain PBIS tier 1 support for all students• Professional Learning opportunities for all instructional staff to support standards based instruction• New classroom furniture for grades 1-8	\$1,033,603.00	No

	measures.			
8.2	All English Learners will be provided integrated and designated English Learner support, guaranteeing access to the core curriculum and ensuring successful reclassification by the end of 5th grade and/or five years of US instruction, thereby decreasing the number of Long-Term English Learners (LTELs) as measured by state and district level assessments.	KCUSD will provide: <ul style="list-style-type: none"> • ELD Component for the adopted ELA/ELD Program from Wonders • ELL Library in Nearpod • Professional development in ELD • Small group instruction during and after school for English learners • Materials and supplies for ELD instruction • Middle School newcomer paraeducators to support newcomer class and push in services 	\$317,903.00	No
8.3	Increase student achievement of students struggling in English Language Arts and Mathematics as measured by state and district assessments.	KCUSD will provide: <ul style="list-style-type: none"> • Acadience license and support for universal screenings • Tier I, II and III literacy coaching, materials, and digital presentations • iReady professional development and licensing • Instructional support for struggling learners in reading and math • Math manipulatives to support student learning 	\$425,705.00	No
8.4	Cultivate a safe, inclusive, and restorative environment in classrooms and at all school sites with a	KCUSD will provide support for: <ul style="list-style-type: none"> • Meeting Homeless youth basic needs • Tier II supports for PBIS 	\$55,293.00	No

	focus on supporting student social-emotional needs to ensure students/staff/families feel safe, included, and cared for while on our campuses, reducing suspension rates at Chalone Peaks and all school sites for all students, specifically Hispanic, SED, and homeless youth			
8.5	King City Union School District will provide after-school enrichment classes to support student learning along with social skills for all unduplicated students in an effort to improve chronic absenteeism, truancy, and suspension rates, while raising student achievement as measured by CAASPP and ELPAC.	KCUSD's MS, CPMS will provide <ul style="list-style-type: none"> • Support for students for credit recovery at the middle school level • Additional Academic supports after school as needed 	\$25,000.00	No
8.6	Significantly increase family and community engagement to both empower and support them in	KCUSD will provide <ul style="list-style-type: none"> • Incentives and refreshments for families to attend school sponsored parent meetings such as Parent Cafes, DELAC, ELAC and SSC • Parent attendance at regional conferences 	\$7,973.00	No

	supporting student achievement, as well as reducing chronic absenteeism, truancy, and suspensions.			
8.7	A dual language immersion program will be offered to parents as a choice for enrolling their students in school. Enrollment is based upon the space of three groups of students: Spanish monolingual, English monolingual, and bilingual students upon entering. This program will be offered as a strand within two of our elementary schools for the 24-25 school year with each subsequent year adding a new grade level until the program is TK-8.	KCUSD will provide: <ul style="list-style-type: none"> • Materials and supplemental materials to support the dual language immersion program • Assessments and monitoring tools to ensure Spanish literacy development in all content areas 	\$0.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$11,119,949	\$1,460,374.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
42.986%	0.000%	\$ \$0.00	42.986%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Highly Quality Instruction Need: Metrics on CA School Dashboard ELA Indicator- Lowest performance indicators (Red) District Wide: SWD, EL	KCUSD's efforts to recruit, train, maintain, and sustain both instructional certificated and classified staff are designed to meet the needs of all students. The district aims to provide each student with a more personalized learning experience by providing teachers with lower class sizes. The Induction Program and Mentor teachers for all newly hired teachers ensure that new teachers	CA School Dashboard Indicators for ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>CA School Dashboard Math Indicator- Lowest performance indicators (Red) Districtwide: Homeless youth, EL, SWD, SED, Hispanic</p> <p>Scope: LEA-wide</p>	<p>receive the support and guidance they need to succeed in the classroom, ultimately benefiting their students. Additionally, administration staff is in place to support teachers and students, ensuring that all needs are met. The district also provides sufficient paraeducators to support TK, ensuring that students at all levels receive the attention and support they need to succeed. Moreover, KCUSD provides enhancements to maintain a competitive edge in attracting qualified teachers, ultimately benefiting the students. With sufficient Library Technicians to maintain inviting library environments and collections, students can access the necessary resources to excel. Finally, the district ensures adequate supplies to support our induction, elementary district arts/PE program, Tech TOSAs, and New Teacher TOSAs, which all contribute to the overall success of the students.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on The CA Dashboard indicators as it is likely that other low-performing students will benefit from them.</p>	
1.2	<p>Action: Safe, Clean, and Secure Campuses</p> <p>Need: Metrics: CA School Dashboard ELA Indicator- Lowest performance indicators (Red) District Wide: SWD, EL CA School Dashboard Math Indicator- Lowest performance indicators (Red) Districtwide: Homeless youth, EL, SWD, SED, Hispanic</p>	<p>A safe, clean, and secure campus environment is essential for the well-being of all students. The provision of sufficient MOTF staff to maintain well-cared-for facilities ensures that the campus's physical environment is in good condition and conducive to learning. Providing sufficient IT staff to ensure internet safety helps prevent cyberbullying and other online dangers students may face. The provision of sufficient Campus Security staff to supervise and support student safety ensures that students are safe and secure during their time on campus. Finally, implementing</p>	<p>CA School Dashboard Indicators for ELA and Math FIT</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	<p>security systems provides additional safety and security to the campus, giving students and parents peace of mind. These measures benefit all students by creating a safe, clean, secure learning environment that promotes academic and personal growth.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on The CA Dashboard indicators as it is likely that other low-performing students will benefit from them.</p>	
1.3	Action: Student Services <p>Need: Metrics: CA School Dashboard Suspension Indicator- Lowest performance indicators (Red) District Wide: homeless youth, Hispanic and Low SES CA School Dashboard Chronic Absenteeism Indicator- Lowest performance indicators (Red) KCAM: All Students, SWD, Hispanic, Low SES Chalone Peaks: All, Hispanic, Homeless, low SES</p> Scope: LEA-wide	<p>Our nurses, health clerks, and community liaisons will reach out to students who demonstrate high levels of absenteeism and/or suspensions to provide intentional individualized interventions to understand student needs better and support the family.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on reducing chronic absenteeism and suspensions throughout the LEA.</p>	CA School Dashboard Indicators Chronic Absenteeism and Suspension data
3.1	Action: ELA Reading Prevention/Intervention Instruction Staffing	Our MTSS process involves universal screening, progress monitoring, and regrouping to ensure students not showing proficiency are supported in	<ul style="list-style-type: none"> CA Dashboard Indicators *as

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: CA School Dashboard ELA Indicator- Lowest performance indicators (Red) District Wide: SWD, EL(EL metrics are in goal 2) CPMS: Low SES, SWD, ELL, Homeless Youth DR: SWD, ELLs Santa Lucia: EL and Homeless</p> <p>Scope: Schoolwide</p>	<p>a timely manner and receive targeted skill instruction to ensure access to the core content.</p> <p>*This is being provided school-wide, as these services will support any student not showing proficiency.</p>	<p>listed in the identified need</p> <ul style="list-style-type: none"> • iReady Diagnostic assessment (grades 3-8) • Acadience Benchmark assessments (grades K-5) • IAB Reading Informational Text (grades 3-8) • Lexile Levels (grades 3-8)
3.3	<p>Action: Math Prevention/Intervention Instruction staffing</p> <p>Need: CA School Dashboard Math Indicator- Lowest performance indicators (Red) Districtwide: Homeless youth, EL, SWD, SED, Hispanic CPMS: All students, Hispanic, Low SES, SWD, ELL, Homeless Youth DR: SWD</p> <p>Scope: Schoolwide</p>	<p>By providing small group targeted skill instruction, we ensure students access to the core content, paving the way for their academic success.</p> <p>*This is being provided school-wide, as these services will support any student not showing proficiency.</p>	<ul style="list-style-type: none"> • CA Dashboard Indicator: CAASPP ELA • iReady Diagnostic assessment (grades 1-8) for All, HY, EL, SWD, Low SES and Hispanic

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.1	<p>Action: High-quality professional Development in ELD through Collaboration to meet the needs of all English Learners in the core content areas of ELA and Math, as well as foundational skills (Staffing and Instructional supplies)</p> <p>Need: Our English Learners districtwide in ELA and Mathematics are scoring in the red on the California Dashboard.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	By supporting teachers through high quality professional development, providing time for data analysis and collaboration, teachers will be better equipped to meet English learners needs.	<p>To measure effectiveness, we will use</p> <ul style="list-style-type: none">• the English Language Performance Indicator to measure annually• the % of ELs who increase their scaled score by 20 points or more• Lexile levels• Reclassification rate• Access to State Standards/Course Access

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

N/A

Additional Concentration Grant Funding

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

Actions 1.1; 1.2; 1.3; 2.1; 3.1; and 3.3 reflect certificated and classified staff increases, both in number of positions and hours per day, to assist in directly providing services to students. Additional Teacher on Special Assignment positions have been added to support teachers and students with direct services to address learning loss, and identified needs. To address the increase in social-emotional-behavioral needs of students, additional direct services for students have been added at the elementary sites through an expanded contract with Harmony at Home. Addition of Health Clerk/liaisons for each school site.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:20.09
Staff-to-student ratio of certificated staff providing direct services to students		1:15.37

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	25,869,067	11,119,949	42.986%	0.000%	42.986%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$37,594,657.00	\$8,705,359.00	\$2,368,705.00	\$1,865,477.00	\$50,534,198.00	\$39,749,374.00	\$10,784,824.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Highly Quality Instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$11,175,478.00	\$38,700.00	\$11,214,178.00				\$11,214,178.00	
1	1.2	Safe, Clean, and Secure Campuses	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$968,886.00	\$69,900.00	\$1,038,786.00				\$1,038,786.00	
1	1.3	Student Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$827,756.00	\$0.00	\$827,756.00				\$827,756.00	
1	1.4	Social-emotional Staffing	All	No			All Schools	Ongoing	\$97,930.00	\$0.00	\$97,930.00				\$97,930.00	
1	1.5	Curriculum, Instruction, and Accountability	All	No			All Schools	Ongoing	\$23,346,496.00	\$5,454,251.00	\$20,945,056.00	\$5,486,986.00	\$2,368,705.00		\$28,800,747.00	
1	1.6	Technology	All	No			All Schools	Ongoing	\$0.00	\$299,232.00	\$299,232.00				\$299,232.00	
2	2.1	High-quality professional Development in ELD through Collaboration to meet the needs of all English Learners in the core content areas of ELA and Math, as well as foundational skills (Staffing and Instructional supplies)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$723,391.00	\$0.00	\$723,391.00	\$0.00	\$0.00	\$0.00	\$723,391.00	
2	2.2	Curriculum, Instruction, and Accountability	English Learners	No			All Schools	Ongoing	\$86,826.00	\$0.00	\$86,826.00	\$0.00	\$0.00	\$0.00	\$86,826.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	High-quality professional Development in ELD through Collaboration to meet the needs of all ELs in the core content areas as well as foundational skills (assessment/monitoring/materials)	English Learners	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.4	High-Quality Professional Development in ELD through Collaboration to meet the needs specifically of Long-Term English Learners in the core content areas of ELA and Math	English Learners	No			Specific Schools: Chalone Peaks Middle School Sixth grade to eighth grade	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.1	ELA Reading Prevention/Intervention Instruction Staffing	English Learners Low Income	Yes	School wide	English Learners Low Income	All Schools	Ongoing	\$1,217,081.00	\$0.00	\$1,217,081.00				\$1,217,081.00	
3	3.2	Reading Prevention/Intervention Professional Development and Instruction supports for tier 2 and tier 3	All Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	\$0.00	
3	3.3	Math Prevention/Intervention Instruction staffing	English Learners Low Income	Yes	School wide	English Learners Low Income	All Schools	Ongoing	\$283,523.00	\$0.00	\$283,523.00				\$283,523.00	
3	3.4	Math Prevention/Intervention Professional Development and Instruction support for tier 2 and tier 3	All Students with Disabilities Homeless, EL, Low SES, Hispanic	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.1	Supporting the Social-Emotional Needs of Our Students	All	No			All Schools	Ongoing	\$0.00	\$478,006.00	\$478,006.00				\$478,006.00	
4	4.2	Identifying and Responding to the Social-Emotional Needs of Our Students	All	No			All Schools	Ongoing	\$0.00	\$272,892.00	\$272,892.00				\$272,892.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	5.1	After School Program Collaborative	All	No			All Schools	Ongoing	\$0.00	\$2,258,373.00	\$0.00	\$2,258,373.00	\$0.00	\$0.00	\$2,258,373.00	
5	5.2	Elementary Intersession and Summer Camps	All	No			All Schools	Ongoing	\$0.00	\$860,000.00	\$0.00	\$860,000.00	\$0.00	\$0.00	\$860,000.00	
5	5.3	Middle School Intersession and Summer Camps	All	No			All Schools	Ongoing	\$100,000.00	\$0.00	\$0.00	\$100,000.00	\$0.00	\$0.00	\$100,000.00	
6	6.1	Family Involvement and Engagement Staffing	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
6	6.2	Family Involvement and Engagement Events	All	No			All Schools	Ongoing	\$0.00	\$10,000.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00	
6	6.3	Family Education	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
7	7.1	Curriculum & Instruction	All	No			Specific Schools: Santa Lucia and KC Arts Magnet TK-2	Ongoing	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
7	7.2	Consulting and Professional Development	All	No			Specific Schools: Santa Lucia and KC Arts Magnet TK-2	Ongoing	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
8	8.1	All students will receive a high-quality education in a safe environment in cooperation with parents, staff, and the community, which is supportive of students reaching success in TK - 8 to be fully prepared to enter high school with the skills necessary to access College and Career choices and pathways as measured by the SARC, FIT, Climate Surveys, CAASPP, and district measures.	All	No			All Schools	Ongoing	\$387,939.00	\$645,664.00				\$1,033,603.00	\$1,033,603.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
8	8.2	All English Learners will be provided integrated and designated English Learner support, guaranteeing access to the core curriculum and ensuring successful reclassification by the end of 5th grade and/or five years of US instruction, thereby decreasing the number of Long-Term English Learners (LTELs) as measured by state and district level assessments.	English Learners	No			All Schools	Ongoing	\$292,216.00	\$25,687.00				\$317,903.00	\$317,903.00	
8	8.3	Increase student achievement of students struggling in English Language Arts and Mathematics as measured by state and district assessments.	All	No			All Schools	Ongoing	\$222,676.00	\$203,029.00				\$425,705.00	\$425,705.00	
8	8.4	Cultivate a safe, inclusive, and restorative environment in classrooms and at all school sites with a focus on supporting student social-emotional needs to ensure students/staff/families feel safe, included, and cared for while on our campuses, reducing suspension rates at Chalone Peaks and all school sites for all students, specifically Hispanic, SED, and homeless youth	All	No			All Schools	Ongoing	\$0.00	\$55,293.00				\$55,293.00	\$55,293.00	
8	8.5	King City Union School District will provide after-school enrichment classes to support student learning along with social skills for all unduplicated students in an effort to improve chronic absenteeism, truancy, and suspension rates, while raising student achievement as measured by CAASPP and ELPAC.	All	No			All Schools	Ongoing	\$12,000.00	\$13,000.00		\$0.00		\$25,000.00	\$25,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
8	8.6	Significantly increase family and community engagement to both empower and support them in supporting student achievement, as well as reducing chronic absenteeism, truancy, and suspensions.	All	No			All Schools	Ongoing	\$7,176.00	\$797.00	\$0.00			\$7,973.00	\$7,973.00	
8	8.7	A dual language immersion program will be offered to parents as a choice for enrolling their students in school. Enrollment is based upon the space of three groups of students: Spanish monolingual, English monolingual, and bilingual students upon entering. This program will be offered as a strand within two of our elementary schools for the 24-25 school year with each subsequent year adding a new grade level until the program is TK-8.	All	No			All Schools Specific Schools: King City Arts Magnet and Santa Lucia	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
25,869,067	11,119,949	42.986%	0.000%	42.986%	\$15,304,715.00	0.000%	59.162 %	Total:	\$15,304,715.00
								LEA-wide Total:	\$13,080,720.00
								Limited Total:	\$723,391.00
								Schoolwide Total:	\$1,500,604.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
This table is automatically generated and calculated from this LCAP.								
1	1.1	Highly Quality Instruction	Yes	LEA-wide	English Learners Low Income	All Schools	\$11,214,178.00	
1	1.2	Safe, Clean, and Secure Campuses	Yes	LEA-wide	English Learners Low Income	All Schools	\$1,038,786.00	
1	1.3	Student Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$827,756.00	
2	2.1	High-quality professional Development in ELD through Collaboration to meet the needs of all English Learners in the core content areas of ELA and Math, as well as foundational skills (Staffing and Instructional supplies)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$723,391.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1	ELA Reading Prevention/Intervention Instruction Staffing	Yes	Schoolwide	English Learners Low Income	All Schools	\$1,217,081.00	
3	3.3	Math Prevention/Intervention Instruction staffing	Yes	Schoolwide	English Learners Low Income	All Schools	\$283,523.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$49,255,778.00	\$49,031,876.22

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1.1	Additional supports to the base program for all students with an emphasis on low income, English learners and foster youth.	Yes	\$12,718,925.00	12,458,059.00
1	1.1.2	Provide high quality base program for all students	No	\$31,024,639.00	30,252,537.98
2	2.1.1	Provide High Quality Professional Development to support our English Learners at the Middle School	Yes	\$29,560.00	24,401.52
2	2.1.2	Provide High Quality Professional Development to support our English Learners.	No	\$96,816.00	50,181.13
2	2.2.1	Assess and Monitor	Yes	\$196,272.00	204,326.83
2	2.2.2	Assess and Monitor	No	\$72,807.00	85,600.34
2	2.3.1	ELD Targeted Instruction and Support	Yes	\$1,000.00	1,564.14
2	2.3.2	ELD Targeted Instruction and Support	No	\$492,757.00	593,848.51
2	2.4.2	Parent Support	No	\$25,000.00	929.81

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5.2	Multilingual Learner Programs	No	\$125,136.00	27,980.16
3	3.1.1	Reading Prevention/Intervention Instruction	Yes	\$1,133,953.00	1,136,052.74
3	3.1.2	Reading Prevention/Intervention Instruction	No	\$473,812.00	457,742.51
3	3.2.1	Math Prevention/Intervention Instruction	Yes	\$253,301.00	252,348.08
3	3.2.2	Math Prevention/Intervention Instruction	No	\$230,345.00	136,800.04
4	4.1.1	Supporting the Social-Emotional Needs of Our Students	Yes	\$646,002.00	701,449.66
4	4.1.2	Identifying & Responding to the Social-Emotional Needs of Our Students	No	\$649,711.00	427,121.18
5	5.1	Continuing After School Program Collaborative	No	\$927,534.00	2,173,409.20
5	5.2	Elementary Expanded Learning Program	No	\$80,519.00	47,523.39
5	5.3	Middle School Expanded Learning	No	\$77,689.00	0

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
11,044,138.00	\$14,979,013.00	\$14,778,201.97	\$200,811.03	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update.							
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.1.1	Additional supports to the base program for all students with an emphasis on low income, English learners and foster youth.	Yes	\$12,718,925.00	12,458,059		
2	2.1.1	Provide High Quality Professional Development to support our English Learners at the Middle School	Yes	\$29,560.00	24,401.52		
2	2.2.1	Assess and Monitor	Yes	\$196,272.00	204,326.83		
2	2.3.1	ELD Targeted Instruction and Support	Yes	\$1,000.00	1,564.14		
3	3.1.1	Reading Prevention/Intervention Instruction	Yes	\$1,133,953.00	1,136,052.74		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.2.1	Math Prevention/Intervention Instruction	Yes	\$253,301.00	252,348.08		
4	4.1.1	Supporting the Social-Emotional Needs of Our Students	Yes	\$646,002.00	701,449.66		

To Add a Row: Click “Add Row.”

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
25,856,318	11,044,138.00	0.0	42.713%	\$14,778,201.97	0.000%	57.155%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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