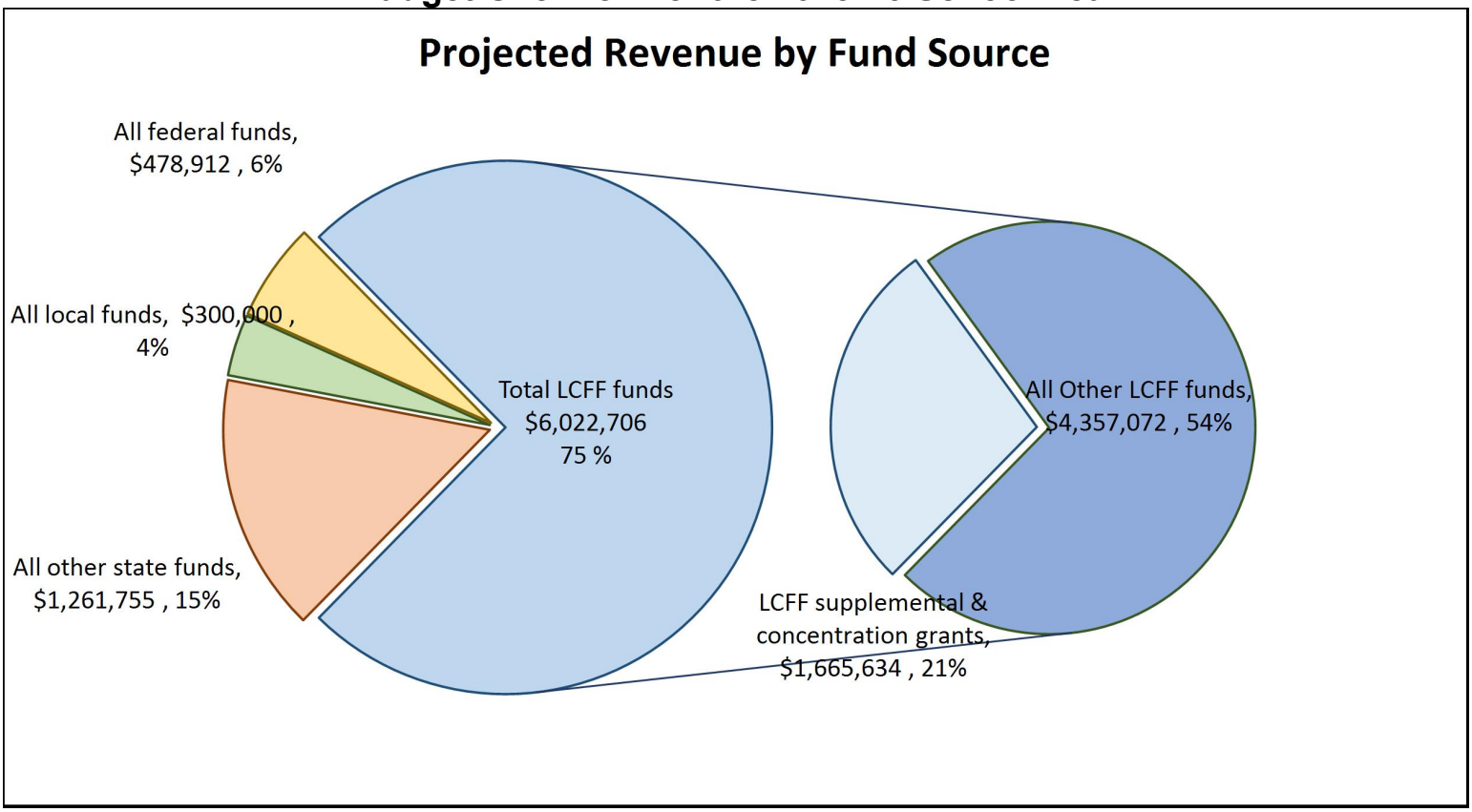
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kings River Union Elementary School District
CDS Code: 54719696054126
School Year: 2025-26
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 2025-26 School Year

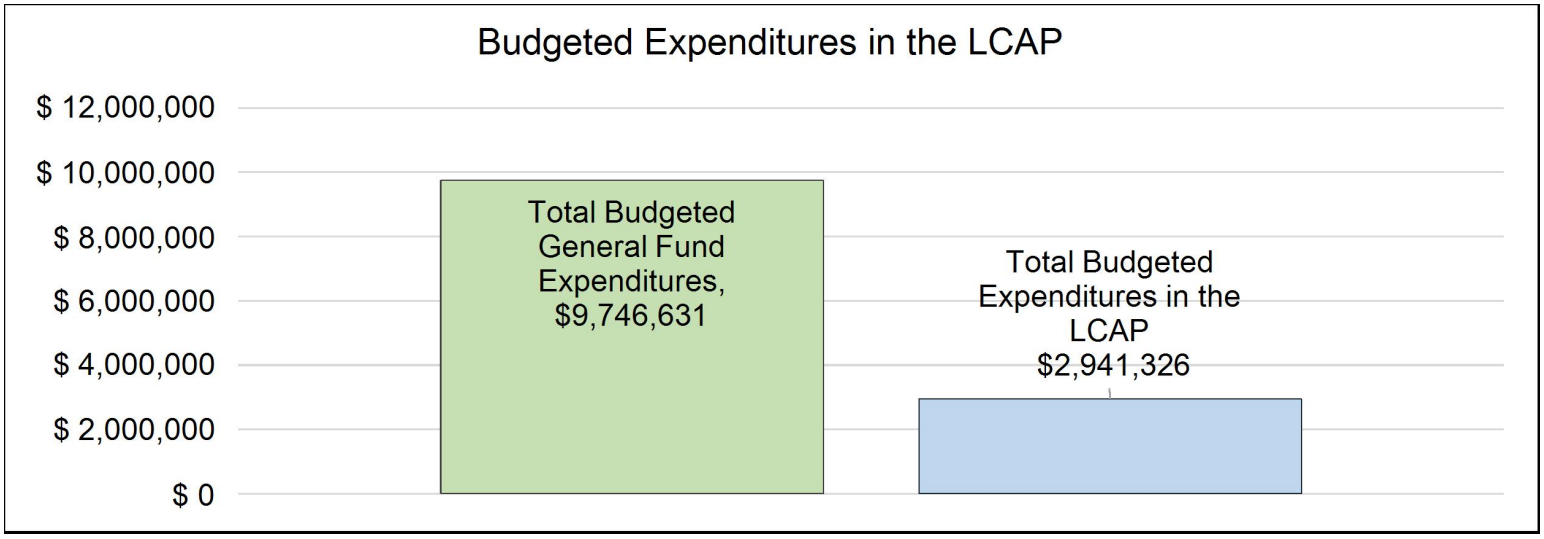


This chart shows the total general purpose revenue Kings River Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Kings River Union Elementary School District is $8,063,373, of which $6,022,706 is Local Control Funding Formula (LCFF), $1,261,755 is other state funds, $300,000 is local funds, and $478,912 is federal funds. Of the $6,022,706 in LCFF Funds, $1,665,634 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Kings River Union Elementary School District plans to spend $9,746,631 for the 2025-26 school year. Of that amount, $2,941,326 is tied to actions/services in the LCAP and $6,805,305 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

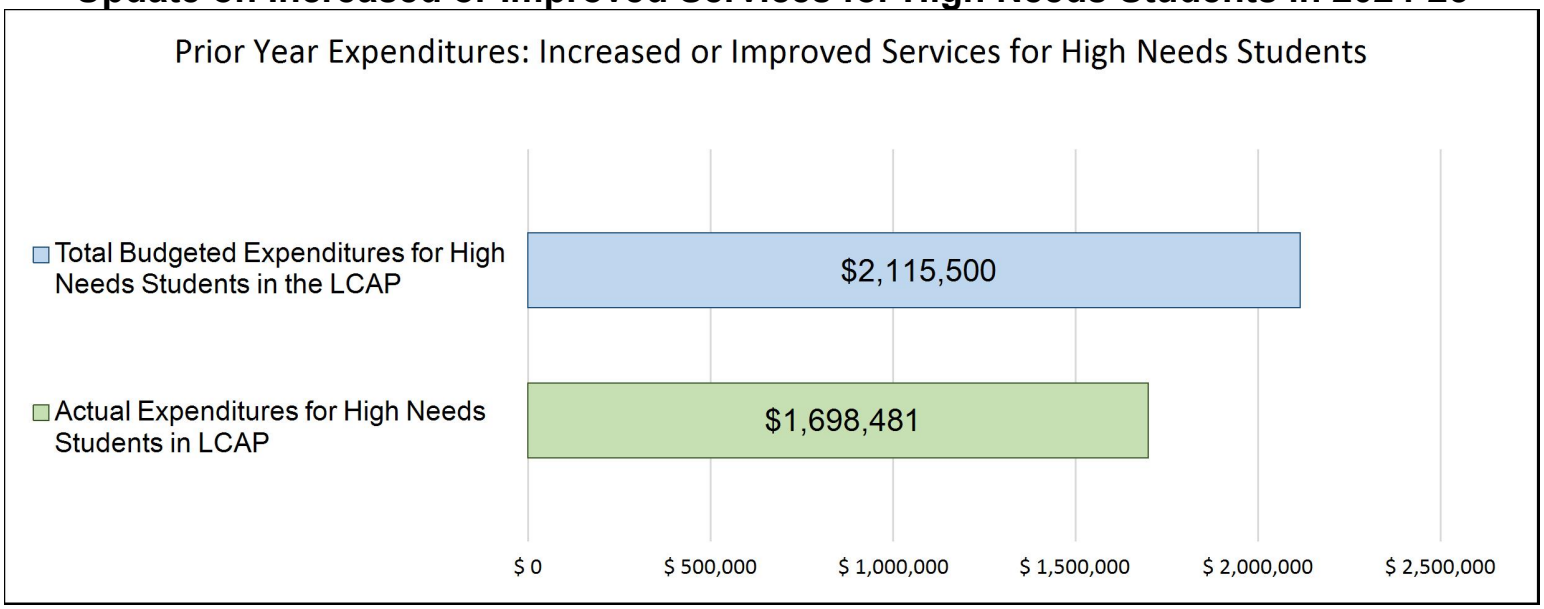
An administrative and management team to ensure the school is run well; a team of support staff in the cafeteria, office, and maintenance/transportation departments to serve the needs of students; and other expenditures include general maintenance and upkeep for the school facilities, transportation 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 2025-26 School Year

In 2025-26, Kings River Union Elementary School District is projecting it will receive $1,665,634 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 $2,000,525 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Kings 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 2024-25, Kings River Union Elementary School District's LCAP budgeted $2,115,500 for planned actions to increase or improve services for high needs students. Kings River Union Elementary School District actually spent $1,698,481 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $417,019 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 2025-26 and their use has been incorporated into the 2025-26 LCAP for increased services for high needs students. The main sources of cost savings included:
Actions 1.5 and 1.9 due to the district being unable to hire intervention and music teachers.
Savings were reflected in LCFF for Action 4.4 as additional local funding became available to the district. Services were still rendered as planned.
Action 5.3 for future facility needs was not utilized.
Various other areas reflect cost savings due to the cost of supplies and services being less than anticipated.

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 [2025-26]

General Information

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

Kings River Union Elementary (KRUE) is a unique school district in the heart of California, serving 390 students, transitional kindergarten through eighth grade, at a single school site (California Dashboard Data). 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 90.8% low-income students and 46.9% English Learners, with only a very small number, 1.2%, foster youth, students with disabilities comprise 9.2% of the student population, and 6.7% of our students are homeless. In general, our students are 95.3% Hispanic, 3.7% 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.
2024 UPDATES: Overall, students scored 53.1 points below standard, a slight improvement of 2.2 points. English Learners and LTEL students did not see increases and were in the "Red" category.

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.
2024 UPDATES: Overall, student scores declined slightly to an average of 78.5 points below standard. EL and LTEL students were in the "Red" category.

English Learner Progress Indicator (ELPI): Performed in the "green" range with 59.7% of EL students making progress (maintained previous year's levels).
2024 UPDATES: 53.4% of EL students made progress on the ELPAC. This was a slight decline of 6.3%. No student groups were in the "Red" category.

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.
2024 UPDATE: 5.2% of students were chronically absent in 2024-25. This was a marked improvement of 4.8%. No student groups were in the "Red" category.

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.
2024 UPDATE: 0.9% of students were suspended last year. This was virtually stagnant with 0.2% increase. No student groups were in the "Red" category.

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

2023- KRUE did not score in the lowest performance level of "red" for any state indicator.
2024-- KRUE had English Learners and Long Term English Learners fall into the "Red" category for Math and ELA performance.

LREBG INFORMATION:

The district will have an estimated $676,000 in unspent Learning Recovery Block Grants at the end of the 2024-25 school year and will expend $265,000 of those funds in the 2025-26 LCAP with the remaining held in reserve for another year.
The goals/ actions identified for LREBG funding are found in : Action 2.1- English Learner TOSA (Due to decline in ELPI and lack of growth for our EL and LTEL subgroups in academic domains) and Action 3.7- Academic Counselor (To address at-risk students who are not responding to current interventions, and work with them and their families to develop a plan to address their learning needs)

These were chosen as allowable expenditures in the category of : Professional Development/ Coaching and Removing Other Barriers to Student Achievement.

They are designed as evidence based solutions to address- Implementation of evidence based English Learner Instructional Strategies/ Supporting teachers of EL students and Engaging parents & students in academic progress, performance and progress to increase academic achievement and attendance as identified in the Educational Partners needs assessment process.

The provision of embedded professional development is an evidence based strategy to create new systems of instructional practices that can be maintained over time.

The counseling is an evidence based strategy based on research of working with families for at-risk students and the impact that individualized learning plans have when done in cooperation with students, parents, and school teams.

The district will be receiving additional proposed LREBG funding as outlined as part of the Governor's May Revision 2025-26 budget act. This proposed funding will be identified and addressed as part of the district's 2026-27 LCAP.

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 2024-2025 school year. The first survey was conducted in February 2025, with a focus on the California Dashboard results. Teachers primarily focused on the progress and successes of English Learners identifying areas of need: emphasis on newcomer supports, identifying how to further support LTELs and focusing on reclassification. On February 26, 2025, teachers and administration gathered for an input session regarding the LCAP. Teachers participated in a round robin activity to provide input/feedback around the goals, metrics and actions. Teachers also completed a Kelvin survey with a focus on School Safety and Connectedness with 89% participation rate. This survey was conducted in April 2025. The survey results reveal that although staff members have a 94% favorable rating for school safety, connectedness followed behind with a 67% favorability. For purposes of anonymity, Google Forms were created for each LCAP goal. The actions were listed below the goal providing an opportunity for teachers, staff, students, parents, board members and community members to submit feedback/input/suggestions at any time and as often as needed. These Google Forms were available to all educational partners from March-April 2025.
Administrators/Principal	The administrative team at Kings River Union Elementary 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

Educational Partner(s)	Process for Engagement
	of the students at Kings River Union. The superintendent/principal attends LCAP sessions offered by the county and/or state to remain engaged in requirements, changes and timelines. Both administrators participate in the LCAP sessions for all educational partners and are encouraged to provide feedback/input/suggestions as well.
Other School Personnel	Kings River Union Elementary conducted a survey to allow for additional staff input in March-April 2025. This survey's focus was school safety and connectedness with 77% of the results favorable with an 89% participation rate. The results indicate that although 94% of the staff feels safe at Kings River, only 67% feel connected. Within this dimension, 83% of the school feels that the school is a supporting and inviting place for staff to work with the lowest results being 44% of the staff believe that adults who work at this school support and treat each other with respect. Google Forms were created for each goal then shared out to all staff. The actions were listed below the goal providing an opportunity for teachers, staff, students, parents, board members and community members to submit feedback/input/suggestions at any time and as often as needed. These Google Forms were available to all educational partners from March-April 2025. An in-person LCAP session was held on February 26, 2025, where staff members were given a copy of the LCAP if requested, the LCAP was presented, then staff members were able to provide feedback/input/suggestions.
Local Bargaining Units	The superintendent/principal regularly meets, throughout the entire school year, with the representatives from both bargaining units to review the LCAP actions, implementation status and funding. Additionally, there are many informal meetings to discuss the effectiveness of action implementation and to prioritize the use of funds. Input from both the certificated and classified 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. As a

Educational Partner(s)	Process for Engagement
	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: March 20, 2025, April 24, 2025 and May 29, 2025. All discussions were held in person with a Zoom option for those unable to attend (written and approved in bylaws). LCAP Google Forms were shared with the SSC members via email on April 14, 2025. During the meeting on March 20, 2025, the superintendent presented the LCAP, in detail, and asked for suggestions/input/feedback/questions. This input was captured in the SSC minutes. The superintendent shared the LCAP Google Forms on April 24, 2025, to allow parent educational partners to provide input anonymously. These Google Forms were available until the end of April. DELAC: Responses to their input were made to the DELAC in writing from the superintendent. DELAC was consulted on the following dates regarding the development of the LCAP: February 6, 2025, March 13, 2025, April 10, 2025 and May 22, 2025. All discussions were held in person with a Zoom option for those unable to attend (written and approved in bylaws). The superintendent shared LCAP Google Forms on April 7, 2025, to allow parent educational partners to provide input anonymously. These Google Forms were available until the end of April. Parents/Guardians of Kings River Union Elementary were asked to participate in several surveys throughout the school year. The "KRUE Annual Family Survey 2024-2025" was send to parents via text/email on the following dates: May 1, May 6, and May 8, 2025. 41 participants completed the survey. This survey provide parent/family satisfaction with KRUE. The survey results indicated that 92.7% of parents/guardians are satisfied with KRUE in general. An additional survey was completed May 16, 2025-May 22, 2025. The survey results indicated that parents/guardians prefer to receive school information via text message and that 17% view the website for information. The results indicate that parents/families would like support/education in the following areas: parenting, financial

Educational Partner(s)	Process for Engagement
	planning/budgeting, and dealing with emotions, bullying, and strategies to help children succeed at school. Families and community members were invited to an LCAP information session on April 3, 2025. This meeting took place in the multi-purpose room in an intimate setting. This is the first time KRUE has hosted such a session. The superintendent/principal hosted the session and presented the LCAP goals and actions while answering questions and providing examples. Attendees were encouraged to provide feedback regarding the goals and actions. This feedback that was collected is reflected in the LCAP.
Students	Students at Kings River Union have a very active voice through various means of communication. During the school year, students were specifically consulted regarding the development of the LCAP on March 31, 2025, where students were informed of the LCAP goals and actions. The student selection included students from the following subgroups: English learners, socioeconomically disadvantaged, LTELs, and students with disabilities. They were asked to provide feedback and suggestions regarding the LCAP. Students in grades 3 through 7 also completed a Kelvin pulse concluding on April 25, 2025, with 97% participation rate. The dimensions surveyed were: sense of belonging - school connectedness, school safety and emotional experiences. 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. Throughout the school year, the S.A.V.E. Promise Club, "Guardians of the Pioneers," met on the following dates: September 11, 2024, October 21, 2024, January 16, 2025, April 4, 2025, and May 2, 2025. 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 6th - 8th grade students led by the academic counselor. Kings River University met on the followings dates and was consulted regarding the development of the LCAP: November 13, 2024, January 8, 2025, March 12, 2025, April 2, 2025, and May 1,

Educational Partner(s)	Process for Engagement
	2025. Although LCAP topics are loosely discussed at every meeting, the meeting held on May 1, 2025, was specific to obtaining input regarding the LCAP. These students are the leaders of KRUE and their input is extremely valuable. In addition, three times per school year, students and staff complete the SAEBRS/mySAEBRS social, emotional screener. The results of these screeners are used to guide the LCAP with specific consideration in goal 4 around overall school environment. This data is also used to create SEL intervention groups with a focus on emotional, social and academic behavior. The focus of the student educational partner group is to provide input on academic achievement, college and career readiness, positive culture and climate, school safety and connectedness.
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 is a reoccurring agenda item. Additionally, there were multiple formal presentations throughout the year on data and action implementation. The Board had the opportunity to participate on the following dates: September 9, 2024, September 23, 2024, October 14, 2024, November 4, 2024, December 9, 2024, January 14, 2025, January 27, 2025, February 11, 2025, March 11, 2025, April 8, 2025, May 13, 2025, June 10, 2025, and June 24, 2025. 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 was sought on the whole LCAP but more specifically on community engagement and early childhood education. Kings River Union has recently developed a relationship with Valley Health Team Medical 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. They are located on site and provide continuous support to students, even outside of the school year calendar.

Educational Partner(s)	Process for Engagement
	Hodges Community Center (Proteus) is a long-term educational partner and Proteus staff participates 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. Future Unique Enthusiastic Leaders (F.U.E.L.), which is the after-school program at KRUE, offers daily enrichment activities as well as Expanded Learning Opportunity Clubs with the aim to involve every student to strengthen KRUE. The leadership team from F.U.E.L. collaborates with the administrative team at KRUE on an ongoing basis around students, facilities, parents, community outreach, success and challenges. All input is considered to direct the LCAP. The two leadership teams collaborated on the following dates: September 3, 2024, November 5, 2024, December 3, 2025, January 7, 2025, February 4, 2025, March 4, 2025, March 31, 2025, April 29, 2025, and May 6, 2025, with multiple informal meetings in between. Kings River Union Education Fund is a newly formed non-profit 501c3 with a mission to serve the school community, students, and families of Kings River Union Elementary School District. On April 8, 2025, the LCAP Google Forms were shared to all community educational partners where they were able to provide feedback/input/suggestions/questions at any time and as often as they needed.
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 disabilities. Additionally, the Kings River Union superintendent is a member of the Tulare County SELPA governance team and regularly

Educational Partner(s)	Process for Engagement
	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 update the 2025-2026 Kings River Union Elementary School LCAP, there was a collaborative effort amongst all educational partner groups. From the start of the 2024-2025 school year, education and information regarding the LCAP began to be shared. All certificated staff members, including administration, were active in analyzing the 2024-2025 LCAP. 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 update the 2025-2026 LCAP. Although it is more challenging to bring all classified staff members together, all employees had access to the Google Forms, the surveys and are offered an open-door policy with administration regarding any suggestions/concerns/input. Our local bargaining unit, parents and students participated in the same way with equal participation opportunities. All input was captured in documentation. For organizational purposes, all educational partner input was sorted by established goals. Created actions and metrics were updated or adjusted to include educational partner input. KRUE's Superintendent has an open-door policy for students, staff, family members and community members, encouraging educational partners to participate in the development of the LCAP.

Student input focused on needs in the areas of additional instructional supports and enrichment, empowering and growing their voice in decision making, and increased activities to promote school culture. Introduced in student feedback this year, students request that KRUE analyzes student discipline for those students that repeat undesired behaviors. Technology being provided and supported was also an area of importance and need for our student partners.

At the end of our 2025-26 LCAP sessions, the general consensus from our educational partner groups were that the original conditions had not fundamentally changed in the first year of the three year plan implementation and that staying the course with our actions and goals best met those needs. There was overall excitement about some of the growth, and acknowledgement that in order to see a pattern of change, the additional time for results was needed (over the remaining two years).

Based on the consensus this year, the same actions are noted for 2025-26 as being affected by LCAP feedback/ input.

Physical Education - 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 needs 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 LTEL Students: 91.9 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: 53.1 Points Below Standard English Learners: 72.4 Points Below Standard LTEL Students: 91.9 Points below standard (New Baseline) SED: 58.5 Points Below Standard Hispanic: 56.4 Points Below Standard Students With Disabilities: Not reported due to small group size 2024 Dashboard		School Wide/All Students: 35.4 Points Below Standard English Learners: 47.6 Points Below Standard LTEL Students: 70 Points Below Standard SED: 39.4 Points Below Standard Hispanic: 36.9 Points Below Standard Students With Disabilities: 113.7 Points Below Standard	School Wide/All Students: (Increase 2.3 points) English Learners: (Decrease 4.8 points) LTEL Students: (New Baseline) SED: (Increase 0.9 points) Hispanic: (Increase 0.5 points) Students With Disabilities: Not reported due to small group size
1.2	Individual student reading levels as measured by the District Universal Reading Assessment Tool	Developmental Reading Assessment (DRA) All Students TK-2 Data 23-24 TK: -1.05 Kinder: -0.76	Developmental Reading Assessment (DRA) All Students TK-2 Data 24-25 TK: -1.1		Developmental Reading Assessment (DRA) All Students TK-2 Data TK: -1.05	Developmental Reading Assessment (DRA) All Students TK-2 Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: DRA Illuminate Report 2024-2025 and beyond excluding 3rd grade 2024-2025 and beyond: Renaissance STAR report	1st Grade: -2.69 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: -2.13 1st Grade: -4.51 2nd Grade: -2.23 All Students TK-2 Data: -2.49 EL TK-2 DRA Reading Data 24-25 TK (To Be Determined): -1.4 Kinder: -2.94 1st Grade: -7.94 2nd Grade: -9.62 EL TK-2 DRA Reading Data: -5.48 Low Income DRA Reading Data 24-25 TK: -1.19 Kinder: -2.74 1st Grade: -5.03 2nd Grade: -2.57 Low Income TK-2 DRA Reading Data: -2.88 Hispanic DRA Reading Data 24-25 TK: -1.1 Kinder: -2.13 1st Grade: -4.24 2nd Grade: -3.18		Kinder: -0.76 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	TK: (Decrease of 0.5) Kinder: (Decrease of 1.37) 1st Grade: (Decrease of 1.82) 2nd Grade: (Increase of 2.77) All Students TK-2 Data: (Decrease of 0.11) EL TK-2 DRA Reading Data TK: (Decrease of 0.48) Kinder: (Decrease of 1.94) 1st Grade: (Increase of 1.29) 2nd Grade: (Increase of 2.19) EL TK-2 DRA Reading Data: (Decrease of 0.4) Low Income DRA Reading Data TK: (Increase of 0.12) Kinder: (Decrease of 1.74) 1st Grade: (Decrease of 1.32) 2nd Grade: (Increase of 3.9)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Kinder: -4.33 1st Grade: -16 2nd Grade: -20 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 Established 2024-2025 IRL - Independent Reading Level All Students Grades 1-8 Data 1st Grade: 1.4 Average IRL 2nd Grade: 2.7 Average IRL 3rd Grade: 3.1 Average IRL 4th Grade: 2.9 Average IRL 5th Grade: 4 Average IRL 6th Grade: 3.9 Average IRL	Hispanic TK-2 DRA Reading Data: -2.66 Students with Disabilities Data 24-25 TK: N/A Kinder: -4 1st Grade: -15.6 2nd Grade: -14 Students with Disabilities TK-2 DRA Average: -11.2 2024-2025 Data STAR Reading (Renaissance) Baseline Established 2024-2025 IRL - Independent Reading Level All Students Grades 1-8 Data 1st Grade: 1.4 Average IRL 2nd Grade: 2.7 Average IRL		Students with Disabilities TK: -1.5 Kinder: -4.33 1st Grade: -16 2nd Grade: -20 Students with Disabilities TK-2 DRA Average: -10.46 STAR Reading (Renaissance) IRL - Independent Reading Level All Students Grades 1-8 Data 1st Grade: 1.7 Average IRL 2nd Grade: 2.7 Average IRL 3rd Grade: 3.7 Average IRL 4th Grade: 4.0 Average IRL 5th Grade: 5.0 Average IRL	Low Income TK-2 DRA Reading Data: (Increase of 0.24) Hispanic DRA Reading Data TK: (Decrease of 0.1) Kinder: (Decrease of 1.56) 1st Grade: (Increase of 1.39) 2nd Grade: (Increase of 1.82) Hispanic TK-2 DRA Reading Data: (Decrease of 0.31) Students with Disabilities TK: (Maintained) Kinder: (Decrease of 0.33) 1st Grade: (Increase of 0.4) 2nd Grade: (Increase of 6) Students with Disabilities TK-2 DRA Average: (Decrease of 0.74)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		7th Grade: 4.6 Average IRL 8th Grade: 5.8 Average IRL Overall Grades 1-8 STAR Data: 3.5 Average IRL EL Students Grades 1-8 Data 1st Grade: Primer Average IRL 2nd Grade: 1.2 Average IRL 3rd Grade: Primer Average IRL 4th Grade: 1.7 Average IRL 5th Grade: 3.8 Average IRL 6th Grade: 3.5 Average IRL 7th Grade: 3.1 Average IRL 8th Grade: 3.7 Average IRL EL Grades 1-8 STAR Data Average: 3.1 Average IRL Low Income Students Grades 1-8 Data 1st Grade: 1.2 Average IRL 2nd Grade: 2.6 Average IRL	3rd Grade: 3.1 Average IRL 4th Grade: 2.9 Average IRL 5th Grade: 4 Average IRL 6th Grade: 3.9 Average IRL 7th Grade: 4.6 Average IRL 8th Grade: 5.8 Average IRL Overall Grades 1-8 STAR Data: 3.5 Average IRL EL Students Grades 1-8 Data 1st Grade: Primer Average IRL 2nd Grade: 1.2 Average IRL 3rd Grade: Primer Average IRL 4th Grade: 1.7 Average IRL 5th Grade: 3.8 Average IRL 6th Grade: 3.5 Average IRL 7th Grade: 3.1 Average IRL 8th Grade: 3.7 Average IRL EL Grades 1-8 STAR Data Average:		6th Grade: 6.0 Average IRL 7th Grade: 7.0 Average IRL 8th Grade: 8.0 Average IRL Overall Grades 1-8 STAR Data Average: 4.8 Average IRL EL Students Grades 1-8 Data 1st Grade: 1.0 Average IRL 2nd Grade: 2.0 Average IRL 3rd Grade: 3.0 Average IRL 4th Grade: 3.5 Average IRL 5th Grade: 4.5 Average IRL 6th Grade: 5.5 Average IRL 7th Grade: 6.5 Average IRL 8th Grade: 7.5 Average IRL EL Grades 1-8 STAR Data Average: 4.2 Average IRL Low Income Students Grades 1-8 Data	STAR Reading (Renaissance) Baseline Established 2024-2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3rd Grade: 2.9 Average IRL 4th Grade: 2.1 Average IRL 5th Grade: 4 Average IRL 6th Grade: 3.9 Average IRL 7th Grade: 4.6 Average IRL 8th Grade: 4.7 Average IRL Low Income Grades 1-8 STAR Data Average: 3.5 Average IRL Hispanic Students Grades 1-8 Data 1st Grade: 1.4 Average IRL 2nd Grade: 2.7 Average IRL 3rd Grade: 3.1 Average IRL 4th Grade: 2.9 Average IRL 5th Grade: 4 Average IRL 6th Grade: 3.9 Average IRL 7th Grade: 4.6 Average IRL 8th Grade: 4.8 Average IRL Hispanic Grades 1-8 STAR Data Average: 3.4 Average IRL	3.1 Average IRL Low Income Students Grades 1-8 Data 1st Grade: 1.2 Average IRL 2nd Grade: 2.6 Average IRL 3rd Grade: 2.9 Average IRL 4th Grade: 2.1 Average IRL 5th Grade: 4 Average IRL 6th Grade: 3.9 Average IRL 7th Grade: 4.6 Average IRL 8th Grade: 4.7 Average IRL Low Income Grades 1-8 STAR Data Average: 3.5 Average IRL Hispanic Students Grades 1-8 Data 1st Grade: 1.4 Average IRL 2nd Grade: 2.7 Average IRL 3rd Grade: 3.1 Average IRL 4th Grade: 2.9 Average IRL		1st Grade: 1.7 Average IRL 2nd Grade: 2.7 Average IRL 3rd Grade: 3.7 Average IRL 4th Grade: 4.0 Average IRL 5th Grade: 5.0 Average IRL 6th Grade: 6.0 Average IRL 7th Grade: 7.0 Average IRL 8th Grade: 8.0 Average IRL Low Income Grades 1-8 STAR Data Average: 4.8 Average IRL Hispanic Students Grades 1-8 Data 1st Grade: 1.7 Average IRL 2nd Grade: 2.7 Average IRL 3rd Grade: 3.7 Average IRL 4th Grade: 4.0 Average IRL 5th Grade: 5.0 Average IRL 6th Grade: 6.0 Average IRL 7th Grade: 7.0 Average IRL	

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 1st Grade: Pre Primer Average IRL 2nd Grade: Pre Primer Average IRL 3rd Grade: 1.4 Average IRL 4th Grade: Pre Primer Average IRL 5th Grade: 3.4 Average IRL 6th Grade: 4.1 Average IRL 7th Grade: 1.6 Average IRL 8th Grade: 4.1 Average IRL Students with Disabilities Grades 1-8 STAR Data Average: 1.8 Average IRL Source: Renaissance TK Skills Assessment Baseline Established 2024-2025 All Students TK: +22.1 EL Students TK: N/A Low Income TK: -13	5th Grade: 4 Average IRL 6th Grade: 3.9 Average IRL 7th Grade: 4.6 Average IRL 8th Grade: 4.8 Average IRL Hispanic Grades 1-8 STAR Data Average: 3.4 Average IRL Students with Disabilities Grades 1-8 Data 1st Grade: Pre Primer Average IRL 2nd Grade: Pre Primer Average IRL 3rd Grade: 1.4 Average IRL 4th Grade: Pre Primer Average IRL 5th Grade: 3.4 Average IRL 6th Grade: 4.1 Average IRL 7th Grade: 1.6 Average IRL 8th Grade: 4.1 Average IRL Students with Disabilities Grades		8th Grade: 8.0 Average IRL Hispanic Grades 1-8 STAR Data Average: 4.8 Average IRL Students with Disabilities Grades 1-8 Data 1st Grade: Primer 2nd Grade: 1.0 Average IRL 3rd Grade: 2.0 Average IRL 4th Grade: 2.5 Average IRL 5th Grade: 3 Average IRL 6th Grade: 4 Average IRL 7th Grade: 5.5 Average IRL 8th Grade: 6.5 Average IRL Students with Disabilities Grades 1-8 STAR Data Average: 3 Average IRL Source: Renaissance	TK Skills Assessment Baseline Established 2024-2025 English Language Arts Benchmark Adopted 2024-2025 Curriculum Baseline Established 2024-2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic Students TK: +22.1 Students with Disabilities TK: N/A English Language Arts Benchmark Adopted 2024-2025 Curriculum Baseline Established 2024-2025 All Students Grades K-8 Data 24-25 Kinder: 35.1% Met Standard 1st Grade: 45.7% Met Standard 2nd Grade: 62.9% Met Standard 3rd Grade: 2.4% Met Standard 4th Grade: 7.3% Met Standard 5th Grade: 5.4% Met Standard 6th Grade: 9% Met Standard 7th Grade: 30% Met Standard 8th Grade: 22% Met Standard Overall Grades K-8 Data Average: 24% Met Standard	1-8 STAR Data Average: 1.8 Average IRL Source: Renaissance TK Skills Assessment All Students TK: +22.1 EL Students TK: N/A Low Income TK: -13 Hispanic Students TK: +22.1 Students with Disabilities TK: N/A English Language Arts Benchmark Adopted 2024-2025 Curriculum 2024-2025 All Students Grades K-8 Data 24-25		TK Skills Assessment Desired Outcomes Established 2024-2025 All Students TK: +5 EL Students TK: N/A Low Income TK: +5 Hispanic Students TK: +5 Students with Disabilities TK: N/A English Language Arts Benchmark Adopted 2024-2025 Curriculum Desired Outcomes Established 2024-2025 All Students Grades K-8 Data Kinder: 55% Met Standard 1st Grade: 65% Met Standard 2nd Grade: 73% Met Standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL Students Grades K-8 Data 24-25 Kinder: 35.3% Met Standard 1st Grade: 15.4% Met Standard 2nd Grade: 38.5% Met Standard 3rd Grade: 0% Met Standard 4th Grade: 0% Met Standard 5th Grade: 0% Met Standard 6th Grade: 0% Met Standard 7th Grade: 0% Met Standard 8th Grade: 6% Met Standard EL Grades K-8 Data Average: 11% Met Standard Low Income Students Grades K-8 Data 24-25 Kinder: 35.1% Met Standard 1st Grade: 45.7% Met Standard 2nd Grade: 62.9% Met Standard 3rd Grade: 0% Met Standard 4th Grade: 7.3% Met Standard	Kinder: 35.1% Met Standard 1st Grade: 45.7% Met Standard 2nd Grade: 62.9% Met Standard 3rd Grade: 2.4% Met Standard 4th Grade: 7.3% Met Standard 5th Grade: 5.4% Met Standard 6th Grade: 9% Met Standard 7th Grade: 30% Met Standard 8th Grade: 22% Met Standard Overall Grades K-8 Data Average: 24% Met Standard EL Students Grades K-8 Data 24-25 Kinder: 35.3% Met Standard 1st Grade: 15.4% Met Standard 2nd Grade: 38.5% Met Standard 3rd Grade: 0% Met Standard 4th Grade: 0% Met Standard 5th Grade: 0% Met Standard		3rd Grade: 50% Met Standard 4th Grade: 50% Met Standard 5th Grade: 50% Met Standard 6th Grade: 50% Met Standard 7th Grade: 50% Met Standard 8th Grade: 50% Met Standard Overall Grades K-8 Data Average: 62% Met Standard EL Students Grades K-8 Data Kinder: 55% Met Standard 1st Grade: 55% Met Standard 2nd Grade: 55% Met Standard 3rd Grade: 35% Met Standard 4th Grade: 35% Met Standard 5th Grade: 35% Met Standard 6th Grade: 35% Met Standard 7th Grade: 35% Met Standard 8th Grade: 35% Met Standard	Desired Outcomes added 2024-2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5th Grade: 5.4% Met Standard 6th Grade: 7% Met Standard 7th Grade: 26% Met Standard 8th Grade: 20% Met Standard Low Income Grades K-8 Data Average: 23% Met Standard Hispanic Students Grades K-8 Data 24-25 Kinder: 35.1% Met Standard 1st Grade: 47.1% Met Standard 2nd Grade: 60.6% Not Met 3rd Grade: 2.4% Met Standard 4th Grade: 7.7% Met Standard 5th Grade: 5.7% Met Standard 6th Grade: 9% Met Standard 7th Grade: 30% Met Standard 8th Grade: 23% Met Standard Hispanic Grades K-8 Data Average: 25% Met Standard	6th Grade: 0% Met Standard 7th Grade: 0% Met Standard 8th Grade: 6% Met Standard EL Grades K-8 Data Average: 11% Met Standard Low Income Students Grades K-8 Data 24-25 Kinder: 35.1% Met Standard 1st Grade: 45.7% Met Standard 2nd Grade: 62.9% Met Standard 3rd Grade: 0% Met Standard 4th Grade: 7.3% Met Standard 5th Grade: 5.4% Met Standard 6th Grade: 7% Met Standard 7th Grade: 26% Met Standard 8th Grade: 20% Met Standard Low Income Grades K-8 Data Average: 23% Met Standard		EL Grades K-8 Data Average: 47% Met Standard Low Income Students Grades K-8 Data Kinder: 55% Met Standard 1st Grade: 65% Met Standard 2nd Grade: 73% Met Standard 3rd Grade: 50% Met Standard 4th Grade: 50% Met Standard 5th Grade: 50% Met Standard 6th Grade: 50% Met Standard 7th Grade: 50% Met Standard 8th Grade: 50% Met Standard Low Income Grades K-8 Data Average: 62% Met Standard Hispanic Students Grades K-8 Data Kinder: 55% Met Standard 1st Grade: 65% Met Standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities Grades K-8 Data 24-25: Kinder: 33.3% Met Standard 1st Grade: 0% Met Standard 2nd Grade: 0% Met Standard 3rd Grade: 0% Met Standard 4th Grade: 0% Met Standard 5th Grade: 0% Met Standard 6th Grade: 0% Met Standard 7th Grade: 0% Met Standard 8th Grade: 0% Met Standard Students with Disabilities Grades 1-8 Data Average: 0% Met Standard Source: 2024-2025 Adopted ELA Curriculum/Renaissance	Hispanic Students Grades K-8 Data 24-25 Kinder: 35.1% Met Standard 1st Grade: 47.1% Met Standard 2nd Grade: 60.6% Not Met 3rd Grade: 2.4% Met Standard 4th Grade: 7.7% Met Standard 5th Grade: 5.7% Met Standard 6th Grade: 9% Met Standard 7th Grade: 30% Met Standard 8th Grade: 23% Met Standard Hispanic Grades K-8 Data Average: 25% Met Standard Students with Disabilities Grades K-8 Data 24-25: Kinder: 33.3% Met Standard 1st Grade: 0% Met Standard 2nd Grade: 0% Met Standard 3rd Grade: 0% Met Standard		2nd Grade: 73% Met Standard 3rd Grade: 50% Met Standard 4th Grade: 50% Met Standard 5th Grade: 50% Met Standard 6th Grade: 50% Met Standard 7th Grade: 50% Met Standard 8th Grade: 50% Met Standard Hispanic Grades K-8 Data Average: 62% Met Standard Students with Disabilities Grades K-8 Data: Kinder: 1st Grade: 20% Met Standard 2nd Grade: 20% Met Standard 3rd Grade: 40% Met Standard 4th Grade: 20% Met Standard 5th Grade: 20% Met Standard 6th Grade: 20% Met Standard 7th Grade: 20% Met Standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			4th Grade: 0% Met Standard 5th Grade: 0% Met Standard 6th Grade: 0% Met Standard 7th Grade: 0% Met Standard 8th Grade: 0% Met Standard Students with Disabilities Grades 1-8 Data Average: 0% Met Standard Source: 2024-2025 Adopted ELA Curriculum/Renaissance		8th Grade: 20% Met Standard Students with Disabilities Grades 1-8 Data Average: 23% Met Standard Source: ELA Curriculum/Renaissance	
1.3	Individual student mathematics proficiency levels Source: Illuminate (Renaissance) Adopted Math Curriculum	STAR Math (Renaissance) Baseline Established 2024-2025 GE - Grade Equivalent All Students Grades 1-8 Data 24-25 1st Grade: 1.9 Average GE 2nd Grade: 3 Average GE 3rd Grade: 3.4 Average GE	STAR Math (Renaissance) Baseline Established 2024-2025 GE - Grade Equivalent All Students Grades 1-8 Data 24-25 1st Grade: 1.9 Average GE 2nd Grade: 3 Average GE		STAR Math (Renaissance) Desired Outcomes Established 2024-2025 GE - Grade Equivalent All Students Grades 1-8 Data 1st Grade: 1.5 Average GE 2nd Grade: 2.5 Average GE	STAR Math (Renaissance) Baseline Established 2024-2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4th Grade: 3.7 Average GE 5th Grade: 5.3 Average GE 6th Grade: 5.1 Average GE 7th Grade: 6 Average GE 8th Grade: 6.1 Average GE Overall Grades 1-8 STAR Data Average: 4.5 Average GE EL Students Grades 1-8 Data 24-25 1st Grade: 1.4 Average GE 2nd Grade: 2.5 Average GE 3rd Grade: 2.6 Average GE 4th Grade: 3.4 Average GE 5th Grade: 5.3 Average GE 6th Grade: 4.8 Average GE 7th Grade: 4.7 Average GE 8th Grade: 5.5 Average GE EL K-8 STAR Data Average: 3.9 Average GE	3rd Grade: 3.4 Average GE 4th Grade: 3.7 Average GE 5th Grade: 5.3 Average GE 6th Grade: 5.1 Average GE 7th Grade: 6 Average GE 8th Grade: 6.1 Average GE Overall Grades 1-8 STAR Data Average: 4.5 Average GE EL Students Grades 1-8 Data 24-25 1st Grade: 1.4 Average GE 2nd Grade: 2.5 Average GE 3rd Grade: 2.6 Average GE 4th Grade: 3.4 Average GE 5th Grade: 5.3 Average GE 6th Grade: 4.8 Average GE 7th Grade: 4.7 Average GE 8th Grade: 5.5 Average GE		3rd Grade: 3.5 Average GE 4th Grade: 4.5 Average GE 5th Grade: 5.5 Average GE 6th Grade: 6.5 Average GE 7th Grade: 7.5 Average GE 8th Grade: 8.5 Average GE Overall Grades 1-8 STAR Data Average: 5.0 Average GE EL Students Grades 1-8 Data 1st Grade: 1.5 Average GE 2nd Grade: 2.5 Average GE 3rd Grade: 3.5 Average GE 4th Grade: 4.5 Average GE 5th Grade: 5.5 Average GE 6th Grade: 6.5 Average GE 7th Grade: 7.5 Average GE 8th Grade: 8.5 Average GE	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low Income Students Grades 1-8 Data 24-25 1st Grade: 1.8 Average GE 2nd Grade: 2.9 Average GE 3rd Grade: 3.3 Average GE 4th Grade: 3.6 Average GE 5th Grade: 5.2 Average GE 6th Grade: 5 Average GE 7th Grade: 6 Average GE 8th Grade: 6.1 Average GE Low Income Grades 1-8 STAR Data Average: 4.4 Average GE Hispanic Students Grades 1-8 Data 24-25 1st Grade: 2 Average GE 2nd Grade: 3 Average GE 3rd Grade: 3.4 Average GE 4th Grade: 3.7 Average GE 5th Grade: 5.3 Average GE 6th Grade: 5.1 Average GE	EL K-8 STAR Data Average: 3.9 Average GE Low Income Students Grades 1-8 Data 24-25 1st Grade: 1.8 Average GE 2nd Grade: 2.9 Average GE 3rd Grade: 3.3 Average GE 4th Grade: 3.6 Average GE 5th Grade: 5.2 Average GE 6th Grade: 5 Average GE 7th Grade: 6 Average GE 8th Grade: 6.1 Average GE Low Income Grades 1-8 STAR Data Average: 4.4 Average GE Hispanic Students Grades 1-8 Data 24-25 1st Grade: 2 Average GE 2nd Grade: 3 Average GE		EL Grades 1-8 STAR Data Average: 5.5 Average GE Low Income Students Grades 1-8 Data 1st Grade: 1.5 Average GE 2nd Grade: 2.5 Average GE 3rd Grade: 3.5 Average GE 4th Grade: 4.5 Average GE 5th Grade: 5.5 Average GE 6th Grade: 6.5 Average GE 7th Grade: 7.5 Average GE 8th Grade: 8.5 Average GE Low Income Grades 1-8 STAR Data Average: 5.5 Average GE Hispanic Students Grades 1-8 Data 1st Grade: 1.5 Average GE 2nd Grade: 2.5 Average GE 3rd Grade: 3.5 Average GE	TK Skills Assessment Baseline Established 2024-2025 Desired Outcomes added 2024-2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		7th Grade: 6 Average GE 8th Grade: 6.1 Average GE Hispanic Grades 1-8 STAR Data Average: 4.5 Average GE Students with Disabilities Grades 1-8 Data 24-25 1st Grade: 0.9 Average GE 2nd Grade: 1.4 Average GE 3rd Grade: 2.5 Average GE 4th Grade: 2.6 Average GE 5th Grade: 5.4 Average GE 6th Grade: 5.2 Average GE 7th Grade: 5 Average GE 8th Grade: 6.3 Average GE Students with Disabilities Grades 1-8 STAR Data Average: 3.8 Average GE Source: Renaissance	3rd Grade: 3.4 Average GE 4th Grade: 3.7 Average GE 5th Grade: 5.3 Average GE 6th Grade: 5.1 Average GE 7th Grade: 6 Average GE 8th Grade: 6.1 Average GE Hispanic Grades 1-8 STAR Data Average: 4.5 Average GE Students with Disabilities Grades 1-8 Data 24-25 1st Grade: 0.9 Average GE 2nd Grade: 1.4 Average GE 3rd Grade: 2.5 Average GE 4th Grade: 2.6 Average GE 5th Grade: 5.4 Average GE 6th Grade: 5.2 Average GE 7th Grade: 5 Average GE 8th Grade: 6.3 Average GE		4th Grade: 4.5 Average GE 5th Grade: 5.5 Average GE 6th Grade: 6.5 Average GE 7th Grade: 7.5 Average GE 8th Grade: 8.5 Average GE Hispanic Grades 1-8 STAR Data Average: 5.5 Average GE Students with Disabilities Grades 1-8 Data 1st Grade: 1.0 Average GE 2nd Grade: 2.0 Average GE 3rd Grade: 3.0 Average GE 4th Grade: 4.0 Average GE 5th Grade: 5.0 Average GE 6th Grade: 6.0 Average GE 7th Grade: 7.0 Average GE 8th Grade: 8.0 Average GE Students with Disabilities K-8 STAR Data	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		TK Skills Assessment Baseline Data Established 2024-2025 All Students TK: 100% Met Standard EL Students TK: N/A Low Income TK: 100% Met Standard Hispanic Students TK: 100% Met Standard Students with Disabilities TK: N/A Source: Renaissance	Students with Disabilities Grades 1-8 STAR Data Average: 3.8 Average GE Source: Renaissance TK Skills Assessment 2024-2025 All Students TK: 100% Met Standard EL Students TK: N/A Low Income TK: 100% Met Standard Hispanic Students TK: 100% Met Standard Students with Disabilities TK: N/A Source: Renaissance		Average: 4.5 Average GE Source: Renaissance TK Skills Assessment Desired Outcome Established 2024-2025 All Students TK: EL Students TK: N/A Low Income TK: 80% Met Standard Hispanic Students TK: 80% Met Standard Students with Disabilities TK: N/A Source: Renaissance	
1.4	Math Local Benchmark Assessments Source: Illuminate Reports	Math Benchmark Adopted Curriculum/Illuminate Baseline Established 2024-2025	Math Benchmark Adopted Curriculum/Illuminate 2024-2025		Math Benchmark Adopted Curriculum Desired Outcomes to Be Established	Math Benchmark Adopted 2024-2025 Curriculum

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students Grades K-8 Data 24-25 Kinder-2nd Grade - Data is End of Tri 3 Kinder: 67.7% Met Standard 1st Grade: 59.5% Met Standard 2nd Grade: 48.6% Met Standard 3rd-8th Grade - Data is End of Tri 2 3rd Grade: 14.6% Met Standard 4th Grade: 10% Met Standard 5th Grade: 2.8% Met Standard 6th Grade: 4.3% Met Standard 7th Grade: 8.3% Met Standard 8th Grade: 17.8% Met Standard Overall Grades K-8 Data Average: 25.96% Met Standard EL Students Grades K-8 Data 24-25 Kinder-2nd Grade - Data is End of Tri 3 Kinder: 56.3% Met Standard	All Students Grades K-8 Data 24-25 Kinder-2nd Grade - Data is End of Tri 3 Kinder: 67.7% Met Standard 1st Grade: 59.5% Met Standard 2nd Grade: 48.6% Met Standard 3rd-8th Grade - Data is End of Tri 2 3rd Grade: 14.6% Met Standard 4th Grade: 10% Met Standard 5th Grade: 2.8% Met Standard 6th Grade: 4.3% Met Standard 7th Grade: 8.3% Met Standard 8th Grade: 17.8% Met Standard Overall Grades K-8 Data Average: 25.96% Met Standard EL Students Grades K-8 Data 24-25		2024-2025 All Students Grades K-8 Data Kinder: 70% Met Standard 1st Grade: 70% Met Standard 2nd Grade: 70% Met Standard 3rd Grade: 25% Met Standard 4th Grade: 25% Met Standard 5th Grade: 25% Met Standard 6th Grade: 25% Met Standard 7th Grade: 25% Met Standard 8th Grade: 25% Met Standard Overall Grades K-8 Data Average: 40% Met Standard EL Students Grades K-8 Data Kinder: 70% Met Standard 1st Grade: 70% Met Standard 2nd Grade: 70% Met Standard 3rd Grade: 25% Met Standard	Baseline Established 2024-2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1st Grade: 42.9% Met Standard 2nd Grade: 23.1% Met Standard 3rd-8th Grade - Data is End of Tri 2 3rd Grade: 0% Met Standard 4th Grade: 0% Met Standard 5th Grade: 0% Met Standard 6th Grade: 0% Met Standard 7th Grade: 0% Met Standard 8th Grade: 0% Met Standard EL Grades K-8 Data Average: 13.59% Met Standard Low Income Students Grades K-8 Data 24-25 Kinder-2nd Grade - Data is End of Tri 3 Kinder: 67.6% Met Standard 1st Grade: 59.5% Met Standard 2nd Grade: 48.6% Met Standard 3rd-8th Grade - Data is End of Tri 2 3rd Grade: 14.6% Met Standard	Kinder-2nd Grade - Data is End of Tri 3 Kinder: 56.3% Met Standard 1st Grade: 42.9% Met Standard 2nd Grade: 23.1% Met Standard 3rd-8th Grade - Data is End of Tri 2 3rd Grade: 0% Met Standard 4th Grade: 0% Met Standard 5th Grade: 0% Met Standard 6th Grade: 0% Met Standard 7th Grade: 0% Met Standard 8th Grade: 0% Met Standard EL Grades K-8 Data Average: 13.59% Met Standard Low Income Students Grades K-8 Data 24-25 Kinder-2nd Grade - Data is End of Tri 3		4th Grade: 25% Met Standard 5th Grade: 25% Met Standard 6th Grade: 25% Met Standard 7th Grade: 25% Met Standard 8th Grade: 25% Met Standard EL Grades K-8 Data Average: 40% Met Standard Low Income Students Grades K-8 Data Kinder: 70% Met Standard 1st Grade: 70% Met Standard 2nd Grade: 70% Met Standard 3rd Grade: 25% Met Standard 4th Grade: 25% Met Standard 5th Grade: 25% Met Standard 6th Grade: 25% Met Standard 7th Grade: 25% Met Standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4th Grade: 10% Met Standard 5th Grade: 2.8% Met Standard 6th Grade: 4.3% Met Standard 7th Grade: 8.3% Met Standard 8th Grade: 17.8% Met Standard Low Income Grades K-8 Data Average: 25.94% Met Standard Hispanic Students Grades K-8 Data 24-25 Kinder-2nd Grade - Data is End of Tri 3 Kinder: 67.6% Met Standard 1st Grade: 61.1% Met Standard 2nd Grade: 48.5% Met Standard 3rd-8th Grade - Data is End of Tri 2 3rd Grade: 14.6% Met Standard 4th Grade: 7.9% Met Standard 5th Grade: 2.9% Met Standard 6th Grade: 4.3% Met Standard 7th Grade: 9.1% Met Standard	Kinder: 67.6% Met Standard 1st Grade: 59.5% Met Standard 2nd Grade: 48.6% Met Standard 3rd-8th Grade - Data is End of Tri 2 3rd Grade: 14.6% Met Standard 4th Grade: 10% Met Standard 5th Grade: 2.8% Met Standard 6th Grade: 4.3% Met Standard 7th Grade: 8.3% Met Standard 8th Grade: 17.8% Met Standard Low Income Grades K-8 Data Average: 25.94% Met Standard Hispanic Students Grades K-8 Data 24-25 Kinder-2nd Grade - Data is End of Tri 3 Kinder: 67.6% Met Standard		8th Grade: 25% Met Standard Low Income Grades K-8 Data Average: 40% Met Standard Hispanic Students Grades K-8 Data Kinder: 70% Met Standard 1st Grade: 70% Met Standard 2nd Grade: 70% Met Standard 3rd Grade: 25% Met Standard 4th Grade: 25% Met Standard 5th Grade: 25% Met Standard 6th Grade: 25% Met Standard 7th Grade: 25% Met Standard 8th Grade: 25% Met Standard Hispanic Grades K-8 Data Average: 40% Met Standard	TK Skills Assessment Baseline Established 2024-2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		8th Grade: 12.2% Met Standard Hispanic Grades K-8 Data Average: 25.36% Met Standard Students with Disabilities Grades K-8 Data 24-25 Kinder-2nd Grade - Data is End of Tri 3 Kinder: 50% Met Standard 1st Grade: 0% Met Standard 2nd Grade: 0% Met Standard 3rd-8th Grade - Data is End of Tri 2 3rd Grade: 0% Met Standard 4th Grade: 0% Met Standard 5th Grade: 0% Met Standard 6th Grade: 25% Met Standard 7th Grade: 0% Met Standard 8th Grade: 0% Met Standard Students with Disabilities Grades 1-8 Data Average: 8.33% Met Standard	1st Grade: 61.1% Met Standard 2nd Grade: 48.5% Met Standard 3rd-8th Grade - Data is End of Tri 2 3rd Grade: 14.6% Met Standard 4th Grade: 7.9% Met Standard 5th Grade: 2.9% Met Standard 6th Grade: 4.3% Met Standard 7th Grade: 9.1% Met Standard 8th Grade: 12.2% Met Standard Hispanic Grades K-8 Data Average: 25.36% Met Standard Students with Disabilities Grades K-8 Data 24-25 Kinder-2nd Grade - Data is End of Tri 3 Kinder: 50% Met Standard 1st Grade: 0% Met Standard		Students with Disabilities Grades K-8 Data Kinder: 15% Met Standard 1st Grade: 15% Met Standard 2nd Grade: 65% Met Standard 3rd Grade: 15% Met Standard 4th Grade: 15% Met Standard 5th Grade: 15% Met Standard 6th Grade: 15% Met Standard 7th Grade: 15% Met Standard 8th Grade: 50% Met Standard Students with Disabilities Grades 1-8 Data Average: 23% Met Standard Source: Adopted Math Curriculum/Illuminate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: Adopted Math Curriculum/Illuminate TK Skills Assessment Baseline Established 2024-2025 All Students TK: 94.5% Average EL Students TK: N/A Low Income TK: 93.88% Hispanic Students TK: 94.5% Average Students with Disabilities TK: N/A Source: Renaissance	2nd Grade: 0% Met Standard 3rd-8th Grade - Data is End of Tri 2 3rd Grade: 0% Met Standard 4th Grade: 0% Met Standard 5th Grade: 0% Met Standard 6th Grade: 25% Met Standard 7th Grade: 0% Met Standard 8th Grade: 0% Met Standard Students with Disabilities Grades 1-8 Data Average: 8.33% Met Standard Source: Adopted Math Curriculum/Illuminate TK Skills Assessment 2024-2025 All Students TK: 94.5% Average		TK Skills Assessment All Students TK: 90% Average EL Students TK: N/A Low Income TK: 90% Average Hispanic Students TK: 90% Average Students with Disabilities TK: N/A Source: Renaissance	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			EL Students TK: N/A Low Income TK: 93.88% Hispanic Students TK: 94.5% Average Students with Disabilities TK: N/A Source: Renaissance			
1.5	California State Standardized Assessments as measured by Math CAASPP California School Dashboard	School Wide/All Students: 72.8 Points Below Standard 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	School Wide/All Students: 78.5 Points Below Standard English Learners: 104.5 Points Below Standard LTEL Students: 166 Points Below Standard (New Baseline) SED: 86.8 Points Below Standard Hispanic: 82.2 Points Below Standard		School Wide/All Students: 52.8 Points Below Standard English Learners: 65.5 Points Below Standard LTEL Students: 100 Points Below Standard SED: 57.3 Points Below Standard Hispanic: 55.7 Points Below Standard Students With Disabilities:	School Wide/All Students: (Decline 5.7 points) English Learners: (Decline 18.9 points) LTEL Students: (New Baseline) SED: (Declined 9.5 points) Hispanic: (Declined 6.4 Points) Students With Disabilities:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		December 2023 Dashboard	Students With Disabilities: (Data not available due to small group size) December 2024 Dashboard		123 Points Below Standard	(Data not available due to small group size)
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 8th Grade: Baseline to Be Established 2024-2025 SED: Points Below Standard	All Students: 1.49 Points Above Standard 5th Grade: 18 Points Below Standard 8th Grade: 22.3 Points Above Standard English Learners: 28.3 Points Below Standard 5th Grade: 28.3 Points Below Standard 8th Grade: Data not reported due to small group size. LTEL: Data not reported due to small group size. SED:		All Students: 10 Points Below Standard 5th Grade: At standard 8th Grade: 12 points below standaard English Learners: 18 Points Below Standard 5th Grade: 18 points below standard 8th Grade: Outcome to Be Established 2025-26 SED: At standard 5th Grade: 19 points below standard	New Benchmark established 2024-25

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	0.14 Points Below Standard 5th Grade: 19.7 Points Below Standard 8th Grade: 19.9 Points ABOVE Standard Hispanic: 3.79 Points Below Standard 5th Grade: 17.9 Points Below Standard 8th Grade: 11.3 Points ABOVE Standard Students With Disabilities: Data not available due to small group size 2023-2024 Report https://caaspp-elpac.ets.org/		8th Grade: 20 points above standard Hispanic: At Standard 5th Grade: 10 points below standard 8th Grade: 12 points above standard Students With Disabilities: Points Below Standard 5th Grade: Outcome to Be Established 2025-26 8th Grade: Outcome to Be Established 2025-26	
1.7	California Science Test (CAST) Assessments as measured by CAASPP	School Wide/All Students: 5th Grade: 18% Met or Exceeded	School Wide/All Students: 5th Grade: 14.9% Met or Exceeded		School Wide/All Students: 5th Grade: 30% Met or Exceeded	All Students 5th Grade: (Decline of 3.1%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Grades 5 and 8) % of students meeting or exceeding standard Source: ETS report	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: 19.5% Hispanic: 5th Grade: 16% Met or Exceeded	8th Grade: 20.46% Met or Exceeded Overall Grades 5 and 8 Data Average: 17.59% Met or Exceeded English Learners: 5th Grade: 4.35% Met or Exceeded 8th Grade: No data due to small population size Overall Grades 5 and 8 Data Average: 3.03% Met or Exceeded SED: 5th Grade: 11.9% Met or Exceeded 8th Grade: 17.07% Met or Exceeded Overall Grades 5 and 8 Data Average: 14.45% 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 Overall Grades 5 and 8 Low Income Data Average: 30% Met or Exceeded	8th Grade: (Decline of 0.54%) (Overall: Decline of 0.41%) English Learners: 5th Grade: (Increase of .35%) 8th Grade: (No data due to small population size) (Overall: Increase of 0.43%) SED: 5th Grade: (Decrease of 6.1%) 8th Grade: (Decrease of 3.93%) (Overall: Decrease of 5.05%) Hispanic:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		8th Grade: 1.13% Met or Exceeded Overall Grades 5 and 8 Hispanic Data Average: 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 2022-23 Data	Hispanic: 5th Grade: 15.21% Met or Exceeded 8th Grade: 18.6% Met or Exceeded Overall Grades 5 and 8 Data Average: 16.85% Met or Exceeded Students With Disabilities: Data not reported due to small group size 2023-2024 Data		Hispanic: 5th Grade: 30% Met or Exceeded 8th Grade: 30% Met or Exceeded Overall Grades 5 and 8 Hispanic Data Average: 30% Met or Exceeded 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	5th Grade: (Decrease of 0.7%) 8th Grade: (Increase of 17.47%) (Overall: Increase of 0.85%) Students With Disabilities: Data not reported due to small group size
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.	100% access to a broad course of study at all grade levels for students including unduplicated and students with disabilities.		Maintain 100% access, including unduplicated students and students with disabilities.	Goal Met - Maintained 100%

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.	2023-2024 Data	2024-2025 Data			
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	2024-2025 91% 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	Goal Met - Maintained 100%
1.10	TK-8th Grade Span Class Averages Source: AERIES (Locally Calculated)	2023-2024 21:1 Average Class Size Source: AERIES (Locally Calculated)	2024-2025 20:1 Average Class Size Source: AERIES (Locally Calculated)		Maintain an average class size of 24:1 students or less than. Source: AERIES (Locally Calculated)	Goal Met (Difference of 1) 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	2023-2024 Physical Fitness Test (PFT) 68% of students in the Healthy Fitness Zone (HFZ) averaging all physical fitness areas.	2024-2025 Physical Fitness Test (PFT) 74.13% of students in the Healthy Fitness Zone (HFZ) averaging all physical fitness areas.		Physical Fitness Test (PFT) 75% of students in the Healthy Fitness Zone (HFZ) averaging all physical fitness areas.	Physical Fitness Test (PFT) % of students in the Healthy Fitness Zone (HFZ) averaging all physical fitness areas. (Increase of 6.13%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CDE DataQuest 2024-2025+ % 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+	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+	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: Local Documentation 2025 CDE DataQuest 2024-2025+		Source: CDE DataQuest 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	Source: Local Documentation 2023 CDE DataQuest 2024-2025+ Participation rate of all 5th and 7th grade students (exception being any exemptions due to medical, IEP or Section 504 Plan). (Increase of 4.6%) Source: Local Documentation 2025 CDE DataQuest 2024-2025+
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	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 estalished 2024-2025	2024-2025 Kelvin Student Pulse % of students that feel strong connectedness to school: 3rd Grade: 75% 4th Grade: 78% 5th Grade: 83% 6th Grade: 74% 7th Grade: 71%		% of students that feel strong connectedness to school 3rd Grade: 70% 4th Grade: 70% 5th Grade: 60% (this was CHKS) 6th Grade: 70%	% of students that feel strong connectedness to school. 3rd Grade: Baseline established 2024-2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data collection will shift from California Healthy Kids Survey to Kelvin)	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: 62% Source: California Healthy Kids Survey 2023 Transition to Kelvin in 2024-2025	8th Grade: 70% Overall Grades 3-8 Data Average: 75% 79% of English Learners students that feel strong connectedness to school. N/A% of LTEL students that feel strong connectedness to school. 75% of SED students that feel strong connectedness to school. 76% of Hispanic students that feel strong connectedness to school. 84% of Students with disabilities		7th Grade: 63% (this was CHKS) 8th Grade: 70% Overall Grades 3-8 Data Average: 70% 70% of English Learners students that feel strong connectedness to school. N/A% of LTEL students that feel strong connectedness to school. 70% of SED students that feel strong connectedness to school. 70% of Hispanic students that feel strong connectedness to school.	4th Grade: Baseline established 2024-2025 5th Grade: (Increase of 23%) 6th Grade: Baseline esablished 2024-2025 7th Grade: (Increase of 8%) 8th Grade: Baseline established 2024-2025 Overall Grades 3-8 Data: (Increase of 31%) % of English Learners students that feel strong connectedness to school. (Baseline established 2024-2025) % of LTEL students that feel strong connectedness to school. (Baseline established 2024-2025)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			that feel strong connectedness to school. Source: California Healthy Kids Survey 2023 Transition to Kelvin in 2024-2025		70% of Students with disabilities that feel strong connectedness to school. Source: Kelvin Survey 2024-2025+	% of SED students that feel strong connectedness to school. (Baseline established 2024-2025) % of Hispanic students that feel strong connectedness to school. (Baseline established 2024-2025) % of Students with disabilities that feel strong connectedness to school. (Baseline established 2024-2025)
1.13	% 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.	2024-25 100% of students have access to standards aligned instructional materials.		Maintain 100% of students having access to standards aligned instructional materials.	Goal Met-Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: Annual Williams Verification	Source: Annual Williams Verification		Source: Annual Williams Verification	
1.14	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)	2024-25 100% 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 Met-Maintained 100%

Goal Analysis [2024-25]

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

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

All actions were implemented as planned with a few exemptions. One area of challenge was securing an intervention teacher. (Action 1.5) Although the position was posted within and also on the employment search site, we were unable to hire a qualified intervention teacher. Homeroom teachers continued to provide interventions within the classroom setting, but there was no additional support within the school day. Despite this, students whose data indicated they could benefit from reading intervention participated in an online intervention program, Air Reading after school. There were two sessions where three groups of students participated. For the 2025-2026 school year, KRUE has secured a full-time, qualified intervention teacher. Reading and writing will be the intervention focus of the intervention teacher. Another challenge was aligning the data from previous years as we selected different data platforms and software systems. For example, for parent/family surveys, KRUE moved from using California Healthy Kids Survey to Kelvin where the survey questions measured the same dimension but was worded differently. We believe this may have skewed the response data, and anticipate it being better aligned the next

cycle. Another area of challenge was hiring a music teacher. (Action 1.9) We are continuing to pursue a qualified person for this position for the 2025-2026 school year.

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

1.4 Library Program (approx. $11,500 under budgeted expenditures) - The salary expenditures were less than anticipated, as were the software expenditures to operate the library.
1.5 Intervention Support (approx. $170,250 under budgeted expenditures) - Kings River Union was unable to hire a qualified intervention teacher for the 2024-2025 school year and did not expend the materials funds for this program.
1.6 Advanced Learners (approx. $4,000 under budgeted expenditures) - The field trip and materials costs were less than anticipated for the advanced learner program.
1.9 Visual and Performing Arts (approx. $133,000 under budgeted expenditures) - Kings River Union was unable to hire a music teacher and did not expend the materials budget to support the music program.
1.10 College & Career (approx. $20,700 under budgeted expenditures) - The program was implemented, but we underspent the funds. One of our college trips was cancelled due to weather and we were unable to secure a CTE certified teacher to provide on site instructional services to our students.
1.11 Instructional Coaching (approx. $79,000 under budgeted expenditures) - The savings is reflected in extra staff time and substitutes. The need for these expenses was less than allocated.

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

This is the first year of a three-year plan and actions were implemented throughout the year without a full year to affect related metrics. Also, much of the data used in this initial year is actually from the 2023-24 results and not indicative of this new work. However, it is important to continue to monitor and report our results and any effect that was seen.

Actions 1, 3 - New baselines were established for local metrics related to ELA and math ongoing performance- no effectiveness data yet.
Action 2 - Effective in maintaining PFT participation.
Action 4 - Partially Effective: ELA overall increased as did SED scores, slightly. EL scores, however decreased. Local indicators had new baselines established.
Actions 5, 7, 11, and 12 - ELA scores increased as did SED, but EL scores fell. Math scores decreased across the board- mixed effectiveness in this area.
Action 6 - New baseline established- no effectiveness data yet.
Action 8 - Partially Effective: ELA scores increased, except for EL students.
Actions 9 and 10 - Effective in maintaining a broad course of study for students.

We look forward to continuing to monitor results and making minor changes within the actions over the next two years to see results for our students and teams.

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.

Metric (1.13) related to SWIFT Survey was removed because it doesn't provide actionable data for our current work. Desired outcomes and baseline data added to indicated metrics where new tools were used for 2024-25. These are specifically noted on each line.

As a result of removing the 2024-25 metric 1.13, the later metrics were renumbered for the 2025-26 LCAP. This affected the former 1.14 and 1.15 which then became 1.13 and 1.14, respectively.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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.	$195,500.00	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.	$164,000.00	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	$551,400.00	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 RLIS, LCFF)	$101,500.00	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. (Tittle I, Title V RLIS)	$149,050.00	Yes
1.6	Advanced Learners	Provide enrichment and accelerated learning opportunities for identified students through weekly instruction.	$37,000.00	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.	$150,000.00	Yes
1.8	Kinder Camp	Provide a multi-day Kindergarten Camp experience for students to assist with the transition to school. (Title I, LCFF)	$12,500.00	Yes
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. (Title IV and Prop 28)	$113,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	College & Career	Develop & Expand the College/Career Experiences and Curriculum at KRUE. Incorporate CTE Model Curriculum Standards aligned courses into the offerings for middle school students and career awareness activities for students in grades 2-5 (LCFF and Title IV). CTEIG Grant	$44,500.00	Yes
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)	$95,200.00	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.	$114,225.00	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. Baseline established on 2024 Dashboard. December 2023 Dashboard	53.4% making progress toward English proficiency. 76.7% of LTEL making progress. 2024 Dashboard		55% of English Learners making progress toward English proficiency. 65% of LTELs making progress toward English	Overall EL progress toward English proficiency. (Decline of 6.3%) LTEL progress (New Baseline)
2.2	% of English Learners Reclassified to "Fluent" Source: CALPADS Report 2.16	17% (32 Students Reclassified out of 190) 2022-2023 Data	37% of English Learners Reclassified to "Fluent" (59 Students Reclassified out of 161) 2024-2025 Local Data Will update after Dashboard release.		20% of English Learners Reclassified to "Fluent"	% of English Learners Reclassified to "Fluent" (Increase of 20%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	30% of English Language Learners that are Long-Term Language Learners. (45 students of 161) 22% of English Language Learners that are At-Risk. (35 students of 161) 2024-2025 Local Data Will update after Dataquest release.		7% of English Language Learners will be Long-Term Language Learners. 12% of English Language Learners will qualify as At-Risk.	% of English Language Learners that are Long-Term Language Learners (6+ Years). (Increase of 21.1%) % of English Language Learners that are At-Risk (4-5 Years). (Increase of 8.6%)
2.4	California State Standardized Assessments as Measured by ELA CAASPP Source: California Dashboard	67.6 Points Below Standard English Learners December 2023 Dashboard	72.4 Points Below Standard English Learners 2024 Dashboard		47.6 Points below Standard- English Learners	(Decline of 4.8 Points)
2.5	California State Standardized Assessments as Measured by Math CAASPP.	85.5 Points Below Standard English Learners December 2023 Dashboard	104.5 Points Below Standard English Learners 2024 Dashboard		65.5 Points Below Standard English Learners	(Decline of 18.9 Points)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: California Dashboard					

Goal Analysis [2024-25]

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

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

All actions within this goal were substantively carried out. There were no significant challenges. Since it is early in the plan, it is too soon to note significant successes.
Action 1 was substantively implemented as planned
Action 2 was substantively implemented as planned
Action 3 was substantively implemented as planned
Action 4 was substantively implemented as planned

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.

2.2 ELD Professional Development (approx. $7,000 under budgeted expenditures) The District made a decision to not attend an offsite English Learner conference this year and this significantly reduced the expenditures for this action.
2.3 EL Intervention Supplemental Materials Supplies (approx. $2,600 under budgeted expenditures) Kings River piloted a program but decided that it was not the best fit for the needs of our students and therefore we did not expend all of the dollars allocated.

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

As part of the commitment to supporting the diverse needs of our EL and LTEL students, we know that this process will not have results overnight. In this initial year of our three year plan, we are looking at data from before we started these new actions, which makes it difficult to determine early effectiveness. We look forward to our analyzing Dashboard data for 2024-25 more closely and making adjustments as needed to follow a plan of improvement for these students.

Action 2.1- Not yet effective. ELPI and EL academic growth not yet seen, but first year of a new three year plan so we are monitoring.
Action 2.2 - Not yet effective- ELPI rates declined
Action 2.3- Not yet effective CAASPP rates in ELA and math declined

Action 2.4- Not yet effective -LTEL % of EL population rose.

All of these are situations we are continuing to monitor and work with educational partners to address fully with these planned actions.

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.

Baseline data was added for metric 2.1.

Amounts were updated throughout to reflect new budget figures for 2025-26

No other changes were made to goal, metrics, outcomes, or actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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. (LREBG + Title I) This action is funded by the Learning Recovery Block Grant. It is allowable under the uses for professional development/coaching in the areas of ELA/ ELD Framework for California Public Schools. Embedded PD/Coaching has been shown to be an effective, evidence based practice to reinforce professional development and support teachers in effective and systemic implementation of practices in the classroom. $135,000 LREBG Funding. LREBG Metrics 2.1, 2.2, 2.4, 2.5	$159,000.00	No

Action #	Title	Description	Total Funds	Contributing
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)	$37,000.00	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)	$5,500.00	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.	$19,000.00	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	68.3% Strongly Agree 24.4% Agree 7.3% No Opinion 0% Disagree 0% Strongly Disagree Overall parent/guardian satisfaction: 92.7%		95% Strongly Agree/ Agree	Parents/Guardians overall satisfaction with our school. (Decreased 7.3%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			KRUE Annual Family Survey 2024-2025			
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	61.9% Strongly Agree 7.1% Agree 11.9% Disagree 19% Strongly Disagree Overall parent/guardian agreeance: 69% Kelvin 2024-2025		80% Strongly agree/ Agree	Parents/Guardians agree that the district/school staff offers parents the help they may need to support their child's learning and educational activities. (Decrease of 2.5%)
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	64% of students reported feelings of depression. 55% of students reported feelings of anxiety. 2024-2025 Kelvin		50% of students reporting feelings of depression 40% of students reporting feelings of anxiety	% of students reporting feelings of depression. (Increase of 4%) 40% of students reporting feelings of anxiety. (Increase of 4%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Numbers of families serviced by Early Childhood Educator. Source: Early Childhood Educator Logs	60 families supported. 2023-2024	62 families supported. 2024-2025		Maintain 60 families serviced by Early Childhood Educator.	Numbers of families serviced by Early Childhood Educator. (Increase of 2 families)
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	62.8% Strongly Agree 9.3% Agree 7% Disagree 20.9% Strongly Disagree Overall parent/guardian agreeance: 72% Kelvin 2024-2025		95% of parents will agree/strongly agree they feel connected/engage to school.	Parents agreeing that they feel connected/engaged to the school/district. Overall parent/guardian agreeance: (Decrease of 26%)
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	Overall staff agreeance: 67% Kelvin 2024-2025		90% of staff will agree/strongly agree they feel connected/engage to school.	Staff agreeing that they feel connected/engaged to the school/district. (Decrease of 26%)
3.7	Parent Education Trainings	63% feel they are confident in helping their child with schoolwork.	73% feel confident in helping their child with schoolwork.		75% feel they are confident in helping their child with schoolwork.	% feel they are confident in helping their child with schoolwork.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% 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. Source: California Healthy Kids Survey 2023 Kelvin 2024-2025+	47% feel that they know how to help their child plan for college or vocational school. California Healthy Kids Survey 2023 Kelvin 2024-2025+	76.2% feel that they know how to help their child plan for college or vocational school. Kelvin 2024-2025		60% feel that they know how to help their child plan for college or vocational school.	(Increase of 10%) % feel that they know how to help their child plan for college or vocational school. (Increase of 29.2%)

Goal Analysis [2024-25]

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

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

All actions were implemented as planned. Speaking to action 3.6, while KRUE maintained active engagement in the community, the monetery cost of doing so was less than expected. One area to note is the challenge from moving from one survey platform to another. In previous years, Kings River utilized the California Healthy Kids Survey for student, staff and parent feedback/input. During the 2024-2025 school year, we implemented Kelvin surveys instead. This adjustment has skewed the data as the questions were worded differently. We anticipate that the data will realign this coming year.

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

3.1- Family and Community Engagement Activities (approx. $12,750 under budgeted expenditures) - We did not hold a math evening and costs for other events were less than anticipated

3.2- Family and Community Communication- (approx. $12,600 under budgeted expenditures) Personnel costs were less than anticipated due to increased number of staff able to translate their own meetings and events.
3.3 Behavioral and Mental Health Services - (approx. $10,800 under budgeted expenditures) due to cost of social worker being less than expected.
3.4 Early Childhood Program - (approx. $28,000 over budgeted expenditures) due to an increase awarded on the Save the Children grant. Additional grant dollars reduced the need for LCFF supporting funds.
3.6 Community Engagement - (approx. $23,500 under budgeted expenditures) due to less materials used for community events than set aside.

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

In the initial year of implementation, the effect on the targeted metrics for each action:

3.1 Family and Community Engagement Activities - Not yet effective with parent connectedness and staff engagement declining.
3.2 Family and Community Communication and 3.6 Community Engagement - Not yet effective with parent connectedness declining
3.3 Behavioral and Mental Health Services - Effectiveness is not yet clear. There was a slight increase seen in student anxiety and depression reporting. This could be because of increased awareness and outreach efforts or increased mental health issues. We are monitoring.
3.4 Early Childhood Program - early effectiveness with an increase in families served this year.
3.5 Parent Education - mixed effectiveness with a fall in parent connectedness but a significant rise in their feelings of confidence supporting their children's academics.

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

Action 3.7 was added to show LREBG funding item.

Amounts were updated throughout to reflect 2025-26 budget figures.

No other changes were made to goal, metrics, target outcomes or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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)	$17,500.00	Yes
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)	$53,000.00	Yes
3.3	Behavioral and Mental Health Services	Provide social-emotional supports/counseling services for students and families, provided by a licensed social worker. (PRIHME)	$135,000.00	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.	$99,451.00	Yes
3.5	Parent Education	Provide learning opportunities for our parents/guardians through Fresno State Parent University.	$8,000.00	Yes
3.6	Community Engagement	KRUE provides events and opportunities for staff to be present and engaged in the community where our families live.	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	Academic Counselor	Provide academic counseling and interventions for all students. Engage parents in student academic performance, progress, and programs through annual meetings and updates. LREBG Funding ($105,000)will be utilized for this action in alignment with allowable use: "Integrating evidence based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or other mental health services. and "Additional academic services for pupils such as diagnostic, progress monitoring, and benchmark assessment of pupil learning." Counseling, in particular parent and student education about academic programs / progress, is an evidence based practice to promote student success, attendance, and connectedness/ engagement. Metric 3.2 will be used to measure effectiveness	$105,000.00	No

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			% of students suspended one or more times during the school year.	% of students suspended one or more times during the school year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Suspension Indicator- California Dashboard	0.7% for all students 0.9% for EL students 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% - All students (Increase of 0.2%) 0.5% - EL students (Decrease .4%) 2.5% - LTEL Students (Decrease 3.2%) 1.0% - SED students (Increase .2%) 1.0% - Hispanic students (Increase .5%) 0% - White students 0% - Homeless Students 2.4% - Students with Disabilities (Increase 2.4%) (Foster Youth not Reported due to small population size) 2024 California Dashboard		0.7% for All students 0.9% for EL students 1% for LTEL Students 0.8% for SED students 0.5% for Hispanic students 0% for White students 0% for Homeless Students 1% for Students with Disabilities	ALL students (Increase of 0.2%) EL students (Decrease 0.4%) LTEL Students (Decrease 3.2%) SED students (Increase 0.2%) Hispanic students (Increase 0.5%) White students- (maintained) Homeless Students- (maintained) Students with Disabilities (Increase 2.4%) (Foster Youth not Reported due to small population size)
4.2	Expulsion Indicator - California Dashboard	0% All students 2023 CALPADS	0% All students 2023-24 School Year CALPADS		Maintain 0%	Goal Met- maintained 0%
4.3	Middle School Dropout Rate CALPADS Report 1.12	0% All students 2023-2024	0% All students 2023-24 School Year CALPADS		Maintain 0%	Goal Met- maintained 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 would participate: 96% participation rate. Feel Safe Elementary (Grade 5) - 78% Secondary (Grade 7) - 55% 2023 Survey Results	Feel Safe Grade 5: 85% feel safe Grade 7: 77% feel safe 2024-2025 Kelvin		% of students feel safe at school (School Safety) 70% (Grade 5) 70% (Grade 7)	% of students feel safe at school (School Safety) 5th Grade (7% Increase) 7th Grade (22% Increase)
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	46 Respondents School Safety 94% favorable 2024-2025 Kelvin		% of staff that report feeling safe at school Maintain 100%	% of staff that report feeling safe at school Declined 6%
4.6	% of parents that report school is a safe place to be.	105 Respondents School Safety	42 Respondents School Safety		% of parents that report school is a safe place to be.	% of parents that report school is a safe place 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 (CHKS) 2023 Kelvin 2024-2025+	99% agree/strongly agree 2023 Survey Results	77% agree/strongly agree 2024-2025 Kelvin		95% agree/strongly agree	(Decrease of 22%)
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% 6+ Offenses - Students - 6% 2023-2024 Data	Major Offenses: 66 Minor Offenses: 535 Total Offenses: 601 0-1 Offenses - Students - 77% 2-5 Offenses - Students - 13% 6+ Offenses - Students - 10% 2024-2025 Data		Discipline referral rates Major Offenses: 60 Minor Offenses: 300 0-1 Offenses: 70% of students 2-5 Offenses: 10% of students 6+ Offenses: 3% of students	Discipline referral rates Major Offenses: (Decrease of 6) Minor Offenses: (Increase of 101) 0-1 Offenses: % of students (Decrease of 3%) 2-5 Offenses: % of students (Decrease of 1%) 6+ Offenses: % of students (Increase of 4%)
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)	5.2% -All Students (Declined 4.8%) 2.5% - EL students (Declined 6.4%) 0% - LTEL students (Declined 11.8%) 4.9% - SED students (Declined 4.9%) 5.2% - Hispanic students		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	All Students (Declined 4.8%) EL students (Declined 6.4%) LTEL students (Declined 11.8%) SED students (Declined 4.9%) Hispanic students (Declined 4.2%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: 2023 CA Dashboard	(Declined 4.2%) 18.4% - Homeless Students (Increased 8.7%) 14.3% - Students With Disabilities (Declined 3.7%) (Foster Youth not reported due to small population size) 2024 Dashboard		small population size)	Homeless Students (Increased 8.7%) Students With Disabilities (Declined 3.7%) (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) 2022-23 Data Attendance Rate is 95.58% (2023-2024 Estimate)	Attendance Rate is 97.47% (Per P1 ADA) Attendance Rate is 96.98% (Per P2 ADA) Attendance Rate 97.23% (2024-2025 Estimate)		Achieve 97% attendance rate for all student groups.	Attendance Rate as measured by district average attendance.

Goal Analysis [2024-25]

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

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

Most planned actions were implemented as intended. One challenge for the 2024-2025 school year was securing a Early Childhood Behavioral Support staff member before April 2025 (action 4.6). Although the position was posted in-house and also on the employment search site, we were unable to hire a qualified staff member until April.

Action 1 was partially implemented with offsite training not occurring this year
Action 2 was implemented as planned
Action 3 was implemented as planned with the success of cost savings
Action 4 was implemented as planned
Action 5 was implemented as planned with the challenge of additional calming corners needed but funding was adjusted from savings in other actions.
Action 6 was implemented as planned beginning in April, due to the challenge of finding an appropriate hire for that position.

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.

The 2024-25 LCAP contained no actions with a planned percentage to improve services. There are a few actions with a material difference between budgeted and actual expenses as described below.

4.1 PBIS - (approx. $8,000 under budgeted expenditures) Due to the PBIS team not engaging in offsite professional development and cost of assemblies and reward events being lower than anticipated.
4.3 Health Office Services - (approx. $28,300 under budgeted expenditures) The cost of the LVN and RN were less than anticipated.
4.4 School Safety - (approx. $9,000 under budgeted expenditures) The costs for ActVnet and Global CTI costing less than anticipated.
4.5 Social Emotional Learning & Supports - (approx. $6,900 over budgeted expenditures) There was an additional investment in a TIer II social emotional curriculu, Open Parachute, to better serve the needs of our students. There were also additional funds spent to expand calming corners in classrooms.
4.6 Early Childhood Behavioral Support - (approx. $23,500 under budgeted expenditures) This position was vacant until April 2025, thus reducing overall anticipated costs.

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

This is year one of a three year plan, and not all actions within this year's plan have had a full year to impact their targeted metrics.

Action 1- Some initial effectiveness reducing major incidents in discipline, but minor incidents rose.
Action 2- Partially effective- Slight increase in suspension rate overall but LTEL students saw significant improvement in suspension rate.
Action 3- Effective- Success with reducing chronic absenteeism for all student groups
Action 4- Not yet effective- No time yet to impact. Overall feeling of parent safety fell, but may not be related to this year's actions
Actions 5 and 6- Partially effective- Major discipline incidents fell, but minor incidents increased.

We are monitoring all actions for effectiveness over time and making minor adjustments to ensure consistency and targeting current student needs.

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.

Amounts were updated throughout to reflect new budget figures for 2025-26.
Metrics 41. and 4.8 had the LTEL group added to align with new CA School Dashboard reporting groups for 2025-26. Data, outcomes, and baselines were added.

No other changes were made to goal, metrics, outcomes, or actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	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.	$38,000.00	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.	$143,000.00	Yes
4.3	Health Office Services	Provide a Licensed Vocational Nurse to increase student health/welfare and parent education.	$143,000.00	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.	$83,000.00	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.	$27,500.00	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	Overall Rating - EXCELLENT 2024 FIT Report		Maintain Rating of "Excellent"	Goal Met- Maintained EXCELLENT ranking.
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	% of students that feel strong connectedness		Desired Outcomes to Be Established 2024-2025 % of students that feel strong	% of students that feel strong connectedness to school

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)	to school 3rd Grade: 75% Baseline Established 2024-2025 4th Grade: 78% Baseline Established 2024-2025 5th Grade: 60% 6th Grade: 74.5% Baseline Established 2024-2025 7th Grade: 63% 8th Grade: 70% Baseline Established 2024-2025 Overall Grades 3-8 Data Average: 75.2% Baseline Established 2024-25 Source: California Healthy Kids Survey 2023 Transition to Kelvin in 2024-2025	to school 3rd Grade: 75% favorable 4th Grade: 78% favorable 5th Grade: 82.75% favorable 6th Grade: 74.5% favorable 7th Grade: 71% favorable 8th Grade: 70% favorable Overall Grades 3-8 Data Average: 75.2% favorable Source: Kelvin Survey 2024-2025		connectedness to school 3rd Grade: 75% favorable 4th Grade: 75% favorable 5th Grade: 75 % favorable 6th Grade: 75% favorable 7th Grade: 75% favorable 8th Grade: 75% favorable Overall Grades 3-8 Data Average: 75% favorable Source: Kelvin Survey 2024-2025+	% of students that feel strong connectedness to school 3rd Grade: Baseline Established 2024-2025 4th Grade: Baseline Established 2024-2025 5th Grade: (Increase of 22.75%) 6th Grade: Baseline Established 2024-2025 7th Grade: (Increase of 8%) 8th Grade: Baseline Established 2024-2025 Overall Grades 3-8 Data Average: Baseline Established 2024-2025
5.3	Parents agreeing that they feel	57% Strongly Agree 41% Agree	62.8% Strongly Agree		95% of parents will agree/strongly	Parents agreeing that they feel

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	connected/engaged to the school/district. Source: California Healthy Kids Survey 2023 Kelvin 2024-2025+	1% Disagree 0% Strongly Disagree 1% Don't Know/NA Overall parent/guardian agreeance: 98% California Healthy Kids Survey 2023	9.3% Agree 7% Disagree 20.9% Strongly Disagree Overall parent/guardian agreeance: 72.1% Source: Kelvin Survey 2024-2025		agree they feel connected/engaged to school.	connected/engaged to the school/district. Overall parent/guardian agreeance: (Decrease of 25.9%)
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	5th Grade - 73% feel safe at school. 7th Grade - 69% feel safe at school. 2024-2025 Kelvin		% of students feel safe at school (School Safety) 5th Grade: 70% feel safe at school. 7th Grade: 70% feel safe at school.	% of students feel safe at school (School Safety) 5th Grade: (Decrease 5%) 7th Grade: (Increase 16%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	46 Respondents Overall School Safety 94% favorable 2024-2025 Kelvin		% of staff that report feeling safe at school. Maintain 100%	% of staff that report feeling safe at school. (Decrease 6%)

Goal Analysis [2024-25]

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

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

Action 1 was implemented as planned
Action 2 and 3 were not fully implemented: KRUE is currently adding classrooms for TK and kindergarten. Due to this, funds were underspent as the construction progression has occurred slower than anticipated.

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.

The 2024-25 LCAP contained no actions with a planned percentage to improve services. There are a few actions with a material difference between budgeted and actual expenses as described below.

5.1 Enhanced and Equitable Learning Environments (approx. $4,300 over budgeted expenditures) The expenditures exceeded the anticipated amounts because of furniture expenditures to enhance the classrooms across our campus to meet the behavioral and developmental needs of our students.
5.2 Outdoor Environment Enhancements - (approx. $24,600 under budgeted expenditures) This project was delayed due to the new classroom building project on the campus.
5.3 Future Facility Improvement - (approx. $85,000 under budgeted expenditures) There was a delay in the construction project so less of the funds were spent this year than anticipated.

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

This is the first year of a three year plan and the actions were not all started at the beginning of the year, so many have had little time to make an impact on their designated metrics.
This includes Actions 1 and 2 related to student/parent connectedness. Although that metric declined, it was done prior to completion of action implementation for this first year.
Action 3 related to the FIT report assisted us in maintaining facilities despite extra use for the LCFF related services, so we consider that successful.

We look forward to seeing the long term results of three years of consistent implementation of our plan.

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.

Amounts were updated throughout to reflect new budget figures for 2025-26

No other changes were made to goal, metrics, outcomes, or actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Enhanced and Equitable Learning Environments	Purchase specialty furnishings to maintain classroom environments that are pleasant and conducive to learning.	$15,000.00	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.	$85,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,665,634	$213,771

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
39.788%	5.784%	$241,482.53	45.572%

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:** 2023-2024 ELA state data reveals that English Learners scored 72.4 points below standard while the school-wide average is 53.1 points below. Because the ELPI percentage declined slightly, English Learners are demonstrating the need for additional support in content areas. Students qualifying as low income,	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
	although the discrepancy is not as vast, also demonstrate the need for additional support in content areas. The local reading data (established from STAR Reading results, 1.2) mirrors the immediate academic support for unduplicated pupils. While the school-wide data shows that the average independent reading level is 3.5 (third grade, month 5), English Learners' average reading levels reveal a greater deficit being 3.1 (third grade, month 1). Students with disabilities, as seen above, are performing far below the average as well with the average independent reading level being 1.8 (first grade, month 8). In the area of mathematics, the data is similar. While the school-wide average is 78.5 points below met on the CAASPP, English Learners performed at 104.5 points below met while students qualifying as low income scored 86.8 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.	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	This action is targeted towards the needs of our unduplicated pupils and students with exceptional needs, because it allows our teachers to meet and 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 and STAR Reading 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.	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	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
	Students beginning their education in these primary levels are establishing routines and working toward meeting expectations. In addition, at the start of their educational career, students with exceptional needs require additional and ever-changing supports. **Scope:** LEA-wide	Unduplicated Pupils and other students who also exhibit the need for these services.	
1.4	**Action:** Library Program **Need:** The local reading data (established from STAR Reading results, 1.2) mirrors the immediate academic support for unduplicated pupils. While the school-wide data shows that the average independent reading level is 3.5 (third grade, month 5), English Learners' average reading levels reveal a greater deficit being 3.1 (third grade, month 1). Students with disabilities, as seen above, are performing far below the average as well with the average independent reading level being 1.8 (first grade, month 8). **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	1.1 ELA CAASPP data 1.2 Individual student reading 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
		students, promoting equity and success across the entire student population.	
1.5	**Action:** Intervention Support **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:**	As a result of the local and state assessment data, KRUE will provide Tier II and III interventions to 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.	1.1 CAASPP ELA (SED, EL, FY results) 1.5 CAASPP Math (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
	LEA-wide		
1.6	**Action:** Advanced Learners **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	Students performing at accelerated rates or at advanced levels require enrichment and challenging learning opportunities. During Tier I instruction, general education teachers provide 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.	1.12 % of students reporting feeling connected/engaged to school 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	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.	Metric 1.13 Ranking in area 3.3 Our school identifies and prioritizes instructional interventions based on

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
	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 students, as they see them struggling academically. **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.	analysis of multiple sources of academic data. 1.1 CAASPP results in ELA (all students and subgroups) 1.5 CAASPP results in Math (all students and subgroups)
1.8	**Action:** Kinder Camp **Need:** 55% of kinder students are meeting standard in reading assessment- this is the same figure for our EL and SED kinder student group. **Scope:** Schoolwide	In order to improve early literacy so our students don't begin with a gap, it is necessary to help our kindergarten students transition to the school setting with additional supports in order to maximize instructional time during the school year. Teaching staff note that our students are continuing to come in with behavioral and functional needs that can be supported with a kinder camp prior to the start of the year. This will minimize anxiety, support school expectations for behavior, and let teachers begin with some structures that students are familiar with the first week of 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.	1.1- Kinder DRA assessment.

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
1.9	**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. **Scope:** LEA-wide	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-rounded educational experience on an LEA-wide basis.	1.8 Access to a broad course of study.
1.11	**Action:** Instructional Coaching **Need:**	Provides high quality professional development. Embedded professional development including co-planning and in-class coaching is evidence-based	1.1 CAASPP results in ELA (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
	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	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.	1.5 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)
3.1	**Action:** Family and Community Engagement Activities **Need:** Unduplicated parent feedback from SSC/ surveys/ interviews:	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	3.5 Parents/Guardians feel connectedness to the school/district 3.6 Staff feel connectedness 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
	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	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.	
3.2	**Action:** Family and Community Communication **Need:** Unduplicated parent surveys, interviews. SSC input: 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	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 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	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
	in person. Parents/Guardians surveyed report that they prefer communication via text messages (KRUE Annual Family Survey). Documented in the Kelvin Survey for Parents/Families, 68.8% of participants agree or strongly agree that the school/district keeps them well-informed. This is a great decline from the previous survey results. There were 48 responses and we strongly believe that the lack of participation contributed to the result. Of those 48 families, 72.9% feel that the school encourages them to be an active partner with the school in educating their child. Additionally, the same survey reveals that 77.1% of families believe that their child is receiving adequate instruction. However, on the Kings River Union Elementary Special Education Parent Survey, 100% of respondents agree that the school staff communicates regularly regarding their child's progress and 100% 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 340+ unduplicated pupils out of 389 total students (CALPADS 1.17 Snapshot Report). Educational partners expressed that they greatly appreciate the communication 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.	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
	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:** Kelvin survey 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 2024-2025 school year, the number of total student encounters maintained from the previous. Because of the needs of the students/families in our school, Kings River Union partnered with Valley Health Team. 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,	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 express the need for support and reach out for help.	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
	they have reached their caseload capacity of 40 students. Even with all aforementioned supports, on our social/emotional screener (mySAEBRS), 19% of our students in grades 3-8 are at some risk or high risk in social/emotional/academic behaviors. Furthermore, the Kelvin survey 2024-2025 results for elementary reveal that 37% of students feel frequent sadnes. In the area of overall wellness, 82% feel overall wellness. **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.	
3.4	**Action:** Early Childhood Program **Need:** Per annual survey results: Educators and parents note the need for increased services to our students in grades 3-6 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 delays, and other related issues affecting their ability to adapt to formal educational settings. **Scope:** LEA-wide	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
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 2024-2025 school year, the following trainings were offered: Digital Literacy (series of 4 courses), English Conversation, Financial Listeracy, Health and Wellness, Parenting Skills, Pathway to College, Professional Development, Small Business Development, Social Emotional Learning, and Spanish Conversation. **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 **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.	Provides opportunities for positive relationship building between school staff and unduplicated students' parents. 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.	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
	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	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
4.2	**Action:** School Psychologist **Need:** Unduplicated students are highly represented in discipline and behavioral counseling referral statistics for our sites. Behavioral issues,	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.	4.1 Percent of students suspended one or more times during the school year.

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
	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	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.	
4.3	**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 **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	Provides a resource officer for increasing unduplicated family and school services. Through parent and staff input, this has been determined to 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-	4.6 Percent of parents, students, and teachers reporting school is a safe place.

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
	quick response time on site in case of emergency situations. **Scope:** LEA-wide	wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	
4.5	**Action:** Social Emotional Learning & Supports **Need:** Kelvin survey 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 **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.	Provides additional SEL and behavioral supports for unduplicated students. 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	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
	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	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. **Scope:** LEA-wide	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 students, promoting equity and success across the entire student population.	5.2 Student connectedness 5.3 Parent/Family connectedness
5.2	**Action:** Outdoor Environment Enhancements	Provides increased recreational equipment to help students feel engaged and connected, based on their input/request.	5.2 Student 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: 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	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.'	5.3 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 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,	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. 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	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
	additional, high-quality cameras around campus and also in the buses. **Scope:** LEA-wide	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, some 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	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 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	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
	scored 11.6 points above standard while current English Learners scored 102.9 points below standard. In comparison, reclassified students scored 4.1 points above standard (a decrease of 7.5 points). In 2023 for mathematics, reclassified students scored 23.9 points below standard while current English Learners scored 113 points below. Similar to the ELA results in 2024, reclassified students scored 50.4 points below standard (a decrease of 26.4 points) while English Learners scored 132.1 below standard. Noted in the English Learner Progress Indicator (2024 ELPI), 9.9% of ELs decreased at least one ELPI level while 50.4% progress at least one ELPI level. 3.1% maintained at an ELPI level of 4 while 36.6% maintained an ELPI level of 1, 2L, 2H, 3L or 3H. Educational partner feedback from staff expressed the need for additional, strategic professional development to meet the needs of current students. **Scope:** Limited to Unduplicated Student Group(s)	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	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	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
	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 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)	additional materials and supplies but also targeted instructional support.	
2.4	**Action:** LTEL Intensive Intervention	Provides additional staffing for interventions targeted at unduplicated student needs.	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 Data Quest, 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)	Assigned staff members will provide intensive intervention to the identified long-term language 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 $213,771 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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,186,318	1,665,634	39.788%	5.784%	45.572%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,000,525.00	$459,451.00	$78,900.00	$402,450.00	$2,941,326.00	$1,946,608.00	$994,718.00

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	Ongoing	$195,500.00	$0.00	$195,500.00				$195,500.00	
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	Ongoing	$164,000.00	$0.00	$164,000.00				$164,000.00	
1	1.3	Instructional Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$551,400.00	$0.00	$481,000.00		$70,400.00		$551,400.00	
1	1.4	Library Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$80,000.00	$21,500.00	$76,500.00			$25,000.00	$101,500.00	
1	1.5	Intervention Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$144,050.00	$5,000.00	$21,300.00			$127,750.00	$149,050.00	
1	1.6	Advanced Learners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$30,500.00	$6,500.00	$37,000.00				$37,000.00	
1	1.7	Data and Program Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$148,000.00	$2,000.00	$150,000.00				$150,000.00	
1	1.8	Kinder Camp	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	TK-K	Ongoing	$10,000.00	$2,500.00	$2,500.00			$10,000.00	$12,500.00	

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
1	1.9	Visual and Performing Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$106,000.00	$7,500.00	$19,500.00	$72,000.00		$22,000.00	$113,500.00	
1	1.10	College & Career	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$14,500.00	$30,000.00	$29,500.00	$15,000.00			$44,500.00	
1	1.11	Instructional Coaching	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$53,000.00	$42,200.00	$39,000.00			$56,200.00	$95,200.00	
1	1.12	Technology Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,225.00	$113,000.00	$104,225.00			$10,000.00	$114,225.00	
2	2.1	English Learner TOSA	English Learners	No			All Schools	Ongoing	$159,000.00	$0.00		$135,000.00		$24,000.00	$159,000.00	
2	2.2	ELD Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$4,000.00	$33,000.00	$21,000.00			$16,000.00	$37,000.00	
2	2.3	EL Intervention Supplemental Materials Supplies	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$5,500.00	$2,500.00			$3,000.00	$5,500.00	
2	2.4	LTEL Intensive Intervention	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$17,500.00	$1,500.00	$19,000.00				$19,000.00	
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	Ongoing	$2,000.00	$15,500.00	$14,000.00			$3,500.00	$17,500.00	
3	3.2	Family and Community Communication	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$35,000.00	$18,000.00	$28,000.00			$25,000.00	$53,000.00	

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
			Low Income			Low Income										
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	Ongoing	$0.00	$135,000.00	$60,000.00	$75,000.00			$135,000.00	
3	3.4	Early Childhood Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$91,433.00	$8,018.00	$42,000.00	$57,451.00			$99,451.00	
3	3.5	Parent Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,000.00	$5,000.00	$8,000.00				$8,000.00	
3	3.6	Community Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.7	Academic Counselor	All	No			All Schools	2025-2027 School Years	$105,000.00	$0.00		$105,000.00			$105,000.00	
4	4.1	PBIS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$5,000.00	$33,000.00	$38,000.00				$38,000.00	
4	4.2	School Psychologist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$143,000.00	$143,000.00				$143,000.00	
4	4.3	Health Office Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$143,000.00	$63,000.00			$80,000.00	$143,000.00	
4	4.4	School Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$83,000.00	$83,000.00				$83,000.00	
4	4.5	Social Emotional Learning & Supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	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	Ongoing	$26,500.00	$1,000.00	$19,000.00		$8,500.00		$27,500.00	

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	2025-26 school year	$0.00	$15,000.00	$15,000.00				$15,000.00	
5	**5.2**	Outdoor Environment Enhancements	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26 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	2025-26 school year	$0.00	$85,000.00	$85,000.00				$85,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,186,318	1,665,634	39.788%	5.784%	45.572%	$2,000,525.00	0.000%	47.787 %	**Total:**	$2,000,525.00
								LEA-wide Total:	$1,950,525.00
								Limited Total:	$42,500.00
								Schoolwide Total:	$7,500.00

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 (%)
1	**1.1**	Curriculum Director/Vice Principal	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$195,500.00	
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	$164,000.00	
1	**1.3**	Instructional Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$481,000.00	
1	**1.4**	Library Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$76,500.00	
1	**1.5**	Intervention Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,300.00	
1	**1.6**	Advanced Learners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$37,000.00	
1	**1.7**	Data and Program Support	Yes	LEA-wide	English Learners Foster Youth	All Schools	$150,000.00	

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	Yes	Schoolwide	English Learners Foster Youth Low Income	TK-K	$2,500.00	
1	1.9	Visual and Performing Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,500.00	
1	1.10	College & Career	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$29,500.00	
1	1.11	Instructional Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$39,000.00	
1	1.12	Technology Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$104,225.00	
2	2.2	ELD Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$21,000.00	
2	2.3	EL Intervention Supplemental Materials Supplies	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,500.00	
2	2.4	LTEL Intensive Intervention	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$19,000.00	
3	3.1	Family and Community Engagement Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$14,000.00	
3	3.2	Family and Community Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,000.00	
3	3.3	Behavioral and Mental Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,000.00	
3	3.4	Early Childhood Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$42,000.00	
3	3.5	Parent Education	Yes	LEA-wide	English Learners Foster Youth	All Schools	$8,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.6	Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
4	4.1	PBIS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$38,000.00	
4	4.2	School Psychologist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$143,000.00	
4	4.3	Health Office Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$63,000.00	
4	4.4	School Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$83,000.00	
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	$19,000.00	
5	5.1	Enhanced and Equitable Learning Environments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
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	$85,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,961,611.00	$2,330,711.00

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**	Curriculum Director/Vice Principal	Yes	$182,000.00	175,506
1	**1.2**	Physical Education (PE) Teacher to support PLC and Physical Fitness Standards	Yes	$153,000.00	156,863
1	**1.3**	Instructional Support Staff	Yes	$561,000.00	535,827
1	**1.4**	Library Program	Yes	$109,000.00	97,472
1	**1.5**	Intervention Support	Yes	$170,750.00	500
1	**1.6**	Advanced Learners	Yes	$36,500.00	32,509
1	**1.7**	Data and Program Support	Yes	$159,000.00	165,086
1	**1.8**	Kinder Camp	No	$12,000.00	12,248
1	**1.9**	Visual and Performing Arts	Yes	$133,000.00	162
1	**1.10**	College & Career	Yes	$50,000.00	29,274
1	**1.11**	Instructional Coaching	Yes	$124,200.00	45,038

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	Technology Support	Yes	$103,000.00	116,206
2	2.1	English Learner TOSA	No	$159,000.00	149,824
2	2.2	ELD Professional Development	Yes	$54,000.00	47,074
2	2.3	EL Intervention Supplemental Materials Supplies	Yes	$8,000.00	5,411
2	2.4	LTEL Intensive Intervention	Yes	$22,000.00	23,683
3	3.1	Family and Community Engagement Activities	Yes	$18,000.00	12,757
3	3.2	Family and Community Communication	Yes	$55,000.00	42,249
3	3.3	Behavioral and Mental Health Services	Yes	$92,000.00	81,175
3	3.4	Early Childhood Program	Yes	$100,661.00	128,412
3	3.5	Parent Education	Yes	$11,500.00	11,500
3	3.6	Community Engagement	Yes	$25,000.00	1,578
4	4.1	PBIS	Yes	$39,500.00	31,524
4	4.2	School Psychologist	Yes	$140,000.00	144,304

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	**4.3**	Health Office Services	Yes	$139,000.00	110,726
4	**4.4**	School Safety	Yes	$65,000.00	56,257
4	**4.5**	Social Emotional Learning & Supports	Yes	$5,000.00	11,900
4	**4.6**	Early Childhood Behavioral Support	Yes	$29,500.00	6,000
5	**5.1**	Enhanced and Equitable Learning Environments	Yes	$30,000.00	34,301
5	**5.2**	Outdoor Environment Enhancements	Yes	$25,000.00	345
5	**5.3**	Future Facility Improvements	Yes	$150,000.00	65,000

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,685,469	$2,115,500.00	$1,698,481.00	$417,019.00	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	1.1	Curriculum Director/Vice Principal	Yes	$182,000.00	175,506		
1	1.2	Physical Education (PE) Teacher to support PLC and Physical Fitness Standards	Yes	$153,000.00	156,863		
1	1.3	Instructional Support Staff	Yes	$497,000.00	464,941		
1	1.4	Library Program	Yes	$85,500.00	79,562		
1	1.5	Intervention Support	Yes	$50,000.00	0		
1	1.6	Advanced Learners	Yes	$36,500.00	32,509		
1	1.7	Data and Program Support	Yes	$159,000.00	165,086		
1	1.9	Visual and Performing Arts	Yes	$30,000.00	162		
1	1.10	College & Career	Yes	$20,000.00	29,274		
1	1.11	Instructional Coaching	Yes	$68,000.00	38,784		
1	1.12	Technology Support	Yes	$93,000.00	61,937		
2	2.2	ELD Professional Development	Yes	$35,000.00	35,817		
2	2.3	EL Intervention Supplemental Materials Supplies	Yes	$5,000.00	3,491		

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	2.4	LTEL Intensive Intervention	Yes	$22,000.00	23,683		
3	3.1	Family and Community Engagement Activities	Yes	$14,500.00	11,682		
3	3.2	Family and Community Communication	Yes	$33,000.00	22,508		
3	3.3	Behavioral and Mental Health Services	Yes	$17,000.00	10,000		
3	3.4	Early Childhood Program	Yes	$44,000.00	350		
3	3.5	Parent Education	Yes	$11,500.00	11,500		
3	3.6	Community Engagement	Yes	$25,000.00	1,578		
4	4.1	PBIS	Yes	$39,500.00	31,524		
4	4.2	School Psychologist	Yes	$140,000.00	144,304		
4	4.3	Health Office Services	Yes	$59,000.00	28,617		
4	4.4	School Safety	Yes	$65,000.00	56,257		
4	4.5	Social Emotional Learning & Supports	Yes	$5,000.00	11,900		
4	4.6	Early Childhood Behavioral Support	Yes	$21,000.00	1,000		
5	5.1	Enhanced and Equitable Learning Environments	Yes	$30,000.00	34,301		
5	5.2	Outdoor Environment Enhancements	Yes	$25,000.00	345		
5	5.3	Future Facility Improvements	Yes	$150,000.00	65,000		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4,174,779	1,685,469	6.096%	46.469%	$1,698,481.00	0.000%	40.684%	$241,482.53	5.784%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024