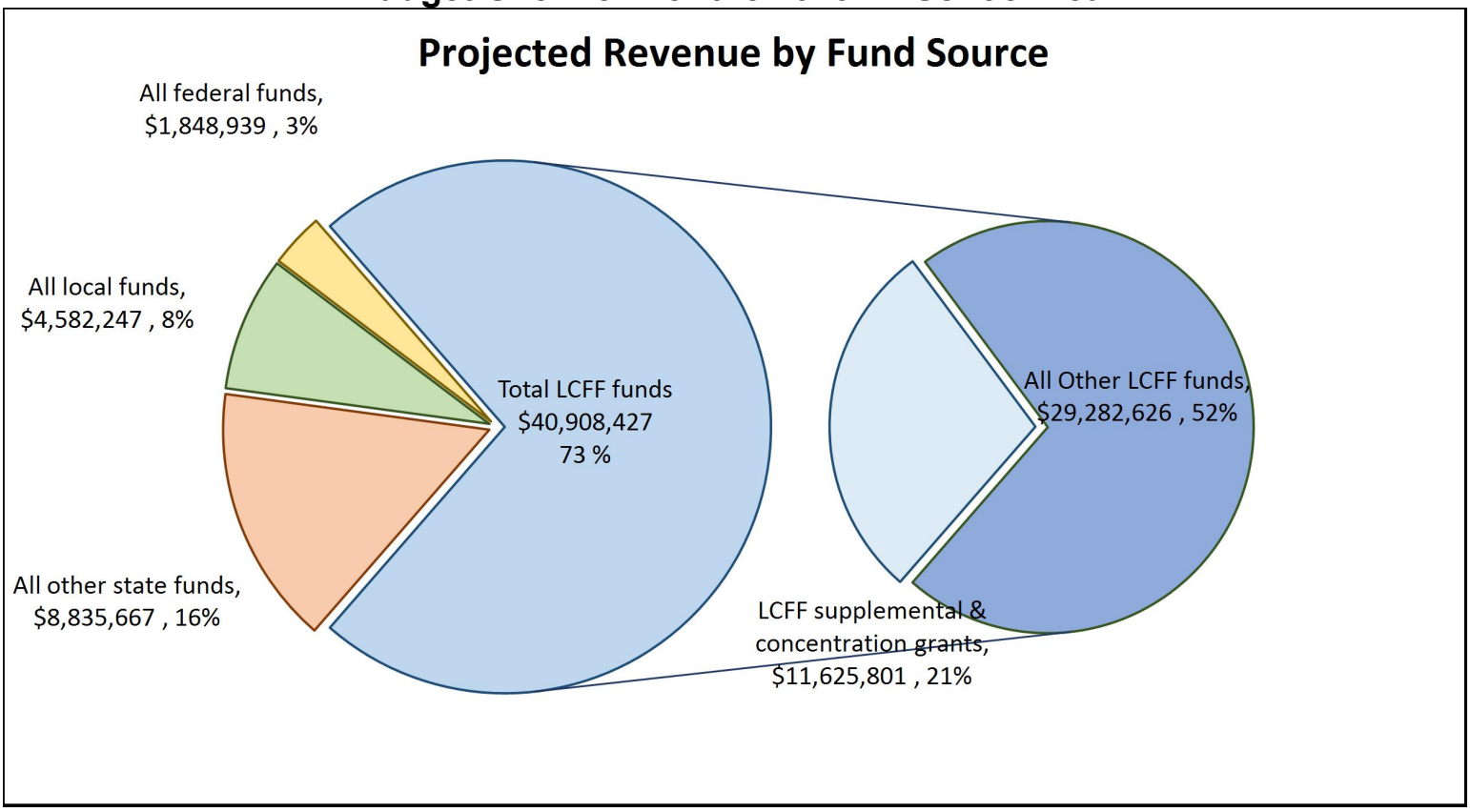
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: King City Union School District
CDS Code: 27-66050
School Year: 2026-27
LEA contact information:
Audra Carr
Interim Superintendent
audra.carr@kcusd.org
(831) 385-2940 Ext. 3001

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 2026-27 School Year

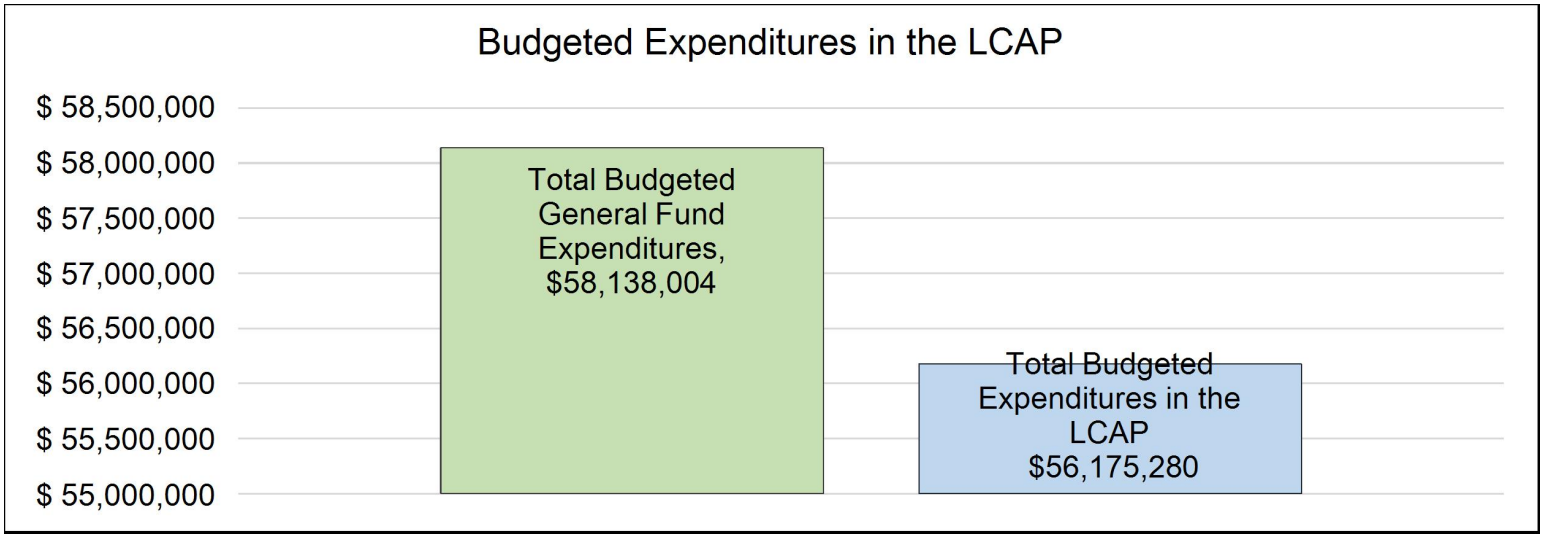


This chart shows the total general purpose revenue King City Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for King City Union School District is $56,175,280, of which $40,908,427.00 is Local Control Funding Formula (LCFF), $8,835,667 is other state funds, $4,582,247 is local funds, and $1,848,939 is federal funds. Of the $40,908,427.00 in LCFF Funds, $11,625,801 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 2026-27. 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 $58,138,004 for the 2026-27 school year. Of that amount, $56,175,280 is tied to actions/services in the LCAP and $1,962,724 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

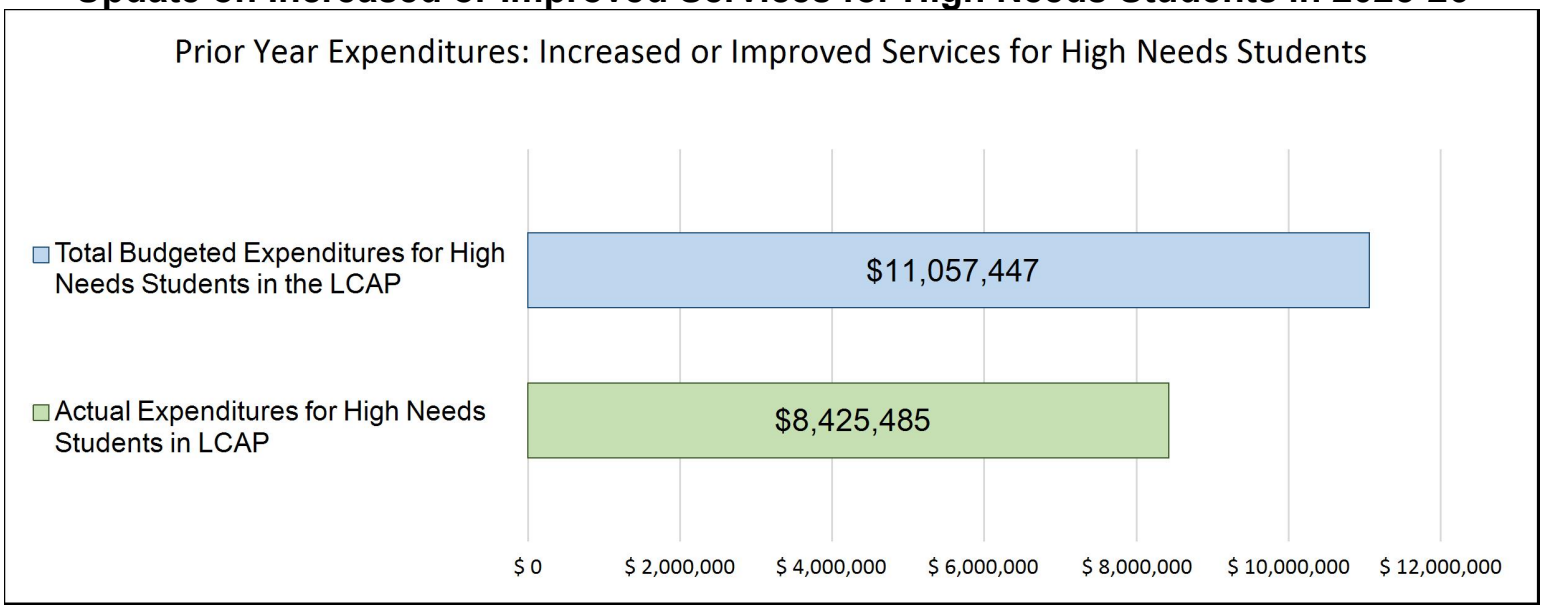
The expenditures not reflected in the LCAP were primarily costs that are reported in the District's financial records but are not directly tied to a specific LCAP action or service. These costs include items such as transfers or pass-through expenditures that are required for financial reporting purposes and to support restricted programs outside of the districts General Fund, but do not represent additional direct services provided through the LCAP. As a result, they were included in the District's overall expenditure reporting but were not listed as LCAP expenditures. This difference does not reflect a reduction in services or support for high-needs students.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, King City Union School District is projecting it will receive $11,625,801 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 $14,433,819 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 2025-26



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 2025-26, King City Union School District's LCAP budgeted $11,057,447 for planned actions to increase or improve services for high needs students. King City Union School District actually spent $8,425,485 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $2,631,962 had the following impact on King City Union School District’s ability to increase or improve services for high needs students:

The District expended less than originally budgeted for services supporting high-needs students due primarily to lower-than-projected personnel costs, including salaries and health and welfare benefits. In addition, the District was able to provide certain services internally rather than relying on higher-cost contracted services. These efficiencies allowed the District to continue providing targeted supports and services to unduplicated pupils while reducing overall expenditures in this action area. The reduced spending does not reflect a reduction in services, but rather cost savings achieved through staffing adjustments, actual benefit costs, and the ability to deliver services in-house.

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	Audra Carr Interim Superintendent	audra.carr@kcusd.org (831) 385-2940 Ext. 3001

Plan Summary [2026-27]

General Information

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

King City Union School District (KCUSD) is a rural agricultural district serving over 2,400 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 supporting the Common Core State Standards for California. Students have access to a base program that 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 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 43.7% of the KCUSD student population TK - 8th grade, with TK - 3rd grade totaling 51.1%. Additional demographics include 89.1% Socially Economically Disadvantaged youth, 88.6% Free and Reduced Lunch, 7.2% Homeless, 0.2% Foster Youth, and 20.6% of the parent population has less than a high school diploma. The needs of English Learners in KCUSD are supported by staff 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 receive additional counseling support if necessary. 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 is an option for students in grades TK - Second Grade in 2026-27 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.

2023-24 Reflection:
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 during 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 dailly 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 performanc 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 iin 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.

2024-25 Reflection:
In comparing the KCUSD Dashboard data to the previoius year, overall students maintained a performance score of orange in English Language Arts with three student groups scoring in the lowest performance level of red; English Learners, Homeless, and Long-Term English Learners (a subgroup this year). The student group, Students With Disabilities, moved up a level to orange. Mathematics increased by 5.7 points and scored yellow overall with only one student group, Long Term English Learners scoring in the lowest performance level of red. With Long-Term English Learners identified as a new group this year, that reflects that all student groups previously performing at the lowest level improved by one or more levels in mathematics. Science is a new indicator on the Dashboard therefore student groups and performance levels are not reported. While continuing to out perform the state average, English Learner Progress indicated a slight decline of 3.7% over all. Our Reclassification rate increased to 17.37%, which is also above the target identified in Goal 2. Chronic absenteeism and the suspension rate continue to improve as well, with 6% and 3% declines respectively, along with no groups represented in the lowest performance level. Due to challenges with the prior year climate survey tool vendor, a new tool was implemented that measured results on a 4 point scale, with 4 being the highest in the overarching categories of School Connectedness, School Safety, and Respectful Schools. Students rated school safety the highest with an average score of 3.04/4. Staff and families rated school connectedness the highest at 3/4/4 and 3.52/4 respectively. Student participation in Extended Day activities increased across all grade levels. Parent engagement increased consistently throughout the year at each event, with the largest attendance at the final districtwide celebration of Dia de los Ninos with approximately 1100 in attendance.

King City Union has unexpended LREBG funds for the 2025-26 school year, which can be found in Goal 1, Actions 1.5, Goal 2, Action 2.4, Goal 3, Actions 3.2 & 3.4, Goal 4, Action 4.2, and Goal 6, Action 6.2. Our needs assessments are discussed in each action description.

2025-26 Reflection:
Reviewing the KCUSD Dashboard data, our students are making steady progress in multiple areas. Students increased by 11.7 points in English Language Arts and increased to a performance level of yellow. While the subgroup of Long Term English Learners remained in the red performance level, two groups previously in this level moved up with Homeless moving to orange and English Learners improving to yellow. Mathematics remained at the performance level of yellow with an increase of 5.6 points and the Long Term English Learner subgroup remaining at the red performance level. Science increased by 4 points with an overall performance level of yellow and 0 subgroups scoring in red. Our English Learner Progress indicator declined by 4.9% but remained at the orange level. The Reclassification rate decreased by 3.2%. Chronic absenteeism continued to improve with a decline of 3.3% and no subgroup in red. The suspension rate increased by 2.3% resulting in the performance indicator reflecting red, however we are on track this year to substantially decrease that rate. Climate surveys reflected the following: School Connectedness: Students in Fall-3.06 and Spring-2.97, Staff in Fall-3.45 and Spring-3.42, Families in Fall-3.43 and Spring-3.52; Safe Schools: Students in Fall-3.20 and Spring-3.12, Staff in Fall-3.31 and Spring-3.25, Families in Fall-3.46 and Spring-3.58; and Respectful Schools: Students in Fall-2.95 and Spring-2.87, Staff in Fall-3.11 and Spring-3.11, Families in Fall-3.53 and Spring-3.59. These scores indicate an increase over last year in the areas previously marked as the highest in 2024/25. Opportunities for extended day activities expanded and student participation grew dramatically this year with totals reflected in the matrix for goal 5. Districtwide events supported parent engagement with attendance over 1000 at each opportunity. Expansion of the Dual Language Immersion program continues with enrollment at maximum capacity.

KCUSD's unexpended LREBG funds for the 2026-27 school year, can be found in Goal 1, Actions 1.5, Goal 2, Action 2.4, Goal 3, Actions 3.2 & 3.4, Goal 4, Action 4.2, and Goal 6, Action 6.2. Our needs assessments are discussed in each action description.

Reflections: Technical Assistance

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

The KCUSD has partnered with the Monterey County Office of Education (MCOE) since 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. Due to success in the prior year, all four school sites continued to 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 focused on the PDSA cycle -- plan, do, study, and act. Throughout the year there are multiple 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. All sites have also implemented some math protocols that support students in understanding more complex math tasks and increasing mathematical discourse for students in the classroom. The work has been beneficial and while all four sites no longer qualify for technical assistance we will continue the work as a district without the assistance of MCOE for 2026-27 with sites analyzing their data and adjusting focus as needed to continue to impact student growth.

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 2025-26 school year, the King City Union School District engaged in processes to gather educational partner input for the annual update of the 2024-27 LCAP. Feedback was gathered through governing board meetings. Board study sessions and regular board meeting agendas throughout the year included items specific to the LCAP goals and were open to public comment. A study session for sharing and gathering input was held in February 2026, and a Public Hearing on June 9, 2026. Each meeting agenda included a review of the current LCAP goals and data, opportunities for reflection on the information, and feedback on what the district is doing well to address the current goals, what should be done to improve progress toward goals, and proposed goals for the annual update to the 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	Each school site facilitated partner input discussions and gathered feedback on the current LCAP and proposed updates to the 2024-27 LCAP at meetings held from February to May 2026. Feedback was gathered through school site council meetings. Agendas included a review of the current LCAP goals and data, opportunities for reflection, and feedback on the district's success in addressing current goals, and necessary improvements for progress, and proposed updates for the LCAP. School climate surveys were available electronically throughout the year, and paper surveys were collected in the spring of 2026 from parents in grades TK-8. Additionally. Written response to formal recommendations given when formal recommendations came from DELAC/PAC.

Educational Partner(s)	Process for Engagement
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 2024-27 LCAP at staff meetings held in February - April 2026. 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 the current goals, and what could be done to improve progress toward goals, and proposed updates for the 2024-27 LCAP. Management leadership meetings included LCAP specific agenda items throughout the year to allow for ongoing feedback. School climate surveys were available for all staff in the fall of 2025 and the spring of 2026. SELPA consulted via email on 6/15/26.
Students	School climate surveys were administered electronically to all students in grades 3 - 8 in the fall and the spring. The middle school School Site Council includes student representatives which allowed for additional input as described above. Students selected to serve as representatives for each sites Student Council met with the Superintendent to provide feedback on behalf of their peers.
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 actively participates in community organizations, such as the King City Rotary Club, sharing district information and opportunities for engagement throughout the year during meetings and special events.

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

Engagement of educational partners is an ongoing, annual process and the LCAP writing team comprised of the Superintendent; Chief Business Official; Directors of Curriculum, Instruction, & Accountability; Student, Family, & Community Services; Special Education, Multilingual Education & Special Programs, and Fiscal Services review the input in preparation of the LCAP. Feedback from educational partners reinforced support for all eight current goals and actions in the LCAP. Specific priorities highlighted by the feedback included focusing on the needs of English learners (goal 2), providing additional support for newcomers (goal 2), expanding the dual language immersion program (goal 7), continuing the facilities master plan (goal 1), offering expanded learning opportunities (goal 5), providing additional support for students (goals 3 and 4), and investing in parent-engagement opportunities with support from the community liaison (goal 6).

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%	CDE Data 2022-23: 73.1%	CDE Data 2024-25: 73.3%	Raise to at 86% or higher	ALL: - 12.9%
1.2	Priority 1 Basic: All pupils have access to	2023-24: 100%	2024-25: 100%	2025-26: 100%	100%	Met target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standards-aligned materials					
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%	2024-25: 100%	2025-26: 100%	100%	Met target
1.4	Priority 4 Pupil Achievement: Statewide assessment data is based upon the CAASPP scores from 2022-23	Spring 2023 Districtwide: ELA 25% Met/Exceeded English Learner 7.51% Students with Disabilities 5.41% Santa Lucia Elementary: English Learner 10.77% Homeless Youth 21.67% Del Rey Elementary: English Learner 9.76% Students with Disabilities 6.67% Chalone Peaks Middle: English Learner 3.53% Homeless Youth 21.77%	Spring 2024 ELA 25.4% Met/Exceeded ELA: SWD 8.33% EL 7.48% Santa Lucia Elementary: English Learner 7.69% Homeless Youth 7.25% Districtwide: English Learner 7.48% Students with Disabilities 8.33% Del Rey Elementary: English Learner 7.14%	Spring 2025 ELA 31.3% Met/Exceeded District Wide ELA Students with Disabilities:9.22% English Learners:4.68% Santa Lucia Elementary:28.94% English Learners: 3.10% Homeless Youth: 15.38% Del Rey Elementary:32.08% English Learners:6.35% Students with Disabilities:11.11%	By Spring 2027 ELA Increase annually by 20% Met/Exceeded Math Increase annually by 20% Met/Exceeded By Spring 2027 Distance from Standard on Dashboard will be reduced by 20% annually	Districtwide ELA: ALL: +6.3% SWD: +3.82% EL: -2.96% Santa Lucia Elementary: English Learner - 7.67% Homeless Youth: - 6.32% Del Rey Elementary: English Learner - 2.62% Students with Disabilities: +8.71% Chalone Peaks Middle: English Learner- - 1.46%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged 22.52% Students with Disabilities 4.26% Math 14.7% Met/Exceeded: EL 5.74% SWD 3.86% SED 12.78% Hispanic 13.5% Homeless: 9.68% Del Rey Elementary Students with Disabilities 4.44% 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% Spring 2023 Distance from Standard on Dashboard ELA -62.6 Math -94.6	Students with Disabilities 15.38% Chalone Peaks Middle: English Learner 3.65% Homeless Youth 14.29% Socioeconomically Disadvantaged 22.52% Students with Disabilities 9.32% Math 16.4 % Met/Exceeded: EL 7.23% SWD 7.23% SED 15.34% Hispanic 15.59% Homeless: 10.9% Chalone Peaks Middle: All Students, 11.56% EL, 0.66% Hispanic 10.75% Homeless 10.99% Low SES 10.3% Students with Disabilities 1.68% Del Rey Elementary	Chalone Peaks Middle School: 30.31% English Learners:2.07% Homeless Youth: 19.27% Socioeconomically Disadvantaged: 29.11% Students with Disabilities:7.87% District Wide Math: 18.64% Students with Disabilities: 7.78% English Learners:4.87% Hispanic: 18.01% Homeless Youth: 14.91% Socioeconomically Disadvantaged:17.46% Del Rey Elementary: 25% Students with Disabilities: 17.75% English Learners: 6.4%		Homeless Youth -2.5% Socioeconomically Disadvantaged +6.59% Students with Disabilities :+3.61% Math Districtwide ALL: +3.94% Met/Exceeded: EL -0.87% SWD +3.92% SED +4.68% Hispanic +4.51% Homeless: +5.23% Del Rey Elementary Students with Disabilities +13.31% Chalone Peaks Middle: ALL: +3.47% EL -.41% Hispanic +3.8% Homeless +5.4% Low SES +4.4% Students with Disabilities -.56%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities 22% Spring 2024 Distance from Standard on Dashboard ELA -61.6 Math -88.9	Chalone Peaks Middle School: 13.65% English Learners:0.41% Hispanic: 12.9% Homeless Youth: 10.84% Socioeconomically Disadvantaged: 12.54% Students with Disabilities:1.57% Spring 2025 Distance from Standard on Dashboard ELA: -49.9 Math:- 83.3		Spring 2023 to Spring 2025 Distance from Standard on Dashboard ELA +12.7 Math +11.3
1.5	Priority 4 Pupil Achievement: CAST California science test	Spring 2023 11.8% met/exceeded standard	Spring 2024 12.84% met/exceeded standard	Spring 2025 5th grade: 14% met/exceeded 8th grade: 15% met/exceeded	By Spring 2027 Increase annually by 20% met/exceeded standard	%Difference: (+2.2% for 5th grade +3.2 for 8th grade)
1.6	Priority 4 Pupil Achievement: Local measure--iReady	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 Grades 1-2	Grade 3-5 End of Year Diagnostic 2025 on /above Grade Level (GL) ELA Grades 3-5 (769/774 99.4% participation rate)—33% Math (770/774 99% participation rate)—	Grades 3-5 End of Year Diagnostic 2026 ELA (714/742 96.2% participation rate) — 33% on/above grade level (GL)	By Spring 2027 Increase annually by 20% on/above GL per each grade level span	Grades 3-5 End of Year Diagnostic 2026 ELA: +2% Math: +5 Grades 1-2 Math: +11% Grades 6-8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math (423/425 99.5% participation rate)-- 16% on/above GL Grades 6-8 End of Year Diagnostic 2024 ELA (857/859 99.7% participation rate) 22% on/above GL Math (856/859 99.6% participation rate) 17% on/above GL 17% on/above GL	34% Grades 1-2 Math (515/526 98% participation rate)--23% Kinder Math (265/276 96% participation rate)—48% Grades 6-8 ELA (843/844 99.9 % participation rate) 25% on/above Math (843/844 99.9% participation rate) 16% on/above	Math Grades. 3-5 (96.4% participation rate)-- 33% on/above GL 3rd- 26% on/above 4th- 30% 5th- 43% Grades 1-2 Math (96.3%% participation rate)-- 27% on/above GL Kinder Math (92.7%participation rate) -- 49% on/above Grades 6-8 EOY Diagnostic-2026 ELA (809/811) 99.7Participation rate) 24% on/above GL Math (809/811) 99.7% participation rate 22% on/above GL		ELA: +2% Math: +5%
1.7	Priority 7--Course Access All Students have access and	2023-24: 100%	2024-25: 100%	2025-26: 100%	100%	Met Target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	enrollment in all required areas of study, including students with disabilities, English Language learners and all unduplicated students.					
1.8	Priority 1--Basic School Facilities in good repair	2023-24: 100%	2024-25: 75%	2025-26: 100%	100%	Met Target

Goal Analysis [2025-26]

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.

For the 2025–26 school year, the District focused heavily on strengthening our Tier 1 core instruction through the implementation of research-based practices and targeted professional learning. Our primary objective was to ensure that every student, particularly our unduplicated student groups (English Learners, Foster Youth, and Low-Income students), had access to rigorous, standards-aligned instruction in English Language Arts (ELA) and Mathematics. We prioritized the recruitment and retention of fully credentialed teachers and provided them with the instructional coaching necessary to differentiate learning for a diverse TK–8 student population.
During the 2025-26 school year, our district made substantial progress toward meeting the actions within Goal 1, with most actions fully implemented. This success reflects our continued commitment to quality instruction, student well-being, and supportive learning environments. The District focused heavily on strengthening our Tier 1 core instruction through the implementation of research-based practices and targeted professional learning. Our primary objective was to ensure that every student, particularly our unduplicated student groups (English Learners, Foster Youth, and Low-Income students), had access to rigorous, standards-aligned instruction in English Language Arts (ELA) and Mathematics. We prioritized the recruitment and retention of fully credentialed teachers and provided them with the instructional coaching necessary to differentiate learning for a diverse TK–8 student population.

1.1-High Quality Instruction remained a top priority. Classrooms were fully staffed, allowing us to maintain lower class sizes and support effective teaching. We continued to strengthen new teacher development through mentoring for those in induction, intern, and provisional credential programs. Administrative leadership and paraeducator support, especially in TK, remained stable. Our participation in the Alder program further enhanced the recruitment and retention of qualified teachers. Library technicians were maintained at each school, contributing to engaging and well-resourced learning spaces. Instructional support was provided through six Instructional Coaches who support all teachers, two of them with a focus on ELD support, two focused on New Teacher support, and two that are general instructional support but also technology focused. We also supported through music, PE, and technology. All of these supports were sustained this school year along with needed curriculum supplies. Professional development was provided to support instruction throughout the year in standards based learning for math, Utilizing Math tasks and student discourse around math in the classroom, teaching reading foundational skills, ELD strategies to use in the classroom, and data driven, planned small group instruction.

1.2-Safe, Clean, and Secure Campuses were ensured through dedicated staff for facility upkeep, campus supervision, and IT support focused on internet safety and security.

1.3 Student Services continued to address health and attendance needs. Two full-time nurses provided mandated health screenings and services, supporting efforts to reduce chronic absenteeism. Health clerks and community liaisons were key in meeting daily student health needs and supporting families. Oversight staff ensured all student health services remained compliant and effective.

1.4 Social-Emotional Support was strengthened through our ongoing partnership with Harmony at Home, which delivered a consistent school-wide bully prevention program. We also continued implementing Tier 1 PBIS strategies to foster safe and positive school climates for all students, and provided training to teachers around the Conscious Discipline model.

1.5 In Curriculum, Instruction, and Accountability, we successfully launched year one of the implementation of the Standards Based Learning Model for Mathematics and use of proficiency scales, supported by professional learning for all teachers. Curriculum consumables were fully funded, and teacher collaboration remained a priority. Grades TK–5 benefited from weekly release time for collaboration through music and PE, while grades 6–8 had daily morning collaboration and regular Curriculum Enhancement Meetings (CEMs). Four districtwide CEMs focused on advancing our work in standards-based learning (SBL). and TOSAs provided K–8 math support aligned with SBL goals. We also hosted 11 professional development days supported by Marzano resources to build staff capacity in math instruction through the teaching of building and using proficiency scales around the priority standards, pre and post assessments, and to guide instruction. We also held 13 coaching and training sessions with 95% Group around using our Reading Foundations program 95% Core and our Walk to Learn intervention model. There were a total of 6 days spend with i-Ready professionals focused on looking at data and planning instruction based on the needs identified through the diagnostic assessments given throughout the school year.

1.6 In Technology, we maintained and updated all instructional systems, ensuring smooth operation and access. Performance Matters continued to support assessment and data-driven instruction, and student access was streamlined through maintained student systems and single sign-on capabilities.

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

Action 1.1 (High Quality Instruction) had a material difference between budgeted and estimated actual expenditures. Estimated actual expenditures were $4,598,895.49 which was $2,792,691.97 less than the budgeted amount of $7,391,587.46. This difference was primarily due to the use of categorical one-time dollars coded to another action or resource. Actions 1.2 (Safe, Clean, and Secure Campuses), 1.3 (Student Services) and 1.4 (Social-emotional Staffing) had no material differences between budgeted and estimated actual expenditures. Action 1.5 (Curriculum, Instruction, and Accountability) had a material difference between budgeted and estimated actual expenditures. Estimated actual expenditures were $26,620,230.04, which was $9,773,315.05 more than the budgeted amount of $16,846,914.99. This difference was primarily due to expenditures being reclassified to another action within the LCAP. Action 1.6 (Technology) had a material difference between budgeted and estimated actual expenditures. Estimated actual expenditures were $177,056.49, which was $72,943.51 less than the budgeted amount of $250,000.00. This difference was primarily due to reduced technology purchases as this year the need for student devices has reduced.

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

Overall, the actions under Goal One have been largely effective in supporting progress toward high-quality instruction and improved student outcomes. Key strengths include the district's proactive support for new and provisional teachers, targeted professional development, and instructional support structures, all of which have contributed to measurable academic growth in ELA and math.

1.1, 1.2, 1.5: The mentoring provided to all new teachers—including those on STPS, PIPS, and intern credentials—has been a particularly effective strategy. Despite the statewide teacher shortage, which is further intensified in our rural setting, this support structure appears to be positively impacting student learning, as reflected in increased ELA and math scores on both state and local assessments.

Math achievement has shown notable improvement across student groups, with the district moving 11.7 points closer to standard and achieving a yellow rating on the state dashboard again as well as an overall increase by 3.94% more meeting/exceeding standards. Students with disabilities (SWD) demonstrated significant growth increasing almost 4% from the baseline while Socio-economically disadvantaged, Hispanic, and homeless subgroups improving with an increase of 4.68%, 4.51%, and 5.23% from baseline. i-Ready diagnostics further confirm progress, with overall growth in the number of students meeting/exceeding standard of 9% from the Fall to Winter.

ELA Achievement districtwide improved 6.3% from the baseline scores with our students with disabilities improving 3.82% from the baseline. Unfortunately, our English Language Learners decreased 2.96% from the baseline score

However, there are areas where progress has been more limited. The percentage of appropriately assigned and fully credentialed teachers has declined by 13.1%, reflecting ongoing staffing challenges. While the district is actively addressing this through mentoring and recruitment initiatives, this metric remains a concern. Additionally, the data used to calculate this percentage is two years old, making it difficult to accurately assess current effectiveness.
Another area of concern is the performance of English Learners (ELs) in ELA, where no gains or slight declines were observed. This indicates a need for more targeted strategies to support ELs in language acquisition and literacy development, as well as support through use of effective instructional strategies used throughout the instructional day.

Facility quality, as measured by the FIT, were found to be in Good standing on the most recent FIT.

1.3, 1.4, 1.6: The action showed partial effectiveness. School attendance remained steady at 93.9%, and chronic absenteeism decreased from 21.34% to 17.9%—a modest improvement, but below the 20% reduction target. Among students with disabilities (SWD), chronic absenteeism increased from 23% to 25.6%, a 1.4-point loss.

Suspension rates increased overall (+2.37%) and more significantly for SWD (+2.9%), missing the target of keeping suspensions under 1% for this group. Long Term English Learners also became a group of concern with 14.7% being suspended at least one day. While expulsions were nearly zero, discipline disproportionality persists, especially among Hispanic and socioeconomically disadvantaged students.

The action helped stabilize attendance and reduce some absenteeism, but further supports are needed to meet chronic absence and discipline goals, especially for high-need student groups.

In summary, while challenges remain—particularly in staffing and English Learner performance—the district's actions under Goal One have been broadly effective in improving instructional quality and student achievement, particularly in mathematics and among students with disabilities.

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.

Continue to provide opportunities for all staff to attend professional learning development that will strengthen their understanding of the standards and instructional strategies to support. LREBG funds and other district funds will be used to continue to support the Standards-Based Learning work as well as ongoing professional development to equip both our classified and certificated staff with strategies that are research-based. We will also emphasize a larger focus on professional development around supporting English Language Learners in the general education classrooms to help support students and close the learning gap.

We will be adding kindergarten data to the iReady data beginning in the current year throughout the balance of the LCAP.

Action 1.5 has been modified to include LREBG funding, and the metric used to monitor this action will remain 1.6.
In metric 1.6 we added grade level specific data instead of only grouping the three grade levels together to allow for more clear, concise, and measurable data that helps paint a more clear picture about growth.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Quality Instruction	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: • 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 • 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	$9,530,714.42	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Safe, Clean, and Secure Campuses	To ensure all campuses are maintained to provide a safe, clean, and secure climate, KCUSD provides: • 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	$1,111,745.74	Yes
1.3	Student Services	KCUSD will ensure all students and families are provided timely health services, to impact chronic absenteeism and suspensions by providing: • 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	$983,340.84	Yes
1.4	Social-emotional Staffing	The district will provide mental health professionals at all campuses, including: • Continue to partner with Harmony at Home to support school bully prevention program • Maintain PBIS tier 1 support for all students	$762,527.11	No
1.5	Curriculum, Instruction, and Accountability	KCUSD will continue to provide Standards-based Instruction: • 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	$34,789,007.88	No

Action #	Title	Description	Total Funds	Contributing
		• 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 LREBG ACTION: The LEA will support all learners district-wide by providing extra academic support through professional development for new and veteran teachers, with an emphasis on math instruction. This support will include materials and coaching in conjunction with standards-based learning to ensure that all students in math instruction master priority standards. NEEDS ASSESSMENT: In the 2023-24 school year, KCUSD underwent a comprehensive curriculum review in the area of Mathematics. The year-long review conducted by West Ed indicated that we needed to allocate funds for math manipulatives, establish a Curriculum Leadership team to guide work in the area of mathematics, and provide feedback on the math curriculum and professional learning as they transitioned to standards-based learning to address mathematics instruction. Additionally, as of the 2024 California Dashboard's release, the KCUSD, as an LEA, is only red in math for LTELs and orange for students with disabilities and white subgroups. At Chalone Peaks Middle School, only the long-term English learners (LTEL) group is in the red "very low" category, as all other subgroups currently perform in the orange "low"		

Action #	Title	Description	Total Funds	Contributing
		category in math. At Del Rey Elementary School, no subgroups perform in the orange or red categories in mathematics. At King City Arts Magnet School, no subgroups are performing in the red in math, and all subgroups currently perform in the orange category. At Santa Lucia, students with disabilities continue to perform in the red category, and homeless youth perform in the orange category. These results are a culmination of our efforts within the Monterey County Office of Education's Professional Learning Network in King City. Although we have made progress, we are still not where our students need to be in mathematics. Ongoing Professional development was identified as a need within our LREBG needs assessment. RESEARCH: The district is strategically investing Learning Recovery Block Grant (LREBG) funds to accelerate learning and improve instructional effectiveness through three evidence-based initiatives: 1) implementation of a standards-based learning system in partnership with Marzano Resources, 2) increased access to mathematics manipulatives for grades K–8, and 3) development of personalized, on-demand professional learning through the Alludo platform. Implementing Leading Standards-Based Learning and Teaching and Learning in the Standards-Based Classroom supports our transition to a transparent and equitable learning system. Research indicates that standards-based instruction and grading enhance student achievement by providing clarity on learning targets, utilizing proficiency scales, and offering multiple opportunities to demonstrate mastery. Marzano's framework supports the use of pre- and post-assessments aligned to prioritized standards, helping teachers tailor instruction and monitor student progress. Studies confirm that these practices lead to higher academic outcomes, improved grading accuracy, and greater student motivation. Our goal is that 80% or more of students reach proficiency on identified scales, a target grounded in mastery learning research. Following a comprehensive study by WestEd, the district is responding to a key recommendation to increase the use of hands-on math manipulatives. Decades of educational research support the use of manipulatives, such as base-ten blocks and fraction tiles, to build conceptual understanding before procedural instruction. These tools help		

Action #	Title	Description	Total Funds	Contributing
		students visualize mathematical relationships and foster deeper learning. Meta-analyses indicate that instruction using manipulatives yields stronger academic outcomes and retention compared to instruction that uses only symbols. Investing in a coherent set of K–8 manipulatives supports both equity and access, ensuring all students can engage meaningfully with challenging mathematical concepts. To support implementation and build instructional capacity, the district is investing in a personalized professional learning system via the Alludo platform. This flexible approach empowers teachers to engage in timely, relevant PD aligned to district priorities, such as student engagement, use of manipulatives, and gradual release of responsibility. Research highlights that adult learning is most effective when it is personalized, embedded in practice, and teacher-driven. By enabling coaches and teacher-leaders to create and share courses, the district promotes collaboration, reflection, and shared ownership of professional growth. Each of these strategies is supported by educational research and designed to meet the needs of students and staff in a recovery-focused context. Together, they form a cohesive plan that builds teacher capacity, supports academic success, and ensures that LREBG funds are used for sustainable, high-impact improvement. MONITORING IMPACT: The metric being used to monitor the action is #1.6 Priority 4 Pupil Achievement: Local measure--iReady math. LREBG Funds supporting this action: $109,650.00 per year through 2026-27.		
1.6	Technology	KCUSD will continue to support technology for staff and students: • 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	$0.00	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)

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). Daily 30 minute blocks are scheduled for	2024 100%	2025 100%	2026 100%	100%	ALL: Target Met 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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%	2024-25 ELPI 49.6% (1066 ELS) LTEL ELPI 45.2% (208)	2025- 26 English Learner Progress Indicator (ELPI) for 992 students: 44.8% LTEL for 170 students: 57.6%	2026-27 ELPI 50.5% or higher LTEL 60% or higher	Current difference from baseline= • 5.7% LTEL Data: Difference from Year 1 to Year 2 is +12.4%
2.3	Priority 4--Pupil Achievement: Reclassification rate for Fluent English Proficient.	2023-24 Currently at 206/1352 (15.2%) Local measure.	Preliminary Data: 211 to date with many more pending 24/25 data 211/1215 (17.37%)	Preliminary 25- 26 Data: 165 Total ELLs: 1372 (12%)	2026-27 15.2% or higher	-3.2%
2.4	Priority 4--Pupil Achievement Local measure--Lexile as reported in Performance Matters	2024 Lexile Measure for English Learners Grades 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	2025 Lexile Measure for English Language Learners Grades 3- 8: 44% At/ Above BM 20% Nearly Met BM 36% Below BM	2026 Lexile Measure for English Language Learners Grades 3- 8: 13% At/ Above BM 57% Nearly Met BM 30% Below BM	2026-27 By the end of the 2026- 27 school year, we will increase the percentage of English Language Learners (ELLs) in Grades 3-8 who score "At/Above Benchmark" on the Lexile Measure	Lexile Measure for English Learners Grades 3- 8: At/ Above BM: -31% Nearly Met BM: +37% Below BM: -6% Lexile Measure for RFEP/ IFEP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1% Below BM	2025 Lexile Measure for RFEP/ IFEP students Grades 3-8: 93% At/ Above BM 5% Nearly Met BM 2% Below BM	2026 Lexile Measure for RFEP/ IFEP students Grades 3- 8: 41% At/ Above BM 33% Nearly Met BM 26% Below BM	from 44% in 2025 to 55% by the end of the 2025-2026 school year. Reduce the "Below Benchmark" percentage: Decrease the percentage of ELLs scoring "Below Benchmark" from 36% to no more than 25% by the end of the 2025-2026 school year. This is the most urgent group requiring intensive intervention.	students Grades 3-8: At/ Above BM: -57% Nearly Met BM: -32% Below BM: -25%
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	2024-25: 52% of ELs increased ELPAC scaled score by 20 points	2025- 26: 65% of ELs increased ELPAC scaled score by 20 points	2026-27 By the end of the 2026- 27 school year, 60% of English Language Learners will increase their scaled score by 20 points or more	In the baseline year, 67% of English Language Learners increased their scaled score by 20 points. By the end of the 2026–27 school year, 65% achieved this goal—exceeding the target of 60% by 5 percentage points.

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

Goal Analysis [2025-26]

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.

During the 2025–26 academic year, the district made significant strides toward fulfilling the objectives of Goal 2. This initiative prioritized the advancement of English Learners (ELs) and Long-Term English Learners (LTELs) through high-quality instruction, targeted intervention, and ongoing professional development.

A significant and ongoing success this year was the district's continued investment in high-quality professional development and collaboration around English Language Development. Originally established last year, the strategic adaptation of one of our ELD TOSAs to support newcomers and Dual Language Immersion (DLI) students remained highly successful. This TOSA has continued to provide monthly guidance for both Newcomer and Dual Language Immersion paraeducators at each elementary site and meets weekly with newcomers to help them adjust to the school environment.

At the middle school level, ELD supports were significantly strengthened by adding a Newcomer paraeducator to the team and filling the ELD TOSA position this school year, which facilitated regular, bi-weekly data-driven collaboration with the ELD team. This structure ensured consistent instructional alignment. To further build capacity, the ELD Department received ongoing professional development from a Summit K–12 representative, and our Newcomer teachers were provided with specialized training on "Knowledge Links," SummitK12's knowledge-building curriculum for newcomers. This targeted support at the middle school level directly impacts and elevates outcomes for our LTEL students. Students were identified through data analysis and received customized instruction to address foundational gaps in reading and comprehension. The middle school team met regularly as content area departments and as an ELD team to assess progress, adjust strategies, and ensure that each LTEL received individualized support.

To strengthen instructional decision-making, classroom teachers and site administration received comprehensive student data outlining current and historical performance on the ELPAC and CAASPP, when applicable. Crucially, the ELPAC data extended beyond overall placement scores to highlight performance across individual domains. Providing this granular insight allowed teachers to analyze long-term student growth and engage in highly strategic planning for Designated ELD instruction

Overall, Goal 2 actions were highly effective in expanding targeted supports for English Learners (ELs) and Long-Term English Learners (LTELs). This year's consistent collaboration, strategic allocation of resources, and systemic refinements have established a robust foundation for sustained academic growth. While continuous refinement is needed to fully institutionalize RFEP and EL monitoring protocols (Action 2.3) across all grade spans, our progress to date underscores a steadfast commitment to closing achievement gaps and securing equitable outcomes for all English Learners.

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.

Actions 2.1 (High Quality professional development in ELD) , Action 2.2 (Curriculum, Instruction, and Accountability), and Action 2.3 (High-quality Professional Development in ELD through Collaboration) had no material differences between budgeted and estimated actual expenditures. Action 2.4 (LTEL Professional Development) had a material difference between budgeted and estimated actual expenditures. Estimated actual expenditures were $135,382.53 which was $13,382.53 more than the budgeted amount of $122,000.00 This difference was primarily due to an increase in expenditures.

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

Overall, implementation of Goal 2 actions resulted in mixed but encouraging outcomes for English Learners (ELs) and Long-Term English Learners (LTELs). The district successfully maintained full implementation of designated and integrated English Language Development (ELD) services while increasing reclassification rates and improving outcomes for LTEL students. Data also identified ongoing challenges with overall English Learner Progress Indicator (ELPI) performance, ELPAC growth, and literacy achievement, highlighting the need to strengthen intervention and progress-monitoring systems. The effectiveness of each action is described below using the metrics identified for this goal.

Metric 2.1 Designated and Integrated ELD: The district successfully maintained 100% implementation of designated and integrated English Language Development (ELD) services across all three years. Daily designated ELD instruction and integrated ELD practices were consistently provided to all English Learners, meeting the target of 100% each year. Action 2.2 supported the implementation of designated and integrated English Language Development (ELD) services through curriculum resources, instructional coaching, professional development, progress monitoring, and targeted interventions for English Learners.

Metric 2.2 English Learner Progress Indicator: While ELD services were implemented with fidelity, overall English Learner Progress Indicator (ELPI) results declined from the baseline of 50.5% to 49.6% in 2024-25 and further to 44.8% in 2025-26, representing a decrease of 5.7 percentage points from baseline. This indicates that fewer EL students are making expected annual progress toward English proficiency. However, results for Long-Term English Learners (LTELs) improved substantially from 45.2% in 2024-25 to 57.6% in 2025-26, suggesting that targeted supports for LTEL students may be having a positive impact. Actions 2.2, 2.3, and 2.4 were designed to improve English language acquisition through targeted curriculum, professional development, instructional coaching, EL monitoring, and intervention supports.

Metric 2.3 Reclassification Rate: The district exceeded its baseline reclassification rate. The percentage of English Learners reclassified as Fluent English Proficient increased from 15.2% in 2023-24 to 17.37% in 2024-25 and remained above baseline at 16.8% in 2025-26. The current rate is 1.6 percentage points above baseline and exceeds the Year 3 target of maintaining at least 15.2%.This increase indicates that more students are meeting the criteria for English proficiency and exiting EL status. Actions 2.1, 2.2, and 2.3 focused on strengthening ELD instruction, improving access to curriculum and intervention supports, and enhancing monitoring of English Learner progress.

Metric 2.4 Lexile Reading Achievement for English Language Learners: Reading achievement data for English Learners shows areas of concern. In 2025, the percentage of EL students scoring At/Above Benchmark declined from 49% at baseline to 44%. Preliminary 2026 data indicate a further decline to 13% At/Above Benchmark, although a substantial increase occurred in the Nearly Met Benchmark category (17%

to 57%). The percentage of students Below Benchmark improved slightly from 34% at baseline to 30% in 2026, suggesting that some students may be moving out of the lowest performance category but have not yet reached proficiency. While nearly all RFEP/IFEP students met or exceeded benchmark targets at baseline (98%), current 2026 data shows a steep decline, with only 41% maintaining proficiency. The movement of 59% of students into "Nearly Met" (33%) and "Below" (26%) tiers underscores the necessity of implementing structured monitoring for reclassified students, enhancing academic language instruction across content areas, and targeted reading intervention. Action 2.4 provided targeted literacy interventions, LTEL supports, paraeducator assistance, progress monitoring, and supplemental instructional resources designed to improve reading achievement for English Learners.

Metric 2.5 ELPAC Scale Score Growth: In the 2023–24 baseline year, 67% of English Language Learners increased their ELPAC scaled score by 20 points or more. In 2024–25, this figure dropped to 52%, a 15 percentage point decrease that temporarily fell below the district's 60% target. While a declining EL population and changing group dynamics contributed to this mid-point drop, a smaller proportion of students demonstrated annual growth during this period. Final Outcome (2025–26): Targeted support through Actions 2.2, 2.3, and 2.4, which enhanced instruction, professional development, progress monitoring, and targeted interventions successfully reversed this trend. By the end of the 2025- 26 school year, 65% of English Learners met or exceeded the 20-point growth goal, surpassing the district's 60% target by 5 percentage points.

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.

While the district successfully maintained 100% implementation of designated and integrated English Language Development (ELD) services and exceeded its reclassification target, outcome data revealed a need to strengthen supports that accelerate English language acquisition and literacy achievement. As a result, the district will continue successful actions that contributed to positive outcomes, including maintaining the ELD Teachers on Special Assignment (TOSA), supports for newcomers, Dual Language Immersion students, and Long-Term English Learners (LTELs). The district will also continue providing targeted professional development, data-driven collaboration, and specialized newcomer supports that contributed to improved LTEL English Learner Progress Indicator (ELPI) results. To address declines in overall ELPI performance and ELPAC growth, the district will enhance the use of ELPAC domain-level data to inform instructional planning and intervention. Additional emphasis will be placed on regular progress monitoring, targeted language-development supports, and strategic intervention for students demonstrating limited annual growth toward English proficiency.
Action 2.4 was modified to include LREBG funds, and metric 2.2 will be used to monitor this action.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	High-quality professional	Provide:	$785,933.08	Yes

Action #	Title	Description	Total Funds	Contributing
	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)	• 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 one elementary ELD TOSA position to specifically support newcomer students and the DLI program in addition to overall support • 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	Provide: • 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	$90,826.00	No

Action #	Title	Description	Total Funds	Contributing
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: • 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: • 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 LREBG ACTION: The LEA will support English learners and Long-term English learners, district-wide, by providing extra academic support via ELL Coaches, assessment and curricular resources to provide specific feedback in making progress towards English proficiency. NEEDS ASSESSMENT: Our Long-Term English Learners (LTELs) and overall English Learner student group were rated in the red performance level and classified as having "very low status" on the 2024 Dashboard.	$149,453.73	No

Action #	Title	Description	Total Funds	Contributing
		RESEARCH: To accelerate academic and language outcomes for English Learners (ELs), the district will use Learning Recovery Block Grant (LREBG) funds to support instructional coaching, paraeducator development, and individualized language instruction and progress monitoring through the Summit K12 platform. Instructional coaching is a research-based strategy proven to improve teacher effectiveness and student achievement, particularly when it is job-embedded and sustained. Coaching focused on English Language Development (ELD) builds educator capacity to deliver integrated and differentiated ELD instruction and to tailor instruction to language proficiency levels. Research also highlights the importance of supporting paraeducators, who play a crucial role in daily instruction for English language learners (ELs) but often lack access to professional development. By engaging both teachers and paraeducators in coaching cycles, the district creates a cohesive system of language support for English Learners. Summit K12 offers diagnostic tools, targeted skill practice, and real-time data to inform instruction aligned to state ELD standards. Research emphasizes that English Learners benefit significantly from regular progress monitoring, specific feedback, and personalized instruction in the four language domains: reading, writing, listening, and speaking. When students understand their progress and receive targeted support, they accelerate their movement toward English proficiency. These integrated supports are grounded in research and provide equitable access to high-quality language development for English Learners. MONITORING IMPACT: The metric used to monitor the action is #2.2, the English Learner Progress Indicator for ELs and LTELs. LREBG Funds supporting this action: $122,000 per year through 2026-27		

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)--29% on/above GL	Grade 3-5 End of Year Diagnostic 2025 on /above Grade Level (GL) ELA Grades 3-5 (769/774 99.4% participation rate)—33% on/above	TBD Grades 3-5 End of Year Diagnostic 2026 on/above Grade Level (GL) ELA Grades 3-5 (96 % participation rate)- 34% on/above 3rd- 43% on/above	By Spring 2027 Increase annually by 20% on/above GL per each grade level span	Grades 3-5 End of Year Diagnostic 2025 Grades 3-5 End of Year Diagnostic ELA: Grades 3-5) +3% Math Grades 3-5: +4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grades 1-2 Math (423/425 99.5% participation rate)--16% on/above GL Grades 6-8 End of Year Diagnostic 2024 ELA (857/859 99.7% participation rate)--22% on/above GL Math (856/859 99.6% participation rate)--17% on/above GL	Math (770/774 99% participation rate)—34% on/above Grades 1-2 Math (515/526 98% participation rate)--23% on/above Kinder Math (265/276 96% participation rate)—48% on/above Grades 6-8 ELA (843/844 99.9 % participation rate) 25% on/above Math (843/844 99.9% participation rate) 16% on/above	4th- 28% 5th- 31% MATH Grades 3-5 (96.4% participation rate) Grades 3-5: 33% on/above 3rd- 26% on/above 4th- 30% 5th- 43% Grades 1-2 Math (96.3% participation rate) -- 27% on/above Kinder Math (92.7%participation rate) -- 49% on/above Grades 6-8 ELA (99.7 % participation rate) 24% on/above Math (% participation rate) 22% on/above		Grades 1-2 Math: +11% Kindergarten from Year 1: +1% Grades 6-8 ELA: +2 % Math: +5 %
3.2	Priority 2 State Standards and Priority 4--Pupil Achievement Acadience grades K-3 Benchmark(BM) PSF--Phoneme Segmentation Fluency CLS--Correct	EOY Acadience 2024: Grades K-3 Benchmark(BM) K--PSF 60% at/above BM 1--CLS 34% WWR 42% at/above BM	EOY Acadience 2025: Grades K-3 (% at/above BM) K -- PSF 55% 1st—CLS 30% WWR 43%	EOY mClass 2026 Grades K-3 (% at/above BM) K--PSF 16% 1st -- PSF(CLS) 52% WRF(WWR) 42%	By Spring 2027 Increase annually by 20% on/above GL per each measure	EOY (%Difference) K PSF—(-44%) 1st (PSF)CLS—(+14%) WWF(WWR)—(+0%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Letter Sound WWR--Whole Words Read ORF--Oral Reading fluency	2--ORF Accuracy 28% at/above BM 3--ORF Accuracy 39% at/above BM	2nd—ORF Accuracy 38% 3rd—ORF Accuracy 43%	ORF 49% 2nd --ORF Accuracy 44% 3rd -- ORF Accuracy 51%		ORF- not reported in baseline-(495%) 2nd ORF Acc.—(+16%) 3rd ORF Acc.—(+12%)
3.3	Local Priority Lexile Levels District Percentages Elementary School Percentages Middle School Percentages Students with Disabilities (SWD)	2024 Lexile Measure District (All Students 7-8 Grade) 71 % at/above Benchmark (BM) 10 % Nearly at BM 19 % Below BM District (SWD 3-8) 34 % at/above Benchmark (BM) 18 % Nearly at BM 48 % Below BM Elementary (All Students 3-5) 67 % at/above Benchmark (BM) 11 % Nearly at BM 22 % Below BM Elementary (SWD3-5) 36 % at/above Benchmark (BM) 19 % Nearly at BM 55 % Below BM Middle School (All students 6-8)	2025 Lexile Measure District (All students 3-8 Grades) 71% at/above Benchmark (BM) 10% Nearly at BM 19% Below BM District (SWD 3-8) 34% at/above BM 17% Nearly at BM 49% Below BM Elementary (All students 3-5) 67% At/Above Benchmark (BM) 11% Nearly BM 22% Below BM Elementary (SWD 3-5) 36% At/Above Benchmark (BM) 19% Nearly BM 55% Below BM Middle School (All students 6-8)	2026 Lexile Measure District (all student 3-5) 34% at/above BM 36.3% Nearly at BM 29.7% Below BM 2026 Lexile Measure District (SWD 3-8) 25.5% at/above BM 39% Nearly at BM 35.5% Below BM Grades 3-5: 33.6% at/above Benchmark (BM) 37.3%Nearly at BM 29.6% Below BM Elementary (SWD 3-5) 34% at/above Benchmark (BM) 28% Nearly at BM 38% Below BM	By the end of the 2026-2027 school year, increase the percentage of all elementary school students (grades 3-5) scoring at or above benchmark on the district's Lexile Measure assessment to 72%, representing a 5 percentage point increase from the 2025 baseline of 67%. By the end of the 2026-2027 school year, increase the percentage of all middle school students (grades 6-8) scoring at or above benchmark on the district's Lexile Measure assessment to 80%, representing	Lexile Measures for All Students in the District (Grades 3-5) At/Above BM: -33.4% Nearly Met BM: +26.3% Below BM: +10.7% Lexile Measures for SWD in District: -8.5% At/Above BM: +21% Nearly at BM -12.5% Below BM: Lexile Measures for All students in Elementary Grades 3-5: -33 .4%% at or above decreased significantly, +26.3% nearly met increased significantly

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		77 % at/above Benchmark (BM) 8 % Nearly at BM 15 % Below BM Middle School (SWD 6-8) 47 % at/above Benchmark (BM) 14 % Nearly at BM 39 % Below BM	76% At/Above Benchmark (BM) 9% Nearly BM 15% Below BM Middle School (SWD 6-8) 42% At/Above Benchmark BM 15% Nearly BM 43% Below BM	Grades 6-8- (All Students 6-8) 74% At/Above Benchmark (BM) 11% Nearly at BM 15% Below BM Middle School (SWD 6-8)- 17% at/above BM 50% Nealy at BM 33% Below BM	a 4 percentage point increase from the 2025 baseline of 76%.	Lexile Measures for SWD in Elementary Grades (3-5) TBD All levels: -2% at/above BM +9% Nearly at BM -17% Below BM Lexile Levels for Middle School All students (6-8) At/Above BM: -3% Nearly at BM: +3% Below BM: 0% Lexile Measures for SWD in Middle School At/Above BM: -30% Nearly at BM: +36% Below BM: -6%
3.4	Local Priority Interim Assessment Blocks	2023 Reading Informational Text (% Yellow/Green) 4 -- 67% 5 -- 90% 6 -- 55% 7 -- 61%	2025 Reading Informational Text (%Yellow/Green) 3rd—64% 4th—62% 5th—89% 6th—69%	2025-26 Reading Informational Text (% Yellow/Green) 3 – 85.38% 4 – 73%	By Spring 2027 Increase annually by 20% the number of students met or near standard	2026 Reading Informational Text (% difference) 3rd—(+21.38%) (from 2025) 4th—(+6%) 5th—(-9%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		8 -- 66%	7th—72% 8th—86%	5 –81% 6 – 62% 7– 63% 8 – 76% Participation rate District wide 3rd- 20% 4th- 51.5% 5th- 63.25% 6th- 84% 7th- 91% 8th- 95% I-Ready Reading Informational Text (%Yellow/Green) 3- 66% 4- 65% 5- 59% 6- 42% 7- 39% 8- 52% District Participation rate:96.2%		6th—(-13%) 7th—(-22%) 8th—(-14%)
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%	Numbers Operations of Base Ten (% Yellow/Green) 3 —49% 4 —50% 5 —54% Number System 6 —24% 7 —52%	2025-26 Numbers Operations of Base Ten (% Yellow/Green) 3 –84% 4 –58.1% 5 – 72.7% Number Systems 6 – 31% 7 – 51%	By Spring 2027 Increase annually by 20% the number of students met or near standard	2026 Numbers Operations of Base Ten 3— (+35%) 4 (+3.1%) 5 —(+12.7%) Number System 6—(-16%) 7—(+9%) Proportional Relationships

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Proportional Relationships 8 -- N/A	Proportional Relationships 8 — 54%	Proportional Relationships 8 – 76% i-Ready Numbers and Operations (%Yellow/Green) Grades 3-5 3- 85% 4- 86% 5- 85% Numbers and Systems 6-7		8—(+22%)

Goal Analysis [2025-26]

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.

During the 2025-26 school year, the district made strong progress in implementing Goal 3, which focused on improving student outcomes in reading and math through targeted interventions, staffing, and professional development that focused on improving instructional strategies as well as teacher and student clarity around the standards.

In ELA intervention, each elementary school continued to benefit from 2 full-time intervention teachers and 1 paraeducator in the learning center, offering push-in support for small group instruction. At the middle school, the instructional assistant principal played a key role in supporting struggling readers and coordinating timely interventions. Additionally, a 0.8 FTE MTSS paraeducator was deployed across all three elementary sites to strengthen literacy support in grades 4–5.

Students received consistent, structured support through designated intervention blocks. Universal screenings were administered three times per year using mCLass-Dibels and i-Ready, while PSI and PASI through 95% Group diagnostics helped further identify specific needs for students below grade level. The Walk to Learn model, used across all elementary sites, successfully pooled grade-level personnel and aligned block schedules to deliver small-group reading instruction tailored to individual student needs.

Professional development for reading intervention continued to strengthen teacher capacity. Teachers received ongoing coaching in foundational literacy and had access to high-quality instructional tools, including WonderWorks, Flex, and StudySync, to support Tier 2 and

Tier 3 students, including those in RSP and SDC programs. Licenses for the RAP reading program and mClass Online were maintained, along with targeted training and support from i-Ready and 95% Group to inform small group instruction.

In math intervention, instructional time for math was protected, and data-driven instruction remained a priority. The district maintained its system for regularly administering and analyzing diagnostic and interim assessment data (i-Ready and IABs), ensuring teachers had timely information to guide instruction. An added measure to this focus was the work the district did to implement Robert Marzano's model of Standards Based Learning in Math Instruction. Priority standards were identified, and proficiency scales created to measure student success in the standard. Pre and post formative assessments were created and used by grade levels to help drive instruction and measure student mastery levels of the priority math standards throughout the school year. Collaborative planning structures enabled teams to disaggregate data and target supports based on the identified needs of individual students. Weekly collaboration time was used for grade levels to look at student performance on the priority standards and develop plans around how to provide additional support to students who had not reached benchmark level on the proficiency scale. Our ELD TOSAS also offered support to the teachers in this instructional planning time to help teachers identify instructional strategies that would help EL students and LTELS obtain mastery of the standards.
Ongoing professional development was provided through our partnership with the Professional Learning Network and internal support from TOSAs, focusing on Standards-Based Learning and effective intervention strategies. i-Ready math training further enhanced teachers' ability to use assessment data to plan and deliver small group instruction focused on specific skill gaps. In grades 4–5, schedules were built to pool MTSS and Learning Center paraeducators for focused math support. To strengthen conceptual understanding, grade levels TK–8 received grade-appropriate math manipulatives. Our MathCorp Tutoring showed significant growth for the students it served at each site as well.

Overall, Goal 3 was effectively implemented, resulting in stronger systems for identifying and addressing student needs in both reading and Math. The combination of strategic staffing, use of diagnostic tools, structured collaboration, and high-quality professional development contributed to meaningful progress for struggling learners.

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.

ELA Reading Prevention/Intervention Instruction Staffing: Action 3.1 had a material difference between budgeted and estimated actual expenditures. Estimated actual expenditures were $1,270,748.84, which was $300,785.04 less than the budgeted amount of $1,571,533.88. This difference was primarily due to the staffing changes and costs charged to this action. 3.2 Reading Prevention/Intervention Professional Development and Instructional Supports: Action 3.2 had a material difference between budgeted and estimated actual expenditures. Estimated actual expenditures were $457,731.59, which was $181,506.59 more than the budgeted amount of $276,225.00. This difference was primarily due to expenditures charged to another action/resource. 3.3 Math Prevention/Intervention Instruction Staffing: Action 3.3 had a material difference between budgeted and estimated actual expenditures. Estimated actual expenditures were $269,586.94, which was $95,380.73 less than the budgeted amount of $364,967.67. This difference was primarily due to expenditures charged to another action/resource. 3.4 Math Prevention/Intervention Professional Development and Instructional Support: Action 3.4 had a material difference between budgeted and estimated actual expenditures. Estimated actual expenditures were $268,407.63, which was $168,407.63 more than the budgeted amount of $100,000.00. This difference was primarily due to additional professional development and increased contracted services.

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

KCUSD fully implemented all actions under Goal 3, resulting in measurable gains in student achievement, particularly in early literacy and mathematics interventions.

Actions 3.1, 3.2 ELA and Math Progress (Metric 3.1, 1.4) 3.2:
In ELA, students showed a 10% increase in third grade, a 3% decrease in 4th grade and a 2% decrease in fifth grade from the previous year, with similar results when compared to the baseline. On the Math iReady diagnostic, there was a 3% decrease in third grade, a 1% increase in 4th, and 3 % increase in fifth grade compared to the baseline. In grades 1–2, math scores rose 11% over the 2023–24 school year. Kindergarten students had 49% scoring at or above grade level which was an improvement of 1% from the previous year. Middle school iReady data showed an increase in ELA of 2% and an increase of 5% in Math

Early Literacy (Metric 3.2, 1.4):
Kindergarten had a significant decline (44%) in students at/above benchmark in Phoneme Segmentation Fluency, with only 16% of students at or above grade level (mClass). First-grade PSF scores increased by 14%, and word reading fluency stayed the same . Notably, second and third grades posted gains of 16% and 12% respectively in Oral Reading Fluency (ORF) Accuracy.

Lexile Levels for Students with Disabilities (Metric 3.3) In Middle school the number of students with disabilities with Lexile levels at or above benchmark dropped by 30 %. A celebration is that there were 6% less students who scored in the below benchmark range. In general the number of students in the elementary level who scored at or above benchmark on their Lexile level dropped significantly from the baseline. This decrease is difficult to pinpoint effectiveness due to specific grade level performance not being reported in the past. The reading intervention supports focus on Kindergarten through third grade, leaving fourth and fifth grade with intervention support only for the students with the highest need

Informational Text Comprehension (Metric 3.4, 1.4):
It should be noted that the following data is incomplete due to the participation rates fluctuating tremendously at sites and grade levels, as well as variety in how the assessments were administered. Students in grades 3–8 took the Reading Informational Text Interim Assessment Block (IAB). Third grade took this assessment as a standardized measure for the first time, with 85.38% scoring in the yellow/green bands (near/on or above standard). Fourth grade saw an improvement of 9% (64% to 73%), while fifth grade dipped 8% (89% to 81%). Middle school performance improved significantly, with sixth-grade scores increasing by 7%, seventh-grade scores by 2%, and eighth-grade scores by 10%, indicating gains again in ELA comprehension.
These local assessments align with CAASPP trends, which showed a 6.3% increase in the percentage of all students meeting or exceeding the ELA standard. Students with disabilities posted a high gain of 3.82%. Although English Learners showed a decline of 2.96%, the overall growth among key student groups suggests that the actions tied to this goal are having a positive impact on early literacy and ELA comprehension outcomes, but a larger focus needs to be made towards English language learners.

Actions 3.3, 3.4: Math IAB Performance:
It should be noted that the following data is incomplete due to the participation rates fluctuating tremendously at sites and grade levels, as well as variety in how the assessments were administered.

Grades 3–5 focused on the Numbers and Operations in Base Ten IAB. The third-grade students established a baseline with 84% scoring in the yellow/green bands which is a dramatic improvement from last year's 3rd grade at 49%. Grades 4 showed an increase of 3.1% grade 5 improved by 12.7%, respectively. In middle school, sixth and seventh grades took the Number System IAB. Sixth grade showed a 16% decline, while seventh grade increased by 9%. Eighth grade took the Proportional Relationships IAB and scored 76% and improvement of 22% from last year scoring in the yellow/green band. (Metric 1.4) These local assessment gains are reinforced by state CAASPP math results, which showed an overall increase of 3.94% in the percentage of students meeting or exceeding the standard. Notably, several student groups demonstrated meaningful progress: +3.92% for students with disabilities, +4.68% for socioeconomically disadvantaged students, +4.51% for Hispanic students, and +5.23% for students experiencing homelessness. Our English Learners subgroup was the only group with a decrease of 0.87%. These improvements indicate that the implemented actions are effectively supporting math proficiency and narrowing performance gaps among key student groups but an overall focus on supporting English Learners in all academic areas.

Next Steps:
While we observed growth, results indicate the need for continued focus on math improvement and reading support, especially for our ELL students. We will maintain and refine intervention strategies, deepen our data analysis practices, and prioritize collaborative data discussions across grade levels to support student achievement.

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.

In the upcoming year, the district will implement several strategic changes to strengthen reading and math interventions.

To accelerate student achievement in mathematics and strengthen Tier 1 core instruction, the District is refining its instructional framework through targeted professional development and structured intervention systems.
-Instructional Leadership & Standards-Based Learning: The District will deepen its partnership with Marzano Resources to fully implement the Standards-Based Learning model. This will include dedicated, job-embedded coaching from a Marzano consultant for both site administrators and classroom teachers, ensuring high-yield instructional strategies are implemented with fidelity. Additionally, comprehensive K–8 professional development will be provided on the new California Mathematics Framework.
-Data-Driven Professional Learning Communities (PLCs): Teachers will collaborate in district-wide grade-level teams three times per year to analyze student progress toward previously taught priority standards, identify learning gaps, and design targeted instructional responses. This macro-level analysis will complement weekly and monthly site-led grade-level collaboration, where instructional staff will utilize priority standards and proficiency scales to guide continuous instructional planning. To foster a systemic culture of accountability, standardized individual data talks will also be institutionalized across all certificated staff.
-Multi-Tiered System of Supports (MTSS) Expansion: To fortify Tier 1 intervention, schools will implement a standardized, 30-minute mathematics intervention block for every grade level. During this designated time, classroom teachers will utilize data-informed small-group instruction to deliver targeted, differentiated support tailored to specific student needs.
With an increase in cost for the MathCorp program, we will continue to use it but have it only be targeted for Kindergarten

In Metric 3.1 we have added individual grade level scores for grades 3,4,and 5

In Metric 3.2 the names of two of the tests changed when we transitioned from using Acadience to using mClass. What was called CLS is called PSF and WWR is now WRF in our new testing format. Both names were listed in the Year 2 outcomes for clarity.

Additionally, review of local metric data (metrics 3.4 &3.5) indicated high variability in the administration and utilization of the CAASPP Interim Assessment Blocks (IABs) across school sites. Consequently, the resulting aggregate data lacks the consistency necessary to effectively measure longitudinal student growth, particularly in Mathematics. To ensure data integrity and instructional alignment during the final year of the LCAP cycle, the District will transition from the IABs to the i-Ready Diagnostic assessment as our primary local metric for Goal 3. Moving forward, the District will monitor student growth utilizing specific, targeted sub-strata: Reading Informational Text and Numbers and Operations, and for eighth grade student in math the measure will be Algebra and Algebraic thinking to help measure percent of students who will be algebra ready for high school . For this annual review, historical IAB data is provided alongside student participation rates to offer context, while establishing the baseline for our transitioned i-Ready metrics. As this transition is being made Metrics 3.1 and 3.3 are shifting in grade level/grade span data that is being reported.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	ELA Reading Prevention/Intervention Instruction Staffing	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: District Wide: SWD, EL CPMS: Hispanic, Low SES, SWD, ELL, Homeless Youth DR: SWD, ELLs SL: ELLs, Homeless Youth In the following ways: • 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	$1,449,225.24	Yes

Action #	Title	Description	Total Funds	Contributing
		• 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		
3.2	Reading Prevention/Intervention Professional Development and Instruction supports for tier 2 and tier 3	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: District Wide: SWD, EL CPMS: Hispanic, Low SES, SWD, ELL, Homeless Youth DR: SWD, ELLs SL: ELLs, Homeless Youth In the following ways: • 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	$315,608.00	No

Action #	Title	Description	Total Funds	Contributing
		• 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 as well as providing examiners to assist with this administration 3 times each school year • 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 LREBG ACTION: Reading Prevention/Intervention Professional Development and Instruction supports for Multi-Tiered Systems of support. Specifically, the district will provide supplemental multi-tiered systems of support, including all three tiers, to address individual student needs through targeted intervention supports. Additionally, the district will offer supplemental phonics reading support to ensure all students read proficiently, provide professional development, and offer instructional coaching. NEEDS ASSESSMENT: The 2024 Dashboard's comprehensive needs assessment revealed that English Learners, district-wide, demonstrated significant academic needs in both ELA, performing in the 'Very Low' status range, as well as in our homeless and LTELs populations. Our students with disabilities are also performing in the low range, as are our socially economically disadvantaged, Hispanic, and white subgroups. RESEARCH: This action supports the district's goal to ensure all students, particularly those reading below grade level, receive targeted instruction		

Action #	Title	Description	Total Funds	Contributing
		aligned to the science of reading and differentiated by need. LREBG funds will support a multi-tiered system of reading support, professional development, and coaching to build instructional capacity and accelerate reading achievement. Through a combination of Tier I, II, and III interventions, the district is providing small group instruction tailored to individual student needs. The 95 Percent Group Core Phonics Program (Tier I), Phonics Leveled Library (Tier II), and RAP Program (Tier III) are all research-based resources that align with foundational reading skills and the science of reading. These programs address phonemic awareness, phonics, fluency, and comprehension—critical areas for early and struggling readers. Accelerated Reader is used to build engagement and provide frequent, individualized feedback on reading practice, while instructional coaching ensures high-quality implementation of intervention programs and core reading instruction. Coaching supports both classroom teachers and paraeducators, building a shared understanding of effective reading instruction. In partnership with the county office of education, the district is also providing ongoing professional development in the science of reading for all instructional staff. Research confirms that structured, explicit reading instruction and well-trained educators are key to improving outcomes for struggling readers. These coordinated actions ensure that students receive the proper support at the right time and that staff are equipped with the tools and knowledge to deliver it. MONITORING IMPACT: The metric being used to monitor this action is #3.2 Acadience. LREBG Funds supporting this action: $276,225.00 per year through 2026-27.		

Action #	Title	Description	Total Funds	Contributing
3.3	Math Prevention/Intervention Instruction staffing	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: Districtwide: Homeless youth, EL, SWD, SED, Hispanic CPMS: All students, Hispanic, Low SES, SWD, ELL, Homeless Youth DR: SWD In the following ways: • 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	$715,094.16	Yes
3.4	Math Prevention/Intervention Professional Development and Instruction support for tier 2 and tier 3	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: Districtwide: Homeless youth, EL, SWD, Low SES, Hispanic CPMS: All students, Hispanic, Low SES, SWD, ELL, Homeless Youth DR: SWD In the following ways: • 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	$80,450.00	No

Action #	Title	Description	Total Funds	Contributing
		• 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 LREBG ACTION: The LEA will continue to provide instructional coaches to support the work with small group instruction and targeted supports; the elementary schools will be working in conjunction with AmeriCorps tutors via Ampact to help provide targeted interventions; and provide professional development opportunities to our staff to ensure growth within the area of mathematics NEEDS ASSESSMENT: NEEDS ASSESSMENT: In the 2023-24 school year, KCUSD underwent a comprehensive curriculum review in the area of Mathematics. The year-long review conducted by West Ed indicated that we needed to allocate funds toward professional learning to address mathematics instruction and differentiated instruction. The 2023 Dashboard showed that nearly all subgroups were in the very low category. Additionally, as of the 2024 California Dashboard's release, the KCUSD, as an LEA, is only red in math for LTELs and orange for students with disabilities and white subgroups. At Chalone Peaks Middle School, only the long-term English learners (LTEL) group is in the red "very low"		

Action #	Title	Description	Total Funds	Contributing
		category, as all other subgroups currently perform in the orange “low” category in math. At Del Rey Elementary School, no subgroups perform in the orange or red categories in mathematics. At King City Arts Magnet School, no subgroups are performing in the red in math, and all subgroups currently perform in the orange category. At Santa Lucia, students with disabilities continue to perform in the red, and homeless youth perform in the orange category. These results are a culmination of our efforts within the Monterey County Office of Education’s Professional Learning Network in King City. Although we have made progress, we are still not where our students need to be in mathematics. Ongoing coaching RESEARCH: This action supports the district’s goal to improve mathematics outcomes for all students, with targeted interventions and instructional support for those performing below grade level. LREBG funds are being used to strengthen Tier I instruction, deliver targeted small group interventions, and build teacher capacity through research-based professional development. Instructional coaching for classroom teachers provides ongoing, job-embedded support in effective math instruction. Research consistently shows that instructional coaching improves teacher practice and student outcomes when focused on specific content areas, particularly in mathematics, where content knowledge and pedagogical content knowledge both play critical roles in student success. AmeriCorps tutors are leveraged to provide targeted, small-group intervention. High-dosage tutoring, defined as regular sessions with trained adults during the school day, is one of the most effective evidence-based practices for accelerating learning, especially in math. Tutors work alongside teachers to reinforce key concepts and provide personalized support in real time. In addition, all teachers will have access to professional development from nationally recognized math educator Graham Fletcher. His grade-specific workshops emphasize conceptual understanding, visual modeling, and problem-based instruction—strategies aligned with the research on how students best learn mathematics. This PD also supports the district’s focus on coherence across grade levels and closing conceptual gaps that persist		

Action #	Title	Description	Total Funds	Contributing
		for struggling learners. Together, these actions create a comprehensive, evidence-based approach to support mathematics success for all students, particularly those in need of accelerated learning recovery. MONITORING IMPACT: The metric being used to monitor the action is #3.1 Pupil Achievement using local measure of iReady Diagnostic and #3.5 Math IABs. LREBG Funds supporting this action: $80,450 per year through 2026-27.		

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% SWD: 26.29% King City Arts Magnet: All Students 35.2% Hispanic 34.9%	2024-25 School Attendance: 93.9% 2024-25 Chronic Absenteeism: All Students: 17.84% (3.5%) SWD: 23% (3.29%)	2025-26 School Attendance: 94% 2025-26 Chronic Absenteeism: All Students: 17.6% SWD: 23% King City Arts Magnet: All Students: 18%	All Students: Increase School Attendance by 20% Decrease Chronic Absenteeism by 20% SWD: Decrease Chronic Absenteeism by 30%	School Attendance: Maintained Chronic Absenteeism: All Students: -3.74% SWD: -3.29% King City Arts Magnet:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged 35.1% Students with Disabilities 39.1% Districtwide: English Learner 24.1% Socioeconomically Disadvantaged 27% 2023-24 Middle School Dropout: 0%	King City Arts Magnet: All Students: 21.14% (-14.06%) Socioeconomically Disadvantaged: 20.57% (-14.53%) Students with Disabilities: 32.46% (-6.64%) Districtwide: English Learner: 16.74 (-7.36) Socioeconomically Disadvantaged: 17.95% (-9.05) 2024-25 Middle School Dropout: 0%	Hispanic: 18% Socioeconomically Disadvantaged: 19% Students with Disabilities: 19% Districtwide: English Learner: 15% Socioeconomically Disadvantaged: 18% 2025-26 Middle School Dropout: 0%	Middle School Dropout: Maintain	All Students: -17.2% Hispanic: -16.9% Socioeconomically Disadvantaged: -16.1% Students with Disabilities: -20.1% Districtwide: English Learners: -9.1% Socioeconomically Disadvantaged: -9% Middle School Dropout: Maintain
4.2	Priority 6-School Climate	2023-24 Pupil Suspension All Students: 2.83% SWD: 0.63% Districtwide: English Learner 5.8% Socioeconomically Disadvantaged 6.2% Hispanic 6.1% Homeless Youth 9.4% Chalone Peaks Middle: All Students 15.6% Hispanic 16%	2024-25 Pupil Suspension All Students: 3.09% SWD: 1.51% Districtwide: English Learner 3.4% (-2.4%) Socioeconomically Disadvantaged 3.1% (-3.1%) Hispanic 3% (-3.1%) Homeless Youth 3.8% (-5.6%)	2025-2026 Pupil Suspension All Students: 1.6% SWD: 6.9% Districtwide: English Learner: 2.5% Socioeconomically Disadvantaged: 1.7% Hispanic: 2.3% Homeless Youth: 0%	Pupil Suspension: All Students: Maintain less than 3% SWD: Maintain less than 1%	Suspension: All: -1.23% Students with Disabilities: +6% Districtwide: English Learner: -3.3% Socioeconomically Disadvantaged: -4.5% Hispanic: -3.8% Homeless Youth: -9.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless Youth 21.7% Socioeconomically Disadvantaged 16.1% 2023-24 Pupil Expulsion All Students: 0% SWD: 0%	Chalone Peaks Middle: All Students 7.8% (-7.8%) Hispanic 7.9% (-8.1%) Homeless Youth 10.5% (-11.2%) Socioeconomically Disadvantaged 8.1% (-8.0%) 2024-25 Pupil Expulsion: All Students: 0.05% SWD: 0%	Chalone Peaks Middle: All Students: 7% Hispanic: 7% Homeless Youth: 4% Socioeconomically Disadvantaged: 4.3% 2025-26 Pupil Expulsion: All Students: .08% SWD: 0%	Pupil Expulsion: All Students: Maintain SWD: Maintain	Chalone Peaks Middle: All Students: -8.9% Hispanic: -8.1% Homeless Youth: -17.7% SED: -11.8% Pupil Expulsion: All Students: +.08% SWD: Maintain
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	2024-25 Student Survey: 2.75/4 2024-25 Staff Survey: 3.4/4 2024-25 Family Survey: 3.52/4	2025-26 Student Survey: 3.06/4 2025-26 Staff Survey: 3.45/4 2025-26 Family Survey: 3.52/4	Student Survey: 20% Increase Staff Survey: 20% Increase Parent Survey: 10% Increase	Student Survey: Maintained Staff Survey: +10% Family Survey: -3%
4.4	Priority 6-School Safety	2023-24 Student Survey: 6.6/10 Scale 1-10	2024-25 Student Survey: 3.04/4 2024-25 Staff Survey: 3.26/4	2025-26 Student Survey: 3.20/4 2025-26 Staff Survey: 3.31/4	Student Survey: 20% Increase Staff Survey: 80% Satisfaction	Student Survey: +14% Staff Survey: N/A New Tool 24-25

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	2024-25 Family Survey: 3.4/4	2025-26 Staff Survey: 3.58/4	Parent Survey: 10% Increase	Parent Survey: +3%
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	2024-25 Student Survey: 2.55/4 2024-25 Staff Survey: 3.0/4 2024-25 Family Survey: 3.51/4	2025-26 Student Survey: 2.87/4 2025-26 Staff Survey: 3.11/4 2025-26 Family Survey: 3.59/4	Student Survey: 20% Increase Staff Survey: 80% Satisfaction Parent Survey: 10% Increase	Student Survey: Maintained Staff Survey: Maintained Parent Survey: Maintained
4.6	Priority 6-Survey Participation	2023-24 Student Survey: 1034 Responses 2023-24 Staff Survey: 216 Responses 2023-24 Parent Survey: 757 Responses	2024-25 Student Survey: 1134 2024-25 Staff Survey: 148 2024-25 Family Survey: 732	2025-26 Student Participation: 1118 2025-26 Staff Participation: 126 2025-26 Family Survey: 576	Student Survey: 50% Increase in Responses Staff: 35% Increase in Responses Parent Survey: 50% Increase in Responses	Student Participation: +9% Staff Participation: -6% Family Participation: -7%

Goal Analysis [2025-26]

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

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

The implementation of Goal 4, which aims to cultivate a safe, inclusive, and restorative environment in classrooms and at all school sites, has encountered challenges and successes.
Action 4.1 was designed to support the social-emotional needs of students, focusing on improving school attendance and reducing chronic absenteeism and suspension rates. The year 2 outcome data revealed a school attendance rate of 94% and a chronic absenteeism rate of 18%, which is down from 21.34% the previous year. Students with Disabilities dropped from 26.29% Chronically Absent, to 23% Chronically Absent districtwide. King City Arts Magnet has improved significantly in the area of Chronic Absenteeism, going from 35.2% to 18% overall. The subgroup of students with the largest decrease was Students with Disabilities, going from 39.1% to 19%. Suspension rates decreased slightly for all students from 2.83% to 2.5%% and increased from 0.63% for SWD to 12% this year. The absenteeism rates suggest that we need to continue with further efforts to address attendance more effectively, districtwide.

Action 4.2 focused on identifying and responding to the social-emotional needs of students through partnerships with counseling agencies and professional learning for staff. This action aimed to reduce suspension rates as reflected in the same suspension rated noted for Action 4.1. The proactive identification and response efforts contributed to maintaining suspension rates at a relatively low level. The metrics for 4.3 saw a slight decrease for families, but a larger increase for staff when it comes to school connectedness. Metric 4.4 showed a significant increase of 10% for students in the area of school safety, during a year that we continued with targeted staff and administrator safety trainings, and again purchased student curriculum to increase situational awareness in all environments. Our Bully Prevention program is also being utilized by more students and teachers districtwide. Metric 4.5 reflects survey results for respectful schools. Student and family responses maintained from baseline data.

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.

4.1 Supporting the Social-Emotional Needs of Our Students: Action 4.1 had no material differences between budgeted and estimated actual expenditures.
4.2 Identifying and Responding to the Social-Emotional Needs of Our Students: Action 4.2 had a material difference between budgeted and estimated actual expenditures. Estimated actual expenditures were $146,547.16, which was $310,557.84 less than the budgeted amount of $457,105.00. This difference was primarily due to an expense being moved to another action, fewer services/materials than anticipated.

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

Action 4.1: Supporting the Social-Emotional Needs of Our Students was effective in improving attendance-related outcomes and partially effective in improving school climate outcomes. The decrease in chronic absenteeism for all students and for targeted student groups suggests that the supports provided through this action helped improve student engagement and connection to school The decrease in chronic absenteeism for all students and for targeted student groups suggest that the supports provided through this action helped improve identifying and responding to students emotional needs. The middle school dropout rate was maintained at 0%, which also supports the effectiveness of this action in maintaining student engagement. Therefore, Action 4.1 was effective in reducing chronic absenteeism but only partially effective in improving suspension outcomes, particularly for Students with Disabilities.

Action 4.2: Identifying and Responding to the Social Emotional Needs of Our Students was mostly effective in reducing suspensions for most groups. Suspension rates dropped overall, from 2.83% to 1.6% for English Learners decreased by 3.3%, Socioeconomically Disadvantaged students decreased by -4.5%, Hispanic Youth decreased by 3.8%, and Homeless Youth decreased by 9.4%. Unfortunately, the suspension rate for Students with Disabilities increased by 6%, showing that the actions were not effective for our students with disabilities.

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

Action 4.1 Supporting the Social-Emotional Needs of Our Students

No modifications are planned for this action. This action has demonstrated effectiveness as evidenced by improved student engagement and well-being metrics over the past three years. Continued support in this area will maintain positive outcomes in student social-emotional health.
Action 4.2 Identifying and Responding to the Social-Emotional Needs of Our Students
The current strategies have been effective in promptly identifying and addressing students' social-emotional needs, as reflected in school climate data. In areas of decline, we will provide more support through PBIS to work on Restorative Practices throughout the schools. Maintaining the strategies currently in place will sustain the positive trend in student support and responsiveness. This action has been modified to include LREBG funding, and metric 4.1 used to monitor effectiveness.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	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 CPMS: All Students, Hispanic, Homeless Youth, Socioeconomically Disadvantaged Chronic Absenteeism Rates: King City Arts Magnet: All Students, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities In the following ways: • 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.	$531,372.97	No

Action #	Title	Description	Total Funds	Contributing
4.2	Identifying and Responding to the Social-Emotional Needs of Our Students	KCUSD works to proactively identify and respond to the social-emotional needs of our students by: • 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. • 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 LREBG: LREBG ACTION: Teacher and Administrator Professional Development supports for better understanding and identification of social emotional and behavioral supports within our Multi-Tiered Systems of Support at all levels. Specifically, the district will provide prevention and intervention through training, student support, and behavior data tracking to address individual student needs through targeted interventions and supports. NEEDS ASSESSMENT: The 2024 Dashboard's comprehensive needs assessment revealed a need for improvement with Chronic Absenteeism, which was in the Yellow. This	$378,669.26	No

Action #	Title	Description	Total Funds	Contributing
		needs assessment also revealed that our Long Term English Learners (LTELs) and our Homeless Youth are in the Orange for Chronic Absenteeism and in the red for academics, both ELA and Math. RESEARCH: This action aligns to the district goal to ensure that all students are given a high quality education, by not just supporting their academic needs, but also their social emotional and behavioral needs to strengthen the district's MTSS Framework. At promise youth have multi-faceted and diverse needs, and this approach helps to meet individual student needs by tracking behaviors both in and out of the classroom using Kickboard. This information helps to inform teachers, administrators, and parents of the behavior profile, to target supports directly for that student. The Chalone Peaks Prevention and Intervention teacher will use this information in conjunction with counselor reports and student reflections to help build an individualized learning plan for students assigned to the class. Students will receive these additional supports at the Tier 3 level. By funding a dedicated Tier 3 prevention and intervention teacher, we are strategically targeting our most vulnerable students, ensuring they receive the intensive, individualized support necessary to overcome pandemic-exacerbated challenges, re-engage with their learning, and ultimately achieve success. For Tier 1 and Tier 2 support, the district will provide professional development to teachers and administrators from Conscious Discipline. This work centers around brain development in children and focuses on both the adult and the student. This Social Emotional and Behavioral professional development comes with webinars, trainings, and books, as well as tools to use with students. By creating a more robust knowledge around child brain development, child and adult response, and creative ways to avoid disruptive behaviors, classrooms will be more conducive to learning. Research shows that when students' social emotional needs are met, and they feel safe, learning can occur. If these needs are not met, they will have difficulty with learning. MONITORING IMPACT: The metrics being used to monitor this are #4.1, Chronic Absenteeism and 4.2 Suspension Rates LREBG Funds supporting this action: $368,669.26 per year through 2026-		

Action #	Title	Description	Total Funds	Contributing
		27.		

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	2024-25 Elementary-ELOP: 939 ASES/21st Century: 342 Middle School-ELOP: 332 ASES/21st Century: 89	2025-26 Elementary-ELOP: Fall-798 Spring-717 ASES/21st Century: 413 Middle School-ELOP: Fall-580 Spring-395 ASES/21st Century: 193	Elementary: ELOP-35% Increase ASES/21st Century-25% Increase	Elementary-ELOP: 58% increase ASES/21st Century: 9% decrease Middle School-ELOP: 41% increase ASES/21st Century: 302% increase
5.2	Local Priority-Extended School Year Program	2023-24 Elementary-283	2024-25 Elementary-292	2025-26 Elementary-726	Elementary-	Elementary- 443% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Participation (# of students served)	Summer: 212 Winter: 39 Spring: 32 2023-24 Middle School: 64 Summer: 58 Winter: N/A Spring: N/A	Summer: 206 Winter: 17 Spring: 69 2024-25 Middle School-186 Summer: 186 Winter: N/A Spring: N/A	Summer: 527 Winter: 41 Spring: 158 2025-26 Middle School-311 Summer: 269 Winter: 10 Spring: 32	Summer: 35% Increase Winter: 25% Increase Spring: 25% Increase Middle- Summer: 35% Increase Winter: 25% Increase Spring: 25% Increase	Summer: 248% increase Winter: Maintained Spring: 494% increase Middle- 247 increase Summer: 464% increase Winter: N/A Spring: N/A

Goal Analysis [2025-26]

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

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

The implementation of Goal 5, which aims to expand learning opportunities for all students, has demonstrated successes and challenges. Action 5.1, involving the After School Program Collaborative, is directly linked to Metric 5.1, which measures participation in after-school programs such as the ASES/21st Century Program and the Expanded Learning Opportunity Program (ELOP). The data highlights a significant increase in the number of students interested in after-school programs, indicating a successful engagement strategy. The middle school Pro-Youth program, in particular, saw a large increase in attendance, maintained throughout the school year, suggesting sustained interest and effective program management. This aligns with the goals of Action 5.1, demonstrating its successful implementation.

Action 5.2, focusing on Elementary Intersession and Summer Camps, is directly related to Metric 5.2, which measures participation in extended learning opportunities beyond the academic calendar year. Space constraints were a recurring issue for these programs, requiring coordination with other programs to ensure all interested students could participate. This challenge highlights the need for better resource management to accommodate increased demand. Despite these challenges, the positive feedback from students and parents regarding the types of clubs offered suggests satisfaction with the program's offerings, indicating that Action 5.2 was implemented effectively in terms of engagement and participation.

Similarly, Action 5.3, involving Middle School Intersession and Summer Camps, is also directly related to Metric 5.2. The data emphasizes the success of specific program elements, such as the strength and conditioning club at the middle school level, which drew significant student interest and boosted engagement. The district's proactive approach to planning, including the use of attendance data to set a manageable number of students for future programs, aims to address facilities challenges and ensure quality experiences.

Overall, the implementation of Goal 5 has been marked by successful engagement and participation, with challenges primarily related to space and managing increased demand. The decision not to make changes to the goal or its metrics suggests that the current implementation strategy is effective. The district's proactive efforts to collaborate with more community partners and expand opportunities beyond school sites demonstrate a commitment to ongoing improvement and adaptation. The increased spending due to the rise in clubs and student participation is seen as a positive outcome of increased engagement, reflecting effective budget management. The district's continued expansion of offerings, driven by positive feedback and engagement levels, supports continued success in expanding learning opportunities.

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

5.1 After School Program Collaborative: Action 5.1 had no material differences between budgeted and estimated actual expenditures. 5.2 Elementary Intersession and Summer Camps: Action 5.2 had a material difference between budgeted and estimated actual expenditures. Estimated actual expenditures were $786,659.93, which was $430,659.93 more than the budgeted amount of $356,000.00. This difference was primarily due to the use of categorical dollars such as ELOP for summer programming. 5.3 Middle School Intersession and Summer Camps: Action 5.3 had no material differences between budgeted and estimated actual expenditures.

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

Action 5.1: After School Program Collaborative, and actions 5.1 and 5.2 are effective, based on metrics 5.1 and 5.2: overall attendance for both was higher than the baseline year, exceeding out target outcomes significantly

The After School Program Collaborative significantly exceeded its targeted outcomes. The action expanded after-school learning opportunities, increasing the number of staff led clubs and partner programs offered, as well as student interest and participation. This is supported by the significant rise in attendance within the middle school ProYouth program, sustained throughout most of the school year, as well as the increased attendance in the staff led clubs. Positive feedback from students and parents indicates satisfaction with the program's offerings. The need to increase spending due to higher participation levels suggests that the program's expansion was well-received. However, there is insufficient data to fully determine the effectiveness of Action 5.1 in relation to Metric 5.1, which measures the number of students served by these programs. A future data collection process will gather more conclusive evidence on this action's impact once we have the SIS data we are now entering.

Action 5.3 was effective in expanding access to extended learning opportunities for students in grades 6–8. Participation increased from 64 middle school students served in 2023–24 to 311 students in 2025–26. Growth was observed across summer, winter, and spring break programs, demonstrating increased student engagement in expanded learning opportunities provided through ProYouth-HEART and related programs. These results indicate that the action successfully increased access to academic enrichment and support beyond the regular school year as measured by Metric 5.2.

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

No changes to Goal or Outcomes.
Metrics: A future data collection process will gather more conclusive evidence on this action's impact will be available next school year through our SIS
Modifications to Actions below:
Action 5.2 Intersession and Summer Camps:
Modification was required for this action due to participation rates in intersession and summer camps, as highlighted by metric 5.2 baseline data. The district has and will continue to enhance program offerings and accessibility to attract more students. This includes diversifying the types of activities offered and ensuring that transportation and scheduling are convenient for families. By collaborating with community partners, the district aims to expand the range of activities available, making the camps more appealing. These adjustments increased student enrollment and participation, leading to enriched learning experiences during school breaks. The district saw significant increases in after school attendance due to the addition and expansion of sports, student voice in club offerings, and more staff interest in leading clubs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	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.	$2,088,746.54	No
5.2	Elementary Intersession and Summer Camps	Provide after-school learning opportunities at all three elementary sites during the school year utilizing: ProYouth through the ASES/21st Century grants ELOP 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:	$180,000.00	No

Action #	Title	Description	Total Funds	Contributing
		ProYouth through the ASES/21st Century		
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	$0.00	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	2024-25 District Family Nights: 24 Cafecitos: 19 ELOP Celebrations: Dia de los Muertos:450 Las Posadas: 690 Spring Carnival: 900 Dia del Nino: 1100	2025-26 District Family Nights: 35 Cafecitos: 22 ELOP Celebrations- Dia de los Muertos: 1,022 Las Posadas: 1,351 Spring Carnival:1,440 Dia del Nino: 1,546	District Family Nights: 30% Increase Cafecitos: 30% Increase	ALL: + 33% increase District Family Nights: 31% increase Cafecitos: 36% increase
6.2	Priority 3-Attendance at all family education opportunities	2023-24 Fresno State University: 86 attendees 2023-24 Loving Solutions: 10 attendees	2024-25 Fresno State Parent University: 113 Loving Solutions: 3	2025-26 Fresno State Parent University: 86	Overall Attendance: 30% Increase	ALL: 310% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Opening Doors: 21 Fall FLI: 24 Jump Into English: 20 Scholar System: 27 Spring FLI: 31 Parenting Partners: 3	Fall Opening Doors: 12 Fall FLI: 42 Jump Into English: 30 Scholar System: 52 Spring FLI: 33 Evening FLI: 31 Spring Opening Doors: 12		
6.3	Priority 3--Parental Involvement and Family Engagement: Efforts to 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.	2023-24: met	Met	Met	Met	ALL: Met
6.4	Priority 6--Other Local Measures Survey Data--	2023-24 Parent Survey Data used a scale of 1-4	2024-25 Parent Survey Data used a scale of 1-4	2025-26 Parent Survey Data used a scale of 1-4	Parental Involvement: 10% Increase	ALL: Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Parents feel welcomed and encouraged	Parents-Parental Involvement=3.69	Parents-Parental Involvement = 3.68	Parents-Parental Involvement-3.67		
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	2024-25 Parent Survey Data used a scale of 1-4 Parents-Parent Involvement = 3.56	2025-26 Parent Survey Data used a scale of 1-4 Parents-Parent Involvement-3.63	Parental Involvement: 10% Increase	Parental Involvement: 9% increase

Goal Analysis [2025-26]

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

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

The implementation of Goal 6, which aims to significantly increase family and community engagement to support student achievement, involved several actions and faced various challenges and successes.
Action 6.1 focused on enhancing family involvement and engagement through staffing by employing family liaisons in 2023-24. The year 2 outcomes for Metric 6.1 demonstrated significant attendance increases at various district family events, such as District Family Nights and Cafecitos, with high participation in ELOP Celebrations like Dia de los Muertos, Las Posadas, Spring Carnival, and Dia del Nino. These figures confirm that the presence of family liaisons positively influenced family participation by promoting these events, scheduling high interest speakers, and encouraging attendance, and getting to know our families on a more personal level. Similarly, Metric 6.2 showed increased attendance at family education opportunities, with notable participation in programs like Fresno State Parent University, Opening Doors, Jump Into English, Family Leadership Institute, and Scholar System. This confirms that family liaisons played a role in informing and motivating families to engage in educational programs, thereby supporting the action's goal of increasing family involvement.

The initial implementation faced challenges, particularly related to budget constraints. The district overspent on the budget in year 1 due to the need to provide child care, interpretation, and meals to ensure family participation in events, indicating a challenge in anticipating the full scope of resources required to facilitate engagement. In year 2, we were able to stay within our budgeted costs. Additionally, timing and scheduling issues affected attendance at some programs, such as the Family Learning Institute with Positive Parenting, suggesting a challenge in aligning program schedules with the availability of parents. We need to continue working with families on scheduling needs, although we improved our scheduling this year.

Despite these challenges, there were notable successes in increasing engagement. There was a significant increase in attendance at district family nights and monthly cafecitos, indicating successful engagement with families and community members. The district offered a wide range of topics, including bully prevention, drug prevention, community resources, nutrition, and human trafficking, which were well-received by parents. Programs like "Opening Doors" for parents with young children and "Jump Into English" saw high participation and engagement,

with parents completing sessions and expressing satisfaction. The involvement of community partners in events and collaboration with various institutions contributed to the success of the engagement efforts.

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

Action 6.1 had a material difference between budgeted and estimated actual expenditures. Estimated actual expenditures were $6,670.85, which was $8,055.15 less than the budgeted amount of $14,726.00 This difference was primarily due to the use of categorical one time dollars that allowed the district to provide additional activities. 6.2 Family Education: Action 6.2 had a material difference between budgeted and estimated actual expenditures. Estimated actual expenditures were $128,678.15, which was $33,321.85 less than the budgeted amount of $162,000.00 This difference was primarily due to the use of categorical one-time dollars that allowed the district to provide additional activities. Action 6.3 had no material differences between budgeted and estimated actual expenditures. This action was identified as being combined with Action 6.1

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

Action 6.1, 6.3: Family Involvement and Engagement/Staffing

This action is effective in achieving its targeted outcomes. The effectiveness is evidenced by increased attendance at district family nights and monthly parent cafecitos, as indicated by Metric 6.1. Attendance figures for events such as Dia de los Muertos (450 attendees), Las Posadas (690 attendees), Spring Carnival (900 attendees), and Dia del Nino (1100 attendees) demonstrate significant family engagement. The presence of family liaisons facilitated higher attendance by promoting these events and encouraging family participation. Additionally, the provision of child care, interpretation, and meals during our district family nights addressed logistical barriers, supporting the effectiveness of this action despite leading to overspending. Positive feedback from parents on topics such as bully prevention and mental health supports confirms that the engagement efforts were relevant and beneficial.

Action 6.2, 6.3: Family Education Opportunities/Staffing

Action 6.2 provides family education opportunities to enhance family involvement in school site decisions. This action is effective, as evidenced by Metric 6.2, which shows attendance figures for programs offered. These programs saw high participation and interest, indicating their success in engaging parents and supporting their involvement in education. The effectiveness of this action is further supported by positive parent feedback and the district's ability to offer relevant and beneficial topics. The programs offered contributed to successful engagement by facilitating interactions between parents, teachers, and administrators, thereby strengthening school-family relationships. The provision of child care, interpretation, and meals during our family education opportunities addressed logistical barriers, supporting the effectiveness of this action despite leading to overspending. The metrics used to monitor student impact for this action are 4.1, Chronic Absenteeism, and 4.2, Pupil Suspension. As the family engagement numbers have increased, Chronic Absenteeism and Suspension Rates have continued to decrease, showing more evidence that this action has been effective.

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

Action 6.1 Family Involvement and Engagement Events:
The current Action 6.1 has been modified to combine with Action 6.3, forming a new streamlined Action 6.1. This change addresses identified redundancy in actions, optimizing resource allocation and implementation efficiency. By consolidating these actions, the district eliminates overlap and creates a cohesive strategy for family involvement and engagement. This adjustment enhances future outcomes by providing a clearer focus and more efficient use of resources, leading to improved student achievement through increased family and community support.

Action 6.2:
LREBG funding has been added to this action and will be monitored by Metric 6.2. This action has demonstrated effectiveness, evidenced by increased attendance at district family nights and monthly parent cafecitos, indicating successful engagement strategies. The continuation of this action is expected to maintain and increase family and community engagement, supporting student achievement.

Action 6.3:
This action was combined with Action 6.1 for 2025-26

Overarching Changes:
Several overarching changes are being implemented to enhance the effectiveness of Goal 6. These include budget adjustments to address overspending due to the provision of child care and meals at events, crucial for ensuring family participation. Additionally, timing adjustments for programs will be made to better accommodate parents' schedules. These changes are expected to increase accessibility and engagement, ultimately contributing to improved student outcomes by fostering a more inclusive and supportive environment for family and community involvement.

Summary of Changes:
Action 6.1 has been revised to combine with Action 6.3 for streamlined implementation.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Family Involvement and Engagement Events	In our commitment to providing specialized support for families of EL, SED, Homeless Youth, and Foster Youth, we will: • 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	$11,826.00	No

Action #	Title	Description	Total Funds	Contributing
		• 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.		
6.2	Family Education	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: • Scholar System • Jump into English • Family Learning Institute • Fresno State Parent University LREBG: LREBG ACTION: Social Emotional parenting support classes for our families, based on input from our educational partners. Specifically, the district will provide evidence-based parenting classes with strong social emotional support messages and strategies for families to engage with and utilize at home with their children. NEEDS ASSESSMENT: The 2024 Dashboard's comprehensive needs assessment revealed that English Learners and Homeless Youth are in the red for both ELA and Math, with our Students with Disabilities, Socioeconomic disadvantaged, Hispanic, and White subgroups all scoring in the orange. By funding a dedicated Tier 3 prevention and intervention teacher, we are strategically targeting our most vulnerable students, ensuring they receive the intensive, individualized support necessary to overcome pandemic-exacerbated challenges, re-engage with their learning, and ultimately achieve success. RESEARCH: This action supports the district vision to ensure all students find success. The district will offer these classes, and give families the keys to be able to	$243,800.00	No

Action #	Title	Description	Total Funds	Contributing
		support their children in an effective manner. Research consistently demonstrates a strong correlation between active parental involvement and improved student outcomes, including higher academic performance, better attendance, reduced behavioral issues, and increased motivation to learn. Empowering parents with the knowledge and tools to support their children in navigating post-pandemic learning challenges is a powerful, evidence-based approach to building a foundation of support that directly translates into increased student engagement, leading to enhanced academic achievement and a brighter future for our students and community. MONITORING IMPACT: This will be measured by metric #6.2 attendance, and also from 4.1, Chronic Absenteeism and 4.2, Suspension Rates, with the eventual metrics being ELA and Math growth. LREBG Funds supporting this action: $157,000.00 per year through 2026-27.		
6.3	Family Involvement and Engagement Staffing*Being combined with Action 6.1.*	Being combined with Action 6.1. 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: • Maintaining Family/Community Liaisons to support families and share community resources	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	A Dual Language Immersion program (Spanish as the target language) 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 Benchmark(BM) PSF--Phoneme Segmentation	N/A First Year of implementation is 24-25 EOY Spanish Acadience (To be determined after 1st	K PSF: 24% at/above BM K CLS: 40% at/above BM	Kindergarten PSF: 81.5% At or Above BM CLS: 33.5% At or Above BM 1st Grade	Increase annually by 20% for each measure.	Kindergarten PSF: target met with an increase of 57.5% Data collected for 1st Grade will be used as baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Fluency CLS--Correct Letter Sound WWR--Whole Words Read ORF--Oral Reading fluency	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		CLS: 25% At or Above BM WWR: 29.5%At or Above BM		data for the next LCAP
7.2	Priority 8 Other Pupil Outcomes: Local Measure Enrollment	Current Enrollment as of 6.18.24 is TK--20 K--48 End of Year Enrollment N/A First Year of implementation 24/25	End of Year Enrollment: TK: 20 K: 48 Current Enrollment as of 6/13/25 for 2025/26: TK: 24 K: 48 1st: 48	End of Year Enrollment: TK: 19 K: 48 1: 44 Expected enrollment for 2026- 27- TK: 20 K: 48 1: 48 2: 44	2026-27 Meet or Exceed the following: TK: 20 K: 48 1: 48 2: 48	TK- decreased by 1 student K- Target Met 1- decrease by 4 students
7.5						

Goal Analysis [2025-26]

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

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

The implementation of Goal 7 yielded a balanced mix of successes and challenges in its efforts to enhance Spanish literacy and expand the Dual Language Immersion (DLI) program. Under Action 7.1, the district focused on strengthening Spanish literacy through core Spanish content materials and universal screenings, measured by Spanish mCLASS data in grades K–1. Meeting a critical foundational objective, the district successfully provided 100% of core instructional materials in authentic Spanish for Transitional Kindergarten (TK), Kindergarten, and First Grade, significantly strengthening early dual-language acquisition.

Strategic resource allocation and efficient procurement processes successfully supported the expansion of the DLI program into grades TK through 1st, ensuring all classrooms were fully equipped with core materials. This included the implementation of the Estrellitas supplemental

phonics curriculum, the enhancement of classroom libraries through Lulo Libros, and corresponding professional development to ensure high-quality classroom instruction. This programmatic growth, complemented by the planned addition of two 2nd-grade DLI classes next year, demonstrates strong sustainability and positive stakeholder reception. Although first grade Spanish student achievement data is not yet available to quantify direct instructional impacts, we have great gains made within Kindergarten.

Action 7.2 focused on supporting the continued implementation and expansion of the Dual Language Immersion (DLI) program through professional development, collaboration, and strategic planning. During the 2025–26 school year, the district continued to invest in teacher capacity-building through monthly collaboration sessions facilitated by the DLI Teacher on Special Assignment (TOSA) and Kevin Chavez, Executive Director of ATDLE. These sessions provided opportunities for teachers to analyze instructional practices, align curriculum, and strengthen implementation of effective dual language instructional strategies. A significant accomplishment was the addition of the DLI Parent Cultural Committee who met to plan and implement culturally relevant events at our DLI school site. Enrollment data indicate that the DLI program continues to maintain strong participation. End-of-year enrollment for 2025–26 included 19 students in Transitional Kindergarten, 48 students in Kindergarten, and 44 students in Grade 1. While enrollment fell slightly below targets in Transitional Kindergarten and Grade 1, Kindergarten enrollment met the district's target. The district will continue outreach and recruitment efforts to maintain full cohorts as the program expands into additional grade levels. Overall, Action 7.2 has been effective in building the systems, structures, and professional capacity necessary to support a high-quality Dual Language Immersion program. Continued professional development, collaborative planning, and enrollment monitoring will remain priorities as the district expands the program into Grade 2 during the 2026–27 school year.

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

Action 7.1 had a material difference between budgeted and estimated actual expenditures. Estimated actual expenditures were $50,068.77 which was $14,068.77 more than the budgeted amount of $36,000.00. This difference was primarily due to additional curriculum materials that had to be ordered as we added grade levels to the DLI program. Action 7.2 had a material difference between budgeted and estimated actual expenditures. Estimated actual expenditures were $55,987.87 which was a $30,987.87 more than the budgeted amount of $25,000.00. This difference was primarily due to additional professional development and an increase in contracted services as we added grade levels to the DLI program.

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

Based on the available data, the effectiveness of this action is mixed and only partially effective at this stage, as 2025–26 represents the first full year of implementation and baseline data were not available for comparison. Kindergarten students demonstrated strong performance in Phoneme Segmentation Fluency (PSF), with 81.5% of students performing at or above benchmark, suggesting that students are developing foundational phonological awareness skills in Spanish. However, performance in Correct Letter Sounds (CLS) was considerably lower, with 33.5% of kindergarten students meeting benchmark expectations.

Among first-grade students, benchmark attainment was lower across measures, with 25% of students at or above benchmark in Correct Letter Sounds (CLS) and 29.5% at or above benchmark in Whole Words Read (WWR). These results indicate that many students are still developing foundational decoding and early reading skills in Spanish and may require additional targeted support.

Action 7.1: Curriculum & Instruction was partially effective. Kindergarten students demonstrated strong performance in Phoneme Segmentation Fluency, with 81.5% at or above benchmark, exceeding the baseline of 24% and meeting the annual growth target. This suggests that Spanish instructional materials, universal screening, designated language instruction, and literacy supports positively impacted early Spanish phonological awareness. However, outcomes were lower in other foundational literacy areas. Kindergarten Correct Letter Sounds was 33.5% at or above benchmark, and first-grade results were 25% at or above benchmark in Correct Letter Sounds and 29.5% in Whole Words Read, indicating a need for additional targeted support in decoding and early Spanish reading skills.

Action 7.2: Consulting and Professional Development was also partially effective. Professional development, ATDLE support, monthly collaboration, walkthroughs, and the DLI Parent Cultural Committee helped build the systems and teacher capacity needed to expand the program. Enrollment remained strong in Kindergarten, with 48 students enrolled, meeting the target. However, TK enrollment was 19 students, slightly below the target of 20, and Grade 1 enrollment was 44 students, below the target of 48. This indicates the need to continue strengthening outreach, recruitment, and retention as the program expands.

Given that this is the first year of available data, it is premature to determine long-term effectiveness. However, the strong kindergarten PSF results suggest that foundational literacy instruction is positively impacting phonological awareness.

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.

Looking ahead to next year, KCUSD will expand the DLI program to include two 2nd-grade classes under Action 7.1. This growth requires additional Spanish curriculum, materials, and ongoing professional development, with a specific emphasis on robust onboarding support to equip new teachers and students for success. Notably, the assessment tool utilized to measure program outcomes has shifted from Spanish Acadience (used for baseline data) to mCLASS by Amplify. As a result, future target goals will be adjusted to ensure they are realistic and accurately aligned with the new platform's metrics. All other actions under Goal 7 will remain as originally written.

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

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Curriculum & Instruction	Provide: • 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	$61,400.00	No

Action #	Title	Description	Total Funds	Contributing
		• 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		
7.2	Consulting and Professional Development	Provide: • 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 • 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	$66,600.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	Student needs will be met through the allocation of Federal funds. Spend 100% of Federally allocated funds to support supplemental resources for KCUSD students in academic learning and social emotional needs.	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.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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.

Actions 8.1 through 8.7 were fully implemented as planned during the 2025–26 school year. Implementation timelines, staffing, and budget allocations proceeded without deviation. No substantive differences or challenges were encountered, and all actions were executed successfully as outlined in the adopted LCAP.

Supplemental analysis can be found in the following places:
Goal 8.1 description can be found in goal 1 along with metrics.
Goal 8.2 description can be found in goal 2 along with metrics.
Goal 8.3 description can be found in goal 3 along with metrics.
Goal 8.4 description can be found in goal 4 along with metrics.
Goal 8.5 description can be found in goal 5 along with metrics.
Goal 8.6 description can be found in goal 6 along with metrics.
Goal 8.7 description can be found in goal 7 along with metrics.

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.

8.1 High-Quality Education in a Safe Environment: Action 8.1 had a material difference between budgeted and estimated actual expenditures. Estimated actual expenditures were $2,434,389.82, which was $369,331.87 less than the budgeted amount of $2,803,721.69. This difference was primarily due to a decrease in title funding from adoption to first interim, as well as an increase in salaries. 8.2 English Learner Supports: Action 8.2 had a material difference between budgeted and estimated actual expenditures. Estimated actual expenditures were $62,542.30, which was $46,646.17 less than the budgeted amount of $109,188.47. This difference was primarily due to a decrease in funding. 8.3 Student Achievement in ELA and Mathematics: Action 8.3 had a material difference between budgeted and estimated actual expenditures. Estimated actual expenditures were $259,452.18, which was $106,169.18 less than the budgeted amount of $365,621.36. This difference was primarily due to a decrease in funding. 8.4 Safe, Inclusive, and Restorative Environment: Action 8.4 had a material difference between budgeted and estimated actual expenditures. Estimated actual expenditures were $14,115.70, which was $8,726.30 less than the budgeted amount of $22,842.00. This difference was primarily due to a decrease in funding. 8.5 After-School Enrichment Classes: Action 8.5 had a material difference between budgeted and estimated actual expenditures. Estimated actual expenditures were $0.00, which was $11,000.00 less than the budgeted amount of $11,000.00. This difference was primarily due to a decrease in funding. 8.6 Family and Community Engagement: Action 8.6 had a material difference between budgeted and estimated actual expenditures. Estimated actual expenditures were $11,942.97, which was $1,838.81 less than the budgeted amount of $13,781.78. This difference was primarily due to a decrease in funding. 8.7 Dual Language Immersion Program: Action 8.7 had no material differences between budgeted and estimated actual expenditures.

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

8.1: Metric 1.8-Facility quality, as measured by the FIT, returned to good standing on the most recent FIT.
Metric 1.4: Math achievement has shown notable improvement across student groups, with the district moving 11.3 points closer to standard and achieving a yellow rating on the state dashboard. Students with disabilities (SWD) demonstrated significant growth, particularly at Del Rey Elementary (+13.31%). In ELA, the district moved 12.7 points closer to standard. iReady diagnostics further confirm progress, with math scores increasing by 5% in grades 3–5 and 7% in grades 1–2.

8.2: Metrics 2.1-2.5-This action was effective in advancing progress toward English Learner outcomes, as reflected in Metrics 2.1 through 2.4. Daily designated and integrated ELD was sustained across all sites (Metric 2.1 – 100% implementation). Staff engagement in ongoing professional development and weekly collaboration led to a modest increase in reclassification rates (Metric 2.3: 17.37%, up from 15.2%) and early progress in Lexile growth for English Learners (Metric 2.4). While the English Language Proficiency Index (Metric 2.2) slightly

declined (–0.9%), the district's strategic focus on differentiated supports, especially for Long-Term English Learners.
8.3: Metric 1.6: KCUSD administered i-Ready diagnostics in ELA and Math with 96–99.9% participation across all grade spans, demonstrating strong implementation of local assessment practices. Between 2025 and 2026, student performance improved in key areas:

- Grades 3-5

ELA: +12% Grade 3, Grade 4 -3%, and Grade 5 remained at 0%
Math: -3% for Grade 3, +1% grade 4, +2% Grade 5

- Grades 1–2: +11% Math
- Grades 6–8: TBD
- Kinder: 49% on/above grade level in Math an increase of 1% from previous year

These gains reflect progress toward the district's 2027 goal of a 20% increase in students on/above grade level.
This improvement aligns with the fully implemented action to ensure high-quality instruction through strategic staffing (e.g., teachers, paraeducators, induction support, and library technicians) and resource provision. KCUSD remains compliant with Priority 4 by aligning instructional quality with local student performance growth.
8.4: Action 4.2 Identifying and Responding to the Social-Emotional Needs of Our Students: No modifications are planned for this action. The current strategies have been effective in promptly identifying and addressing students' social-emotional needs, as reflected in the consistent improvement in related local survey data. Maintaining these strategies will sustain the positive trend in student support and responsiveness.
8.5: Local assessments align with CAASPP trends, which showed a 6.3% increase in the percentage of all students meeting or exceeding the ELA standard. Students with disabilities posted a notably high gain of 3.82%. Although English Learners showed a slight decline of 2.96%, the overall growth among students with disabilities suggests that the actions tied to this goal are having a positive impact on early literacy and ELA comprehension outcomes. The lack of improved growth for our English Language Learner population shows to be ineffective. More instructional supports need to be provided to this subgroup, in addition to more teacher training around integrated ELD strategies to use in the classroom to improve student success.
8.6: This action is effective in achieving its targeted outcomes. The effectiveness is evidenced by increased attendance at district family nights
and monthly parent cafecitos, as indicated by Metric 6.1. Attendance figures for events such as Dia de los Muertos (450 attendees), Las Posadas (690 attendees), Spring Carnival (900 attendees), and Dia del Nino (1100 attendees) demonstrate significant family engagement.
8.7: The metrics within this goal are baseline this year and so effectiveness or ineffectiveness is difficult to specify.

A supplemental description of the effectiveness of each action in goal 8 can be found within the overarching goals as follows:
Action 8.1 description can be found in goal 1 along with metrics.
Action 8.2 description can be found in goal 2 along with metrics.
Action 8.3 description can be found in goal 3 along with metrics.
Action 8.4 description can be found in goal 4 along with metrics.
Action 8.5 description can be found in goal 5 along with metrics.
Action8.6 description can be found in goal 6 along with metrics.
Action 8.7 description can be found in goal 7 along with metrics.

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

No changes were deemed necessary to the planned goals, metrics, target outcomes, or actions based on the prior year's implementation. There is a significant fiscal reduction in action 8.1 from the previous year because we spent down ESSER funds, which we no longer have available in 2025-26. The plan will continue as originally designed. All changes are described within each corresponding goal as follows:

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

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	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.	KCUSD will provide: • 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	$1,445,109.35	No
8.2	All English Learners will be provided integrated and	KCUSD will provide: • ELD Component for the adopted ELA/ELD Program from Wonders • ELL Library in Nearpod	$100,320.70	No

Action #	Title	Description	Total Funds	Contributing
	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.	• 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		
8.3	Increase student achievement of students struggling in English Language Arts and Mathematics as measured bystate and district assessments.	KCUSD will provide: • 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	$292,216.10	No
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,	KCUSD will provide support for: • Meeting Homeless youth basic needs • Tier II supports for PBIS	$1,171.13	No

Action #	Title	Description	Total Funds	Contributing
	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 • Support for students for credit recovery at the middle school level • Additional Academic supports after school as needed	$0.00	No
8.6	Significantly increase family and community engagement to both empower and support them in supporting student achievement, as well as reducing chronic absenteeism,	KCUSD will provide • Incentives and refreshments for families to attend school sponsored parent meetings such as Parent Cafes, DELAC, ELAC and SSC • Parent attendance at regional conferences	$10,121.56	No

Action #	Title	Description	Total Funds	Contributing
	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: • 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 [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$11,625,801	$1,519,021

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
41.281%	9.962%	$2,706,638.87	51.243%

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 CA School Dashboard Math Indicator- Lowest performance indicators (Red)	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 receive the support and guidance they need to succeed in the classroom, ultimately benefiting	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
	Districtwide: Homeless youth, EL, SWD, SED, Hispanic **Scope:** LEA-wide	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. These actions are being provided on an LEA-wide basis because they are designed to address the unique needs of unduplicated pupils—specifically, foster youth, English learners, and low-income students—based on an analysis of local and Dashboard data. By implementing these actions across the entire LEA, we aim to increase their effectiveness in improving outcomes for unduplicated pupils while simultaneously benefiting other students who may also be performing below standard. This approach maximizes the impact of our investments, enhancing educational opportunities across schools.	
1.2	**Action:** Safe, Clean, and Secure Campuses **Need:**	To address these identified needs for LTELs, SED, and SWD, KCUSD will increase services by providing enhanced campus supervision and safety supports across all school sites, and	CA School Dashboard Indicators for ELA and Math FIT

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
	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 A review of the California School Dashboard suspension data indicates that Hispanic students, Long-Term English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities performed at the Red performance level on state indicators, while English Learners and Homeless Youth performed at the Orange level. These data demonstrate a continued need to strengthen student engagement, connectedness, attendance, and access to supportive learning environments for unduplicated pupils. Research demonstrates that safe, clean, and supportive school environments are associated with increased student engagement, improved attendance, stronger school connectedness, and lower suspension rates. **Scope:** LEA-wide	increasing the cleaning and well-cared-for facilities through increased MOTF staffing, and ensuring safe technology access through IT staff and internet safety systems. These increased services are intended to create structured, supportive, and supervised learning environments that reduce behavioral incidents, improve students' sense of safety and belonging, and increase engagement in school. Because unduplicated pupils are disproportionately represented in elevated suspension outcomes, these supports are principally directed toward improving the educational experience and school climate conditions for these student groups. These actions are being implemented on an LEA-wide basis because a safe, clean, and secure learning environment is a foundational condition for student success. While these services are principally directed to meet the needs of unduplicated students, they also benefit all students and are expected to improve outcomes across multiple CA Dashboard indicators, including school climate and student engagement.	Suspension Data
1.3	**Action:** Student Services **Need:**	Our nurses, health clerks, and community liaisons provide targeted outreach and individualized interventions. These actions are principally directed to meet the needs of unduplicated students, who are disproportionately represented in chronic absenteeism and suspension data. By	CA School Dashboard Indicators Chronic Absenteeism and Suspension data

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
	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 **Scope:** LEA-wide	providing targeted outreach and individualized interventions through nurses, health clerks, and community liaisons, the LEA seeks to address underlying barriers to attendance and behavior, such as health concerns, family challenges, or lack of access to resources. Implementing these actions on an LEA-wide basis ensures that all students, including unduplicated pupils across all school sites, benefit from consistent and equitable support systems. Additionally, providing chromebooks for all students eliminates the inequity of students in the above mentioned subgroups having access to technology. Providing these services on an LEA-wide basis ensures a cohesive and scalable approach to reducing chronic absenteeism and suspensions, enabling the LEA to reach unduplicated students at all schools while also supporting improved outcomes for the broader student population.	
3.1	**Action:** ELA Reading Prevention/Intervention Instruction Staffing **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 **Scope:**	These actions are principally directed to meet the needs of English learners, low-income students, and homeless youth, who demonstrate the lowest performance levels in English Language Arts based on CAASPP and local assessment data. Through our Multi-Tiered System of Supports (MTSS), students are universally screened, progress is regularly monitored, and instructional groups are adjusted to ensure those not meeting proficiency benchmarks receive timely, targeted skill-based instruction. Specifically at Chalone Peaks Middle School, we have added the Summit K12 curriculum solutions program specifically to be used by our EL, LTEL, and Newcomer students. This program has come with program training for our ELD Teachers. We	• CA Dashboard Indicators *as listed in the identified need • iReady Diagnostic assessment (grades 3-8) • Acadience Benchmark assessments (grades K-5) • IAB Reading Informational Text (grades 3-8) • Lexile Levels (grades 3-8)

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
	Schoolwide	also added the program Knowledge Links for our Newcomers, and provided professional development focused on integrated ELD strategies for our Middle School teachers provided by our Director of Curriculum, Instruction, and Accountability and our ELD Instructional Coach to help teachers support these specific subgroups in their general education classrooms. Although designed to address the specific needs of unduplicated students, these services are being provided schoolwide to ensure all students not demonstrating proficiency receive appropriate supports that promote academic growth in ELA.	
3.3	**Action:** Math Prevention/Intervention Instruction staffing **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 **Scope:** Schoolwide	These actions are principally directed to meet the needs of English learners, low-income students, and homeless youth, who demonstrate the lowest performance levels in mathematics based on CAASPP and local assessment data. By providing small group, targeted skill instruction, the LEA ensures students receive the necessary supports to access and engage with core math content, paving the way for their academic success. While these actions are designed to address the specific needs of unduplicated students, they are being provided schoolwide to support any student not demonstrating proficiency and to improve overall academic performance in mathematics.	• CA Dashboard Indicator: CAASPP Math • 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	**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) **Need:** Our English Learners districtwide in ELA and Mathematics are scoring in the red on the California Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	These actions are principally directed to meet the needs of English learners, who are currently demonstrating the lowest performance in English Language Arts and Mathematics according to CAASPP results. By providing high-quality professional development focused on evidence-based instructional strategies for English learners, along with structured time for data analysis and teacher collaboration, the LEA is equipping educators to deliver more effective, targeted instruction that addresses both language development and content mastery.	To measure effectiveness, we will use • 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	N/A	1:20.09
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:15.37

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	28,162,439	11,625,801	41.281%	9.962%	51.243%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$40,908,427.00	$8,835,667.45	$4,582,246.52	$1,848,938.84	$56,175,279.81	$44,399,377.14	$11,775,902.67

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	$9,114,774.42	$415,940.00	$9,530,714.42				$9,530,714.42	
1	1.2	Safe, Clean, and Secure Campuses	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$995,345.74	$116,400.00	$1,111,745.74				$1,111,745.74	
1	1.3	Student Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$983,340.84	$0.00	$983,340.84				$983,340.84	
1	1.4	Social-emotional Staffing	All	No			All Schools	Ongoing	$762,527.11	$0.00	$762,527.11				$762,527.11	
1	1.5	Curriculum, Instruction, and Accountability	All	No			All Schools	Ongoing	$25,895,346.19	$8,893,661.69	$24,986,881.92	$5,219,879.44	$4,582,246.52		$34,789,007.88	
1	1.6	Technology	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
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	$785,933.08	$0.00	$785,933.08	$0.00	$0.00	$0.00	$785,933.08	
2	2.2	Curriculum, Instruction, and Accountability	English Learners	No			All Schools	Ongoing	$88,826.00	$2,000.00	$90,826.00	$0.00	$0.00	$0.00	$90,826.00	
2	2.3	High-quality professional Development in ELD through Collaboration to meet the needs of all	English Learners	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

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
		ELs in the core content areas as well as foundational skills (assessment/monitoring/ materials)														
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	$99,953.73	$49,500.00	$0.00	$149,453.73	$0.00	$0.00	$149,453 .73	
3	**3.1**	ELA Reading Prevention/Intervention Instruction Staffing	English Learners Low Income	Yes	School wide	English Learners Low Income	All Schools	Ongoing	$1,449,225 .24	$0.00	$1,335,498.44	$113,726.80			$1,449,2 25.24	
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	$110,000.0 0	$205,608.00	$0.00	$315,608.00	$0.00	$0.00	$315,608 .00	
3	**3.3**	Math Prevention/Intervention Instruction staffing	English Learners Low Income	Yes	School wide	English Learners Low Income	All Schools	Ongoing	$322,094.1 6	$393,000.00	$686,586.48	$28,507.68			$715,094 .16	
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	$80,450.00	$0.00	$80,450.00	$0.00	$0.00	$80,450. 00	
4	**4.1**	Supporting the Social-Emotional Needs of Our Students	All	No			All Schools	Ongoing	$531,372.9 7	$0.00	$531,372.97				$531,372 .97	
4	**4.2**	Identifying and Responding to the Social-Emotional Needs of Our Students	All	No			All Schools	Ongoing	$199,687.2 6	$178,982.00	$10,000.00	$368,669.26			$378,669 .26	
5	**5.1**	After School Program Collaborative	All	No			All Schools	Ongoing	$1,714,976 .16	$373,770.38	$0.00	$2,088,746.54	$0.00	$0.00	$2,088,7 46.54	
5	**5.2**	Elementary Intersession and Summer Camps	All	No			All Schools	Ongoing	$0.00	$180,000.00	$0.00	$180,000.00	$0.00	$0.00	$180,000 .00	
5	**5.3**	Middle School Intersession and Summer Camps	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

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
6	6.1	Family Involvement and Engagement Events	All	No			All Schools	Ongoing	$2,100.00	$9,726.00	$5,200.00	$6,626.00	$0.00	$0.00	$11,826.00	
6	6.2	Family Education	All	No			All Schools	Ongoing	$16,600.00	$227,200.00	$17,800.00	$226,000.00	$0.00	$0.00	$243,800.00	
6	6.3	Family Involvement and Engagement Staffing*Being combined with Action 6.1.*	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	$61,400.00	$3,400.00	$58,000.00			$61,400.00	
7	7.2	Consulting and Professional Development	All	No			Specific Schools: Santa Lucia and KC Arts Magnet TK-2	Ongoing	$5,000.00	$61,600.00	$66,600.00				$66,600.00	
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	$1,154,517.28	$290,592.07				$1,445,109.35	$1,445,109.35	
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	English Learners	No			All Schools	Ongoing	$32,761.30	$67,559.40				$100,320.70	$100,320.70	

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
		decreasing the number of Long-Term English Learners (LTELs) as measured by state and district level assessments.														
8	**8.3**	Increase student achievement of students struggling in English Language Arts and Mathematics as measured bystate and district assessments.	All	No			All Schools	Ongoing	$124,874.10	$167,342.00				$292,216.10	$292,216.10	
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	$1,171.13				$1,171.13	$1,171.13	
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	$0.00	$0.00		$0.00		$0.00	$0.00	
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	$10,121.56	$0.00	$0.00			$10,121.56	$10,121.56	
8	**8.7**	A dual language immersion program will be offered to parents as	All	No			All Schools Specific	Ongoing	$0.00	$0.00	$0.00				$0.00	

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
		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.					Schools: King City Arts Magnet and Santa Lucia									

2026-27 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
28,162,439	11,625,801	41.281%	9.962%	51.243%	$14,433,819.00	0.000%	51.252 %	**Total:**	$14,433,819.00
								LEA-wide Total:	$11,625,801.00
								Limited Total:	$785,933.08
								Schoolwide Total:	$2,022,084.92

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Highly Quality Instruction	Yes	LEA-wide	English Learners Low Income	All Schools	$9,530,714.42	
1	**1.2**	Safe, Clean, and Secure Campuses	Yes	LEA-wide	English Learners Low Income	All Schools	$1,111,745.74	
1	**1.3**	Student Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$983,340.84	
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	$785,933.08	
3	**3.1**	ELA Reading Prevention/Intervention Instruction Staffing	Yes	Schoolwide	English Learners Low Income	All Schools	$1,335,498.44	

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	3.3	Math Prevention/Intervention Instruction staffing	Yes	Schoolwide	English Learners Low Income	All Schools	$686,586.48	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$37,386,821.00	$44,224,728.27

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Highly Quality Instruction	Yes	$7,391,587.46	4,598,895.49
1	**1.2**	Safe, Clean, and Secure Campuses	Yes	$960,340.64	1,013,624.91
1	**1.3**	Student Services	Yes	$940,301.04	1,009,463.23
1	**1.4**	Social-emotional Staffing	No	$359,584.00	359,584.00
1	**1.5**	Curriculum, Instruction, and Accountability	No	$16,846,914.99	26,620,230.04
1	**1.6**	Technology	No	$250,000.00	177,056.49
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	$256,690.59	263,165.72
2	**2.2**	Curriculum, Instruction, and Accountability	No	$44,826.00	44,826.00
2	**2.3**	High-quality professional Development in ELD through Collaboration to meet the needs of all ELs in the core content areas as	No	$66,714.15	61,220.75

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)
		well as foundational skills (assessment/monitoring/materials)			
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	No	$122,000.00	135,382.53
3	**3.1**	ELA Reading Prevention/Intervention Instruction Staffing	Yes	$1,571,533.88	1,270,748.84
3	**3.2**	Reading Prevention/Intervention Professional Development and Instruction supports for tier 2 and tier 3	No	$276,225.00	457,731.59
3	**3.3**	Math Prevention/Intervention Instruction staffing	Yes	$364,967.67	269,586.94
3	**3.4**	Math Prevention/Intervention Professional Development and Instruction support for tier 2 and tier 3	No	$100,000.00	268,407.63
4	**4.1**	Supporting the Social-Emotional Needs of Our Students	No	$572,227.04	564,063.34
4	**4.2**	Identifying and Responding to the Social-Emotional Needs of Our Students	No	$457,105.00	146,547.16
5	**5.1**	After School Program Collaborative	No	$2,885,922.24	3,153,685.07
5	**5.2**	Elementary Intersession and Summer Camps	No	$356,000.00	786,659.93
5	**5.3**	Middle School Intersession and Summer Camps	No	$0.00	
6	**6.1**	Family Involvement and Engagement Events	No	$14,726.00	6,670.85

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
6	**6.2**	Family Education	No	$162,000.00	128,678.15
6	**6.3**	Family Involvement and Engagement Staffing*Being combined with Action 6.1.*	No	$0.00	
7	**7.1**	Curriculum & Instruction	No	$36,000.00	50,068.77
7	**7.2**	Consulting and Professional Development	No	$25,000.00	55,987.87
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.	No	$2,803,721.69	2,434,389.82
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.	No	$109,188.47	62,542.30
8	**8.3**	Increase student achievement of students struggling in English Language Arts and Mathematics as measured bystate and district assessments.	No	$365,621.36	259,452.18

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)
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	No	$22,842.00	14,115.70
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.	No	$11,000.00	0
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.	No	$13,781.78	11,942.97
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.	No	$0.00	0

2025-26 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)
11,132,124.00	$11,057,447.00	$8,425,485.13	$2,631,961.87	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Highly Quality Instruction	Yes	$7,391,587.46	4,598,895.49		
1	1.2	Safe, Clean, and Secure Campuses	Yes	$960,340.64	1,013,624.91		
1	1.3	Student Services	Yes	$940,301.04	1,009,463.23		
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	$256,690.59	263,165.72		
3	3.1	ELA Reading Prevention/Intervention Instruction Staffing	Yes	$1,245,008.73	1,270,748.84		
3	3.3	Math Prevention/Intervention Instruction staffing	Yes	$263,518.54	269,586.94		

2025-26 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)
27,168,696.00	11,132,124.00	0	40.974%	$8,425,485.13	0.000%	31.012%	$2,706,638.87	9.962%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32627(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32627(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32627(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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