LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kings River Union Elementary School District

CDS Code: 54719696054126

School Year: 2024-25

LEA contact information:
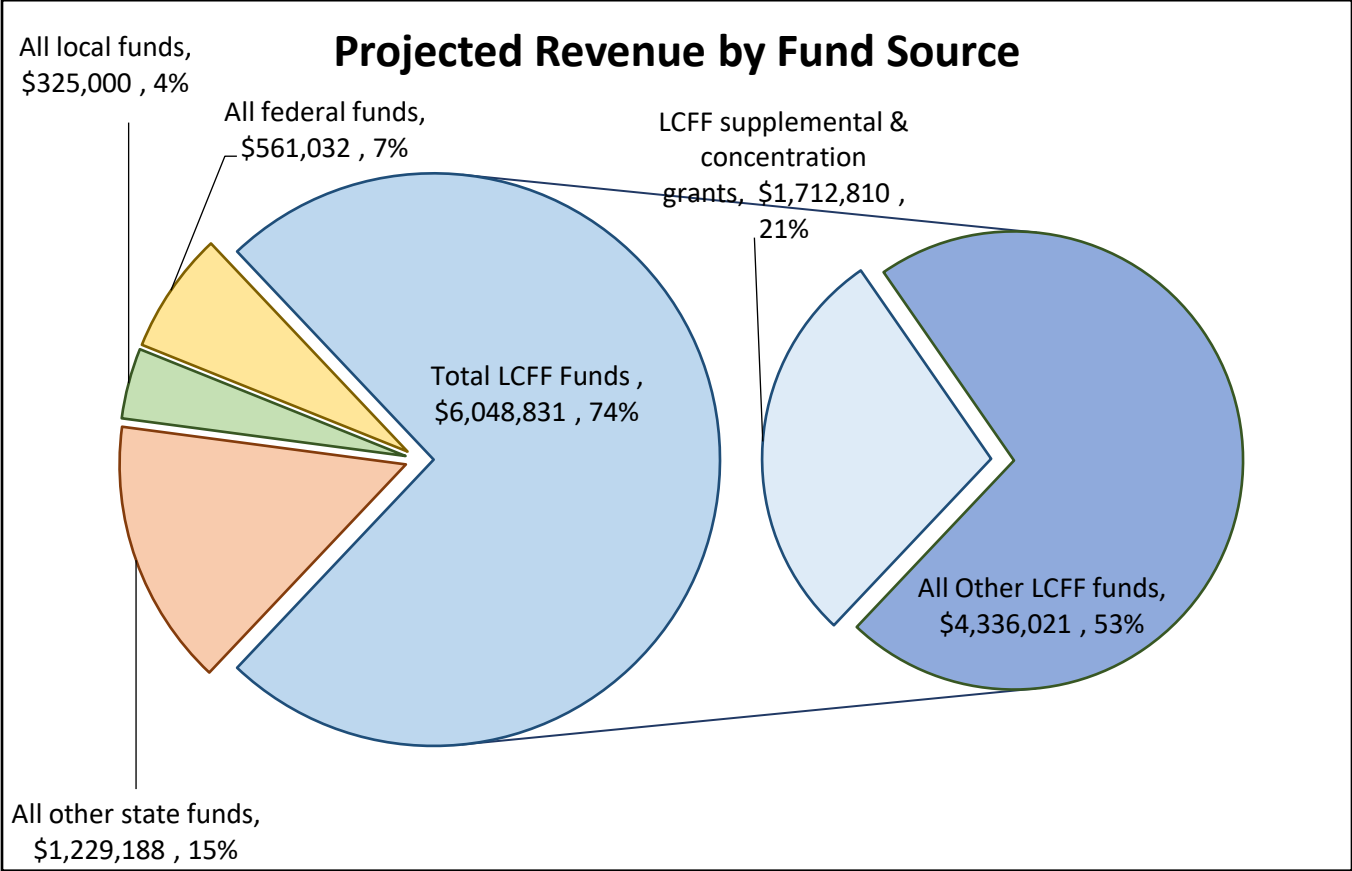
Sherry Martin

Superintendent/Principal

smartin@krusd.org

(559) 897-7209

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

All local funds, $325,000 , 4%

All federal funds, $561,032 , 7%

LCFF supplemental & concentration grants, $1,712,810 , 21%

Total LCFF Funds , $6,048,831 , 74%

All Other LCFF funds, $4,336,021 , 53%

All other state funds, $1,229,188 , 15%

This chart shows the total general purpose revenue Kings River Union Elementary 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 Kings River Union Elementary School District is $8,164,051, of which $6,048,831 is Local Control Funding Formula (LCFF), $1,229,188 is other state funds, $325,000 is local funds, and $561,032 is federal funds. Of the $6,048,831 in LCFF Funds, $1,712,810 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.

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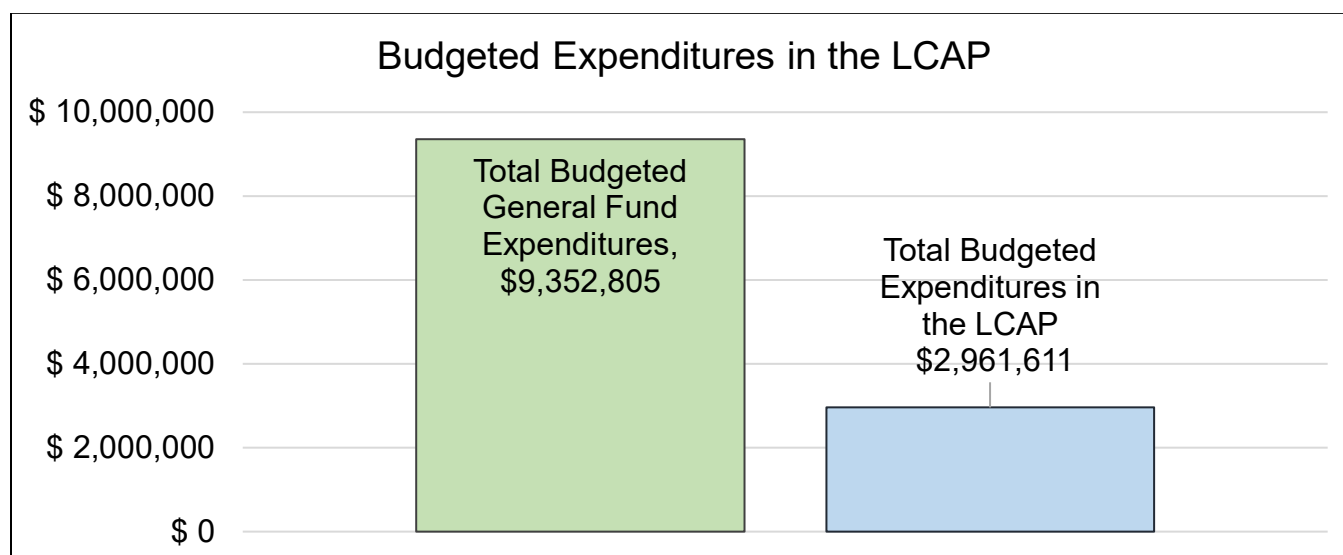
This chart provides a quick summary of how much Kings River Union Elementary School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Kings River Union Elementary School District plans to spend $9,352,805 for the 2024-25 school year. Of that amount, $2,961,611 is tied to actions/services in the LCAP and $6,391,194 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

An administrative and management team to ensure the school is run well; a team of support staff in the cafeteria, office, and maintenance/transportation departments to serve the needs of students; and other expenditures include general maintenance and upkeep for the school facilities, transportation costs, annual utility costs, and general supplies. Kings River Union has made it a priority to optimize the funding provided to educate students and provide comprehensive supports and services.

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

In 2024-25, Kings River Union Elementary School District is projecting it will receive $1,712,810 based on the enrollment of foster youth, English learner, and low-income students. Kings River Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Kings River Union Elementary School District plans to spend $2,115,500 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24
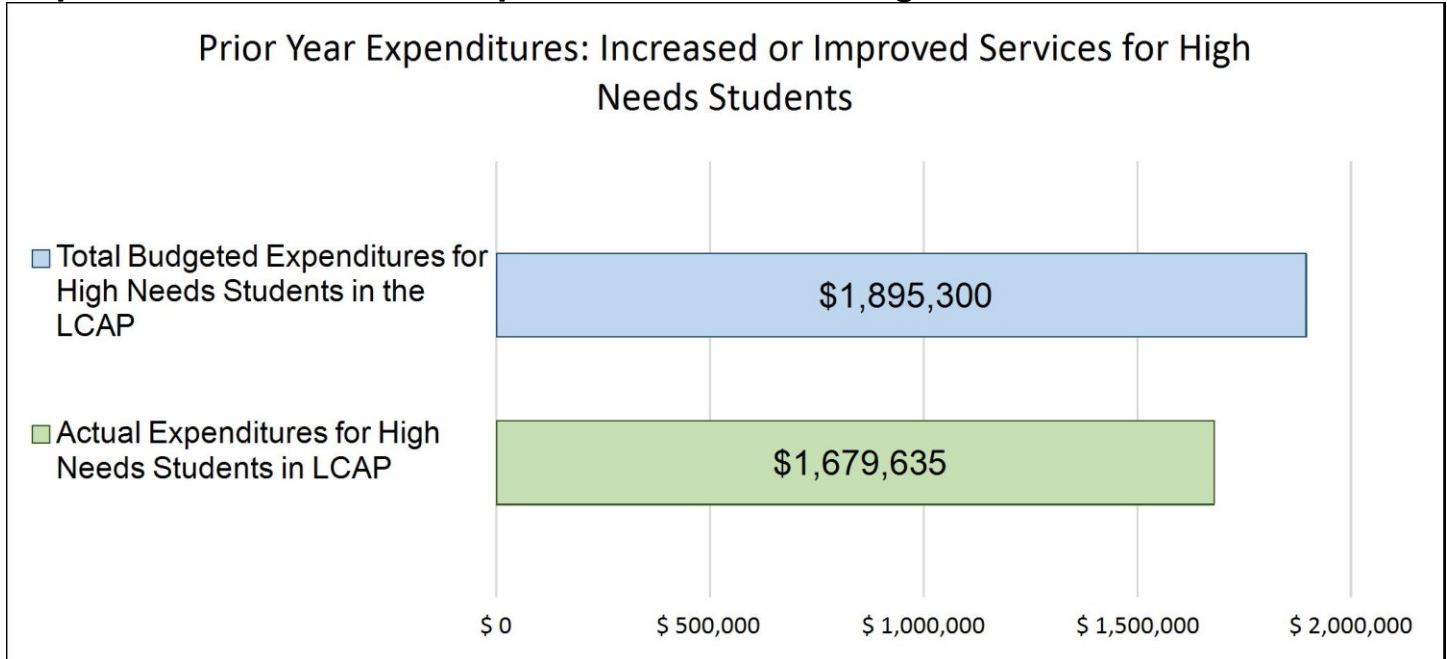
This chart compares what Kings River Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Kings River Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Kings River Union Elementary School District's LCAP budgeted $1,895,300 for planned actions to increase or improve services for high needs students. Kings River Union Elementary School District actually spent $1,679,635 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-215,665 had the following impact on Kings River Union Elementary School District's ability to increase or improve services for high needs students:

There was no impact on the increased and/or improved services students have and will receive. The unspent LCFF funds will be carried over into 2024-25 and their use has been incorporated into the 2024-25 LCAP for increased services for high needs students. The main sources of cost savings included: actions 1.11 and 3.5 for summer school (paid from ELOP); action 6.5 for school psychologist; action 6.10 for LVN (supplemented with Title I); and action 7.4 for future facility needs was not utilized.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kings River Union Elementary School District	Sherry Martin Superintendent/Principal	smartin@krusd.org (559) 897-7209

Goals and Actions

Goal

Goal #	Description
1	KRU will improve student academic achievement in English Language Arts and Mathematics for all students and significant subgroups by providing highly qualified teachers, offering a broad course of study, and increasing instructional support, programs, and services for students.

An explanation of why the LEA has developed this goal.

All educational partner groups have identified that they believe that student achievement is a primary goal and function of our school, therefore, it is the first and most comprehensive goal. KRUE has designed this goal to address the student achievement gaps that exist with our student population and have been exacerbated by the recent pandemic. With the release of the 2022 Dashboard, it is evident the efforts outlined in the plan to improve student achievement outcomes are working as demonstrated in the metrics listed below. While not at the 2018-19 achievement levels, assessment data has improved from 2020-21 to 2021-22. As a small, rural single site school district it is imperative that we offer every child the best possible education and access to a broad range of programs and courses to support their academic success and ability to compete with any student from any school district.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California State Standardized Assessments as measured by ELA CAASPP	2018-2019 CAASPP Assessment Date: School Wide: -26.3 Distance from Met (Increased 3.3) English Learners: -49 Distance from Met (Increased 10.7) SED: -33.9 Distance from Met (Increased 2.6) Hispanic: -32 Distance from Met (Increased 4)	2020-2021 CAASPP Assessment Data: School Wide: -74 Distance from Met (Declined 47.7) English Learners: -113 Distance from Met (Declined 64) SED: -74 Distance from Met (Declined 40.1) Hispanic: -75 Distance from Met (Declined 43)	2021-2022 CAASPP ELA Assessment Data: School Wide/All Students: -53.8 Distance from Met (Increased 20.2) English Learners: -73.7 Distance from Met (Increased 39.3) SED: -59 Distance from Met (Increased 15) Hispanic: -55.9 Distance from Met (Increased 19.1)	2022-2023 CAASPP ELA Assessment Data: School Wide/All Students: -55.4 Distance from Met (Maintained -1.5) English Learners: -67.6 Distance from Met (Increased 6.1)	CAASPP Assessment Target: School Wide: -26.3 Distance from Met English Learners: -49 Distance from Met SED: -33.9 Distance from Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				SED: -59.4 Distance from Met (Decreased 0.3) Hispanic: -56.9 Distance from Met (Decreased 1.1)	Hispanic: -32 Distance from Met
California State Standardized Assessments as measured by Math CAASPP	2018-2019 CAASPP Math Data: School Wide/All Students: -26.2 Distance from Met (Declined 3.1) EL: -44.3 Distance from Met (Increased 4.5) Low Income: -34.4 Distance from Met (Declined 6) Hispanic -31.9 Distance from Met (Declined 4.4)	2020-2021 CAASPP Math Data: School Wide/All Students: -104 Distance from Met (Declined 77.8) EL: -142 Distance from Met (Declined 97.7) Low Income: -104 Distance from Met (Declined 69.6) Hispanic: -107 Distance from Met (Declined 75.1)	2021-2022 CAASPP Math Data: School Wide/All Students: -76.3 Distance from Met (Increased 27.7) EL: -92.5 Distance from Met (Increased 49.5) Low Income: -81.6 Distance from Met (Increased 22.4) Hispanic: -79.6 (Increased 27.4)	2022-2023 CAASPP Math Data: School Wide/All Students: -72.8 Distance from Met (Increased 3.5) EL: -85.5 Distance from Met (Increased 7) Low Income: -77.3 Distance from Met (Increased 4.4) Hispanic: -75.7 (Increased 3.8)	CAASPP Math Data: School Wide: -26.2 Distance from Met EL: -44.3 Distance from Met Low Income: -34.4 Distance from Met Hispanic -31.9 Distance from Met
Access to a broad course of study as measured by review of the master schedule for all students including unduplicated pupils and those with exceptional needs.	2020-2021 100% access to a broad course of study at all grade levels	2021-2022 100% access to a broad course of study at all grade levels	2022-2023 100% access to a broad course of study at all grade levels	2023-2024 100% access to a broad course of study at all grade levels	100% access to a broad course of study at all grade levels

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Individual Student reading levels as Measured by the District Universal Reading Assessment Tool	2020-2021 DRA Reading Data: TK/Kinder: -0.73 1st Grade: -6.94 2nd Grade: -8.81 3rd Grade: -13.02 Overall K-3rd: -7.4 EL DRA Reading Data 20-21: TK/Kinder: -1.63 1st Grade: -7.72 2nd Grade: -10.45 3rd Grade: -16.22 Overall: -9.0 Low Income DRA Reading Data 20-21: TK/Kinder: 1st Grade: -1.63 2nd Grade: -7.63 3rd Grade: -9.58 Overall: -8.12 Hispanic: TK/Kinder: -.79 1st Grade: -7.48 2nd Grade: -8.6 3rd Grade: -12.64 Overall: -8.15 Overall aReading Baseline Data 20-21: 4th Grade: -9 5th Grade: -15	2021-2022 DRA Reading Data: TK/Kinder: -2.9 1st Grade: -7.63 2nd Grade: -7.8 3rd Grade: -17.47 Overall K-3rd: -8.95 EL DRA Reading Data 21-22: TK/Kinder: -2.92 1st Grade: -11.94 2nd Grade: -12.10 3rd Grade: -40 Overall: -16.74 Low Income DRA Reading Data 21-22: TK/Kinder: -2.78 1st Grade: -9.07 2nd Grade: -10.78 3rd Grade: -17.33 Overall: -9.99 Hispanic DRA Reading Data 21-22: TK/Kinder: -2.81 1st Grade: -8.25 2nd Grade: -11 3rd Grade: -17.47 Overall: -9.88 Overall aReading Data 21-22: 4th Grade: -20	2022-2023 Reading Data: Overall (All Students TK-3) TK: +0.03 Kinder: -2.03 1st Grade: -6.68 2nd Grade: -9.83 3rd Grade: -17.67 Overall TK-3rd: -7.23 EL DRA Reading Data 22-23: TK: +0.26 Kinder: -2.45 1st Grade: -9.68 2nd Grade: -16.12 3rd Grade: -19.33 Overall: -9.46 Low Income DRA Reading Data 22-23: TK: +2 Kinder: -1.68 1st Grade: -9.5 2nd Grade: -11.87 3rd Grade: -18.36 Overall: -7.88 Hispanic DRA Reading Data 22-23: TK: +0.07 Kinder: -1.95 1st Grade: -6.68 2nd Grade: -10.4 3rd Grade: -17.20	2023-2024 Reading Data: Overall (All Students TK-3) TK: -1.05 Kinder: -0.76 1st Grade: -2.69 2nd Grade: -5 3rd Grade: -15.26 Overall TK-3rd: -4.95 EL DRA Reading Data 23-24: TK: -0.88 Kinder: 1 1st Grade: -9.23 2nd Grade: -11.2 3rd Grade: -6 Overall: -5.26 Low Income DRA Reading Data 23-24: TK: -1.31 Kinder: -1 1st Grade: -3.71 2nd Grade: -6.44 3rd Grade: -16.83 Overall: -5.86 Hispanic DRA Reading Data 23-24: TK: -1 Kinder: -0.57 1st Grade: -2.82 2nd Grade: -5 3rd Grade: -15.9	DRA Reading Data: Overall (All Students TK-3) TK: 1.0 Kinder: -1.5 1st Grade: -3.5 2nd Grade: -3.5 3rd Grade: -8.5 Overall K-3rd: -4.25 EL DRA Reading Data: TK: 1.0 Kinder: -1.5 1st Grade: -6.0 2nd Grade: -6.0 3rd Grade: -20 Overall: -8.375 Low Income DRA Reading Data: TK: 2.0 Kinder: -1.5 1st Grade: -4.5 2nd Grade: -5.5 3rd Grade: -8.5 Overall: -5 Hispanic DRA Reading Data: TK: 1.0 Kinder: -1 1st Grade: -4 2nd Grade: -5 3rd Grade: -8.5 Overall: -4.625

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	6thGrade: -16 7th Grade: -1 8th Grade: -14 Overall: -11 EL aReading Data: 4th Grade:-16 5th Grade:-16 6th Grade:-33 7th Grade:-20 8th Grade:-33 Overall: -25.6 Low Income aReading Data 20-21: 4th Grade: -10 5th Grade:-19 6th Grade:-15 7th Grade:-2 8th Grade: -11 Overall: -11.4 Hispanic aReading Data 20-21: 4th Grade:-25 5th Grade:-16 6th Grade:-13 7th Grade:-1 8th Grade: -14 Overall -13.8	5th Grade: -16 6th Grade: -15 7th Grade: -10 8th Grade: -13 Overall: -13 EL aReading Data 21-22: 4th Grade: -26 5th Grade: -34 6th Grade: -25 7th Grade: +8 8th Grade: -30 Overall: -21 Low Income aReading Data 21-22: 4th Grade: -8 5th Grade: -18 6th Grade: -5 7th Grade: -24.39 8th Grade: -29.81 Overall: -17.04 Hispanic aReading Data 21-22: 4th Grade: -21 5th Grade: -18 6th Grade: -16 7th Grade: -8.6 8th Grade: -13 Overall: -15.32	Overall: -7.23 Overall aReading Data 22-23: 4th Grade: -15 5th Grade: -18 6th Grade: -6 7th Grade: -11 8th Grade: -4 Overall: -8.8 EL aReading Data 22-23: 4th Grade: -21 5th Grade: -33 6th Grade: -25 7th Grade: -28 8th Grade: -23 Overall: -26 Low Income aReading Data 22-23: 4th Grade: -17 5th Grade: -17 6th Grade: -2 7th Grade: -10 8th Grade: -6 Overall: -10.4 Hispanic aReading Data 22-23: 4th Grade: -15 5th Grade: -20 6th Grade: -9 7th Grade: -12 8th Grade: -5	Overall: -5.06 Overall aReading Data (All Students 4-8) 4th Grade: -25.29 5th Grade: -17.09 6th Grade: -23 7th Grade: -13.92 8th Grade: -6.69 Overall: -17.198 EL aReading Data 23-24: 4th Grade: -31.18 5th Grade: -21.76 6th Grade: -30.71 7th Grade: -27.68 8th Grade: -16.62 Overall: -25.59 Low Income aReading Data 23-24: 4th Grade: -25.29 5th Grade: -18.5 6th Grade: -13.3 7th Grade: -14.5 8th Grade: -8.97 Overall: -16.112 Hispanic aReading Data 23-24: 4th Grade: -24 5th Grade: -17.3 6th Grade: -14.2 7th Grade: -15.52	Overall aReading Data: 4th Grade: -10 5th Grade: -8 6th Grade: -7.5 7th Grade: -5 8th Grade: -6.5 Overall: -6.5 EL aReading Data: 4th Grade: -13 5th Grade: -17 6th Grade: -12.5 7th Grade: + 10 8th Grade: -15 Overall: -10.5 Low Income aReading Data: 4th Grade: -4 5th Grade: -9 6th Grade: -2.5 7th Grade: -12 8th Grade: -15 Overall: -8.5 Hispanic aReading Data: 4th Grade: -10.5 5th Grade: -9 6th Grade: -8 7th Grade: -4 8th Grade: -6.5 Overall: -7.5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Overall: -12.2	8th Grade: -6.7 Overall: -15.544	
Individual Student Mathematics Proficiency Levels as Measured by the District Universal Math Assessments	School - 36% At Benchmark or Above TK-3 District Wide Benchmarks 2020-2021: 28% On/Above TK-3 EL Benchmark 2020-2021: 21% On/Above TK-3 Low Income Benchmark Data 20-21: 31% on/above TK-3 Hispanic Benchmark Data 20-21: 31% on/Above Overall aMath Baseline Data 2020-2021 4th Grade: -3 5th Grade: -9 6th Grade: -5 7th Grade: -6 8th Grade: -5 Overall Average: -5.6	School - 51% At Benchmark or Above TK-3 District Wide Benchmarks 2021-2022: 60% On/Above TK-3 EL Benchmark 2021-2022: 46% On/Above TK-3 Low Income Benchmark Data 2021-2022: 60% On/Above TK-3 Hispanic Benchmark Data 2021-2022: 59% On/Above aMath Data 2021-2022 4th Grade: -6 5th Grade: -6 6th Grade: -8 7th Grade: -1 8th Grade: -6 Overall: -5.4	School - 64% At Benchmark or Above TK-3 District Wide Benchmarks 2022-2023: 68% On/Above TK-3 EL Benchmark 2022-2023: 71% TK-3 Low Income Benchmark Data 2022-2023: 73% TK-3 Hispanic Benchmark Data 2022-2023: 68% aMath Data 2022-2023 4th Grade: -3 5th Grade: -6 6th Grade: -5 7th Grade: -3 8th Grade: +0.31 Overall: -3.34 EL aMath Data 2022-2023 4th Grade: -5.35 5th Grade: -10.92 6th Grade: -10.15 7th Grade: -12.15	School - 61% At Benchmark or Above TK-3 District Wide Benchmarks 2023-2024: 61% On/Above TK-3 EL Benchmark Data: 47% On/Above TK-3 Low Income Benchmark Data: 59% On/Above TK-3 Hispanic Benchmark Data: 61% On/Above aMath Data 2023-2024 4th Grade: -3.77 5th Grade: -4 6th Grade: -6.91 7th Grade: -5.36 8th Grade: -5 Overall: -5.08 EL aMath Data 2023-2024 4th Grade: -2.26 5th Grade: -5.4 6th Grade: -14.24 7th Grade: -10.5	School - 75% At Benchmark or Above TK-3 District Wide Benchmarks: 75% On/Above TK-3 EL Benchmark: 75% On/Above TK-3 Low Income Benchmark Data: 75% On/Above TK-3 Hispanic Benchmark Data: 75% On/Above aMath Data 4th Grade: -3 5th Grade: -3 6th Grade: -4 7th Grade: +1 8th Grade: -3 Overall: -2.6 EL aMath Data 4th Grade: -3 5th Grade: -6.5 6th Grade: -6 7th Grade: -5.5 8th Grade: -7 Overall: -5.6

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EL aMath Data 2020-2021 4th Grade: -9 5th Grade: -12 6th Grade: -18 7th Grade: -15 8th Grade: -14 Overall Average: -13.6 Low Income aMath Data 2020-2021 4th Grade: -4 5th Grade: -11 6th Grade: -4 7th Grade: -7 8th Grade: -5 Overall Average: -6.2 Hispanic aMath Data 2020-2021 4th Grade: -4 5th Grade: -9 6th Grade: -5 7th Grade: -6 8th Grade: -5 Overall Average: -5.8	EL aMath Data 2021-2022 4th Grade: -6 5th Grade: -13 6th Grade: -12 7th Grade: -11 8th Grade: -14 Overall: -11.2 Low Income aMath Data 2021-2022 4th Grade: -6 5th Grade: -18 6th Grade: -4 7th Grade: -1 8th Grade: -6 Overall: -7 Hispanic aMath Data 2021-2022 4th Grade: -8 5th Grade: -7 6th Grade: -8 7th Grade: -2 8th Grade: -6 Overall: -6.2	8th Grade: -9.63 Overall: -9.64 Low Income aMath Data 2022-2023 4th Grade: -3.57 5th Grade: -6.06 6th Grade: -3.64 7th Grade: -3.09 8th Grade: -0.25 Overall: -3.32 Hispanic aMath Data 2022-2023 4th Grade: -2.49 5th Grade: -6.29 6th Grade: -4.47 7th Grade: -2.73 8th Grade: -0.18 Overall: -3.23	8th Grade: -13 Overall: -9.08 Low Income aMath Data 2023-2024 4th Grade: -3.93 5th Grade: -15.34 6th Grade: -12 7th Grade: -5.42 8th Grade: -6.2 Overall: -8.578 Hispanic aMath Data 2023-2024 4th Grade: -3.62 5th Grade: -1 6th Grade: -12.25 7th Grade: -11 8th Grade: -5 Overall: -6.574	Low Income aMath 4th Grade: -3 5th Grade: -9 6th Grade: -2 7th Grade: +1 8th Grade: -3 Overall: -3.4 Hispanic aMath Data 4th Grade: -4 5th Grade: -3.5 6th Grade: -4 7th Grade: -1 8th Grade: -3 Overall: -3.1
Properly credentialed teachers with no mis-assignments nor vacancies as measured by credentials	2020-2021 100% properly credentialed with no mis-assignments or vacancies	2021-2022 100% properly credentialed with no mis-assignments or vacancies	2022-2023 100% properly credentialed with no mis-assignments or vacancies	2023-2024 100% properly credentialed with no mis-assignments or vacancies.	100% of our teachers properly credentialed for their assignment.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and the CALSASS system					
TK-8th Grade Span Class Averages: Maintain average class sizes less than 27:1	2020-2021 Average Class Size was 24:1	2021-2022 Average Class Size is 19:1	2022-2023 Average Class Size is 24:1	2023-2024 - Average Class Size is 21:1	Average class size 24:1 students.
Properly qualified Paraprofessional	2020-2021 100% of paraprofessionals were highly qualified and appropriately assigned.	2021-2022 100% of paraprofessionals were highly qualified and appropriately assigned.	2022-2023 100% of paraprofessionals were highly qualified and appropriately assigned.	2023-2024 100% of paraprofessionals were highly qualified and appropriately assigned.	100% of all paraprofessionals highly qualified and appropriately assigned.
SWIFT Fidelity Integrity Assessment (FIA) Administer the FIA twice annually to evaluate complete system 3.1 Our school has a school-wide system to promote academic success for all students, and responds with additional supports for students who do not demonstrate success 3.3	Baseline FIA - 2019 Evaluation 3.1 Measured as Installing our school-wide system to promote academic success for all students and respond with additional support for students who do not demonstrate success. We have screeners in place and are beginning to refine our response to intervention for academics so that we can quickly deploy necessary supports	FIA - 2021-2022 Evaluation 3.1 Installing our school-wide system to promote academic success for all students and respond with additional support for students who do not demonstrate success. We continue to administer our screeners to refine our response to intervention for academics so that we can quickly deploy necessary supports	FIA - 2022-2023 Evaluation 3.1 Implementing our school-wide systems to promote academic success for all students and respond with additional support for students, when warranted. We continue to administer our screeners 3 times a year to refine and respond with intervention and supports for academic, social and emotional needs.	FIA - 2023-2024 Evaluation 3.1 Implementing our school-wide systems to promote academic success for all students and respond with additional support for students, when warranted. We continue to administer our screeners 3 times a year to refine and respond with intervention and supports for academic, social and emotional needs.	3.1 Sustaining our school-wide system to promote academic success for all students and respond with additional support for students who do not demonstrate success. We continue to administer our screeners to refine our response to intervention for academics so that we can quickly deploy necessary supports when indicated by the screener.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Our school identifies and prioritizes instructional interventions based on analysis of multiple sources of academic data.	when indicated by the screener. 3.3 Measured as installing our school's ability to identify and prioritize our instructional intervention based on the analysis of multiple sources of academic data. Over the last year and half we have slowed our implementation of academic screeners, consistent benchmarks etc.	when indicated by the screener. 3.3 Installing our school's ability to identify and prioritize our instructional intervention based on the analysis of multiple sources of academic data. This year, we focused on student completion of assessments and implementing an intervention pilot program based on data.	3.3 Implementing our school's ability to identify and prioritize our instructional intervention based on the analysis of multiples sources of academic data. This year, we focused on completion of assessments, responding to the data with intervention and supports and helping students understand their data.	3.3 Installing our school's ability to identify and prioritize our instructional intervention based on the analysis of multiples sources of academic data. This year, we focused on completion of assessments, responding to the data with intervention and supports and helping students understand their data.	3.3 Sustaining our school's ability to identify and prioritize our instructional intervention based on the analysis of multiple sources of academic data. This year, we focused on student completion of assessments and implementing an intervention pilot program based on data.

Goal Analysis

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

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

All actions were implemented as planned.

Teachers assessed students with the school-wide expectation that 100% of students completed the assessments to obtain accurate data. However, during the 2023-2024 school year, some of the assessments were discontinued based on the admission of younger four-year-old students, the students in transitional kindergarten completed skills assessments. These skills assessments were given at regular intervals to acquire information around the acquisition of number, letter, shape, and color recognition; as well as, letter sounds and one-to-one correspondence of numbers. The Creative Curriculum Cloud is the online curriculum TK implemented this school year. Prior to this, students in transitional kindergarten were completing benchmarks in English language arts and mathematics measuring proficiency of kindergarten standards. Instead of the students in transitional kindergarten being assessed on the DRA trimesterly, they were only assessed using the DRA at the conclusion of the school year. Continuing from the 2022-23 school year, an academic counselor supported students academically while also preparing secondary students for high school. Students, staff and parents continue to value this additional support as measured in educational partner surveys. To improve student learning, during the 2023-2024 school year, Kings River Unified School

District employed four part-time RTI teachers for the first semester of the school year. Although KRUE could have benefited from the support of these four RTI teachers during the second semester, two resigned seeking full-time employment and one retired. This support team focused on improving literacy and proficiency on reading standards that the students had not yet mastered.   The GATE program continued throughout the year providing enrichment to qualifying students in grades 3-8.   Highlights of the GATE program for the 2023-2024 school year is the study trip to the Fresno Art Museum and to Hearst Castle. Although the metric regarding the Fidelity Integrity Assessment (FIA) reveals a decline on the rubric in the area of 3.3 regarding instructional intervention, the staff at Kings River has identified a great need for intervention in not only literacy, but also in mathematics. During this school year, teachers provided intervention in their homeroom setting, with a designated RTI intervention block during the school day embedded in the master schedule, while identifying the need for more intensive intervention for many. Due to this, the participating staff identified this area as an area of greater support.

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

Material Differences between planned and actual expenses:
- Salaries and Benefits throughout the annual update were greater than planned due to a large salary COLA being approved and applied to all staff (actions 1.1, 1.2, 1.3, 1.4, 1.8).
- Costs exceeded the planned expenditure for instructional aides as the district was fortunate to be able to employ more than originally planned (action 1.4).

* Costs for library materials and librarian salaries were less than anticipated due to the new employee salary/benefits being significantly lower and fewer materials purchased than anticipated (Action 1.5)

* Costs for Intervention supports were significantly less than anticipated due to a mid-year resignation of staff members (Action 1.6)

* Costs for KinderCamp were less than usual due to slightly lower enrollment and fewer materials needed as well as use of materials from prior year (Action 1.10)

- The cost for summer school exceeded the budgeted amount as the district was able to expand the program with ESSER and ELOP funds (Action 1.11).
- The cost of VAPA was less than expected; primarily because the District was unable to hire a part-time music teacher and decreased contracted services. (Action 1.12)
- The cost savings in action 1.13 for college and career opportunities was less than budgeted as high school CTE teachers were not available to provide as many after-school enrichment opportunities to complete the services.

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

At the beginning of the three-year LCAP cycle, KRUE's baseline for California State Standardized Assessment data, was on a positive growth path. As predicted, the school closure due to pandemic caused a setback on student achievement levels and as a result, KRUE did not meet the desired outcomes for CAASPP in ELA nor in mathematics. However, since the 2020-2021 school year, student performance outcomes have improved over the years.

The same is true for KRUE's reading data (DRA) desired outcomes for grades TK-3 in certain grades and subgroups. For the overall student reading data, this goal was effective as the desired outcome was -4.25 points away from grade level. At the conclusion of the 2023-2024 school year, the overall student reading data was -4.95 points away from grade level showing a slight discrepancy. Low income reading data outcome was also nearly attained as the desired outcome was -5 points with the 2023-2024 data revealing -5.86 points. The outcome for English Language Learners was -5.26 points from met with the desired outcome being -8.375 proving that this action was effective.

Continuing in the metric of district universal reading assessments, KRUE measured student performance using the aReading assessment in FastBridge. The decline trend after the school closure is also seen in this assessment data. There were great discrepancies in the desired outcomes for all grade levels.

The staff has determined that the data provided by this assessment proved to not be accurate. In summary, since the school closure and the disruption of our regular education program, our students have been working toward minimizing the learning loss that occurred. We are encouraged by the minimization of the desired outcomes and data over the years while recognizing that further action must occur.

KRUE will continue to employ highly qualified instructional staff (maintaining 100% properly credentialed staff and small class sizes), a PE teacher, library staff and reading materials and programs, accelerated learning opportunities through GATE, an Accountability and Assessment Coordinator, professional development to staff, Kinder Camp to prepare incoming TK and kindergarten students, summer school to accelerate learning and provide additional student supports, offering a VAPA program, and providing college and career services including the services of an academic counselor.

Action 1.1 - (Credentialed Instructional Staff) Effective as shown by SBAC improvements in ELA and Math from post-COVID. Year 1 outcomes demonstrate effectiveness of maintaining a highly qualified staff and our ability to maintain 100% of teachers with full credentials speaks to the site culture and retention of such staff.

Action 1.2 - (Physical Education Teacher) Effective. The action provided a full-time physical education teacher which permitted teacher collaboration time. The results of this are shown in the SBAC results noted above and the ability to maintain the instructional interventions that the teachers noted were valuable to getting these results. Effectiveness also demonstrated in the state physical fitness assessment data.

Action 1.3 - (Transitional Kindergarten Teacher) Effective as shown by reading data and teacher/parent surveys.

Action 1.4 - (Instructional Aides) Effective as shown by results on SBAC, parent/student surveys, intervention data and teacher feedback.

Action 1.5 - (Library Technician & Library Materials) Effective as shown by ELA results on SBAC and parent/student surveys.

Action 1.6 - (Intervention Support for Students) Effective as shown by results on SBAC, parent/student surveys, intervention data and teacher feedback.

Action 1.7 - (Accelerated Learning Opportunities) Effective as shown by results on SBAC, parent/student surveys, intervention data, teacher feedback and student participation.

Action 1.8 - (Accountability & Assessment Coordinator) Effective as shown by results on SBAC and ELPAC, reclassification rates, parent/student/staff surveys and intervention data.

Action 1.9 - (Multi-Tiered Instructional System) Effective as shown by SBAC and ELPAC data, GATE participation, student caseload for school psychologist and social worker, parent/student/staff surveys including the California Healthy Kids Survey for students, staff and parents.

Action 1.10 - (Kindergarten Camp) Effective as shown by participation rates during the event then attendance rates during the school year for kindergarten students. The effectiveness is also demonstrated by academic, Social/Emotional learning screeners and parent/staff surveys/feedback.

Action 1.11 - (Summer School) Effective as shown by participation rates, SBAC/ELPAC data, reclassification rates, attendance rate and parent/staff/student surveys/feedback.

Action 1.12 - (Visual & Performing Arts) Effective as shown by SBAC data, participation in visual and performing arts and parent/student/staff surveys/feedback.

Action 1.13 - (College & Career Opportunities) Effective as shown by parent/student/staff surveys, participation rates, college and career events (i.e. college and career fair) and study trips to universities. Effectiveness also demonstrated through participation in extended learning opportunities through leadership sessions on Saturdays.

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

Goal #1 was combined with Goal #2 in the new 2024-2025 LCAP and also includes actions from Goal #4. The new Goal #1 incorporates metrics, actions, and information from all three related areas.

The adjustments in Goal #1 metrics were as follows:

Developmental Reading Assessments (DRA) were used to determine reading levels in grades TK-3 while aReading was used in grades 3-8. Moving forward, TK-2 will continue to use DRA to determine reading levels while grades 1-8 will assess reading levels using the STAR (Renaissance assessment). aReading has been discontinued. The desired outcomes have been adjusted for these changes.

TK students will complete a skills assessment in both reading and in math that were locally developed in collaboration with the county office. The desired outcomes will be determined during the 2024-2025 school year.

Moving forward, students in all grade levels will complete grade-level ELA and mathematics benchmarks which have become a metric in the 2024-2025 LCAP. Desired outcomes will be determined during the 2024-2025 school year.

Additionally, in mathematics, STAR Math will be administered in grades 1-8. Baseline and desired outcomes will be determined during the 2024-2025 school year.

Metrics for the CAST has been added to the 2024-2025 LCAP to measure proficiency in grades 5 and 8 as reported on the California Dashboard. Baseline data and desired outcomes will be determined during the 2024-2025 school year.

The survey to measure connectedness has shifted from the California Healthy Kids Survey to Kelvin which will be used from 2024-2025 forward.

Students (grades 1-8) will be assessed on STAR Math beginning the 2024-2025 school year which has been added as an additional metric.

CAST assessment data has been added to the 2024-2025 school year as an additional metric. The data will be disaggregated into student group data.

Students with disabilities will be disaggregated on assessments when applicable on the 2024-2025 LCAP and moving forward.

The physical fitness test (PFT) will now include the participation rate and also the percentage of students in the Healthy Fitness Zone (HFZ) averaging all physical fitness areas on the 2024-2025 LCAP and moving forward.

The SWIFT Fidelity Integrity Assessment has been removed from Goal #1 on the 2024-2025 LCAP and moving forward.

Changes to actions include:
1.1- Non-Contributing action with salaries was removed from the new LCAP- not needed for plan requirements
1.1- (NEW) action added for Vice Principal and Curriculum support position
1.3 and 1.4 in the 23-24 LCAP were combined into the new Action 1.3 for TK-3 instructional supports
1.4 and 1.5 were combined into the new Action 1.4 for library supports
1.9 in the 23-24 LCAP was removed- no longer needed
1.11 was removed due to payment from other funding for this action
1.11 (new) instructional coaching was moved from the former Goal 2 into Goal one as it applied better here
1.12- Tech support was added in Goal One of the new LCAP and Goal 4 2023-24 was completely removed. It applies to academic supports for our students.

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

Goals and Actions

Goal

Goal #	Description
2	KRU will fully implement the Common Core State Standards by providing quality instructional materials, quality professional development, and software to support instruction.

An explanation of why the LEA has developed this goal.
KRUE is a small school district with limited resources, both fiscal and human, which can negatively impact access to instructional materials, highly qualified staff, and appropriate resources to adequately support instruction for every child in every classroom each and every day. Therefore, budgeting adequate fiscal resources for high quality materials and professional development is essential to changing the academic outcomes for every KRUE Pioneer. The rationale stated here for development of this Goal continues as the main driver for development of the Actions within this Goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Sufficient core instructional materials as measured by annual board resolution of "Sufficiency of Instructional Materials" or the SARC annual review	2016-2017 KRUE Board of Education adoption of "Sufficiency of Instructional Materials" Resolution	2021-2022 KRUE Board of Education adoption of "Sufficiency of Instructional Materials" Resolution in September 2021	2022-2023 KRUE Board of Education adoption of "Sufficiency of Instructional Materials" Resolution in September 2022.	2023-2024 KRUE Board of Education adoption of "Sufficiency of Instructional Materials" Resolution in September 2023.	Maintain "Sufficiency of Instructional Materials" for all grades and in all content areas
Lesson plans submitted and monitored for implementation and alignment of all state standards in lesson plans in all grade levels	2020-2021 100% of lesson plans aligned to the Common Core State Standards	2021-2022 100% of lesson plans aligned to the Common Core State Standards.	2022-2023 100% of lesson plans aligned to the Common Core State Standards.	2023-2024 100% of lesson plans aligned to the Common Core State Standards.	Maintain 100% of lesson plans aligned to California Common Core State Standards.

Goal Analysis

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

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

All actions were implemented. Certificated staff members, that opted to attend to increase their knowledge in English Language Development standards and skill and approach in supporting English Language Learners attended the annual CABE conference. In addition, the Assessment and Accountability Coordinator attended the California Assessment Conference in Sacramento to build knowledge in assessing California State Common Core Standards, learn about updates to the state assessments and acquire information about the LCAP and the data required. Having two teachers new to the fifth grade, KRUE recognized the need for support in the area of science. The fifth-grade teachers participated in training and collaboration with a consultant from the county office to ensure students were mastering NGSS (California Next Generation Science Standards).   Action 2.2 allowed KRUE to purchase high quality Common Core aligned supplemental materials for all students; across grade levels, including English Learners. Grades TK-2 expanded their resources with the purchase and professional development of Ballard and Tighe curriculum. To further support certificated staff and student learning, teachers were provided curriculum planning and development days that included revising assessments to measure mastery on Common Core Standards. County consultants were also available to all certificated staff for support in science and English Language Development. To increase and improve reading skills in the primary ages, our first-grade team piloted Haggerty Phonemic Awareness. Because of the promising data collected and the positive feedback, Haggerty Phonemic Awareness supported students in grades K-3 during the second semester and will be used in following years. Transitional kindergarten had consistent support from a county consultant in developing curriculum and assessments.

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

There were no planned percentages of improved services. There were significant savings over planned expenditures for Action 2.5 (Coaching) due less contracted services being rendered and less substitute time being used than expected.

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

The actions listed in this goal are effective to fully implementing the Common Core State Standards through providing quality instructional materials, quality professional development, and software to support instruction as demonstrated by 100% of lesson plans demonstrated common core standards and all students having curriculum. The access to ample and high quality supplemental materials enhanced the educational setting, as reported by students and staff.

Action 2.1 - (Training Days for Credentialed Staff) Effective as demonstrated in SBAC/ELPAC data (referenced in Goal 1 Metric Data), staff/student surveys/feedback and attendance rates.

Action 2.2 - (Curriculum Materials) Effective as demonstrated in SBAC/ELPAC data (referenced in Goal 1 Metric Data). Effectiveness also reflected in intervention data.

Action 2.3 - There was no Action # 2.3 in the 2023-24 LCAP.

Action 2.4 - (Student Data Management) Effective as demonstrated in SBAC/ELPAC data (referenced in Goal 1 Metric Data), intervention and Social Emotional Learning data and staff surveys/feedback.

Action 2.5 - (Instructional Coaching & Support) Effective as demonstrated in SBAC/ELPAC data (referenced in Goal 1 Metric Data), local indicator data and staff surveys/feedback.

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

Because they are so closely aligned, Goal #1 was combined with Goal #2 in the new 2024-2025 LCAP and several of the actions were removed completely from the LCAP.   The new Goal #1 incorporates metrics, actions, and information from both related areas.

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

Goals and Actions

Goal

Goal #	Description
3	KRU will improve the academic program and services for our English Learners to positively increase the rate in which they are acquiring the English Language while improving the reclassification rate for English Learners.

An explanation of why the LEA has developed this goal.

This goal was developed to add emphasis on improving outcomes for English Learners. English Learners continue to struggle in academic achievement as evidenced by CAASPP assessment data whereas they were performing below the average of all students. On the 2021-22 ELA CAASPP as reported on the 2022 Dashboard, English Learner students averaged 73.7 points below standard while all students averaged 53.8 points below standard. Similarly, on the 2021-22 Math CAASPP as reported on the 2022 Dashboard, English learner students averaged 92.5 points below standard while all students averaged 76.3 points below standard. KRUE is continuing to develop a consistent and responsive program that fully meets the needs of the English Learners as they acquire the English Language so that they may fully access and obtain academic success across content areas. During the pandemic and during virtual learning, English Learners fell further behind as virtual learning was not an effective or engaging learning environment for English Language Learners to acquire, practice, or master language acquisition. There will be an intensive focus on strengthening the instructional delivery of integrated and designated English Language Development through targeted professional development for teachers, instructional aides, and administration.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress as reflected on the California Dashboard	18-19 Status on the Dashboard: 34.8% very low.	Due to COVID 19's impact on education, the California Dashboard has not been updated since 2019. 2019 Data: 34.8% - Very Low	2022 California Dashboard 61.4%, in the high category, making progress toward English proficiency.	2023 California Dashboard 59.7%, in the high category, making progress toward English proficiency. (Maintained)	50% English Learners making Progress annually
EL Reclassification as measured by prior year number of redesignated students	Baseline 20-21 Data: Reclassification Rate 2%	2021-2022 Data	2022-2023 Reclassification Data	2023-2024 Reclassification Data	Reclassification Rate: 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Calculated in Illuminate		Reclassification Rate: 4% (9 Students Reclassified)	Reclassification Rate: 13.8% (29 Students Reclassified)	Reclassification Rate: 17% (32 Students Reclassified out of 190 English Learners)	
EL access to state standards/ ELD standards as measured by lesson plans submitted and monitored for implementation and alignment of all state standards and ELD standards in lesson plans in all grade levels	2020-2021 - Baseline Data 100% of all lesson plans will include ELD standards and will demonstrate the provision of integrated and designated ELD.	2021-2022 100% of all lesson plans included ELD standards and demonstrate the provision of integrated and designated ELD.	2022-2023 100% of lesson plans included ELD standards and demonstrate the provision of integrated and designated ELD.	2023-2024 100% of lesson plans included ELD standards and demonstrate the provision of integrated and designated ELD.	100% of lesson plans will demonstrate the provision of integrated and designated ELD.

Goal Analysis

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

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

All actions were implemented as planned. KRUE recognized the additional need for specific support in the area of English Language Development, professional learning and for targeted instruction for English Language Learners. It was determined that KRUE would employ an English Learner Specialist (teacher on special assignment) to further advance students in acquiring English as a second language. The EL Specialist provided instructional support and feedback for designed and integrated ELD, created ELD lessons, guided teachers through data analysis, and collaborated with the county consultant continuously for support and suggestions to further student success. In addition, the EL Specialist in collaboration with the county consultant, created English Language Development units of instruction for all grade levels. In addition, the English Learner Progress Indicator (ELPI) significantly increased from 34.8% in 2019 to 61.4% in 2023. KRUE will continue to implement the ELD units, utilize the Academic Vocabulary Toolkit, and continue to improve instructional strategies through professional development to support student success. The outcomes of the EL Specialist's (in conjunction with the county consultant and the accountability and assessment coordinator) support has proved to have a positive impact as heard from educational partner feedback, ELPAC data and the improvement in reclassification rates. Additional ELD coaching days from a TCOE consultant were contracted to build foundational knowledge to help support the new instructional staff which has had a positive impact on students and staff. During the

summer, a certificated staff member will work specifically with identified long-term language learners and newcomers to provide intensive support.

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

There were no planned percentages of improved services.
There were a few material differences between the budgeted expenditures and actual expenditures of actions:
Action 3.1 has a savings for the vocabulary toolkit as costs came in lower than anticipated.
Action 3.2 has a savings as the cost of the new EL TOSA was less than anticipated.
Action 3.3 for ELD Professional Development has a cost savings as the consultant costs were less than budgeted and funds were set aside for the CABE conference but only incurred $500 in expenses during the 2023-24 year.
Savings from the actions listed above allowed the district to obtain more instructional materials for English learner students (Action 3.4).
Action 3.5 reflects a savings as costs for the LTEL Summer Camp were not tracked separate from the district-wide summer program. The cost is reflected in Goal 1 for Summer school.

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

Actions related to improvements in ELA and ELD for English Learner students (3.1, 3.2, 3.3, 3.4, 3.5) Were effective in achieving significant improvements, but there is still work to do with this subgroup.
Outcome data on the 2023 School Dashboard shows English Learner students are making significant progress with 59.7% making progress toward English proficiency.   This is significantly higher than the baseline year when the 3 -year plan was implemented. The reclassification rate is also significantly higher than baseline.
While they are making progress in English language development, they are still under performing all students on the ELA, Math and Science state assessments and local assessment data.

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

Due to other changes in the Goals for our 2024-2025 LCAP, this became Goal #2.

Metric changes to this goal:

The metric stating, "EL access to state standards/ ELD standards as measured by lesson plans submitted and monitored for implementation and alignment of all state standards and ELD standards in lesson plans in all grade levels," has been removed from the 2024-2025 LCAP and moving forward.

A metric has been added to include, "% of English Language Learners that are Long-Term Language Learners (6+ Years)," and "% of English Language Learners that are At-Risk (4-5 Years)," on the 2024-2025 LCAP and moving forward.

A metric has been added measuring EL progress on the ELA and math CAASPP on the 2024-2025 LCAP and moving forward.

Action Changes include:

Actions 3.1 was eliminated because this curriculum will no longer be used. The other actions were renumbered.

Efforts will continue to be made to expand on these successes by supporting teachers on how to support the academic needs of English learners and providing students the tools and materials needed to meet academic goals. The EL specialist, with support from the county consultant and Accountability and Assessment Coordinator, identified the need for more effective integrated ELD to ensure English Language Learners have access to core content standards. Due to this, the team will provide professional learning and feedback (supported by data) to further close the learning gap.

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

Goals and Actions

Goal

Goal #	Description
4	KRU will continue to improve the basic technology infrastructure, access, and services to fully implement and support the Common Core State Standards and 21st Century skills to support student achievement.

An explanation of why the LEA has developed this goal.
Kings River Union was aware from previous surveys, conversations, and data that Pioneer students had very little access to technology devices or the internet in their homes but this inequity was even more apparent during the 2020-2021 school year trying to implement virtual distance learning for KRU students. In addition, very few adults in our students' homes are proficient at using the varied technology platforms, making it essential that they learn these skills at school so they may compete in a technology driven global society. While digital skills of students has improved and we have achieved 1 to 2 devices per student, the district will continue to build on these skills. Additionally, internet connectivity continues to be a struggle the district will continue to work through with the county connectivity project to increase connection speeds and capacity. At present the internet speed is at 1 gigabyte per second. During the 2023-24 school year the speed is anticipated to increase to 10 gigabytes per second, a phenomenal increase from the current internet speed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Provide an array of devices for student use across all grade levels and in varied platforms	2020-2021 Baseline Data: 70 iPads 418 Laptops	2021-2022 93 iPads 675 Laptops	2022-2023 104 iPads (1-to-1 for grades TK-1) 724 Laptops (2-to-1 for grades 2-8)	2023-2024 117 iPads (1-to-1 for grades TK-1) 722 Laptops (2-to-1 for grades 2-8)	Maintain a 2 to 1 device ratio for grades 2nd-8th Maintain 1 device per student in grades TK-1, while at school.
Internet speed & connectivity Provide high speed internet for all students and staff at school and at home to provide an equitable	2020-2021 Baseline Data On campus Internet speed is currently 1 Gigabyte	2021-2022 On campus Internet speed is currently 1 Gigabyte	2022-2023 On campus Internet speed is currently 1 Gigabyte	2023-2024 On campus Internet speed is currently 1 Gigabyte	Obtain 1 Gigabyte Internet speed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
21st Century Learning environment					

Goal Analysis

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

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

All actions were implemented as planned. Students in grades 2-8 maintained the 2-1 device ratio. All said students have a working device in the classroom while having one at home. In addition, families that expressed the need for WIFI were provided an Internet device to provide students equal access to learning and to communicate with their teachers if needed via email. Students in grades TK-1 utilize iPads for learning platforms and for assessments. As expressed in educational partner feedback, parents/guardians prefer communication via email and/or text messages. Recognizing this desire, KRUE implemented "Rooms" to provide a single platform for all teachers to communicate with parents/guardians. This platform also allows parents/guardians to contact teachers when needed.

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

There were no planned percentages of improved services.
There are a few material differences between budgeted expenditures and estimated actual expenditures:
Actions 4.1 and 4.3: There were a savings for technology devices as less devices were needed.
Action 4.4: With cost savings in other actions and prior year carryover, the district was able to invest in more instructional software and licenses for software such as Freckle, Starfall, Imagine Learning, etc.

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

The district has increased the internet speed in addition to being successful in providing students with the devices necessary meeting the outcome target. All students in grades TK-1 have one iPad per student, to be kept at school. In grades 2-8, there are two devices available per student.

Action 4.1 - (Student Technology Devices) Effective as demonstrated in staff/student/parent surveys, SBAC/ELPAC data and local indicator assessment data.

Action 4.2 - (KRUE Internet Infrastructure) Effective as demonstrated in SBAC/ELPAC data and staff/student/parent survey regarding connectedness.

Action 4.3 - (Technology Repair & Replacement Program) Effective as demonstrated by the ratio of technology to students, equity rates and SBAC/ELPAC data.

Action 4.4 - (Instructional Software) Effective as demonstrated by equitable, reliable and working technology for all students as well as parent/student/staff survey results.

Action 4.5 - (Technology Support Team) Effective as demonstrated by equitable, reliable and working technology for all students/staff as well as parent/student/staff survey results.

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

This goal was originally written to address the equity disparity in technology access at Kings RIver Union. It was further needed during the COVID epidemic to enable students to transition to digital learning modalities. This required training and support for students, parents, and staff.

Post-COVID, this no longer is needed as a separate goal. Related actions still needed have been moved to Goal #1 (Actions 7 and 12) in support of student academic achievement.

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

Goals and Actions

Goal

Goal #	Description
5	KRU will improve support for all students and families by providing opportunities for increased parental participation, program decision making, and learning opportunities.

An explanation of why the LEA has developed this goal.
KRUE has historically experienced low levels of parent participation in school events and parent education offerings over many years. The families express a lack of knowledge and experience in navigating the school system or understanding how they can be actively involved in their children's education. Families have indicated that accessing appropriate resources for their children can be challenging and they especially need assistance with behavioral and mental health supports. The pandemic and school closure accentuated the struggle and reluctance of many of our parents to be actively involved in their child's education. The data in the metrics listed below indicate the efforts made during the 2021-22 school year are improving parent satisfaction and support services are being made available to more students. KRUE staff will continue their efforts to further improve these outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
KRUE Annual Parent Survey of opportunities for involvement in school decision-making and participation in programs/events that serve all students including unduplicated pupils and those with exceptional needs.	2020-2021 92% Expressed overall satisfaction with our school based on the 20-21 KRUE Parent Survey	2021-2022 97.8% Expressed overall satisfaction with our school based on the 2021-2022 KRUE Parent Survey.	2022-2023 100% Expressed overall satisfaction with our school based on the 2022-2023 KRUE Parent Survey.	2023-2024 100% Expressed overall satisfaction with our school based on the 2023-2024 KRUE Annual Family Survey 2023-2024 via Google Form. 23.5% agree with 76.5% strongly agreeing.	Maintain 95% overall satisfaction for the overall operation of the school as expressed in the annual KRU Parent Survey.
KRUE Annual Parent Survey of opportunities and supports provided for family participation in	Establish Baseline in 2021-2022 2022-2023	Survey was not developed or administered. Administration will be working with TCOE	2022-2023 71.5% of surveyed parents agree that the district/school staff offers parents the help	2023-2024 71.5% of surveyed parents agree that the district/school staff offers parents the help	Goal is to improve baseline data by at least 5% over the three year period to 76.5%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
programs for individuals with exceptional needs. Survey will be developed in collaboration with school psychologist, school social worker, special education teacher, and parents.	71.5% of surveyed parents agree that the district/school staff offers parents the help they may need to support their child's learning and educational activities (such as understanding what is being taught to their child in school, ideas on engaging students in their learning, materials, resources, etc.) as measured by developed survey.	SELPA to develop survey to administer in 2022-2023.	they may need to support their child's learning and educational activities (such as understanding what is being taught to their child in school, ideas on engaging students in their learning, materials, resources, etc.) as measured by developed survey.	they may need to support their child's learning and educational activities (such as understanding what is being taught to their child in school, ideas on engaging students in their learning, materials, resources, etc.) as measured by developed survey. 42.9% agree while 28.6% strongly agree. Source: Kings River Union Elementary Special Education Parent Survey via Google Forms	
Social Worker Student/Family Service Logs The social worker will support and provide service to families; logs will be kept on the amount of students/families serviced and the services accessed.	2020-2021 60 families supported	2021-2022 310 Individuals supported	2022-2023 234 Individuals supported 102 Families supported (As of April 2023)	2023-2024 328 Individuals supported (As of May 2024) 271 Families supported (As of May 2024)	Goal is to be able to increase the level of service to families by 20% over the course of the three years.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Early Childhood Coordinator Student/Family Caseload of the number of families served of children, zero to five, to help them develop literacy skills and prepare for school success.	2020-2021 50 families supported	2021-2022 50 families currently being supported	2022-2023 60 families currently being supported	2023-2024 60 families currently being supported	Maintain services to 50 families each year of the three year period.

Goal Analysis

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

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

All actions in Goal 5 were implemented as planned. KRUE family involvement has increased over the years. KRUE has provided event opportunities throughout the year with increased advertisement and promotion via the website, email and text messages. Some family events held this school year are Family Literacy Night, KRUE Talent Show, Poetry and Prose as well as other various events hosted by the after-school program. The KRUE Reads Together event was a great success with all students and families reading "A Boy Called Bat." Various activities took place over the designated time frame with the culminating event being the author meeting with students (via Zoom). Action 5.6 allows KRUE to connect with families of children ages zero to five and support literacy and help prepare these children for school success. Educational partner feedback identified the appreciation for this outreach and support as the Early Childhood Coordinator is present at all events and visits the local community center to provide education and guidance.

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

There were no planned percentages of improved services.
There are a few material differences between budgeted and estimated actual expenses:
Action 5.1 reflects a cost savings as fewer professional services and extra staff time were retained for the family nights.
Action 5.2 reflects a cost savings as the cost of books for Read Together was less than budgeted.

The parent survey results indicate KRU is maintaining parent satisfaction with the district. 100% of parents expressed overall satisfaction with our school based on the 2023-2024 KRUE Parent Survey. KRUE will maintain this success by continuing to offer family nights, parent education classes, maintaining the social worker position and expanding community engagement efforts on and off site in the future to connect with more educational partners. We are also pleased with the services provided to our families by the school Social Worker and Early Childhood Coordinator as more families are being supported.

Action 5.1 - (Family Nights) Effective as demonstrated in parent/student/staff surveys/feedback, participation rates and Social Emotional Learning data.

Action 5.2 - (KRUE Reads Together) Effective as demonstrated by participation rates, parent/student/staff surveys/feedback, SBAC/ELPAC data as well as local indicator assessment data.

Action 5.3 - (KRUE Communication System) Effective as demonstrated by parent/student/staff surveys/feedback, communication records and parent participation rates.

Action 5.4 - (Parent Education) Effective as demonstrated by parent surveys/feedback and participation rates.

Action 5.5 (School Social Workers) Effective as demonstrated by parent/staff feedback/surveys, Social Emotional Learning screeners, caseload of students, behavior incident and suspension rates in addition to attendance rates.

Action 5.6 (Early Childhood Coordinator) Effective as demonstrated by parent/student/staff feedback/surveys, community outreach logs/participation, early education reading, attendance and Social Emotional Learning data.

Action 5.7 (Student Support/Independent Study Coordinator) Effective as demonstrated by attendance rates, parent/staff surveys/feedback, SBAC/ELPAC data as well as local indicator assessment data.

Action 5.8 (Community Engagement Activities) Effective as demonstrated by parent/student/staff feedback/surveys, attendance rates, Social Emotional Learning data and participation rates.

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

Due to other changes in the goals for the 2024-2025 LCAP, this has become Goal #3 in the new LCAP cycle.

Metric changes made to the goal include:

On the measurement, "Parents/Guardians agree that the district/school staff offers parents the help they may need to support their child's learning and educational activities (such as understanding what is being taught to their child in school, ideas on engaging students in their learning, materials, resources, etc.)," KRUE will survey all parents and including parents/guardians of students with disabilities. This will be surveyed on the KRUE Annual Family Survey.

The metric, "The social worker will support and provide service to families; logs will be kept on the amount of students/families serviced and the services accessed," has been adjusted to measure the % of students feeling depression and/or anxiety which will be measured using the Kelvin survey for students in grades 4-8.

The metric, "Parents agreeing that they feel connected/engaged to the school/district," has been added to the 2024-2025 LCAP and moving forward. This will be measured by the Kelvin survey (no longer using the California Healthy Kids Survey).

The metric, "Staff agreeing that they feel connected/engaged to the school/district," has been added to this goal on the 2024-2025 LCAP and moving forward. This will be measured by the Kelvin survey (no longer using the California Healthy Kids Survey).

The metric to measure the effectiveness of parent education trainings, "% of parents/guardians feeling confident on how to help their child with schoolwork," and "% of parents/guardians feeling that they know how to help their child plan for college or vocational school," have been added and will be measured by the Kelvin survey (no longer using the California Healthy Kids Survey).

Action Changes that were made in the new Goal 3 include:
Actions 5.1, 5.2, and 5.3 were merged because they are all related to parent engagement activities - new Action 3.1
Action 5.7- Independent study coordinator was deleted- no longer needed

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

Goals and Actions

Goal

Goal #	Description
6	KRU will improve the school climate for ALL students through increased services, activities, and community building that will support positive school attendance rates and decrease student discipline rates.

An explanation of why the LEA has developed this goal.
KRUE acknowledges the need for social emotional and mental health support as a critical component in the overall success of our students. The whole child must be addressed and needs must be met to enable the child to learn and interact appropriately. There are several clear data points, suspension levels and referral rates to the school psychologist and school social worker, that make this goal an ongoing priority for our entire school community. The 2023-24 outcome data listed below shows this continues to be an area of need with suspension rates and referrals greater than the 2018-19 baseline. Attendance is also an area of continued growth as the community recovers from the COVID pandemic.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
eduClimber (Illuminate) Referral Rates	eduClimber Report Referral Rates 2020-2021 0-1 referral 100% of all students 2018-2019 - Behavior Referral Data	eduClimber Minor and Major Offensive Rates 2021-2022 Major Offenses: 181 Minor Offenses: 169 Total Offenses: 350 0-1 Offenses - 340 Students - 90% 2-5 Offenses - 24 Students - 6% 6+ Offenses - 13 Students - 3%	eduClimber Minor and Major Offensive Rates 2022-2023 (District Estimate) Major Offenses: 110 Minor Offenses: 442 Total Offenses: 552 0-1 Offenses - 316 Students - 77% 2-5 Offenses - 72 Students - 18% 6+ Offenses - 20 Students - 5%	eduClimber Minor and Major Offensive Rates 2023-2024 Major Offenses: 72 Minor Offenses: 428 Total Offenses: 500 0-1 Offenses - Students - 80% 2-5 Offenses - Students - 14% 6+ Offenses - Students - 6% Source: eduCLIMBER (Renaissance)	Behavior Referral Rates: 0-1 Referrals 85% of all student groups 2-5 Referrals 11% of all student groups 6+ Referrals 4% of all student groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate - California Dashboard	2018-2019 Suspension Rates 1.3% for all students (Green) 0.4% for EL students (Blue) 1.4% for SED students (Green) 1.2% for Hispanic students (Green) 2.4% for White students (orange) 5.6% for Homeless Students (orange)	2021-2022 Suspension Rates (**District Estimates): 3.6% for all students 1.8% for EL students 2.6% for SED students 2.6% for Hispanic students 0% for White students <1% for Homeless Students	2021-2022 Suspension Rates (2022 CA School Dashboard): 3.7% for all students 4% for EL students 4% for SED students 3.9% for Hispanic students 0% for White students 4.2% for Homeless Students 2022-2023 Suspension Rates (Estimates): 0.007% for all students 0.005% for EL students 0.007% for SED students 0.005% for Hispanic students 0.002% for White students 0% for Homeless Students	2022-2023 Suspension Rates (2023 CA School Dashboard): 0.7% for all students (Declined 3%) 0.9% for EL students 0.8% for SED students 0.5% for Hispanic students 0% for White students 0% for Homeless Students Source: California School Dashboard	Goal: 2% or less suspension rate for all student groups.
Expulsion Rate	2020-2021 Expulsion Rate 0%	2021-2022 Expulsion Rate 0%	2022-2023 Expulsion Rate 0%	2023-2024 Expulsion Rate 0%	Maintain 0% expulsion rate
Middle School Dropout Rate	2020-2021 Dropout Rate 0%	2021-2022 Dropout Rate 0%	2022-2023 Dropout Rate 0%	2023-2024 Dropout Rate 0%	Maintain 0% Dropout Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate as measured by district average attendance	2020-2021 Attendance Rate was 95%	2021-2022 Attendance Rate is 95.44%	2022-2023 Attendance Rate is 94.4% (Per P1 ADA) Attendance Rate is 96.5% (Per P2 ADA) Attendance Rate is 95.5% (2022-2023 School Year Estimate)	2023-2024 Attendance Rate is 94.43% (Per P1 ADA) Attendance Rate is 97.54% (Per P2 ADA) Attendance Rate is 95.58% (2023-2024 School Year Estimate)	Achieve 97% attendance rate for all student groups.
Chronic Absenteeism Rate as measured by % of students with 10% or more absences	2018-2019 2.6%	2021-2022 16%	2021-2022 (2022 CA School Dashboard) 16.5% 2022-2023 (District Estimate) 10.02%	2022-2023 (2023 CA School Dashboard) 10% 2023-2024 (District Estimate) 15%	Achieve 5% Chronic Absenteeism Rate
Athletic Participation	2018-2019 Participation Level: Males: 54 Females:57	2021-2022 Participation Levels: Males: 102* Females: 102* *Some students playing multiple sports.	2022-2023 Participation Levels: Males: 113* Females: 107* *Some students playing multiple sports.	2023-2024 Participation Levels: Males: 144* Females: 176* *Some students playing in multiple sports.	Maintain current levels Male: 100+ students Female: 100+ students
California Healthy Kids Survey administered once a year to 5th and 7th grades to determine the % of student that feel a strong	2018-2019 School connectedness Elementary (Grade 5) - 89% Secondary (Grade 7) - 77%	2021-2022 5th Grade - Requirement of active permission meaning parents have to give permission for participation. 86% participation rate.	2022-2023 5th Grade - Requirement of active permission meaning parents have to give permission for participation. 73% participation rate.	2023-2024 5th Grade - Requirement of active permission meaning parents have to give permission for participation. 76% participation rate.	School Connectedness Elementary (Grade 5) - 85% Secondary (Grade 7) - 85% Feel Safe

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
connectedness to school and % of students feel safe at school (School Safety)	Feel Safe Elementary (Grade 5) - 82% Secondary (Grade 7) 77% 2020-2021 School connectedness Elementary (Grade 5) - 68% Secondary (Grade 7) - N/A Feel Safe Elementary (Grade 5) - 76% Secondary (Grade 7) - N/A	7th Grade - Passive participation meaning parents have to respond with a "no." Otherwise, the student would participate. 92% participation rate. School Connectedness Elementary (Grade 5) - 70% Secondary (Grade 7) - 56% Feel Safe Elementary (Grade 5) - 66% Secondary (Grade 7) - 66%	7th Grade - Passive participation meaning parents have to respond with a "no." Otherwise, the student would participate. 98% participation rate. School Connectedness Elementary (Grade 5) - 60% Secondary (Grade 7) - 63% Feel Safe Elementary (Grade 5) - 63% Secondary (Grade 7) - 67%	7th Grade - Passive participation meaning parents have to respond with a "no." Otherwise, the student would participate. 96% participation rate. School Connectedness Elementary (Grade 5) - 78% Secondary (Grade 7) - 52% Feel Safe Elementary (Grade 5) - 78% Secondary (Grade 7) - 55%	Elementary (Grade 5) -85% Secondary (Grade 7) - 85%
California School Parent Survey will be administered once a year to parents/guardians to measure sense of school safety and connectedness.	Baseline data will be established with the 2021-2022 survey	2021-2022 - All Grades Surveyed 37 Respondents School Connectedness 89% agree/strongly agree School Safety 93% agree/strongly agree	2022-2023 - All Grades Surveyed 155 Respondents School Connectedness 93% agree/strongly agree School Safety 94% agree/strongly agree	2023-2024 - All Grades Surveyed 105 Respondents School Connectedness 98% agree/strongly agree School Safety 99% agree/strongly agree	School Connectedness 90% agree/strongly agree School Safety 95% agree/strongly agree

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Staff Survey will be administered once a year to all staff members to measure sense of school safety and connectedness.	Baseline Data will be established with the 2021-2022 survey	2021-2022 53 Respondents School Connectedness 96% agree/strongly agree School Safety 100% agree/strongly agree	2022-2023 54 Respondents School Connectedness 96% agree/strongly agree School Safety 100% agree/strongly agree	2023-2024 44 Respondents School Connectedness 93% agree/strongly agree School Safety 100% agree/strongly agree	School Connectedness Achieve 95% or greater agree/strongly agree School Safety Achieve 95% or greater agree/strongly agree

Goal Analysis

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

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

All actions in the 2023-24 LCAP were implemented as planned. Our athletics program was popular with the students, leaving students wanting more opportunities next year. With the Expanded Learning Opportunities Program funds, we were able to expand the after-school program and bring in a new provider (FUEL). Students have been happy with the activities and homework assistance offered during these after school hours. KRUE continues to be a PBIS school teaching school-wide expectations, reteaching them when needed and rewarding those that demonstrate desired behavior. PBIS signage is visible throughout the school reminding students, staff and visitors that KRUE takes pride in expected behavior. During the 2023-2024 school year, students that met the established expectations were rewarded with Pioneer ParDAYS, one in the middle of each trimester and one at the end of each trimester. Students that met the criteria in behavior and academic expectations participated in great numbers. According to educational partner feedback (student population), students would like to have more voice in selecting ParDAY activities. KRUE also prides itself in recognizing desired behavior throughout each day by distributing wooden nickels to students. Twice a week, students are able to cash in their wooden nickels at the wooden nickel store. During trimester awards, teachers select two students that exemplify Pioneer P.R.I.D.E. and they are recognized. Monthly, student of the month breakfasts are held. Teachers select a student that has demonstrated P.R.I.D.E. Their families are invited for a morning meal where the student is acknowledged. KRUE continues to explicitly teach social emotional learning in all classes to all students. During this school year, Thrively continued to be used while Second Step was the piloted curriculum for SEL. During the 2024-2025 school year, Second Step will be the primary curriculum for social emotional learning. To further meet the needs of students in the area of social emotional learning, the academic counselor, school psychologist and social worker hosted TIER 2 groups to assist students in the area of academic, social and emotional behaviors. There were two cohorts of each group held during the school year. KRUE was fortunate to have a school psychologist on site four days a week. The school psychologist has been essential in assisting and supporting students not only in immediate need but also in continuous need. New to KRUE this school year, she has built relationships with students and families. The athletic program at KRUE

continues to grow in opportunity and in rosters. This school year, KRUE had competitive sports teams with the boys' volleyball team taking second place in the division. Students had an additional opportunity this year with cheerleading being added to the options. Action 6.10 allows KRUE to employ a Licensed Vocational Nurse for 8 hours daily to serve the health and well-being needs of all students (low income, English Learners, foster youth, and students with disabilities). Since KRUE is a TK-8 school district, students have various needs and because it is important to keep students at school to increase student success, it is essential that a LVN is on site. Educational partner feedback expressed the appreciation for this support and deemed it necessary for continuation. During this school year, KRUE has shared a School Resource Officer and while he may not be on site at all times, he is available when needed. Students and staff alike have built a positive relationship with this law enforcement agent. His presence has promoted a safe, positive learning environment as he is present for many activities.

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

There were no planned percentages of improved services.
There were a few material differences between budgeted and estimated actual expenses:
Action 6.1 - No costs incurred for PBIS staff training during 2023-24.
Action 6.2 - No purchases for PBIS Signage were made during 2023-24 as signage was purchased in the 2022-23 year.
Action 6.5 - The district was unable to increase the school psychologist contract during the 2023-24 school year.
Action 6.8 - Less costs were incurred for the Special Friends paraprofessional than expected.
Action 6.9 - This action intended to supplement the FUEL after school programming. Supplemental costs to the program were less than anticipated.
Action 6.10 - The cost of the contracted LVN was less than anticipated as the consultant is shared with other LEAs.

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

Overall, this goal and accompanying actions have had a positive impact on student well-being. The estimated attendance rate is 95.58% of all students attending daily. Chronic Absenteeism is down from 16.5% to 10%. Suspension rates fell significantly from 3.7% to .007%. Expulsion and middle school dropouts continue to remain at 0%. Twice the number of students are participating in athletics as compared to 2018-19 LCAP. The district will continue to sponsor PBIS, athletics, and peaceful playgrounds. The district will continue to provide additional supports through the school psychologist, after school program, and the Licensed Vocational Nurse. School connectedness and sense of school safety has not improved as much as we like but KRUE staff and leadership are taking extra efforts to ensure students, staff, and families feel safe on campus. It is our belief pressures off campus, on social media, and in the news are causing much of the safety concerns. To support the sense of safety, KRUE added a School Resource Officer and supervising staff members wear identifiable safety vests. KRUE is also a participating member of the Sandy Hook Foundation. A group of students form the Say Something Club promoting students' abilities to say something if they see something. In addition to the Sprigeo anonymous reporting system already in place at KRUE, a new reporting system has been installed on all computer devices where students/parents/staff members are able to report a concern and receive immediate support, 24 hours a day, 364 days a year. There is a staff response team that is alerted and responds appropriately.

Action 6.1 - (PBIS Staff Training & Development) Effective as demonstrated by staff/student/parent surveys/feedback, participation and implementation rates.

Action 6.2 - (PBIS Signage) Effective as demonstrated by "excellent" rating in annual inspection, incident behavior and suspension rates and student/staff/parent feedback/surveys.

Action 6.3 - (PBIS Rewards) Effective as demonstrated by incident behavior and suspension rates, student/staff/parent feedback/surveys, attendance rates, SBAC/ELPAC data as well as local indicator assessment data.

Action 6.4 - (Social Emotional Curriculum & Materials) Effective as demonstrated by incident behavior and suspension rates, student/staff/parent feedback/surveys, attendance rates, SBAC/ELPAC data as well as local indicator assessment data.

Action 6.5 - (School Psychologist) Effective as demonstrated by incident behavior and suspension rates, student/staff/parent feedback/surveys, attendance rates, SBAC/ELPAC data as well as local indicator assessment data.

Action 6.6 - (Peaceful Playgrounds) Effective as demonstrated by incident behavior and suspension rates, student/staff/parent feedback/surveys, attendance rates, SBAC/ELPAC data as well as local indicator assessment data.

Action 6.7 - (KRU Athletic Program) Effective as demonstrated by participation rates, incident behavior and suspension rates, student/staff/parent feedback/surveys, attendance rates, SBAC/ELPAC data as well as local indicator assessment data.

Action 6.8 - (K-3 Early Intervention Program) Effective as demonstrated by reading levels, SBAC/ELPAC data, local indicator assessment data, attendance rates and incident behavior rates.

Action 6.9 - (After School Program) Effective as demonstrated by participation rates, incident behavior and suspension rates, student/staff/parent feedback/surveys, attendance rates, SBAC/ELPAC data as well as local indicator assessment data.

Action 6.10 - (Licensed Vocational Nurse & Registered Nurse) - Effective as demonstrated by attendance rates, parent/student/staff feedback/surveys, SBAC/ELPAC data as well as local indicator assessment data.

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

Due to other goal changes, this became the Goal #4 for the 2024-25 school year.

Changes in metrics for this goal (new Goal #4):

The metric, "% of student that feel a strong connectedness to school," and "% of students feel safe at school (School Safety)," have been adjusted. Only the metric to measure student safety has been retained in this goal but will now be measured by Kelvin (no longer using California Healthy Kids Survey). Student connectedness has been moved to another goal.

The metrics, "% of staff that report feeling safe at school," and "% of parents that report school is a safe place to be," will now be measured by the Kelvin survey and not the California Healthy Kids Survey and have been added to this goal.

The metric measuring athletic participation has been eliminated and the athletic program

Action changes include:

6.1, 6.2, and 6.3 were combined into the new Action 4.1 because they have the same primary function and purpose.
6.6- peaceful playground program was removed as a separate action and integrated into the PBIS action.
6.7-The athletic program was removed and will be integrated in the Expanded Learning Opportunities Program
6.9- After school program action was removed because there is ample funding for this program through the Expanded Learning Opportunities Program

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

Goals and Actions

Goal

Goal #	Description
7	KRU will improve and maintain all school facilities in good repair, with a focus on safety, to enhance the student learning environment and provide appropriate access to all students.

An explanation of why the LEA has developed this goal.
It is essential to the KRUE community to maintain a facility that is in good repair and that offers the best equipment, resources, and access to our students. The excellent physical appearance of the classrooms, equipment, and outdoor facilities helps to support a positive school culture and builds school pride. We will continue to strive to maintain our facilities in excellent condition.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities maintained as measured by the annual Facility Inspection Tool -SARC review	Fall 2020 Overall Rating - EXCELLENT	Fall 2021 Overall Rating - EXCELLENT	Fall 2022 Overall Rating - EXCELLENT	Fall 2023 Overall Rating - EXCELLENT	Maintain Overall Rating - EXCELLENT

Goal Analysis

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

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

All actions in the 2023-24 LCAP were implemented. To improve student's safety, KRUE is participating in a countywide program, ActVnet, which connects emergency response agencies with the school which will improve response time in the event of an emergency on campus. This allows law enforcement to respond quickly and appropriately when needed. This system communicates with staff members when an alert is activated allowing staff to stay updated and account for their students in the event of an emergency. Additional cameras were purchased and installed throughout the campus in areas that were determined to be blind spots in the system. The district purchased a second AED to have on campus in case of an emergency. Classroom furniture, such as, rolling magnetic whiteboards were purchase dfor teachers to use around their classrooms.

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

There were no planned percentages of improved services.
Action 7.1 reflects additional expenses as the district was able to purchase more classroom furniture with excess funds from other areas of the plan.
The outdoor environments (action 7.2) cost more than anticipated for the shade structure.
Costs for community safety was less than anticipated (Action 7.3).
While the district set aside carryover funds for facility needs, only a small portion was used to support the solar installation project (Action 7.4).

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

There are no planned changes to this goal, outcomes, or actions. Budgeted expenditures have been adjusted for 2023-24.

Action 7.1 - (Learning Environments) Effective as demonstrated by "excellent" rating on the Facility Inspection Tool as well staff/parent/student feedback/surveys.

Action 7.2 - (Outdoor Environments) Effective as demonstrated by "excellent" rating on the Facility Inspection Tool as well staff/parent/student feedback/surveys.

Action 7.3 - (School Safety) Effective as demonstrated by staff/parent/student feedback/surveys, SBAC/ELPAC results, local indicator assessment data, attendance rates and Social Emotional Learning data.

Action 7.4 (Future Facility Improvements) Effective as demonstrated by "excellent" rating on the Facility Inspection Tool as well staff/parent/student feedback/surveys.

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

Goal 7 has become Goal 5 in the new LCAP and new metrics have been added to more fully evaluate the effectiveness of the actions and use of funds:

Kelvin Survey to measure school connectedness will be administered once a year to students in grades 3-8 to determine % of students that feel strong connectedness to school.

Parents agreeing that they feel connected/engaged to the school/district measured on the Kelvin survey.

% of students feel safe at school (School Safety) measured on the Kelvin survey.

% of staff that report feeling safe at school measured on the Kelvin survey.

Changes to actions include:
Action 7.3 was moved to and integrated into Goal 4 because it was more aligned with action 4.4

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  - o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - o 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.
  - o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kings River Union Elementary School District	Sherry Martin Superintendent/Principal	smartin@krusd.org (559) 897-7209

Plan Summary [2024-25]

General Information

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

Kings River Union Elementary (KRUE) is a unique school district in the heart of California, serving approximately 405 students, transitional kindergarten through eighth grade, at a single school site. This small setting, in which children, families, and staff grow and work together for ten years, creates a strong family atmosphere. Kings River has a 100+ year history with generation after generation attending this school. Another unique characteristic of the school district is the stability of the staff. More than half of the teachers and classified support staff have worked in the district for more than 15 years and have deep ties to the community, families, and students that are served.

KRUE is a rural school, situated in the northwest corner of Tulare County in the center of agricultural land. Approximately 80% of our students live in the unincorporated town of London, in which the median household income is $37,575. In addition, the students of the district matriculate into two different high schools; Dinuba and Kingsburg.

KRUE student population is comprised of 88.5% low-income students and 42% English Learners, with only a very small number 0.7% foster youth, students with disabilities comprise 8.4% of the student population, and approximately 8% of our students are homeless. In general, our students are 95.26% Hispanic, 3.74% white, 0.5% American Indian, and 0.5% identify as two or more races. The majority of the strong, loving families who represent the district are impacted by poverty, language and education limitations. Approximately 45% of our parents have not completed a high school education. Although the lives of our students may have challenges caused by a myriad of circumstances, they possess great hope and dream big about their futures.

The KRUE District, Board of Education, and staff are committed to providing a school environment for all students in which they are valued, have access to current and authentic curriculum and can soar to reach their individual potentials. KRUE Pioneers are supported across multiple domains to develop and demonstrate PRIDE; Preparation, Respect, Integrity, Dependability, and Excellence in all facets of their character development and academic growth. As a district that is focused on creating a multi-tiered system of support for very child, caring for the whole child is a priority at Kings River Union. You can see that prioritization in the various actions throughout this Local Control and Accountability Plan (LCAP), especially in the mental health and social emotional supports that have been put in place throughout the plan.

Reflections: Annual Performance

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

CA State Dashboard Performance - Published December 2023 for the 2022-23 school year results:

ACADEMIC OVERALL RESULTS

English Language Arts: Performed in the "orange" range scoring an average of 55.4 points below standard (maintained previous year's levels). The Hispanic and socioeconomically disadvantaged (low income) subgroups performed in the orange range. English Learner subgroup fell into the yellow performance range.

Mathematics: Performed in the "yellow" range scoring an average of 72.8 points below standard (increasing 3.5 average points above previous year's levels). No student group performance was in the orange range. English Learners, Hispanic, and socioeconomically disadvantaged (low income) subgroups fell into the yellow range.

English Learner Progress Indicator (ELPI): Performed in the "green" range with 59.7% of EL students making progress (maintained previous year's levels).

Implementation of Academic Standards: Continued to score "met."

ACADEMIC ENGAGEMENT OVERALL RESULTS

Chronic Absenteeism: Performed in the "green" range with 10% of students chronically absent (this is a decline of 6.5% from the previous year's levels). The homeless student subgroup was in the orange range for this indicator. This puts that group two levels below the average performance for all students and will be addressed in the upcoming LCAP with actions directed to this group. Students with disabilities fell into the yellow range.

Access to a Broad Course of Study: Continued to score "Met"

CONDITIONS AND CLIMATE OVERALL RESULTS

Suspension Rate: Performed in the "blue" range with 0.7% of students suspended at least one day (T=this is a decline of 3% from the previous year's levels). ALL student subgroups also fell into the blue range, which is the highest level of performance.

Basics: Teachers, Instructional Materials, Facilities: Continued to score "Met"
Parent and Family Engagement: Continued to score "Met"
Local Climate Survey: Continued to score "Met"

KRUE did not score in the lowest performance level of "red" for any state indicator.
No student group within KRUE district or Kings River Elementary School scored in the lowest performance level of "red" for any state indicator.

LOCAL DATA ANALYSIS:

Kings River is approximately 42% English Learner students with nearly half of those students qualifying as Long Term English Learners (74) in the program six or more years or At-Risk LTEL (28) who have been in the program 4 or more years. This analysis led to further examination of our professional development for EL strategies and a closer look at our actions targeted to support this group. Teacher survey input noted a need to intensify training and monitor/coach for consistent implementation of ELD strategies.

Overall reading scores, based on local DRA data, show the average student is a below grade level at the end of TK, with some growth through kindergarten, but still lower than grade level. This is an area of concern.

Student access to standards aligned curriculum materials and instruction in the classroom has been maintained at high levels and will continue to be emphasized.

Student surveys show lower than desired feelings of connectedness to school on the CHKS.

Reflections: Technical Assistance

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

Not Applicable:

Kings River has not been identified for Differentiated or other technical assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Kings River Union Elementary conducted several surveys to allow for teacher input throughout the 2023-2024 school year. The first survey was conducted between November 13, 2023 and November 17, 2023 (83% participation rate) seeking input on the following dimensions: capacities, experiences with culturally/linguistically responsive environments, safety and concern, partnership, opportunities for voice and leadership, tools, burnout and resources for coping, instructions, emotional experiences, structures and routines, feedback loops, training and coaching. To follow this survey, the same questions were surveyed between March 11, 2024 and March 15, 2024 (100% participation rate). In addition, KRUE teachers were asked to complete the "California School Staff Survey" mid-February 2024. Teachers convened on the following dates to provide feedback and suggestions on the development of the LCAP: January 18, 2024; January 24, 2024 and February 28, 2024. To allow teachers to provide input anonymously, the superintendent shared a Google Sheet on February 28, 2024, with teachers where they were able to work freely in. This sheet was a running worksheet through May 2024.
Administrators/Principal	The administrative team at Kings River Union consists of the superintendent/principal and the vice principal. Both of these roles are actively involved in all aspects of the LCAP development; goal development to the funding assignments to best meet the needs of the students of Kings RIver Union.

Educational Partner(s)	Process for Engagement
Other School Personnel	Kings River Union Elementary conducted several surveys to allow for additional staff input throughout the 2023-2024 school year. The first survey was conducted between November 13, 2023 and November 17, 2023 (86% participation rate) seeking input on the following dimensions: safety and connection, experiences with culturally/linguistically responsive environments, opportunities for voice and leadership, emotional experiences, burnout and resources for coping and instructions. To follow this survey, the same questions were surveyed between March 11, 2024 and March 15, 2024 (78% participation rate). In addition, KRUE additional staff members were asked to complete the "California School Staff Survey" mid-February 2024. Additional staff members convened on the following dates to provide feedback and suggestions on the development of the LCAP: January 18, 2024; January 24, 2024 and February 28, 2024. To allow additional staff members to provide input anonymously, the superintendent shared a Google Sheet on February 28, 2024, with staff where they were able to work freely in. This spreadsheet was a running worksheet through May 2024.
Local Bargaining Units	The superintendent/principal regularly meets, throughout the entire school year,with the reperesentatives from both baragaining units to review the LCAP actions, implementation status and funding. Additionally, there are many informal meetings to discuss the effectiveness of action implementation and prioritize the use of funds. Input from both the certificated and classifed units is valued and used to shape the LCAP goals and actions. All bargaining unit members are given the opportunity complete surveys and provide direct input for the LCAP.
Parents	Parent Advisory Council (including representatives for English Learners, Socio-Economically Disadvantaged, and Foster Youth) as well as, students with disabilities. Responses to their input were made to the PAC in writing from the superintendent on 6/6/2024. As a representative group of the larger parent group, the feedback was the same shared by the parent group.

School Site Council advisory committee was consulted on the following dates regarding the development of the LCAP: February 1, 2024, February 22, 2024, April 28, 2024, and June 5, 2024. All |

Educational Partner(s)	Process for Engagement
	discussions were held in person with a Zoom option for those unable to attend (written and approved in bylaws). The superintendent shared a Google Sheet on February 29, 2024, to allow parent educational partners to provide input anonymously. This spreadsheet was a running worksheet through May 2024. DELAC: Responses to their input were made to the DELAC in writing from the superintendent on June 6, 2024. DELAC was consulted on the following dates regarding the development of the LCAP: January 25, 2024, March 14, 2024, and April 11, 2024. All discussions were held in person with a Zoom option for those unable to attend (written and approved in bylaws). The superintendent shared a Google Sheet on February 29, 2024, to allow parent educational partners to provide input anonymously. This spreadsheet was a running worksheet through May 2024. Parents/Guardians of Kings River Union Elementary were asked to participate in several surveys throughout the school year. The "California School Parent Survey" was provided digitally and also in paper form to gain greater participation. 105 participants completed the survey during the week of February 5, 2024 - February 9, 2024. An additional survey was completed the week of May 6, 2024 - May 10, 2024 with 17 responses. This survey provided feedback on parent satisfaction in Kings River Union and the programs provided. The survey results indicated that parents/guardians would like information, knowledge and tools to support their child's learnings.
Students	Students at Kings River Union have a very active voice through various means of communication. During the school year, students were specifically consulted on the following dates regarding the development of the LCAP: April 23, 2024 and May 7, 2024. Students were informed of the LCAP goals and actions. They were asked to provide feedback and suggestions regarding the LCAP. Students in grades 5 and 7 also completed the "California Healthy Kids Survey" mid-February 2024. Students completed this survey with a staff member's direction in the event students required clarification or further explanation in order to not skew the data. To gain greater

Educational Partner(s)	Process for Engagement
	viewpoints from additional grade levels, a student survey was administered during the weeks of November 13, 2023 - November 17, 2023 and March 11, 2024 - March 15, 2024. These surveys measured the following dimensions: instructions, experiences with culturally/linguistically responsive environments, safety and connection, emotional experiences, opportunities for student voice and leadership, and resources for coping. The results indicated that students would like more resources for coping in addition for more opportunities for student voice and leadership. Throughout the school year, the safety club "Guardians of the Pioneers," met on the following dates: October 20, 2023, November 13, 2023, March 7, 2024 and April 4, 2024. The purpose of this group is to create and maintain a safe environment and a positive school culture. During these meetings, club members provided input/feedback on school safety, student participation and positive culture. Kings River University is a group of students led by the academic counselor. Kings River University met on the followings dates and was consulted regarding the development of the LCAP: September 14, 2023, September 23, 2024, October 9, 2023, October 13, 2023, December 9, 2023, January 13, 2024, February 9, 2024, March 16, 2024, April 12, 2024 and May 18, 2024. The focus of this educational partner group is to provide input on academic achievement, college and career readiness, positive culture and climate, and school safety and connectiveness.
Other Community Partners	The King River Union Board of Education Trustees are active educational partners in the development and ongoing assessment of the effectiveness of the LCAP. THe LCAP ia a reoccurring agenda item. Additionally there were multiple formal presentations throughout the year on data and action implementation. The Board had he opportunity to participate on thefollowing dates: September 11, 2023, October 9, 2023, November 13, 2023, December 11, 2023, February 5, 2024, March 11, 2024, April 8, 2024, and June 10, 2024 Kings River Union has a strong partnership with the worldwide organization of Save the Children. THroughout the year, during collaborative meetings with the Save the Children leadership input

Educational Partner(s)	Process for Engagement
	was sought on the whole LCAP but more specifically on community engagement and early childhood education.

Kings River Union has recently developed a relaitonship with Valley Health Team Meddical facilities through a grant partnership. Valley HEalth Team has become a very strong educational partner and has offered tremendous insight and support in the area of mental health services to support the behavioral, social, emotional and mental health needs of Kings River Union students.

Hodges Community Center (Proteus) is a longterm educational partner and Proteus staff particiaptes in onsite school events, completes surveys, and provides ongoing insight into the needs of our families, students, and the greater community. Kings River Union also goes out into the community and participates in the events held at the Hodges Community Center to interact directly with the people of our community. |
| SELPA | The Director of Special Education for Kings River Union is Jennifer Reimer. She routinely attends the Tulare County monthly meetings and then provides input and suggestions to the KRUE site administration on how to best serve the needs of our students with disabilitles. Additionally, the Kings River Union superintendent is a member of the Tulare County SELPA governance team and regularly attends meetings to engage in collaboration with this essential educational partner. |

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

To develop the 2024-2025 Kings River Union Elementary School LCAP, it was a collaborative effort amongst all educational partner groups. From the start of the 2023-2024 school year, education and information regarding the changes to the upcoming LCAP began to be shared. All certificated staff members, including administration, were active in analyzing the previous 3-year cycle LCAP and developing the next. At nearly every staff meeting (twice monthly), all staff was informed of current happenings and changes while providing feedback and suggestions. The same is true for other staff members (classified) in collaborating to create the 2024-2025 LCAP. Although it is more challenging to bring all classified staff members together, all employees had continuous access to the active Google Form for input. Our local bargaining unit, parents and students participated in the same way with equal participation opportunities. All input was captured in documentation. In the initial stages of composing the LCAP, all educational partner input was sorted by established goals. Created actions and metrics were established to include educational partner input. This required the omission of previous goals and combination of others. It

also meant that additional actions were included in the 2024-2025 LCAP. KRUE's Superintendent has an open-door policy for students, staff, family members and community members encouraging educational partners to participate in the forming of the LCAP.

Student input focused on need in the areas of additional instructional supports and enrichment, empowering and growing their voice in decisionmaking, and increased activities to promote school culture. Technology being provided and supported was also an area of importance and need for our student partners.
These are the actions in the LCAP affected by this feedback:
Physical Edcuation - 1.2
Library Program - 1.4
Intervention Support - 1.5
Advanced Learners - 1.6
Visual & Performing Arts - 1.9
College & Career - 1.10
Technology Support - 1.12
Behavioral & Mental Health Services - 3.3
PBIS - 4.1

Parent input focused on need in the areas of student interventions, school safety, and expanding opportunities (such as a music teacher) and supports for their students.
These are the actions in the LCAP affected by this feedback:
Intervention Support - 1.5
Advanced Learners - 1.6
Visual & Performing Arts - 1.9
College & Career - 1.10
School Safety - 4.4

Teacher input focused on need in the areas of support with data and assessments, additional instructional coaching aligned to best practices, strong and focused interventions based on data, providing behavioral and mental health professionals, and ensuring that Kings River Union is a safe palce to learn and work.
These are the actions in the LCAP affected by this feedback:
Intervention Support - 1.5
Data & Program Support - 1.7
Instructional Coaching - 1.11
ELD Professional Development - 2.2
Behavioral & Mental Health Services - 3.3
School Psychologist - 4.2
School Safety - 4.4

Other School Personnel input focused on need in the areas of providing behavioral and mental health professionals, keeping students engaged to improve behaviors, providing community events and opportunites for engagement.
These are the actions in the LCAP affected by this feedback:
Family and Community Engagement Activities - 3.1
Behavioral & Mental Health Services - 3.3
School Psychologist - 4.2

DELAC input focused on need in the areas of providing additional supports for their English Language learner students; especially those that have become long-term English Langauge Learners. Also, this group was interested in parent education and opportunities to get involved with the school.
These are the actions in the LCAP affected by this feedback:
English Learner TOSA - 2.1
EL Intervention Supplemental Materials and Supplies - 2.3
LTEL Intervention - 2.4
Family and Community Engagement Activities - 3.1
Parent Education - 3.5

SSC input focused on need in the areas of student academic success, individualized and small group supports in the classrooms for students, maintaining physical education and expanding the visual and performing arts offerings at our school.
These are the actions in the LCAP affected by this feedback:
Physical Edcuation - 1.2
Instructional Support Staff - 1.3
Library Program - 1.4
Intervention Support - 1.5
Visual & Performing Arts - 1.9

PAC/DAC input focused on need in the areas aligned with the SSC but also including more supports for our students with disabilities and that the engagement with families and the community remain a need and a priority for this educational partner group. Additionally, health and safety were extremely important to the PAC partners.
These are the actions in the LCAP affected by this feedback:
Instructional Support Staff - 1.3
Intervention Support - 1.5
Community Engagement - 3.6
Health Office Services - 4.3
School Safety - 4.4

SELPA input focused on need in the areas of social, emotional and behavioral supports to engage the most at risk students and serve the needs of the whole child. Also providing for the health needs of the students was an important aspect identified by this partner.
These are the actions in the LCAP affected by this feedback:
School Psychologist - 4.2
Health Office Services - 4.3
Social Emotional Learning & Supports - 4.5

Administrator and Other School Personnel input focused on need in the same areas tha thave already been addressed by many of the other educational partners with a focus on improving academic outcomes for all students through instructional coaching and the use of current and relevant data, and interventions that meet the needs of students. These are the actions in the LCAP affected by this feedback:
Curriculum Director/Vice Principal - Action 1.1
Instructional Support Staff - 1.3
Intervention Support - 1.5
Data & Program Support - 1.7
Instructional Coaching - 1.11
English Learner TOSA - 2.1
ELD Professional Development - 2.2

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	KRU aims to enhance the academic performance of students in English Language Arts, Mathematics, and Science across all student demographics and notable subgroups. This will be achieved through the provision of expert educators with proper and necessary professional development, a diverse curriculum and supplemental materials, quality technology, infrastructure and access, and bolstered instructional aid, programs, and services catered to student needs.	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)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

All educational partner groups have continued to point to student academic achievement as the primary goal and function of our school; therefore, it is the first and most comprehensive goal. KRUE has designed this goal to address the student achievement performance and residual effects of the COVID-19 instructional and social systems. We are proud that scores in ELA and math have recently been increasing for most of our student groups although they are still significantly below 2019 levels.

Currently, CAASPP scores show only 22.34% of our students met or exceeded ELA standards in 2023 and 22.26% on math. Low income students were 25.92% for ELA and 20.32% in math, and English Learners students at 7.84% met or exceeded ELA standards and 10.08% in math. Finally, our students with disabilities subgroup was 7.83% at or above standard for ELA and 10.08% for math.

This signals the need to continue to prioritize services targeted at instructional strategies, interventions, and other academic supports.

As a small, rural single site school district, it is imperative that we offer every child the best possible education and access to a broad range of programs and courses to support their academic success and ability to compete with any student from any school district.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	California State Standardized Assessments as measured by ELA CAASPP California School Dashboard	School Wide/All Students: 55.4 Points Below Standard English Learners: 67.6 Points Below Standard SED: 59.4 Points Below Standard Hispanic: 56.9 Points Below Standard Students With Disabilities: 133.7 Points Below Standard December 2023 Dashboard			School Wide/All Students: 35.4 Points Below Standard English Learners: 47.6 Points Below Standard SED: 39.4 Points Below Standard Hispanic: 36.9 Points Below Standard Students With Disabilities: 113.7 Points Below Standard	
1.2	Individual student reading levels as measured by the District Universal Reading Assessment Tool Source: DRA Illuminate Report	Developmental Reading Assessment (DRA) All Students TK-2 Data 23-24 TK: -1.05 Kinder: -0.76 1st Grade: -2.69			Developmental Reading Assessment (DRA) All Students TK-2 Data TK: -1.05 Kinder: -0.76	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	2024-2025 and beyond excluding 3rd grade 2024-2025 and beyond: Renaissance STAR report	2nd Grade: -5 All Students TK-2 Data: -2.38 EL TK-2 DRA Reading Data 23-24 TK: -0.88 Kinder: 1 1st Grade: -9.23 2nd Grade: -11.2 EL TK-2 DRA Reading Data: -5.08 Low Income DRA Reading Data 23-24 TK: -1.31 Kinder: -1 1st Grade: -3.71 2nd Grade: -6.44 Low Income TK-2 DRA Reading Data: -3.12 Hispanic DRA Reading Data 23-24 TK: -1 Kinder: -0.57 1st Grade: -2.82 2nd Grade: -5 Hispanic TK-2 DRA Reading Data: -2.35 Students with Disabilities TK: -1.5 Kinder: -4.33 1st Grade: -16 2nd Grade: -20			1st Grade: -2 2nd Grade: -5 All Students TK-2 Data: -2.2 EL TK-2 DRA Reading Data TK: -0.88 Kinder: 1 1st Grade: -7.23 2nd Grade: -9.2 EL TK-2 DRA Reading Data: -4.05 Low Income DRA Reading Data TK: -1.31 Kinder: -1 1st Grade: -3.71 2nd Grade: -4.44 Low Income TK-2 DRA Reading Data: -2.62 Hispanic DRA Reading Data TK: -1 Kinder: -0.57 1st Grade: -2.82 2nd Grade: -5 Hispanic TK-2 DRA Reading Data: -2.35 Students with Disabilities	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities TK-2 DRA Average: -10.46 2023-2024 Data As of 2024-2025, 3rd grade will no longer complete the DRA but will complete the STAR Reading. STAR Reading (Renaissance) Baseline to Be Established 2024-2025 All Students Grades 1-8 Data 1st Grade: 2nd Grade: 3rd Grade: 4th Grade: 5th Grade: 6th Grade: 7th Grade: 8th Grade: Overall Grades 1-8 STAR Data Average: EL Students Grades 1-8 Data 1st Grade: 2nd Grade: 3rd Grade: 4th Grade:			TK: -1.5 Kinder: -4.33 1st Grade: -16 2nd Grade: -20 Students with Disabilities TK-2 DRA Average: -10.46 STAR Reading (Renaissance) Desired Outcomes to Be Established 2024-2025 All Students Grades 1-8 Data 1st Grade: 2nd Grade: 3rd Grade: 4th Grade: 5th Grade: 6th Grade: 7th Grade: 8th Grade: Overall Grades 1-8 STAR Data Average: EL Students Grades 1-8 Data 1st Grade: 2nd Grade:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5th Grade: 6th Grade: 7th Grade: 8th Grade: EL Grades 1-8 STAR Data Average: Low Income Students Grades 1-8 Data 1st Grade: 2nd Grade: 3rd Grade: 4th Grade: 5th Grade: 6th Grade: 7th Grade: 8th Grade: Low Income Grades 1-8 STAR Data Average: Hispanic Students Grades 1-8 Data 1st Grade: 2nd Grade: 3rd Grade: 4th Grade: 5th Grade: 6th Grade: 7th Grade: 8th Grade: Hispanic Grades 1-8 STAR Data Average: Students with Disabilities Grades 1-8 Data 1st Grade:			3rd Grade: 4th Grade: 5th Grade: 6th Grade: 7th Grade: 8th Grade: EL Grades 1-8 STAR Data Average: Low Income Students Grades 1-8 Data 1st Grade: 2nd Grade: 3rd Grade: 4th Grade: 5th Grade: 6th Grade: 7th Grade: 8th Grade: Low Income Grades 1-8 STAR Data Average: Hispanic Students Grades 1-8 Data 1st Grade: 2nd Grade: 3rd Grade: 4th Grade: 5th Grade: 6th Grade: 7th Grade: 8th Grade:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2nd Grade: 3rd Grade: 4th Grade: 5th Grade: 6th Grade: 7th Grade: 8th Grade: Students with Disabilities Grades 1-8 STAR Data Average: Source: Renaissance TK Skills Assessment Baseline to Be Established 2024-2025 All Students TK: EL Students TK: Low Income TK: Hispanic Students TK: Students with Disabilities TK: English Language Arts Benchmark Adopted 2024-2025 Curriculum Baseline to Be Established 2024-2025 All Students Grades K-8 Data 24-25 Kinder:			Hispanic Grades 1-8 STAR Data Average: Students with Disabilities Grades 1-8 Data 1st Grade: 2nd Grade: 3rd Grade: 4th Grade: 5th Grade: 6th Grade: 7th Grade: 8th Grade: Students with Disabilities Grades 1-8 STAR Data Average: Source: Renaissance TK Skills Assessment Desired Outcomes to Be Established 2024-2025 All Students TK: EL Students TK: Low Income TK: Hispanic Students TK: Students with Disabilities TK:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1st Grade: 2nd Grade: 3rd Grade: 4th Grade: 5th Grade: 6th Grade: 7th Grade: 8th Grade: Overall Grades K-8 Data Average: EL Students Grades K-8 Data 24-25 Kinder: 1st Grade: 2nd Grade: 3rd Grade: 4th Grade: 5th Grade: 6th Grade: 7th Grade: 8th Grade: EL Grades K-8 Data Average: Low Income Students Grades K-8 Data 24-25 Kinder: 1st Grade: 2nd Grade: 3rd Grade: 4th Grade: 5th Grade: 6th Grade: 7th Grade: 8th Grade:			English Language Arts Benchmark Adopted 2024-2025 Curriculum Desired Outcomes to Be Established 2024-2025 All Students Grades K-8 Data Kinder: 1st Grade: 2nd Grade: 3rd Grade: 4th Grade: 5th Grade: 6th Grade: 7th Grade: 8th Grade: Overall Grades K-8 Data Average: EL Students Grades K-8 Data Kinder: 1st Grade: 2nd Grade: 3rd Grade: 4th Grade: 5th Grade: 6th Grade: 7th Grade: 8th Grade: EL Grades K-8 Data Average:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low Income Grades K-8 Data Average: Hispanic Students Grades K-8 Data 24-25 Kinder: 1st Grade: 2nd Grade: 3rd Grade: 4th Grade: 5th Grade: 6th Grade: 7th Grade: 8th Grade: Hispanic Grades K-8 Data Average: Students with Disabilities Grades K-8 Data 24-25: Kinder: 1st Grade: 2nd Grade: 3rd Grade: 4th Grade: 5th Grade: 6th Grade: 7th Grade: 8th Grade: Students with Disabilities Grades 1-8 Data Average: Source: Adopted ELA Curriculum 2024-2025			Low Income Students Grades K-8 Data Kinder: 1st Grade: 2nd Grade: 3rd Grade: 4th Grade: 5th Grade: 6th Grade: 7th Grade: 8th Grade: Low Income Grades K-8 Data Average: Hispanic Students Grades K-8 Data Kinder: 1st Grade: 2nd Grade: 3rd Grade: 4th Grade: 5th Grade: 6th Grade: 7th Grade: 8th Grade: Hispanic Grades K-8 Data Average: Students with Disabilities Grades K-8 Data: Kinder: 1st Grade: 2nd Grade: 3rd Grade:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					4th Grade: 5th Grade: 6th Grade: 7th Grade: 8th Grade: Students with Disabilities Grades 1-8 Data Average: Source: ELA Curriculum	
1.3	Individual student mathematics proficiency levels Source: Illuminate (Renaissance) Adopted Math Curriculum	STAR Math (Renaissance) Baseline to Be Established 2024-2025 All Students Grades 1-8 Data 24-25 1st Grade: 2nd Grade: 3rd Grade: 4th Grade: 5th Grade: 6th Grade: 7th Grade: 8th Grade: Overall Grades 1-8 STAR Data Average: EL Students Grades 1-8 Data 24-25 1st Grade: 2nd Grade: 3rd Grade: 4th Grade:			STAR Math (Renaissance) Desired Outcomes to Be Established 2024-2025 All Students Grades 1-8 Data 1st Grade: 2nd Grade: 3rd Grade: 4th Grade: 5th Grade: 6th Grade: 7th Grade: 8th Grade: Overall Grades 1-8 STAR Data Average: EL Students Grades 1-8 Data 1st Grade: 2nd Grade: 3rd Grade:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5th Grade: 6th Grade: 7th Grade: 8th Grade: EL K-8 STAR Data Average: Low Income Students Grades 1-8 Data 24-25 1st Grade: 2nd Grade: 3rd Grade: 4th Grade: 5th Grade: 6th Grade: 7th Grade: 8th Grade: Low Income Grades 1-8 STAR Data Average: Hispanic Students Grades 1-8 Data 24-25 1st Grade: 2nd Grade: 3rd Grade: 4th Grade: 5th Grade: 6th Grade: 7th Grade: 8th Grade: Hispanic Grades 1-8 STAR Data Average:			4th Grade: 5th Grade: 6th Grade: 7th Grade: 8th Grade: EL Grades 1-8 STAR Data Average: Low Income Students Grades 1-8 Data 1st Grade: 2nd Grade: 3rd Grade: 4th Grade: 5th Grade: 6th Grade: 7th Grade: 8th Grade: Low Income Grades 1-8 STAR Data Average: Hispanic Students Grades 1-8 Data 1st Grade: 2nd Grade: 3rd Grade: 4th Grade: 5th Grade: 6th Grade: 7th Grade: 8th Grade: Hispanic Grades 1-8 STAR Data Average:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities Grades 1-8 Data 24-25 1st Grade: 2nd Grade: 3rd Grade: 4th Grade: 5th Grade: 6th Grade: 7th Grade: 8th Grade: Students with Disabilities Grades 1-8 STAR Data Average: Source: Renaissance TK Skills Assessment Desired Outcome to Be Established 2024-2025 All Students TK: EL Students TK: Low Income TK: Hispanic Students TK: Students with Disabilities TK: Source: Renaissance			Students with Disabilities Grades 1-8 Data 1st Grade: 2nd Grade: 3rd Grade: 4th Grade: 5th Grade: 6th Grade: 7th Grade: 8th Grade: Students with Disabilities K-8 STAR Data Average: Source: Renaissance TK Skills Assessment Desired Outcome to Be Established 2024-2025 All Students TK: EL Students TK: Low Income TK: Hispanic Students TK: Students with Disabilities TK:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Source: Renaissance	
1.4	Math Local Benchmark Assessments Source: Illuminate Reports	Math Benchmark Adopted Curriculum Baseline to Be Established 2024-2025 All Students Grades K-8 Data 24-25 Kinder: 1st Grade: 2nd Grade: 3rd Grade: 4th Grade: 5th Grade: 6th Grade: 7th Grade: 8th Grade: Overall Grades K-8 Data Average: EL Students Grades K-8 Data 24-25 Kinder: 1st Grade: 2nd Grade: 3rd Grade: 4th Grade: 5th Grade: 6th Grade: 7th Grade: 8th Grade: EL Grades K-8 Data Average:			Math Benchmark Adopted Curriculum Desired Outcomes to Be Established 2024-2025 All Students Grades K-8 Data Kinder: 1st Grade: 2nd Grade: 3rd Grade: 4th Grade: 5th Grade: 6th Grade: 7th Grade: 8th Grade: Overall Grades K-8 Data Average: EL Students Grades K-8 Data Kinder: 1st Grade: 2nd Grade: 3rd Grade: 4th Grade: 5th Grade: 6th Grade: 7th Grade: 8th Grade: EL Grades K-8 Data Average:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low Income Students Grades K-8 Data 24-25 Kinder: 1st Grade: 2nd Grade: 3rd Grade: 4th Grade: 5th Grade: 6th Grade: 7th Grade: 8th Grade: Low Income Grades K-8 Data Average: Hispanic Students Grades K-8 Data 24-25 Kinder: 1st Grade: 2nd Grade: 3rd Grade: 4th Grade: 5th Grade: 6th Grade: 7th Grade: 8th Grade: Hispanic Grades K-8 Data Average: Students with Disabilities Grades K-8 Data 24-25: Kinder: 1st Grade: 2nd Grade:			Low Income Students Grades K-8 Data Kinder: 1st Grade: 2nd Grade: 3rd Grade: 4th Grade: 5th Grade: 6th Grade: 7th Grade: 8th Grade: Low Income Grades K-8 Data Average: Hispanic Students Grades K-8 Data Kinder: 1st Grade: 2nd Grade: 3rd Grade: 4th Grade: 5th Grade: 6th Grade: 7th Grade: 8th Grade: Hispanic Grades K-8 Data Average: Students with Disabilities Grades K-8 Data Kinder: 1st Grade:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3rd Grade: 4th Grade: 5th Grade: 6th Grade: 7th Grade: 8th Grade: Students with Disabilities Grades 1-8 Data Average: Source: Adopted Math Curriculum/Illuminate TK Skills Assessment Baseline to Be Established 2024-2025 All Students TK: EL Students TK: Low Income TK: Hispanic Students TK: Students with Disabilities TK:			2nd Grade: 3rd Grade: 4th Grade: 5th Grade: 6th Grade: 7th Grade: 8th Grade: Students with Disabilities Grades 1-8 Data Average: Source: Adopted Math Curriculum/Illumin ate TK Skills Assessment Desired Outcome to Be Established 2024-2025 All Students TK: EL Students TK: Low Income TK: Hispanic Students TK: Students with Disabilities TK:	
1.5	California State Standardized	School Wide/All Students: 72.8 Points Below Standard			School Wide/All Students: 52.8 Points Below Standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Assessments as measured by Math CAASPP California School Dashboard	English Learners: 85.5 Points Below Standard SED: 77.3 Points Below Standard Hispanic: 75.7 Points Below Standard Students With Disabilities: 143 Points Below Standard December 2023 Dashboard			English Learners: 65.5 Points Below Standard SED: 57.3 Points Below Standard Hispanic: 55.7 Points Below Standard Students With Disabilities: 123 Points Below Standard	
1.6	CAST Results - State Science Assessment Average Scale Score (Grades 5 and 8) California Dashboard beginning 2024-2025 ETS reporting used for 2023-2024	All Students: Points Below Standard 5th Grade: Baseline to Be Established 2024-2025 8th Grade: Baseline to Be Established 2024-2025 English Learners: Points Below Standard 5th Grade: Baseline to Be Established 2024-2025			All Students: Points Below Standard 5th Grade: Outcome to Be Established 2024-2025 8th Grade: Outcome to Be Established 2024-2025 English Learners: Points Below Standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		8th Grade: Baseline to Be Established 2024-2025 SED: Points Below Standard 5th Grade: Baseline to Be Established 2024-2025 8th Grade: Baseline to Be Established 2024-2025 Hispanic: Points Below Standard 5th Grade: Baseline to Be Established 2024-2025 8th Grade: Baseline to Be Established 2024-2025 Students With Disabilities: Points Below Standard 5th Grade: Baseline to Be Established 2024-2025 8th Grade: Baseline to Be Established 2024-2025 * Not reported on CDE Dashboard until 2024-2024			5th Grade: Outcome to Be Established 2024-2025 8th Grade: Outcome to Be Established 2024-2025 SED: Points Below Standard 5th Grade: Outcome to Be Established 2024-2025 8th Grade: Outcome to Be Established 2024-2025 Hispanic: Points Below Standard 5th Grade: Outcome to Be Established 2024-2025 8th Grade: Outcome to Be Established 2024-2025 Students With Disabilities: Points Below Standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					5th Grade: Outcome to Be Established 2024-2025 8th Grade: Outcome to Be Established 2024-2025	
1.7	California Science Test (CAST) Assessments as measured by CAASPP (Grades 5 and 8) % of students meeting or exceeding standard Source: ETS report	School Wide/All Students: 5th Grade: 18% Met or Exceeded 8th Grade: 21% Met or Exceeded Overall Grades 5 and 8 Data Average: 19.04% Met or Exceeded English Learners: 5th Grade: 4% Met or Exceeded 8th Grade: No data due to small population size Overall Grades 5 and 8 EL Data Average: 2.6% Met or Exceeded SED: 5th Grade: 18% Met or Exceeded 8th Grade: 21% Met or Exceeded Overall Grades 5 and 8 Low Income Data Average:			School Wide/All Students: 5th Grade: 30% Met or Exceeded 8th Grade: 30% Met or Exceeded Overall Grades 5 and 8 Data Average: 30% Met or Exceeded English Learners: 5th Grade: 20% Met or Exceeded 8th Grade: 20% Met or Exceeded Overall Grades 5 and 8 EL Data Average: 20% Met or Exceeded SED: 5th Grade: 30% Met or Exceeded 8th Grade: 30% Met or Exceeded	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		19.5% Hispanic: 16% Met or Exceeded 8th Grade: 1.13% Met or Exceeded Students With Disabilities: 5th Grade: 0% Met or Exceeded 8th Grade: 0% Met or Exceeded Overall Grades 5 and 8 Students with Disabilities Data Average: 0% Met or Exceeded 2023-2024 Data			Overall Grades 5 and 8 Low Income Data Average: 30% Hispanic: 5th Grade: 30% Met or Exceeded 8th Grade: 30% Met or Exceeded Overall Grades 5 and 8 Hispanic Data Average: 30% Students With Disabilities: 5th Grade: 10% Met or Exceeded 8th Grade: 10% Met or Exceeded Overall Grades 5 and 8 Students with Disabilities Data Average: 10% Met or Exceeded	
1.8	Access to a broad course of study, including unduplicated pupils and students with disabilities. Source:	100% access to a broad course of study at all grade levels for students including unduplicated and students with disabilities. 2023-2024 Data			Maintain 100% access, including unduplicated students and students with disabilities..	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Measured by review of the master schedule and student schedules.					
1.9	Properly credentialed and assigned teachers with no mis-assignments nor vacancies. Source: CALSASS	2023-2024 100% of teachers are properly credentialed 100% of teachers are appropriately assigned Source: CALSASS			Maintain 100% of teachers properly credentialed with no mis-assignments nor vacancies. Source: CALSASS	
1.10	TK-8th Grade Span Class Averages Source: AERIES (Locally Calculated)	2023-2024 21:1 Average Class Size Source: AERIES (Locally Calculated)			Maintain an average class size of 24:1 students or less than. Source: AERIES (Locally Calculated)	
1.11	Physical Fitness Test (PFT) % of students in the Healthy Fitness Zone (HFZ) averaging all physical fitness areas. Source: Local Documentation 2023 CDE DataQuest 2024-2025+	2023-2024 Physical Fitness Test (PFT) 68% of students in the Healthy Fitness Zone (HFZ) averaging all physical fitness areas. Source: Local Documentation 2023 CDE DataQuest 2024-2025+			Physical Fitness Test (PFT) 75% of students in the Healthy Fitness Zone (HFZ) averaging all physical fitness areas. Source: CDE DataQuest	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% participation rate of all 5th and 7th grade students (exception being any exemptions due to medical, IEP or Section 504 Plan). Source: Local Documentation 2023 CDE DataQuest 2024-2025+	95.4% participation rate of all 5th and 7th grade students (exception being any exemptions due to medical, IEP or Section 504 Plan). Source: Local Documentation 2023 CDE DataQuest 2024-2025+			100% participation rate of all 5th and 7th grade students (exception being any exemptions due to medical, IEP or Section 504 Plan). Source: CDE DataQuest	
1.12	Kelvin Survey to measure school connectedness will be administered once a year to students in grades 3-8 to determine: % of students that feel strong connectedness to school Souce: Kelvin (Data collection will shift from California Healthy Kids Survey to Kelvin)	2023 California Healthy Kids Survey % of students that feel strong connectedness to school 3rd Grade: Baseline to be Established 2024-2025 4th Grade: Baseline to be Established 2024-2025 5th Grade: 60% 6th Grade: Baseline to be Established 2024-2025 7th Grade: 63% 8th Grade: Baseline to be Established 2024-2025 Overall Grades 3-8 Data Average:			Desired Outcomes to Be Established 2024-2025 % of students that feel strong connectedness to school 3rd Grade: Baseline to be Established 2024-2025 4th Grade: Baseline to be Established 2024-2025 5th Grade: 60% 6th Grade: Baseline to be Established 2024-2025 7th Grade: 63% 8th Grade: Baseline to be	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: California Healthy Kids Survey 2023 Transition to Kelvin in 2024-2025			Established 2024-2025 Overall Grades 3-8 Data Average: Source: Kelvin Survey 2024-2025+	
1.13	SWIFT Fidelity Report Item 3.3	Baseline to be established in 2024-2025			Goal to be established based on 2024-2025 ranking	
1.14	% of students with access to standards aligned instructional materials. Source: Annual Williams Verification	2023-2024 100% of students have access to standards aligned instructional materials. Source: Annual Williams Verification			Maintain 100% of students having access to standards aligned instructional materials. Source: Annual Williams Verification	
1.15	Properly Qualified Instructional Support Staff (Paraprofessionals) Source: AERIES (Locally Determined)	2023-2024 100% of instructional support staff (paraprofessionals) were highly qualified and appropriately assigned. Source: AERIES (Locally Determined)			Maintain 100% of instructional support staff (paraprofessionals) highly qualified and appropriately assigned. Source: AERIES (Locally Determined)	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Curriculum Director/Vice Principal	Provide additional administrative staffing to focus 50% of the time on curriculum/instruction/assessment coordination and 50% to manage the PLC/MTSS work.	$182,000.00	Yes
1.2	Physical Education (PE) Teacher to support PLC and Physical Fitness Standards	Remove the physical education periods from the multiple subject teacher schedules to allow increased preparation time for teachers to meet and discuss student interventions. Employ a Physical Education teacher to provide a comprehensive physical education curriculum and improve physical fitness levels for students in all grade levels.	$153,000.00	Yes
1.3	Instructional Support Staff	Provide direct instructional support in the Tk-3rd grade classrooms, primarily directed toward low income, English Learners, and students with	$561,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		exceptional needs through the employment of highly qualified paraprofessionals.		
1.4	Library Program	Provide high-quality materials for the school library and a library technician to support all students' learning and make progress toward the full implementation of the California Model Library Standards. (Title I, Title V REAP, LCFF)	$109,000.00	Yes
1.5	Intervention Support	Interventions. particularly in the area of ELD, ELA, and Mathematics for unduplicated students continue to be a need to close the equity gap.	$170,750.00	Yes
1.6	Advanced Learners	Provide enrichment and accelerated learning opportunities for identified students through weekly instruction.	$36,500.00	Yes
1.7	Data and Program Support	Employ an Accountability & Assessment Coordinator full time to support all instructional staff, support instruction through disaggregated data reports to all instructional staff, and monitoring assessment alignment to Common Core State Standards.	$159,000.00	Yes
1.8	Kinder Camp	Provide a multi-day Kindergarten Camp experience for students to assist with the transition to school. (Funded by ESSER and LLM)	$12,000.00	No
1.9	Visual and Performing Arts	Increase Visual and Performing Arts offerings for students at all grade levels. Provide additional support to existing Visual and Performing Arts. Action includes staffing costs, materials, and professional development.	$133,000.00	Yes
1.10	College & Career	Develop & Expand the College/Career Experiences and Curriculum at KRUE. Incorporate CTE Model Curriculum Standards aligned courses into	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the offerings for middle school students and career awareness activities for students in grades 2-5 (LCFF and Title IV). CTEIG Grant K-12 Workforce Grant		
1.11	Instructional Coaching	Provide Coaching support for instructional staff. Expenses include consultant fees, staff salaries, and substitute costs for teacher time planning and working with the coach(es) outside of the classroom. (LCFF, Title I, and Title II)	$124,200.00	Yes
1.12	Technology Support	Ensure technology tools and supports for instruction are provided and maintained to increase 21st century skills for students. Costs include: • Provide and maintain computers for student academic use and staff instructional delivery, • Maintenance of WiFi infrastructure, • Instructional software and licenses, • Professional development costs, and • Internet connectivity fees for students. (LCFF and Title V REAP)	$103,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	KRU aims to enhance academic programs and services tailored for English Learners, with the goal of accelerating their acquisition of the English Language and improving the rate at which they are reclassified.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

English Learners make up nearly half of the Kings River student population, and their need for support in language development, as well as scaffolds and integrated supports in content area are a focus for our work to improve overall student performance rates.

This goal was developed in the prior LCAP to add emphasis on improving outcomes for English Learners. In 2024, when we analyzed performance results, we found that English Learners continue to struggle in academic achievement as evidenced by CAASPP assessment data whereas they were performing below the average of all students.

On the 2023, ELA CAASPP as reported on the 2023 Dashboard, English Learner students averaged 67.6 points below standard while all students averaged 55.4 points below standard. Similarly, on the 2023 Math CAASPP as reported on the 2023 Dashboard, English Learner students averaged 85.5 points below standard while all students averaged 72.8 points below standard. English Learners performed lower than all student averages on the DRA and aReading assessments. The 2023 reclassification rate of 2% was lower than the target rate, although 59.7% had shown progress towards English Proficiency on the ELPI (CA Dashboard 2023). We are proud of our work increasing proficiency level scores for our students but there are still 40% of EL students that did not increase a full ELPI level in 2023 to show satisfactory advancement towards fluency. According to 2022-2023 DataQuest, KRUE has 20 students who have been in the English Learner program six or more years and not been reclassified as fluent and 55 students who are been in the program four years or more. According to local calculation, for the 2023-2024 school year, the number of LTEL students increased to 74 while the number of at-risk students increased to 28.

KRUE is continuing to develop a consistent and responsive program that fully meets the needs of the English Learners as they acquire the English language so that they may fully access and obtain academic success across content areas. During the pandemic's virtual learning, English Learners fell further behind as virtual learning was not an effective or engaging learning environment for English Language Learners to acquire, practice, or master language acquisition. This gap has continued, with the English Learner group responding more slowly to interventions and having difficulty returning to Pre-COVID performance.

There is clearly a need to incorporate strong instructional strategies designed to support English Learners, and to refine our practices and interventions and funding the actions in this goal will support that work.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of English Learners increasing English Proficiency Level English Learner Progress Indicator. Source: California Dashboard	59.7% making progress toward English proficiency. December 2023 Dashboard			55% of English Learners making progress toward English proficiency.	
2.2	% of English Learners Reclassified to "Fluent" Source: CALPADS Report 2.16	17% (32 Students Reclassified out of 190) 2022-2023 Data			20% of English Learners Reclassified to "Fluent"	
2.3	% of English Language Learners that are Long-Term Language Learners (6+ Years). % of English Language Learners that are At-Risk (4-5 Years). Source: DataQuest	8.9% of English Language Learners that are Long-Term Language Learners. 13.4% of English Language Learners that are At-Risk. 2023-2024			7% of English Language Learners will be Long-Term Language Learners. 12% of English Language Learners will qualify as At-Risk.	
2.4	California State Standardized	67.6 Points Below Standard English Learners			47.6 Points below Standard- English Learners	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Assessments as Measured by ELA CAASPP- All Students Source: California Dashboard	December 2023 Dashboard				
2.5	California State Standardized Assessments as Measured by Math CAASPP. Source: California Dashboard	85.5 Points Below Standard English Learners December 2023 Dashboard			65.5 Points Below Standard English Learners	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	English Learner TOSA	The district will employ a Highly trained ELD Teacher on Special Assignment (TOSA) to directly support English Learner and Long-Term English Learner students. (Title II and LREBG)	$159,000.00	No
2.2	ELD Professional Development	Engage in high quality professional development, on and off campus, to strengthen the understanding of all instructional staff on the English Language Development standards and the EL Road Map to improve the instructional delivery and improve English Learner student outcomes. (Title III and LCFF)	$54,000.00	Yes
2.3	EL Intervention Supplemental Materials Supplies	Provide Tier II and Tier III English Learner interventions to support their acquisition of English and provided targeted academic supports. Costs include supplemental materials and supplies related to the program. (Title III)	$8,000.00	Yes
2.4	LTEL Intensive Intervention	The district will provide intensive interventions to students identified as long-term language learners (6+ years) in our TK-8 school system in progressing toward reclassification.	$22,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	KRU will enhance support for all students and families by fostering increased parental involvement, involving them in program decisions, and offering learning opportunities.	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.

KRUE has historically experienced low levels of parent participation in school events and parent education offerings over many years. The families express a lack of knowledge and experience in navigating the school system or understanding how they can be actively involved in their children's education. Families have indicated that accessing appropriate resources for their children can be challenging and they especially need assistance with behavioral and mental health supports. The pandemic and school closure accentuated the struggle and reluctance of many of our parents to be actively involved in their child's education, and that situation has only been slowly improving after the COVID period. There is a continued need for creative programming of engagement events, partnership opportunities, and communication strategies to incorporate our parents in the academic program for their children.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parents/Guardians overall satisfaction with our school. Source: KRUE Special Education Parent Survey 2023 KRUE Annual Family Survey 2024-2025+	76.5% Strongly Agree 23.5% Agree 0% No Opinion 0% Disagree 0% Strongly Disagree Overall parent/guardian satisfaction: 100% 2023-2024			95% Strongly Agree/ Agree	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Parents/Guardians agree that the district/school staff offers parents the help they may need to support their child's learning and educational activities (such as understanding what is being taught to their child in school, ideas on engaging students in their learning, materials, resources, etc.). Source: KRUE Special Education Parent Survey 2023 KRUE Annual Family Survey 2024-2025+	28.6% Strongly Agree 42.9% Agree 0% Uncertain 14.3% Disagree 14.3% Strongly Disagree Overall parent/guardian agreeance: 71.5% 2023-2024			80% Strongly agree/ Agree	
3.3	Feelings of depression/anxiety (Grades 4-8) Source: Kelvin	60% of students reporting feelings of depression 51% of students reporting feelings of anxiety 2023-2024 Data			50% of students reporting feelings of depression 40% of students reporting feelings of anxiety	
3.4	Numbers of families serviced by Early Childhood Educator. Source: Early Childhood Educator Logs	60 families supported. 2023-2024			Maintain 60 families serviced by Early Childhood Educator.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Parents agreeing that they feel connected/engaged to the school/district. Source: California Healthy Kids Survey 2023 Kelvin 2024-2025+	57% Strongly Agree 41% Agree 1% Disagree 0% Strongly Disagree 1% Don't Know/NA Overall parent/guardian agreeance: 98% California Healthy Kids Survey 2023			95% of parents will agree/strongly agree they feel connected/engage to school.	
3.6	Staff agreeing that they feel connected/engaged to the school/district. Source: California Healthy Kids Survey 2023 Kelvin 2024-2025+	67% Strongly Agree 26% Agree 7% Disagree 0% Strongly Disagree Overall staff agreeance: 93% California Healthy Kids Survey 2023			90% of staff will agree/strongly agree they feel connected/engage to school.	
3.7	Parent Education Trainings % of parents/guardians feeling confident on how to help their child with schoolwork. % of parents/guardians feeling that they know how to help their child plan for college or vocational school.	63% feel they are confident in helping their child with schoolwork. 47% feel that they know how to help their child plan for college or vocational school. California Healthy Kids Survey 2023 Kelvin 2024-2025+			75% feel they are confident in helping their child with schoolwork. 60% feel that they know how to help their child plan for college or vocational school.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: California Healthy Kids Survey 2023 Kelvin 2024-2025+					

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family and Community Engagement Activities	Increase parent engagement, education, and relationships with school staff through family night events on campus. Costs include consultant services, materials, and staff salaries. (Title I)	$18,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Family and Community Communication	Increase parent understanding and support of programs through publishing of community newsletter and interpreter services for events. Expenses include salary/benefits for interpreter and related materials costs for newsletter. (Title I)	$55,000.00	Yes
3.3	Behavioral and Mental Health Services	Provide social-emotional supports/counseling services for students and families, provided by a licensed social worker.	$92,000.00	Yes
3.4	Early Childhood Program	Provide an early childhood education program to promote school readiness, social emotional skills, developmental and early literacy skills. Expenses include staff salaries/benefits and related materials/supplies for the program.	$100,661.00	Yes
3.5	Parent Education	Provide learning opportunities for our parents/guardians through Fresno State Parent University.	$11,500.00	Yes
3.6	Community Engagement	KRUE provides events and opportunities for staff to be present and engaged in the community where our families live.	$25,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	KRU will enhance the overall school environment for every student by boosting services, organizing activities, and fostering community-building initiatives. These efforts aim to bolster positive school attendance rates and reduce instances of student discipline.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

KRUE acknowledges the need for social emotional and mental health support as a critical component in the overall success of our students, particularly for this group that was profoundly affected by the COVID-19 isolation. The resulting increase in behavioral issues, declining social skills, declining developmental skills, and increase reports in mental health and anxiety related issues has dominated discussions regarding the continuation of this goal with our stakeholders. Additionally, the large number of students still not attending school regularly and being identified as chronically absentee makes supporting their academic and SEL skills more difficult and must be addressed to see systemic improvements.

The whole child must be addressed and needs must be met to enable the child to learn and interact appropriately. There are several clear data points, suspension levels and referral rates to the school psychologist and school social worker, that make this goal an ongoing priority for our entire school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students suspended one or more times during the school year.	2022-2023 Suspension Rates 0.7% for all students 0.9% for EL students			Maintain 0.7% for All students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Suspension Indicator- California Dashboard	0.8% for SED students 0.5% for Hispanic students 0% for White students 0% for Homeless Students 0% for Students with Disabilities (Foster Youth not Reported due to small population size) 2023 California Dashboard			0.9% for EL students 0.8% for SED students 0.5% for Hispanic students 0% for White students 0% for Homeless Students	
4.2	Expulsion Indicator - California Dashboard	0% All students 2023 CA Dashboard			Maintain 0%	
4.3	Middle School Dropout Rate CALPADS Report 1.12	0% All students 2023-2024			Maintain 0%	
4.4	% of students feel safe at school (School Safety) Source: California Healthy Kids Survey (CHKS) 2023 (5th and 7th grade students) Kelvin 2024-2025+	5th Grade - Requirement of active permission meaning parents have to give permission for participation: 76% participation rate. 7th Grade - Passive participation meaning parents have to respond with a "no." Otherwise, the student			70% (Grade 5) 70% (Grade 7)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		would participate: 96% participation rate. Feel Safe Elementary (Grade 5) - 78% Secondary (Grade 7) - 55% 2023 Survey Results				
4.5	% of staff that report feeling safe at school Source: California Healthy Kids Survey (CHKS) 2023 Kelvin 2024-2025+	44 Respondents School Safety 100% agree/strongly agree 2023 Survey Results			Maintain 100%	
4.6	% of parents that report school is a safe place to be. Source: California Healthy Kids Survey (CHKS) 2023 Kelvin 2024-2025+	105 Respondents School Safety 99% agree/strongly agree 2023 Survey Results			95%	
4.7	Discipline referral rates Per eduClimber/Illuminate report	Major Offenses: 72 Minor Offenses: 428 Total Offenses: 500 0-1 Offenses - Students - 80% 2-5 Offenses - Students - 14%			Major Offenses: 60 Minor Offenses: 300 0-1 Offenses: 70% of students 2-5 Offenses: 10% of students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		6+ Offenses - Students - 6% 2023-2024 Data			6+ Offenses: 3% of students	
4.8	Chronic Absenteeism Rates California Dashboard	10% for All Students 8.8% for EL students 9.8% for SED students 9.4% for Hispanic students 9.7% for Homeless Students 17.9% for Students With Disabilities (Foster Youth not reported due to small population size) Source: 2023 CA Dashboard			7% for All Students 7% for EL students 7% for SED students 7% for Hispanic students 7% for Homeless Students 10% for Students With Disabilities (Foster Youth not reported due to small population size)	
4.9	Attendance Rate as measured by district average attendance.	Attendance Rate is 94.43% (Per P1 ADA) Attendance Rate is 96.5% (Per P2 ADA) Attendance Rate is 95.58% (2023-2024 Estimate)			Achieve 97% attendance rate for all student groups.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	PBIS	Increase student safety and responsibility with Positive Behavior Interventions and Supports (PBIS). Expenses include: • Professional development, • Substitute costs, • Classified support staff salaries, • Programs/signs/banners/incentives, and • Assemblies/trips related to the program.	$39,500.00	Yes
4.2	School Psychologist	Increase the services provided by a credentialed School Psychologist. 1.5 days is base services and LCFF will fund an additional 3 days per week. These services will be particularly targeted to Unduplicated students but also addresses the needs of our Students with Disabilities group as more than 90% of our Students with Disabilities that were chronically absent last year also fell into the SED, English Learner or both subgroups along with SWD. SEL materials will also be purchased to support this work.	$140,000.00	Yes
4.3	Health Office Services	Provide a Licensed Vocational Nurse to increase student health/welfare and parent education.	$139,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.4	School Safety	Provide a school resource officer to promote safety, student responsibility, provide educational programs for students and families. Resource Officer contract to support positive student interactions and early interventions with at risk students and their families, provide local agency referrals for supports.	$65,000.00	Yes
4.5	Social Emotional Learning & Supports	Provide social emotional learning curriculum and resources in Tier I, II and III.	$5,000.00	Yes
4.6	Early Childhood Behavioral Support	Special Friends supports students in grades 1-3 (kinder during the second semester) teaching appropriate play and social interactions.	$29,500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	KRU will enhance and uphold the maintenance of all school facilities to ensure they are in good condition, prioritizing safety. This effort aims to improve the learning environment for students and ensure equitable access for all.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Chronic absenteeism and student/ parent connection to school are important aspects of serving our students and community. Students, staff, and parents report a need for additional outside equipment/ seating and other support structures. Flexible seating has been requested by students and staff to make classrooms a more welcome and comfortable environment that supports creativity and student learning. In addition, the increase of other activities outlined in the preceding goals has increased wear and tear on the facilities as a whole so the supports and repairs for cleaning and maintenance must be increased as well. Finally, all must feel safe on campus and we have targeted equipment designed to support monitoring for safety and easing the worries of our school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Facilities Ranking per annual FIT Review	Overall Rating - EXCELLENT 2023 FIT Report			Maintain Rating of "Excellent"	
5.2	Kelvin Survey to measure school connectedness will be administered once a year to students in grades 3-8 to determine:	2023 California Healthy Kids Survey % of students that feel strong connectedness to school			Desired Outcomes to Be Established 2024-2025 % of students that feel strong	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of students that feel strong connectedness to school Source: Kelvin (Data collection will shift from California Healthy Kids Survey to Kelvin)	3rd Grade: Baseline to be Established 2024-2025 4th Grade: Baseline to be Established 2024-2025 5th Grade: 60% 6th Grade: Baseline to be Established 2024-2025 7th Grade: 63% 8th Grade: Baseline to be Established 2024-2025 Overall Grades 3-8 Data Average: Source: California Healthy Kids Survey 2023 Transition to Kelvin in 2024-2025			connectedness to school 3rd Grade: Baseline to be Established 2024-2025 4th Grade: Baseline to be Established 2024-2025 5th Grade: 60% 6th Grade: Baseline to be Established 2024-2025 7th Grade: 63% 8th Grade: Baseline to be Established 2024-2025 Overall Grades 3-8 Data Average: Source: Kelvin Survey 2024-2025+	
5.3	Parents agreeing that they feel connected/engaged to the school/district. Source: California Healthy Kids Survey 2023 Kelvin 2024-2025+	57% Strongly Agree 41% Agree 1% Disagree 0% Strongly Disagree 1% Don't Know/NA Overall parent/guardian agreeance: 98% California Healthy Kids Survey 2023			95% of parents will agree/strongly agree they feel connected/engage to school.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.4	% of students feel safe at school (School Safety) Source: California Healthy Kids Survey (CHKS) 2023 (5th and 7th grade students) Kelvin 2024-2025+	5th Grade - Requirement of active permission meaning parents have to give permission for participation: 76% participation rate. 7th Grade - Passive participation meaning parents have to respond with a "no." Otherwise, the student would participate: 96% participation rate. Feel Safe Elementary (Grade 5) - 78% Secondary (Grade 7) - 55% 2023 Survey Results			70% (Grade 5) 70% (Grade 7)	
5.5	% of staff that report feeling safe at school Source: California Healthy Kids Survey (CHKS) 2023 Kelvin 2024-2025+	44 Respondents School Safety 100% agree/strongly agree 2023 Survey Results			Maintain 100%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Enhanced and Equitable Learning Environments	Purchase specialty furnishings to maintain classroom environments that are pleasant and conducive to learning.	$30,000.00	Yes
5.2	Outdoor Environment Enhancements	Provide increased shade coverings and outdoor improvements to maintain student safety and a welcoming, pleasant campus environment.	$25,000.00	Yes
5.3	Future Facility Improvements	Maintain a safe campus that is conducive to learning and to retaining highly qualified staff as a pleasant learning and working environment.	$150,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,712,810	$222,352

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
41.083%	6.096%	$251,766.69	47.179%

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:** Curriculum Director/Vice Principal **Need:** 2022-2023 ELA state data reveals that English Learners scored 67.6 points below standard while the school-wide average is 55.4 points below. Although the ELPI percentage is maintaining, English Learners are demonstrating the need for additional support in content areas. Students qualifying as low	Provides increased support staffing to assist teachers in meeting the needs of unduplicated students, and increases services for unduplicated student families as well. The curriculum director/vice principal monitors the expectation of effective instruction of Common Core State Standards followed by informative assessments. This role also ensures that the curriculum and assessments are rigorous and provides accurate data in measuring student	1.2 Individual student reading levels 1.3 Individual student mathematics proficiency levels

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
	income, although the discrepancy is not as vast, also demonstrate the need for additional support in content areas. The local reading data (established from DRA results, 1.3) mirrors the immediate academic support for unduplicated pupils. While the school-wide data shows that the average reading level is -2.38 below met, English Learners' average reading levels reveal a greater deficit being -5.08 points below. Students qualifying as low income, as seen above, are performing below the average as well, being -3.12 points below met. In the area of mathematics, the data is similar. While the school-wide average is 72.8 points below met on the CAASPP, English Learners performed at 85.5 points below met while students qualifying as low income scored 77.3 points below. All state and local data reveal unduplicated pupils require additional support and intervention. **Scope:** LEA-wide	mastery while focusing on the engagement and performance of unduplicated pupils. The curriculum director/vice principal plans and collaborates with all professional learning communities as well as the Accountability and Assessment Coordinator to analyze data of all students while specifically analyzing data of the unduplicated pupils which then determines the enrichment or intervention required for academic achievement. These actions will increase student learning and academic performance which is measured by informal and formal local assessments and state assessments. This action is targeted towards the needs of our unduplicated pupils and in order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	
1.2	**Action:** Physical Education (PE) Teacher to support PLC and Physical Fitness Standards **Need:** Per teacher input: Teachers need additional time to meet and plan for unduplicated student needs within their classrooms. The variety of identified needs necessitates more extensive Tier One and Tier Two instructional planning.	Increases planning time to meet unduplicated student needs in the classrooms. Provides additional planning time for multiple subject teachers by removing PE class periods from their schedules. A PE teacher will be hired to take this instructional time and still provide high quality PE instruction. This action is targeted towards the needs of our unduplicated pupils and students with exceptional needs, because it allows our teachers to meet and	1.11 Physical Fitness Test (PFT)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	analyze their individual needs as well as provide interventions if necessary and planning time to implement evidence based strategies that are more effective with those groups, but it will be implemented LEA-wide in order to release all teachers to have these discussions and opportunities, because they all have unduplicated students in their classes. We anticipate it having the greatest effect on the unduplicated student population data.	
1.3	**Action:** Instructional Support Staff **Need:** DRA Reading Result data analysis shows a need for early literacy interventions for unduplicated students. Students in grades TK-3 begin developing basic skills advancing to reading and completing complex math problems. Kings River's student demographic in all grades, including TK-3, include a high percentage of Socio-Economically Disadvantaged students, English Learners and students recently identified with exceptional needs. Most of our SWD group are dually identified as unduplicated students. They require additional supports in the areas of academics, behaviors and social/emotional. Students beginning their education in these primary levels are establishing routines and working toward meeting expectations. In addition, at the start of their educational	Properly qualified instructional support staff provide small group or individual support to unduplicated pupils to promote their success in all areas. These areas include reading, math, behavior, and social and emotional while developing relationships to support the students' overall growth. Instructional support staff monitor students inside and outside of the classroom as well to ensure students are developing healthy relationships, behaviors and self-esteem. Instructional support staff assist students while navigating technology, learning manipulatives and in basic life functions. Many of the instructional support staff speak Spanish which is the majority of our unduplicated pupils' first language. This provides a great opportunity to connect with students and their families. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.'	1.2 Individual student reading levels 1.3 Individual student mathematics proficiency levels

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
	career, students with exceptional needs require additional and ever-changing supports. **Scope:** LEA-wide		
1.4	**Action:** Library Program **Need:** Kings River students, overall, are reading below grade-level. As measured by the Developmental Reading Assessment (DRA), English Learners are reading 5.08 points below reading level while the overall reading level is 2.38 below. Similarly, students that qualify as low income performed 3.12 below while students with disabilities performed at 10.46 below. **Scope:** LEA-wide	Access to the library and the materials included is essential to developing reading skills and desire for learning. Kings River is reintroducing Accelerated Reader (Renaissance) to engage students in casual and academic reading. All library materials are essential in setting student goals, monitoring their reading and their progress. The library technician connects with students in providing books and materials in their first language as well as their instructional reading level. The library technician provides opportunities for all students, including unduplicated pupils, to: 1) access information, 2) evaluate information, 3) use information, and 4) integrate information literacy skills into all areas of learning (California Department of Education, California Model Library Standards). In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	1.1 ELA CAASPP data 1.2 Individual student reading levels
1.5	**Action:** Intervention Support	As a result of the local and state assessment data, KRUE will provide Tier II and III interventions to	1.1 CAASPP ELA (SED, EL, FY results)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: State and local assessment results indicate that unduplicated pupils are not performing at the same academic level as students that are not unduplicated pupils. English Learners scored 67.6 points below standard (orange indicator) on the ELA CAASPP while the school-wide average was points below. Another indicator of the learning gap is the DRA data. The average reading level of English Learners, according to 2023-2024 local data, at grade 8 is the beginning of 4th grade while the average is mid-5th grade. In addition, students qualifying as low income in grades TK-3 have an average reading level of -3.12 below standard while the average of all students is -2.38 for the 2023-2024 school year. Students with disabilities in grades TK-3 performed -10.46 points below standard. The same performance gap is evident in mathematics. Educational partner feedback from advisory committee members stressed the importance of closing this learning gap and increasing academic performance in all areas for unduplicated students. Parent feedback indicated a need for tutoring and intervention to support their children. **Scope:** LEA-wide	students that are not meeting standard. This will include identifying students, through data and/or the Student Success Team, consulting with parents then implementing an action plan with follow-up. Unduplicated students will receive additional support during the school day to work toward closing the equity gap. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population	1.5 CAASPP Math (SED, EL, FY results)
1.6	**Action:** Advanced Learners	Students performing at accelerated rates or at advanced levels require enrichment and challenging learning opportunities. During Tier I instruction, general education teachers provide	1.12 % of students reporting feeling connected/engaged to school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: SED, FY and EL students who are not at risk feel underserved according to annual surveys of parents and students. Students academically performing above grade level do not engage in remediation and oftentimes disengage in Tier 1 instruction. Educational partner feedback from students shared that they were bored and did not feel challenged. On the California Healthy Kids Survey (middle school students), 48% of students felt that school was boring while 60% felt academically motivated. During the 2023-2024 school year, 51 students participated in the Gifted and Talented Education (GATE) Program (approximately 13% of the student population). **Scope:** LEA-wide	enrichment lessons and/or activities. In addition, the part-time GATE and Arts teacher provides weekly lessons to expand their learning. With such opportunities, advanced learners will be challenged and have a greater sense of connectedness. By offering accelerated programs district-wide, the district ensures that all students, regardless of their background, have access to these enriching educational experiences, thereby promoting equity and excellence.	California Healthy Kids Survey of 5th and 7th graders/ Kelvin Survey
1.7	**Action:** Data and Program Support **Need:** CA Dashboard Data: There are continued achievement gaps for unduplicated students indicating the need for more targeted instruction in Tier I and more targeted, strategic interventions. This can only be done with better data systems and support for the teachers, who are asking for supports in these areas. Parents are asking for stronger interventions for their	Supports stronger intervention programs for unduplicated students. Provides targeted, timely, actionable data through consistent sources and systems, for instructional teams to utilize to plan/ address student needs. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	Metric 1.13 Ranking in area 3.3 Our school identifies and prioritizes instructional interventions based on analysis of multiple sources of academic data. SWIFT Fidelity Integrity Assessment (FIA) End of Year Results (Administered twice annually)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students, as they see them struggling academically. **Scope:** LEA-wide		
1.9	**Action:** Visual and Performing Arts **Need:** Annual Family Survey/ SSC input: SED and English Learner families report the need for more exposure to visual/performing arts instruction/experiences. **Scope:** LEA-wide	Provides additional arts education instruction for students. This introduces them to a broader course of studies and arts education has been determined in research to assist with engagement and past trauma supports for at-risk students. Additionally, the district will ensure equitable access to Visual and Performing Arts activities for all students, fostering their holistic development and enriching their educational opportunities. This approach is particularly beneficial for unduplicated pupils, including foster youth, English learners, and low-income students, as it promotes inclusivity and supports their engagement and success in a well-rounded educational experience on an LEA-wide basis.'	1.8 Access to a broad course of study.
1.10	**Action:** College & Career **Need:** Unduplicated parent surveys and student interest surveys indicate increased need for college and career awareness outside of the traditional agricultural linked careers seen in our area.	Provides links to career pathways at the local high schools, college awareness activities, and career exploration opportunities for students. Additionally, the district will ensure equitable access to CTE activities for all students, fostering their holistic development and enriching their educational opportunities. This approach is particularly beneficial for unduplicated pupils, including foster youth, English learners, and low-income students, as it promotes inclusivity and supports their engagement and success in a well-	1.8 Access to a broad course of study.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	rounded educational experience on an LEA-wide basis.'	
1.11	**Action:** Instructional Coaching **Need:** Teachers identify the need for high quality professional development, including embedded coaching, to advance skills to meet the diverse needs of unduplicated students and students with special needs. **Scope:** LEA-wide	Provides high quality professional development. Embedded professional development including co-planning and in-class coaching is evidence-based practice demonstrating the highest results in implementation and effectiveness. The TOSA will be able to provide these services on campus to all staff. While this action will be implemented LEA wide because all of our teachers have unduplicated students with these needs in their classrooms. It is primarily directed at the needs of our English Learners and SED students, and is anticipated to have the greatest effect on those groups.	1.1 CAASPP results in ELA (all students and subgroups) 1.5 CAASPP results in Math (all students and subgroups)
1.12	**Action:** Technology Support **Need:** Annual Survey Data: Unduplicated Parents, unduplicated students, and staff identify the need for students to have adequate access to technology devices appropriate for school work and internet access. SED/ EL families utilize smart phones and are less likely to have laptop/tablet access for student use that can run current educational applications. **Scope:** LEA-wide	Provides equity for students with access to school-appropriate technology devices and internet. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.'	1.1 CAASPP results in ELA (all students and subgroups) 1.5 CAASPP results in Math (all students and subgroups)

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
3.1	**Action:** Family and Community Engagement Activities **Need:** Unduplicated parent feedback from SSC/ surveys/ interviews: Educational partner input expressed the wish for an increased amount of family engagement activities. Student input included wanting more families to be involved and in attendance, additional events like game night and math night, and evening events (such as the talent show) so that parents are able to attend. Parent input at advisory committee meetings expressed their appreciation for the family engagement activities like Family Literacy Night. It was shared that parents of English Learners would like a family educational night to educate parents further on their child's language status and how to further support them. Staff input expresses that many are encouraged and willing to host/assist in such activities to support building relationships between families and the school/district. **Scope:** LEA-wide	Increases parent engagement events: KRUE will continue to host current events, such as Family Literacy Night and movie night as these are greatly attended. KRUE, in connection with educational partners, will increase family engagement activities as we realize it improves relationships and increases connectedness. With this, student achievement and overall student well-being improves. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	3.5 Parents/Guardians feel connectedness to the school/district 3.6 Staff feel connectedness to the school/district
3.2	**Action:** Family and Community Communication **Need:** Unduplicated parent surveys, interviews. SSC input:	Maintains current communication systems that are meeting the needs of unduplicated student families. In an effort to increase parent/family understanding of available supports and programs, KRUE will continue to publish the quarterly	3.5 Parents/Guardians agreeing that they feel connected/engaged to the school/district

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
	Unduplicated families are appreciating the increased communication from the school on a variety of topics. They would like this continued. KRUE communicates with parents through phone calls, text messages, emails, mail and in person. Parents/Guardians surveyed report that they prefer communication via text messages (KRUE Annual Family Survey). Documented in the Healthy Kids Survey for Parents/Families, 96% of participants agree or strongly agree that the school/district keeps them well-informed. Although this survey data is encouraging, only 105 families participated. Of those 105 families, 93% feel that the school encourages them to be an active partner with the school in educating their child. Additionally, the same survey reveals that 97% of families believe that their child is receiving adequate instruction. However, on the Kings River Union Elementary Special Education Parent Survey, 28.6% of respondents disagree that the school staff communicates regularly regarding their child's progress and 42.9% do not feel that the district/school staff communicates information about school, district or community groups that provide resources or support for their children. Although all aforementioned surveys are anonymous and are unable to be disaggregated, KRUE student population consists of 360+ unduplicated pupils out of 399 total students (CALPADS 1.17 Snapshot Report). Educational partners expressed that they greatly appreciate the communication	newsletter highlighted events and accomplishments but will also include information on supports and programs. All correspondence and communications will be provided in English and also in Spanish. An interpreter will be available when possible to avoid any miscommunication. These actions will increase parents/families feeling of connectedness and further build trusting relationships between the educational facility and families. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	

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
	from the school/district. It was expressed that parents would like more information/communication on how their students are progressing between report cards and about available supports and programs. This input was gathered at advisory committee meetings and in parent surveys. Most importantly, parent/guardians along with community members appreciate that all correspondence and communication is in English and also in Spanish. **Scope:** LEA-wide		
3.3	**Action:** Behavioral and Mental Health Services **Need:** CHKS results and parent forum input,Teacher observations and input, Administrator input: Students, particularly our unduplicated pupils, continue to struggle with mental health and social-emotional needs. Since the COVID-19 school closure, we continue to see a rise in the quantity of students that benefit from mental health and counseling services as well increased behaviors that need support. During the 2023-2024 school year, the number of total student encounters increased to 1,176 with the quantity of unique students served being 328. This is an increase from previous year. Because of the needs of the students/families in our school, Kings River Union partnered with Valley Health Team.	Provides social-emotional supports/counseling services. Trusting relationships are essential to academic success and overall well-being of unduplicated pupils. Students whom do not have a stable home/family, experience poverty and feel disconnected may not access instruction or be academically successful. KRUE is a MTSS (Multi-Tiered System of Supports) school/district and prides itself in educating and supporting the whole child. It is evident that our student population requires more than Common Core Standards to attain academic supports. KRUE will continue to offer social worker support in addition to Valley Health Team services. Educational partner feedback (student) revealed that the social work support is greatly appreciated and needed. It was suggested that all students have a "check-in" with the social worker staff as some students do not	3.3 Feelings of depression/anxiety

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
	Valley Health Team now has an office and designated support room for our students located on campus. This support began at the end of 2023 and within five (5) short months, they have reached their caseload capacity of 40 students. Even with all aforementioned supports, on our social/emotional screener (mySAEBRS/FastBridge), 31% of our students in grades 3-8 are at some risk or high risk in social/emotional/academic behaviors. Furthermore, the California Healthy Kids Survey 2023-2024 results for elementary reveal that 22% of students feel frequent sadness which is an increase from 2020 at 13. In the area of overall wellness, 62% feel overall wellness. Same survey results indicate that 25% of middle school students surveyed experience chronic sadness/hopelessness. **Scope:** LEA-wide	express the need for support and reach out for help. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	
3.4	**Action:** Early Childhood Program **Need:** Per annual survey results: Educators and parents note the need for increased services to our youngest students who were affected by COVID quarantines during early social and communication development years. This is particularly true for our SED and English Learner students whose isolation during those years has led to increased trends in regional autism, development delays, communication	Provides early intervention services to address the needs of our English Learner and SED families. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	3.4 # of families serviced by Early Childhood Educator Early Childhood Educator logs

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
	delays, and other related issues affecting their ability to adapt to formal educational settings. **Scope:** LEA-wide		
3.5	**Action:** Parent Education **Need:** Educational partner feedback (unduplicated parents) have expressed their desire for access to education to increase their learning. They believe that this will help them to be a better parent and increase their ability to support their children. We aim to empower our parents/guardians to invest in their children's future. During the 2023-2024 school year, the following trainings were offered: English Conversation, Financial Literacy, Health and Wellness, Parenting Skills, a series of four (4) Digital Literacy, Pathway to College, Small Business Development, Spanish Conversation, Social Emotional Learning and Career Development. **Scope:** LEA-wide	Provides unduplicated families with increased educational opportunities to help them support their children and child development in their homes for overall student success. KRUE will continue to offer parent education trainings through Fresno State Parent University. As parents/guardians increase their knowledge and access to information, it is the goal that student achievement will increase and incident behaviors will decrease. While this is primarily directed at the needs of unduplicated students, it will be provided LEA wide. It is anticipated to have the greatest effect on the unduplicated student population. During the Fall 2023, twenty-six parent trainings were completed, while in Spring 2024, four were completed. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	3.5 Parent connectedness 3.7 Supporting their student
3.6	**Action:** Community Engagement	Provides opportunities for positive relationship building between school staff and unduplicated students' parents.	3.5 Parent connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Educational partner feedback (annual survey and interviews) from unduplicated parents shares that students and families feel more comfortable with staff on campus if the have interacted with them informally. Unduplicated pupils have access to staff members through the evenings, weekends, holidays and summer activities in their community. At these informal events, strong community ties are built that direct support services and help us understand their needs. For the KRUE school district, it matters to our families that we are present in their community. **Scope:** LEA-wide	KRUE having an active presence builds trust, awareness, collaboration and relationships outside of the school setting. In turn, positive, trusting relationships will increase student academic success. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	
4.1	**Action:** PBIS **Need:** Addressing increased behavior concerns, bullying reports, and overall campus safety concerns as reported by parents of unduplicated students in survey results and seen in suspension and referral data for unduplicated student groups. **Scope:** LEA-wide	Provides for positive reinforcements for good behavior and citizenship on campus and at school events. By offering positive behavioral support programs district-wide, the district ensures that all students, regardless of their background, have access to these enriching educational experiences, thereby promoting equity and excellence.	4.7 Discipline referral rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.2	**Action:** School Psychologist **Need:** Unduplicated students are highly represented in discipline and behavioral counseling referral statistics for our sites. Behavioral issues, mental health issues, and school avoidance issues are showing up in disproportionate numbers in our English Learner youth, specifically. Foster students and parents report additional interventions are needed to manage behaviors due to trauma. **Scope:** LEA-wide	Provides intervention staff and location for services to handle mental health/ SEL related behavioral issues and avoid suspension. Staff work with students and families on implementing substitute, positive behaviors and providing counseling in a timely way to immediately address issues and avoid prolonged learning disruptions. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	4.1 Percent of students suspended one or more times during the school year.
4.3	**Action:** Health Office Services **Need:** SED, Foster Youth, and English Learner families report lack of available health care services and health counseling services in the area, and particularly those accepting Medi-Cal or no insurance/sliding scale fees is a barrier to their students' physical wellbeing and regular attendance. **Scope:** LEA-wide	Provides increased health case management services, family health counseling, and health case evaluations for students feeling ill or having ongoing medical issues. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	4.8 Chronic Absenteeism 4.9 Attendance Rate
4.4	**Action:** School Safety	Provides a resource officer for increasing unduplicated family and school services. Through parent and staff input, this has been determined to	4.6 Percent of parents, students, and teachers

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Annual Survey analysis: Unduplicated Parents, unduplicated students and staff report concerns regarding school violence and safety and advocate in their feedback for a school resource officer to provide interventions, family supports, and quick response time on site in case of emergency situations. **Scope:** LEA-wide	assist families in removing barriers to attendance and support their feeling of safety for their child at school.. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	reporting school is a safe place.
4.5	**Action:** Social Emotional Learning & Supports **Need:** CHKS Student data in the area of social emotional indicate that although many unduplicated students reveal that they are happy and coping well, others are struggling. Unduplicated parent and student survey feedback details that students appreciate Tier I SEL instruction and the opportunity to discuss themselves outside of academic areas. They also expressed the need for additional supports for more students. **Scope:** Schoolwide	KRUE will continue to provide Tier I, II and III SEL instruction and support, targeted at unduplicated students' identified needs. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	4.7 Discipline referral rates 4.9 Attendance rates
4.6	**Action:** Early Childhood Behavioral Support	Provides additional SEL and behavioral supports for unduplicated students.	4.7 Discipline referral rates 4.9 Attendance rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Unduplicated parent/ student survey input and feedback from staff shared that unduplicated students in grades 4-8 that have participated in such programs demonstrated desired behaviors. Students in grades 1-3 (kinder the second semester) receive additional support in social engagement and appropriate play when behavioral data and teacher observation determine it is needed. **Scope:** LEA-wide	Referred students will continue to participate in early childhood behavioral support programs to learn desired social behavior. Unduplicated pupils, in addition to students not considered unduplicated, will have greater access to academic standards and social interactions. In turn, this will allow all students, including unduplicated pupils, opportunities to access learning. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	
5.1	**Action:** Enhanced and Equitable Learning Environments **Need:** School connectedness data for unduplicated students and parents is encouraging with both educational partners feeling a connection to the school and also a sense of safety. We would like to continue to increase those results. In order for students to learn, they must be at school and in a safe, comfortable learning environment.	Provides additional furnishings and materials to improve the basic classroom environment for students. Reduces the institutional feel that can be present in some schools, to increase connectedness and engagement of unduplicated students. KRUE will continue to provide classroom environments with needed furnishings to create pleasant and conducive settings for learning. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of	5.2 Student connectedness 5.3 Parent/Family connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	students, promoting equity and success across the entire student population.	
5.2	**Action:** Outdoor Environment Enhancements **Need:** Unduplicated student survey and interview input requests more equipment and shaded areas to rest. Outdoor play time is essential for overall student well-being. KRUE has two (2) play structure areas for the younger student population with the greater yard area being for the students in older grades. Kings River prides itself with the continuous high ranking on the FIT review. Advisory committees and parents alike have expressed their appreciation for a well-kept, welcoming environment for their children. **Scope:** LEA-wide	Provides increased recreational equipment to help students feel engaged and connected, based on their input/request. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.'	5.2 Student connectedness 5.3 Parent/Family connectedness
5.3	**Action:** Future Facility Improvements **Need:** Unduplicated student survey feedback: Secondary students indicate that many do not feel safe and that the facilities could use some improvement. This can interfere with	Improves student sense of campus safety and allows them to focus on learning. KRUE will continue to improve the campus including the learning environments. Currently, KRUE is at the beginning stages in building new TK and kinder classrooms, modernization to our oldest wing and building a new wing of classrooms.	5.1 Facilities Ranking per annual FIT Review

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
	connectedness, engagement, and attendance. All of these affect school performance. During the last few school years, safety improvements have included installing vape sensors in the secondary restrooms, additional, high-quality cameras around campus and also in the buses. **Scope:** 　LEA-wide	In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	

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
2.2	**Action:** ELD Professional Development **Need:** As noted in the goal explanation, nearly 50% of KRUE's student population are English Language Learners. Encompassed in this percentage is the number of students that have become long-term language learners and also, students that are at-risk of becoming long-term language learners. Although many of these students are making great progress, many have become stagnant and are requiring additional supports and strategic intervention	Provides professional development to support integrated and designated ELD instruction in all classrooms. All teachers, general and special education, attend and engage in professional development over the school years to expand their understanding and knowledge in teaching and supporting English Language Learners. KRUE has contracted with the county office for consultation in improving designated and integrated ELD, collaborating with all teachers, designing ELD lessons, supporting student growth, progress monitoring and assessment. The English Language TOSA	2.1 English Learner Progress Indicator 2.3 Long-Term or At-Risk Language Learners

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	on top of designated and integrated ELD. Our data shows that students that have become Redesignated Fluent English Proficient (RFEP) outperform all other students. On the 2023 CAASPP for ELA, reclassified students scored 11.6 points above standard while current English Learners scored 102.9 points below standard. In mathematics, reclassified students scored 23.9 points below standard while current English Learners scored 113 points below. Noted in the English Learner Progress Indicator (ELPI), 13.9% of ELs decreased at least one ELPI level while 55.6% progress at least one ELPI level. 4.2% maintained at an ELPI level of 4 while 26.4% maintained an ELPI level of 1, 2L, 2H, 3L or 3H. Educational partner feedback from staff expressed the need for additional understanding and professional learning in ELD standards and lessons. **Scope:** Limited to Unduplicated Student Group(s)	collaborates and learns from the consultant on a continuing bases as teacher and student needs constantly change. Throughout the school years, selected teachers or volunteers participate in off-campus professional development to strengthen their understanding in ELD standards and instructional strategies. Some of these opportunities include California Association for Bilingual Education (CABE), EL Road Map trainings and the California Assessment Conference. Oftentimes, substitute teachers are hired to allow teachers to participate in peer observations to build their knowledge and expand their teaching approaches and strategies. All of the aforementioned opportunities improve the instructional delivery and improve English Learner student outcomes.	
2.3	**Action:** EL Intervention Supplemental Materials Supplies **Need:** As noted in the goal explanation, nearly 50% of KRUE's student population are English Language Learners. Encompassed in this percentage is the number of students that have become long-term language learners and also, students that are at-risk of becoming long-term language learners. Although many	Provides additional interventions for EL students. Many English Learners are making expected progress through designated and integrated ELD, core content instruction, extracurricular activities and technology. However, as stated above, several students are struggling in attaining the next level. As a result, such students require Tier II and Tier III support in language development. This action provides students with no only additional materials and supplies but also targeted instructional support.	2.4 EL Performance on ELA CAASPP 2.5 EL Performance on Math CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	of these students are making great progress, many have become stagnant and are requiring additional supports and strategic intervention on top of designated and integrated ELD. Our data shows that students that have become Redesignated Fluent English Proficient (RFEP) outperform all other students. On the 2023 CAASPP for ELA, reclassified students scored 11.6 points above standard while current English Learners scored 102.9 points below standard. In mathematics, reclassified students scored 23.9 points below standard while current English Learners scored 113 points below. Noted in the English Learner Progress Indicator (ELPI), 13.9% of ELs decreased at least one ELPI level while 55.6% progress at least one ELPI level. 4.2% maintained at an ELPI level of 4 while 26.4% maintained an ELPI level of 1, 2L, 2H, 3L or 3H. The enrollment of students new to the country fluctuates year to year, month to month, day by day. Because of this, our students considered "newcomers" have various needs and require differentiated supports. Educational partner input identifies the need for interventions in smaller settings is needed. **Scope:** Limited to Unduplicated Student Group(s)		
2.4	**Action:** LTEL Intensive Intervention	Provides additional staffing for interventions targeted at unduplicated student needs. Assigned staff members will provide intensive intervention to the identified long-term language	2.3 Long-Term or At-Risk Language Learners

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: According to 2022-2023 DataQuest, KRUE has 20 students who have been in the English Learner program six or more years and not been reclassified as fluent and 55 students who are been in the program four years or more. According to local calculation, for the 2023-2024 school year, the number of LTEL students increased to 74 while the number of at-risk students increased to 28. Educational partner input expressed the need for intensive intervention for students in grades 6-8 that have become long-term language learners expressing concern regarding the data discrepancy between ELs and reclassified students on ELA and math CAASPP. This feedback was provided at an advisory committee meeting and also other community member meetings. It was expressed by a high-school student that went through the Kings River Unified School District system, who is now a junior in high school, that she would have greatly benefited from intensive intervention while at KRUE and perhaps it would have prevented her from still being an English Learner at this time. **Scope:** Limited to Unduplicated Student Group(s)	learners in grades 6-8. This intervention will occur immediately following the development of an Individualized Language Plan (ILP), a conference with parents/guardians and student to analyze data and obtain feedback, goal setting and action plan. Intensive intervention plan will be determined by the individual student's needs. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	

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.

There are no actions with a planned percentage of improved services.

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.

Kings River Union estimates it will receive $222,352 of additional concentration funding targeted to increase staff providing direct services to students on campus. These funds are used on the following actions:
- provide 4 instructional aides so that 2nd & 3rd grade classrooms had instructional aides 4.5 hours a day (Goal 1, Action 3)
- provide 1st grade instructional aide time for 5.5 hours a day to further support student build foundation skills (Goal 1, Action 3)
- to support the students with disabilities by increasing the hours for the special education aides from 4.5 hours to 8 hours daily to provide more support to our most at-risk students (Goal 1, Action 3)

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	n/a
Staff-to-student ratio of certificated staff providing direct services to students	N/A	n/a

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,169,106	1,712,810	41.083%	6.096%	47.179%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,115,500.00	$234,661.00	$72,500.00	$538,950.00	$2,961,611.00	$1,989,193.00	$972,418.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Curriculum Director/Vice Principal	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year and ongoing	$182,000.00	$0.00	$182,000.00				$182,000.00	
1	1.2	Physical Education (PE) Teacher to support PLC and Physical Fitness Standards	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year and ongoing	$153,000.00	$0.00	$153,000.00				$153,000.00	
1	1.3	Instructional Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year and ongoing	$561,000.00	$0.00	$497,000.00		$64,000.00		$561,000.00	
1	1.4	Library Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year and ongoing	$88,500.00	$20,500.00	$85,500.00			$23,500.00	$109,000.00	
1	1.5	Intervention Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year and ongoing	$165,750.00	$5,000.00	$50,000.00			$120,750.00	$170,750.00	
1	1.6	Advanced Learners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year and ongoing	$28,000.00	$8,500.00	$36,500.00				$36,500.00	
1	1.7	Data and Program Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year and ongoing	$157,000.00	$2,000.00	$159,000.00				$159,000.00	
1	1.8	Kinder Camp	All	No			All Schools TK-KTK and Kindergar	2024 Summer and annually ongoing	$9,500.00	$2,500.00				$12,000.00	$12,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
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1	1.9	Visual and Performing Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year and ongoing	$113,000.00	$20,000.00	$30,000.00	$73,000.00		$30,000.00	$133,000.00	
1	1.10	College & Career	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year and ongoing	$15,000.00	$35,000.00	$20,000.00	$30,000.00			$50,000.00	
1	1.11	Instructional Coaching	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year and ongoing	$77,000.00	$47,200.00	$68,000.00			$56,200.00	$124,200.00	
1	1.12	Technology Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year and Ongoing	$0.00	$103,000.00	$93,000.00			$10,000.00	$103,000.00	
2	2.1	English Learner TOSA	English Learners	No			All Schools	2024-25 School Year and ongoing	$159,000.00	$0.00				$159,000.00	$159,000.00	
2	2.2	ELD Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-25 School Year and ongoing	$4,000.00	$50,000.00	$35,000.00			$19,000.00	$54,000.00	
2	2.3	EL Intervention Supplemental Materials Supplies	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-25 School Year and ongoing	$0.00	$8,000.00	$5,000.00			$3,000.00	$8,000.00	
2	2.4	LTEL Intensive Intervention	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-25 School Year and ongoing	$17,000.00	$5,000.00	$22,000.00				$22,000.00	
3	3.1	Family and Community Engagement Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$2,000.00	$16,000.00	$14,500.00			$3,500.00	$18,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	Family and Community Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$37,000.00	$18,000.00	$33,000.00		$22,000.00		$55,000.00	
3	3.3	Behavioral and Mental Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School year	$92,000.00	$0.00	$17,000.00	$75,000.00			$92,000.00	
3	3.4	Early Childhood Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$93,443.00	$7,218.00	$44,000.00	$56,661.00			$100,661.00	
3	3.5	Parent Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year and on-going	$3,500.00	$8,000.00	$11,500.00				$11,500.00	
3	3.6	Community Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year and on-going	$0.00	$25,000.00	$25,000.00				$25,000.00	
4	4.1	PBIS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year and ongoing	$4,000.00	$35,500.00	$39,500.00				$39,500.00	
4	4.2	School Psychologist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year and ongoing	$0.00	$140,000.00	$140,000.00				$140,000.00	
4	4.3	Health Office Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year and ongoing	$0.00	$139,000.00	$59,000.00			$80,000.00	$139,000.00	
4	4.4	School Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year and ongoing	$0.00	$65,000.00	$65,000.00				$65,000.00	
4	4.5	Social Emotional Learning & Supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2024-2025 school year and ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
4	4.6	Early Childhood Behavioral Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year and ongoing	$27,500.00	$2,000.00	$21,000.00		$8,500.00		$29,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	5.1	Enhanced and Equitable Learning Environments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 school year	$0.00	$30,000.00	$30,000.00				$30,000.00	
5	5.2	Outdoor Environment Enhancements	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 school year	$0.00	$25,000.00	$25,000.00				$25,000.00	
5	5.3	Future Facility Improvements	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 school year	$0.00	$150,000.00	$150,000.00				$150,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,169,106	1,712,810	41.083%	6.096%	47.179%	$2,115,500.00	0.000%	50.742 %	**Total:**	$2,115,500.00
								LEA-wide Total:	$2,048,500.00
								Limited Total:	$62,000.00
								Schoolwide Total:	$5,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Curriculum Director/Vice Principal	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$182,000.00	
1	1.2	Physical Education (PE) Teacher to support PLC and Physical Fitness Standards	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$153,000.00	
1	1.3	Instructional Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$497,000.00	
1	1.4	Library Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$85,500.00	
1	1.5	Intervention Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
1	1.6	Advanced Learners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$36,500.00	
1	1.7	Data and Program Support	Yes	LEA-wide	English Learners Foster Youth	All Schools	$159,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.8	Kinder Camp				TK-K		
1	1.9	Visual and Performing Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
1	1.10	College & Career	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
1	1.11	Instructional Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$68,000.00	
1	1.12	Technology Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$93,000.00	
2	2.2	ELD Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$35,000.00	
2	2.3	EL Intervention Supplemental Materials Supplies	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,000.00	
2	2.4	LTEL Intensive Intervention	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$22,000.00	
3	3.1	Family and Community Engagement Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$14,500.00	
3	3.2	Family and Community Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,000.00	
3	3.3	Behavioral and Mental Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,000.00	
3	3.4	Early Childhood Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$44,000.00	
3	3.5	Parent Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.6	Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	
4	4.1	PBIS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$39,500.00	
4	4.2	School Psychologist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$140,000.00	
4	4.3	Health Office Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$59,000.00	
4	4.4	School Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$65,000.00	
4	4.5	Social Emotional Learning & Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
4	4.6	Early Childhood Behavioral Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,000.00	
5	5.1	Enhanced and Equitable Learning Environments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
5	5.2	Outdoor Environment Enhancements	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	
5	5.3	Future Facility Improvements	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,689,027.00	$4,892,349.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Credentialed Instructional Staff	No	$2,731,676.00	$2,140,535.00
1	1.2	Physical Education Teacher	Yes	$124,000.00	126,467
1	1.3	Transitional Kindergarten Teacher	Yes	$90,000.00	92,922
1	1.4	Instructional Aides	Yes	$542,000.00	592,800
1	1.5	Library Technician & Library Materials	Yes	$103,000.00	62,829
1	1.6	Intervention Support for Students	Yes	$183,751.00	67,208
1	1.7	Accelerated Learning Opportunities	Yes	$34,200.00	32,454
1	1.8	Accountability & Assessment Coordinator	Yes	$150,000.00	159,282
1	1.9	Multi-Tiered Instructional System	Yes	$9,200.00	11,249
1	1.10	Kindergarten Camp	Yes	$22,500.00	11,832
1	1.11	Summer School	Yes	$113,500.00	143,816

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	1.12	Visual & Performing Arts	Yes	$55,500.00	6,723
1	1.13	College & Career Opportunities	Yes	$35,000.00	33,023
2	2.1	Training Days for Credentialed Staff	Yes	$20,000.00	25,753
2	2.2	Curriculum Materials	Yes	$40,000.00	45,192
2	2.4	Student Data Management	Yes	$30,000.00	36,524
2	2.5	Instructional Coaching & Support	Yes	$83,700.00	57,178
3	3.1	Academic Vocabulary Development	Yes	$12,000.00	$10,646
3	3.2	English Learner Assessment Team & TOSA	Yes	$152,600.00	118,272
3	3.3	English Language Development Professional Development	Yes	$64,000.00	56,089
3	3.4	Supplemental English Language Development Materials	Yes	$8,000.00	15,295
3	3.5	LTEL Summer School	Yes	$13,500.00	$485
4	4.1	Student Technology Devices	Yes	$15,000.00	5,282
4	4.2	KRUE Internet Infrastructure	Yes	$23,000.00	22,306
4	4.3	Technology Repair & Replacement Program	Yes	$30,000.00	$12,128

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.4	Instructional Software	Yes	$22,500.00	153,198
4	4.5	Technology Support Team	Yes	$30,000.00	29,874
4	4.6	Technology Professional Development	Yes	$3,000.00	3,175
4	4.7	Internet Connectivity for Students	Yes	$20,000.00	17,490
5	5.1	Family Nights	Yes	$14,500.00	$7,753
5	5.2	KRUE Reads Together	Yes	$10,000.00	$5,515
5	5.3	KRUE Communication System	Yes	$46,200.00	$53,130
5	5.4	Parent Education	Yes	$11,500.00	$7,375
5	5.5	School Social Workers	Yes	$88,000.00	91,953
5	5.6	Early Childhood Coordinator	Yes	$107,500.00	102,314
5	5.7	Student Support/Independent Study Coordinator	Yes	$72,700.00	71,019
5	5.8	Community Engagement Activities	Yes	$20,000.00	18,027
6	6.1	PBIS Staff Training & Development	Yes	$3,500.00	$0
6	6.2	PBIS Signage	Yes	$7,500.00	$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
6	6.3	PBIS Rewards	Yes	$44,000.00	51,704
6	6.4	Social Emotional Curriculum & Materials	Yes	$5,000.00	$5,319
6	6.5	School Psychologist	Yes	$116,000.00	78,785
6	6.6	Peaceful Playgrounds	Yes	$3,000.00	$2,600
6	6.7	KRU Athletic Program	Yes	$44,000.00	39,673
6	6.8	K-3 Early Intervention Program	Yes	$32,000.00	15,805
6	6.9	After School Program	Yes	$10,000.00	$672
6	6.10	Licensed Vocational Nurse & Registered Nurse	Yes	$127,000.00	$105,834
6	6.11	School Resource Officer	Yes	$45,000.00	40,189
7	7.1	Learning Environments	Yes	$10,000.00	55,910
7	7.2	Outdoor Environments	Yes	$10,000.00	20,407
7	7.3	School Safety	Yes	$25,000.00	18,393
7	7.4	Future Facility Improvements	Yes	$75,000.00	9,945

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,719,944	$1,895,300.00	$1,679,635.00	$215,665.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Physical Education Teacher	Yes	$124,000.00	126,467		
1	1.3	Transitional Kindergarten Teacher	Yes	$90,000.00	92,922		
1	1.4	Instructional Aides	Yes	$289,000.00	300,715		
1	1.5	Library Technician & Library Materials	Yes	$80,000.00	56,965		
1	1.6	Intervention Support for Students	Yes	$30,000.00	31,776		
1	1.7	Accelerated Learning Opportunities	Yes	$34,200.00	32,454		
1	1.8	Accountability & Assessment Coordinator	Yes	$150,000.00	159,282		
1	1.9	Multi-Tiered Instructional System	Yes	$8,000.00	$9,534		
1	1.10	Kindergarten Camp	Yes	$5,000.00	$0		
1	1.11	Summer School	Yes	$22,500.00	$0		
1	1.12	Visual & Performing Arts	Yes	$35,000.00	6,248		
1	1.13	College & Career Opportunities	Yes	$23,000.00	20,148		
2	2.1	Training Days for Credentialed Staff	Yes	$20,000.00	25,753		

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)
2	2.2	Curriculum Materials	Yes	$40,000.00	45,192		
2	2.4	Student Data Management	Yes	$30,000.00	36,524		
2	2.5	Instructional Coaching & Support	Yes	$15,500.00	17,449		
3	3.1	Academic Vocabulary Development	Yes	$12,000.00	$10,646		
3	3.2	English Learner Assessment Team & TOSA	Yes	$10,000.00	$0		
3	3.3	English Language Development Professional Development	Yes	$56,000.00	53,627		
3	3.4	Supplemental English Language Development Materials	Yes	$6,500.00	5,375		
3	3.5	LTEL Summer School	Yes	$13,500.00	$485		
4	4.1	Student Technology Devices	Yes	$15,000.00	$5,282		
4	4.2	KRUE Internet Infrastructure	Yes	$23,000.00	22,306		
4	4.3	Technology Repair & Replacement Program	Yes	$30,000.00	12,128		
4	4.4	Instructional Software	Yes	$15,000.00	18,543		
4	4.5	Technology Support Team	Yes	$30,000.00	29,874		
4	4.6	Technology Professional Development	Yes	$3,000.00	$3,175		
4	4.7	Internet Connectivity for Students	Yes	$20,000.00	17,490		
5	5.1	Family Nights	Yes	$8,500.00	7,753		
5	5.2	KRUE Reads Together	Yes	$10,000.00	5,515		
5	5.3	KRUE Communication System	Yes	$15,000.00	16,375		

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)
5	5.4	Parent Education	Yes	$11,500.00	7,375		
5	5.5	School Social Workers	Yes	$88,000.00	91,953		
5	5.6	Early Childhood Coordinator	Yes	$39,600.00	37,124		
5	5.7	Student Support/Independent Study Coordinator	Yes	$1,000.00	$0		
5	5.8	Community Engagement Activities	Yes	$20,000.00	18,027		
6	6.1	PBIS Staff Training & Development	Yes	$3,500.00	$0		
6	6.2	PBIS Signage	Yes	$7,500.00	$0		
6	6.3	PBIS Rewards	Yes	$44,000.00	51,704		
6	6.4	Social Emotional Curriculum & Materials	Yes	$5,000.00	5,319		
6	6.5	School Psychologist	Yes	$116,000.00	78,785		
6	6.6	Peaceful Playgrounds	Yes	$3,000.00	2,600		
6	6.7	KRU Athletic Program	Yes	$44,000.00	39,673		
6	6.8	K-3 Early Intervention Program	Yes	$23,500.00	$6,849		
6	6.9	After School Program	Yes	$10,000.00	$672		
6	6.10	Licensed Vocational Nurse & Registered Nurse	Yes	$50,000.00	24,707		
6	6.11	School Resource Officer	Yes	$45,000.00	40,189		
7	7.1	Learning Environments	Yes	$10,000.00	55,910		
7	7.2	Outdoor Environments	Yes	$10,000.00	20,407		
7	7.3	School Safety	Yes	$25,000.00	18,393		

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)
7	7.4	Future Facility Improvements	Yes	$75,000.00	$9,945		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4,130,033	1,719,944	5.12%	46.765%	$1,679,635.00	0.000%	40.669%	$251,766.69	6.096%

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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    o   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.

  o 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,

  o 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:

  o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal
Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal
Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

    o 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:

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

    o 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).

    o 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.

    o Indicate the school year to which the baseline data applies.

    o 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.

  o 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.

  o 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.

  o 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.

  o 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.

  o 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.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o 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.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o 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.

  o 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.

- o 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.

- o 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.

- o 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.

  - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  o 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.

  o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o 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.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o 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.

- o **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.

- o **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).

  - o **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.

  - o **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.

- o 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)**

- o 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**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o 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**

  - o 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)**

  - o 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 (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o 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)**

  - o 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 %)**

- o 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)**

  - o 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)**

  - o 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)**

  - o 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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