



Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Kings River Union Elementary
School District

Contact Name and Title

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Superintendent/Principal

Email and Phone

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2017-20 Plan Summary

The Story

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

Kings River Union Elementary (KRUE) is a unique school district in the heart of California, serving approximately 450 students, transitional kindergarten through eighth grade, at a single school site. This small setting, in which children, families, and staff grow and work together for ten years creates a strong family atmosphere. Kings River has a 100+ year history with generation after generation attending this school. Another unique characteristic of the school district is the stability of the staff. The majority of 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 situated in the northwest corner of Tulare County in the center of agricultural land. Approximately 75% of our students live in the unincorporated town of London, in which the median household income is \$32,000. In addition, the students of the district matriculate into two different high schools; Dinuba and Kingsburg.

KRUE student population is comprised of 92.3% low income students and 58.5% English Learners, with only a very small number (typically less than 5) of foster youth. In general, our students are 91% Hispanic, 7% white, and the other 2% identify as Asian, African American or two or more races. The majority of the strong loving families who represent the district lives are impacted by poverty, language and education limitations. Approximately 60% 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.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Kings River Union Elementary School District has the distinct pleasure of serving a majority of students (92% unduplicated) that have been identified by the State of California as a high priority for needing access to additional services to support success within the educational landscape. The staff that has joined forces at KRUE look at this as a unique opportunity to create a learning environment where every child can visualize and achieve their dreams for the future. KRUE is committed to this work through the seven comprehensive goals outlined in our LCAP and the distinct actions to support these goals through increased services and support to ALL students from transitional kindergarten through eighth grade on their road to being a 21st Century Pioneer equipped to tackle college, career, and life with strong foundations of skills, knowledge, and character.

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

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

Goal 3: KRUE will improve the program and services for our English Learners and the rate in which they are acquiring the English Language while improving the reclassification rate for English Learners.

Goal 4: KRUE will continue to improve technology access and services to fully implement and support the Common Core State Standards and 21st Century skills.

Goal 5: KRUE will improve the participation and support for all students and families while providing learning opportunities.

Goal 6: KRUE will improve the school climate for ALL students through increased services, activities, and community building.

Goal 7: KRUE will improve the school facilities to enhance the student learning environment.

Review of Performance

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

Greatest Progress

Kings River Union Elementary is proud of the students and staff for their diligent work toward improved student outcomes and creating a healthy school environment for ALL students.

KRUE is very proud of the work that was accomplished in the Transitional kindergarten - second grades. There is a systemic focus across academic, social, emotional and behavioral supports and services for our youngest learners as we develop our Multi-Tiered System of Support. It is our belief that the foundation of our system must be where we reshape and alter our work to have long lasting impacts across the system. There was a dramatically different approach and alignment of human resources for supporting students with exceptional needs in these grade levels and the approach resulted in less behavioral referrals and increased time in the classroom for our students. The increased time in the classroom and the decreased instructional time is having a positive impact on literacy for ALL TK-2nd grade students with 60.6% of the students reading on or above grade level in the spring administration of the Developmental Reading Assessment. In addition, the English Learners in these grade levels are currently not showing a significant achievement gap in reading, as is the case in our other grade spans; 64.78% of the English Learner students in these grade spans are reading at or above grade level.

KRUE is also very proud of the chronic absenteeism data for our school district. The statewide chronic absenteeism rate is 10.8%, the Tulare County rate is 9.8%, and the Kings River Union Elementary rate was 5.1% as reported for the 2016-2017 school year on Dataquest. We feel this is a powerful indicator that students like school and want to be in attendance. The importance and impact of regular attendance was spotlighted in the community newsletter, informational flyers, and monthly phone messages to all families. This will remain a focus area so that we can continue to support regular school attendance for all of our students.

KRUE continues to be extremely proud of the commitment and progress made in the area of improved technology access and services to support full implementation of the standards and 21st Century skills, Goal 4. Our children continue to have limited access to the latest technology or any technology in their homes but this is not the case while they are in school at Kings River. Devices are kept in excellent repair and working condition. The oldest student laptops were replaced this year to maintain the latest hardware for our students. In addition, another chromebook cart with 36 devices was added for the 5th-8th grade students to utilize daily. KRUE was able to conduct CAASPP testing in just 8 scheduled days because the improvements to our infrastructure and internet bandwidth coupled with the number of devices available for the 3rd - 8th grade students allowed every student to simultaneously access the test with no connectivity issues. The staff and students all saw this as a huge success and helped to reduce testing fatigue and stress. KRUE has applied for an additional infrastructure upgrade through the E-rate program and we are excited to improve the switches within to further increase the speeds and maximize the 1 Gigabyte speed that arrives at KRUE.

Another celebration for the Kings River Union community is that the overall attendance at the various KRUE events; Back-to-School Night, Open House, Winter and Spring Concerts, and Family Literacy Night has improved more than 13% over the past two years. We will continue to make this a priority in the 2018-19 and 2019-20 years to further develop community involvement in Pioneer events. Furthermore, the two community newsletters created positive feedback to the school and will be increased to three newsletters for the 2018-2019 year to increase the communication link with greater community.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Kings River Union has examined multiple sources from both state and local data and has determined that the aspects of our programs that need significant improvement are around these key areas; English Learner progress, students with disabilities, and parental participation. As KRUE moves forward toward providing an overall learning experience that meets the needs for ALL students, these identified areas will be deeply analyzed, monitored, and actions will be taken to improve performance so that students have access, equity, and opportunity in all areas of their education at Kings River.

KRUE received an "all students" RED in the area of English Learner progress. The overall rate for English Learner progress was 51.6% and this was a 19% decrease. In addition, the English Learner students declined in their performance on the CAASPP in both ELA (20 points to be -71.8 below level 3) and Math (12 points to be -65.4 below level 3). This has increased the overall performance gap for this student subgroup. This is alarming data that is being analyzed and utilized for future programmatic decisions and services to students. However, KRUE is going to remain focused on serving this student group for one additional year as has been outlined in Goal 3 of the LCAP by employing an EL Intervention teacher to provide designated English Language Development instruction to 3rd - 6th grade EL students, additional curricular materials, professional development for the instructional staff, ELD standards tracking for all grades, and an EL summer camp for our students at risk of being classified as a long-term English Learner. The reason for adhering to our current plan for one additional year is because of the local data being collected in our primary grades around English Learner progress in language acquisition and standards mastery. The foundational program has had several fundamental instructional shifts that are producing evidence that the EL performance gap is shrinking or non-existent in these grade levels. There is also evidence in our preliminary CAASPP results for the spring 2018 administration that indicate the 3rd - 5th grade EL performance is significantly greater than the 6th-8th grade performance in both English Language Arts and Mathematics. If the statewide and local indicators are not moving in a positive direction for the 2018-2019 year, KRUE will make major programmatic shifts to the English Learner program for students.

Kings River Union received an "all students" ORANGE in the area of suspension with a suspension rate of 3.9%. This continues to be an area of need for KRUE for a second year but the rate has decreased over time and the projected rate for 2017-2018 continues the pattern of decreasing suspensions. The Positive Behavior Intervention and Support system as a part of the Multi-Tiered

System of Support is credited with this steady decline in behaviors that result in suspension. In addition, KRUE has collected multiple years of SWIS data that is also trending in the correct direction, with a majority of students, 71% receiving 0-1 referrals. It is the opinion of the KRUE school staff that the following services are also having a positive impact on the declining suspension rate; increased access to a school psychologist and access to a school social worker. These services will continue in 2018-2019 and in fact, the school social worker time will be increased through participation in a grant, with one additional day a week being provided to KRUE students and families. Finally, a behavioral universal screening tool has been identified and will be utilized at KRUE during the 2018-19 year to properly identify students that may need additional behavioral supports to achieve success.

Students with Disabilities, is a small subgroup for our school district, but is a group that needs continued, focused attention in all areas. The suspension rate was 8%, CAASPP ELA performance was very low at 140.3 points below level 3, CAASPP Math performance was very low at 200.5 points below level 3. This data has indicated a significant gap in multiple areas for two years. The KRUE Multi-Tiered System of Support team is prioritizing this student subgroup in the 2018-19 year to deeply examine the data and to identify additional services and supports to increase achievement, promote behavioral success, and support the student families. The school psychologist and social worker will both provide direct support and services to this student group.

Parent participation combined with community involvement continues to be an area of great need at KRUE. While there have been some positive increases in overall participation at school wide events over the past two years because of concentrated efforts, we know that involved families make a difference in overall student achievement. KRUE will be offering focused literacy classes for families in 2018-2019 to increase parental awareness and skills in the area of school involvement.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Kings River Union did not have a performance gap, as described as two or more performance levels below the "all student group", but acknowledges that in the following areas there is a consistent performance gap for two specific student groups.

In the suspension indicator, the "all students" group had a 3.9% suspension rate placing them in ORANGE. The homeless group (40 students) was RED with a 5% suspension rate and for the Students with Disabilities group (25 students) the rate was 8%, this group was not assigned a specific color. KRUE is committed to working with these student populations to discover what might be occurring as a catalyst to behaviors that result in suspension. The school PBIS team, school psychologist, and school social worker will be involved in analysis of the data and will interact with both student groups to provide additional supports.

The other area that is of significant concern is in academic achievement for the Students with Disabilities (SWD) group. At KRUE the "all student" group performed at a YELLOW in math, -40.6 below level 3. The "all student" group performed at an ORANGE in ELA, -39.5 below level 3. The SWD group has only 13 students in 3rd through 8th grade and therefore does not receive an official color indicator on the Dashboard, however if they did, this student group would receive a red in both ELA and Math. The ELA was -200.5 points below level 3 and the Math was -140.3 points below

level 3. KRUE acknowledges that these are unacceptable performance gaps and will be utilizing the Multi-Tiered System of Support to analyze the current data, the current access to instruction, the current individualized instructional support provided to this student group and will develop a responsive plan to better meet the academic needs to increase their performance. We anticipate that there could be an additional action in Goal 1 in the future to support this student groups' academic achievement.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

There are three specific actions that KRUE believes will have a significant positive impact on the Pioneer community and will increase and/or improve services in the 2018-2019 school year and beyond.

First, in Goal 1, a physical education teacher will be added to support the overall well being of students in grades 4th-8th by providing a quality physical education curriculum and program. In addition, there will be a specific emphasis on increasing the physical fitness results for the 5th and 8th grade students. A healthy child is able to perform better in all areas.

Second, in Goal 5, there are two major shifts in subactions. 5.2 is going to specifically shift to promoting the KRUE Reads Together events. These will occur twice, once in the fall and once in the spring. Every Pioneer family will receive the same book, in either English or Spanish, as well as supporting materials to engage the family in literacy activities at home. In addition, the parent education focus in 5.4 will center around the Latino Family Literacy Project. There will be four parent education series offered by KRUE trained staff to promote literacy in the home. The education series are targeted to specific age groups and there is the opportunity to impact 60 families through the implementation of this literacy project. These two sub-actions will help further the school wide focus on literacy and the importance of making literacy a priority in the home.

Third, the youngest students on our campus need a new playground. The current playground has equipment that is more than 35 years old and would not meet the most current safety standards for this age group. The transitional kindergarten through first grade yard will be redesigned to meet the latest standards of safety, encourage physical activity, collaborative play, and bring joy for many years to come.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$6,334,841
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$3,584,758.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Kings River Union has made it a priority to optimize the funding provided within the Local Control Accountability Plan and uses it to compliment, expand, and enhance the many other services and supports provided to the students of our district through base grant funding, Title I, Title II, Title III, and several grants.

Kings River employs 19 full time teachers outside of the LCAP funding. In addition, the district employs classified management staff: Business Manager, Director of Maintenance, Operations, & Transportation, and a Director of Facilities, Safety, and Services. The district employs a three person maintenance/transportation staff, two person cafeteria staff, school secretary, and finance clerk to provide services to all students and families within the district. The District also employs a Superintendent/Principal and Vice Principal to provide instructional leadership and student support at KRUE. Another critically important service provided to the students of KRUE is a Licensed Vocational Nurse six and a half hours a day in our school health office using Title I funding.

Kings River Union Elementary general fund expenditures also include general grounds and facility upkeep, daily transportation cost, annual utility costs, classroom and school supplies, as well as, routine maintenance and upkeep to all buildings and grounds.

Title I funding specifically provides a licensed vocational nurse to serve the needs of students for six hours daily, provides credentialed teachers to implement the reading intervention program to kindergarten - 5th grade students, and a summer school learning opportunity for students. Title I and Title II funding is being used in combination with LCAP funding to provide a comprehensive professional development plan to support our entire staff in continuous learning that will move our system forward and enable us to remain responsive to the needs of our students, families, and community. Title III funding received is used to further supplement direct services and support to our English Learner student group.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$4,989,680

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

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

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator California State Standardized Assessments as measured by ELA CAASPP</p>	<p>California State Standardized Assessments as measured by CAASPP ELA 2016-2017:</p> <p>School Wide/All Students:</p> <ul style="list-style-type: none">39.5 points below level 3 (+1.3 points - maintained) <p>English Learners</p> <ul style="list-style-type: none">71.8 points below level 3 (-20.2 points- declined significantly) <p>Socioeconomically Disadvantaged:</p>

Expected

17-18

CAASPP ELA:

School Wide/All Students:

- 32.7 (8 point growth)

English Learners

- 43.6 (8 point growth)

Socioeconomically Disadvantaged:

- 39.9 (8 point growth)

Hispanic:

- 38.3 (8 point growth)

Baseline

2015-2016

CAASPP ELA:

School Wide/All Students:

Yellow/Low Status - 40.7 points below level 3

English Learners

Yellow/Low Status - 51.6 points below level 3

Socioeconomically Disadvantaged:

Yellow/Low Status - 47.9 points below level 3

Hispanic:

Yellow/Low Status - 46.3 points below level 3

Metric/Indicator

CAASPP Math Data

California Dashboard

Actual

- 46.3 points below level 3 (+1.6 points - maintained)

Hispanic:

- 46.6 points below level 3 (-0.3 points - maintained)

CAASPP Math Data: 2016-2017

School Wide/All Students:

Expected

17-18

CAASPP MATH:

School Wide/All Students:

- 38.2 (8 point growth)

English Learners

- 44.5 (8 point growth)

Socioeconomically Disadvantaged:

- 44.8 (8 point growth)

Hispanic:

- 43.2 (8 point growth)

Baseline

2015-2016

CAASPP Math:

School Wide/All Students:

Yellow/Low Status - 46.2 points below level 3

English Learners

Yellow/Low Status - 52.5 points below level 3

Socioeconomically Disadvantaged:

Yellow/Low Status - 52.8 points below level 3

Hispanic:

Yellow/Low Status - 51.2 points below level 3

Metric/Indicator

Access to a broad course of study as measured by review of the master schedule

17-18

100% access to a broad course of study at all grade levels

Actual

- 40.6 points below level 3 (+5.6 points - Increased)

English Learners

- 65.4 points below level 3 (-12.9 points - declined)

Socioeconomically Disadvantaged:

- 47.3 points below level 3 (+5.5 points - increased)

Hispanic:

- 46.6 points below level 3 (+4.6 points - increased)

Access to a broad course of study as measured by review of the master schedule

100% of all of our students had access to a broad course of study at all grade levels

Expected

Baseline

2016-2017

100% access to a broad course of study at all grade levels

Metric/Indicator

Individual Student reading levels as Measured by the District Universal Reading Assessment Tool

17-18

School wide: 45% of all students will be reading on grade level at the end of the 2017-18 school year

Each subgroup will increase proficiency rates by 5% over the 2016-17 end of year levels

Baseline

The spring 2017 reading data:

School wide: 39.81% of all students were reading on/above grade level

School Wide K-3 students reading on/above grade level: 48.1%

School Wide 4-8 students reading on/above grade level: 31.44%

English Learner K-3 students reading on/above grade level: 41.2%

English Learner 4-8 students reading on/above grade level: 23%

Socioeconomically Disadvantaged K-3 students reading on/above grade level: 49%

Socioeconomically Disadvantaged 4-8 students reading on/above grade level: 27.2%

Hispanic K-3 students reading on/above grade level: 44%

Hispanic 4-8 students reading on/above grade level: 29.5%

White K-3 students reading on/above grade level: 80%

White 4-8 students reading on/above grade level: 53.3%

Metric/Indicator

Individual Student Mathematics Proficiency Levels as Measured by the District Universal Math Assessments

Actual

Individual Student reading levels as Measured by the District Universal Reading Assessment Tool

The spring 2018 reading data:

School wide: 40.58% of all students were reading on/above grade level

School Wide K-3 students reading on/above grade level: 52.07%

School Wide 4-8 students reading on/above grade level: 29.1%

English Learner K-3 students reading on/above grade level: 50.42%

English Learner 4-8 students reading on/above grade level: 5.8%

Socioeconomically Disadvantaged K-3 students reading on/above grade level: 52.89%

Socioeconomically Disadvantaged 4-8 students reading on/above grade level: 25.99%

Hispanic K-3 students reading on/above grade level: 51.29%

Hispanic 4-8 students reading on/above grade level: 27.04%

White K-3 students reading on/above grade level: 76.47%

White 4-8 students reading on/above grade level: 42.41%

Individual Student Mathematics Proficiency Levels as Measured by the District Universal Math Assessments

NOTE: Change in grade level span data and assessment tool.

Spring 2018

School wide: 59.8% on/above grade level

Expected

17-18

Schoolwide: KRUE will increase grade level proficiency in math by 3% for all students in all grade levels for 2017-18

Each sub group will increase proficiency rates by 3% over the 2016-17 end of year levels

Baseline

Spring 2017

School wide: 62% on/above grade level

School Wide 1-3 students on/above grade level: 65%

School Wide 4-8 students on/above grade level: 58%

English Learner 1-3 students on/above grade level: 63%

English Learner 4-8 students on/above grade level: 52%

Socioeconomically Disadvantaged 1-3 students on/above grade level: 71%

Socioeconomically Disadvantaged 4-8 students on/above grade level: 55%

Hispanic 1-3 students on/above grade level: 68%

Hispanic 4-8 students on/above grade level: 55%

White 1-3 students on/above grade level: 77%

White 4-8 students on/above grade level: 64%

Metric/Indicator

Properly credentialed teachers with no mis-assignments nor vacancies as measured by credentials or SARC review

17-18

100% properly credentialed with no mis-assignments or vacancies

Baseline

2016-2017

100% properly credentialed with no mis-assignments or vacancies

Metric/Indicator

TK-8th Grade Span Class Averages:

Maintain average class sizes less than 27:1

17-18

Maintain average class sizes less than 27:1.

Actual

Go Math Benchmarks: School Wide K-5 students on/above grade level: 48.60%

STAR Math: School Wide 6-8 students on/above grade level: 71%

English Learner K-5 students on/above grade level: 45.60%

English Learner 6-8 students on/above grade level: 28.2%

Socioeconomically Disadvantaged K-5 students on/above grade level: 48.78%

Socioeconomically Disadvantaged 6-8 students on/above grade level: 65.48%

Hispanic K-5 students on/above grade level: 46.90%

Hispanic 6-8 students on/above grade level: 65.48%

White K-5 students on/above grade level: 71.42%

White 6-8 students on/above grade level: 91%

Properly credentialed teachers with no mis-assignments nor vacancies as measured by credentials or SARC review

100% of teachers were properly credentialed with no mis-assignments or vacancies

TK-8th Grade Span Class Averages:

The average class size was 24:1

Expected

Baseline

2016-2017

Average Class Size was 25:1

Metric/Indicator

Properly qualified Paraprofessional

17-18

Maintain 100% of paraprofessionals as highly qualified and appropriately assigned.

Baseline

2016-2017

100% of paraprofessionals were highly qualified and appropriately assigned.

Metric/Indicator

SWIFT Fidelity Integrity Assessment (FIA)

Administer the FIA twice annually to evaluate complete system

17-18

Increase FIA area of focus by at least one level on the 0-3 rubric until a 3 is achieved and maintained

Baseline

Establish Baseline Data in 2017-2018 and select future area of focus

Actual

Properly qualified Paraprofessional

KRUE Maintained 100% of paraprofessionals as highly qualified and appropriately assigned.

SWIFT Fidelity Integrity Assessment (FIA)

The FIA Area of Focus that was selected was:
Inclusive Academic Instruction

3.1 Our school has a school-wide system to promote academic success for all students, and responds with additional support for students who do not demonstrate success.

Current rubric rating: 1-Installing

3.3 Our school identifies and prioritizes instructional interventions based on analysis of multiple sources of academic data.

Current rubric rating: 1 - Installing

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 Employ a highly qualified instructional staff of credentialed teachers	1.1 Employed highly qualified instructional staff of credentialed teachers	Salary & benefits 1000-1999: Certificated Personnel Salaries Base \$1,441,594	Salary & benefits 1000-1999: Certificated Personnel Salaries Base \$1,441,594
		1000-1999: Certificated Personnel Salaries EPA \$525,173	1000-1999: Certificated Personnel Salaries EPA \$525,173

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.2 Employ an additional teacher in the 5th grade to reduce overall class sizes	1.2 Employed an additional teacher in the 5th grade to reduce overall class sizes	Salary & benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$87,800	Salary & benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$84,839

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.3 Increase the early childhood learning opportunities for the youngest KRUE students by providing a dedicated transitional kindergarten/expanded transitional kindergarten classroom to accelerate learning; especially the English Learner, low income, and exceptional needs students through a developmentally appropriate and rigorous full day experience	1.3 Increased the early childhood learning opportunities for the youngest KRUE students by providing a dedicated transitional kindergarten/expanded transitional kindergarten classroom to accelerate learning; especially the English Learner, low income, and exceptional needs students through a developmentally appropriate and rigorous full day experience	Salary & benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$79,000	Salary & benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$78,475

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.4 Provide direct instructional support in the TK-1 classrooms, primarily directed toward low income, English Learners, and students with exceptional needs through the employment of five highly qualified paraprofessionals	1.4 Provided direct instructional support in the TK-1 classrooms, primarily directed toward low income, English Learners, and students with exceptional needs through the employment of five highly qualified paraprofessionals	Salary & benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$76,250	Salary & benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$76,115
		2000-2999: Classified Personnel Salaries Base \$38,225	2000-2999: Classified Personnel Salaries Base \$38,225

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.5 Provide ample 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	1.5 Provided ample 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	Salary & benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$35,000	Salary & benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$32,389
		2000-2999: Classified Personnel Salaries Base \$14,700	2000-2999: Classified Personnel Salaries Base \$14,700
		Materials 4000-4999: Books And Supplies Supplemental and Concentration \$6,300	Materials 4000-4999: Books And Supplies Supplemental and Concentration \$344
			Books 4000-4999: Books And Supplies Supplemental and Concentration \$4,968
			Follett Subscription 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$728

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.6 Provide after school tutoring to students in ELA & Math, including transportation costs, instructional materials, & personnel	1.6 Provided after school tutoring to students in ELA & Math, including transportation costs, instructional materials, & personnel	Salary & benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$22,000	Salary & benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$28,002
		Instructional materials 4000-4999: Books And Supplies Supplemental and Concentration \$ 500	Instructional Materials 4000-4999: Books And Supplies Supplemental and Concentration \$0
		Transportation 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,000	Transportation 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$555

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.7 Provide enrichment and accelerated learning opportunities for GATE students through weekly instruction	1.7 Provided enrichment and accelerated learning opportunities for GATE students through weekly instruction	Salary & benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$17,750	Salary & benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$21,184
		Study Trips 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$500	Study Trips 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$581
		Materials 4000-4999: Books And Supplies Supplemental and Concentration \$3,000	Materials 4000-4999: Books And Supplies Supplemental and Concentration \$3,501
		Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$500	Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0

Transportation 5700-5799:
Transfers Of Direct Costs
Supplemental and Concentration
\$1,000

Transportation 5700-5799:
Transfers Of Direct Costs
Supplemental and Concentration
\$0

Action 8

Planned Actions/Services

1.8 Employ an Accountability & Assessment Coordinator to support all instructional staff, support instruction through disaggregated data reports to all instructional staff, and monitoring assessment alignment to Common Core State Standards.

Actual Actions/Services

1.8 Employed an Accountability & Assessment Coordinator to support all instructional staff, support instruction through disaggregated data reports to all instructional staff, and monitoring assessment alignment to Common Core State Standards.

Budgeted Expenditures

Salary & Benefits 1000-1999:
Certificated Personnel Salaries
Supplemental and Concentration
\$51,000

Estimated Actual Expenditures

Salary & benefits 1000-1999:
Certificated Personnel Salaries
Supplemental and Concentration
\$48,072

Action 9

Planned Actions/Services

1.9 Development, alignment, and implementation of a Multi-tiered System of Support for all students at KRU

Actual Actions/Services

1.9 Developed and began the implementation of a Multi-tiered System of Support for students at KRU

Budgeted Expenditures

Professional Support & Coaching
5800: Professional/Consulting
Services And Operating
Expenditures Supplemental and
Concentration \$10,000

Materials 4000-4999: Books And
Supplies Supplemental and
Concentration \$5,000

Estimated Actual Expenditures

Professional Support & Coaching
5800: Professional/Consulting
Services And Operating
Expenditures Supplemental and
Concentration \$11,700

Materials 4000-4999: Books And
Supplies Supplemental and
Concentration \$0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Kings River Union has worked diligently to continue to provide a focused and consistent effort to improved instructional practice while providing a rigorous and broad course of study across our TK through 8th grade system. KRUE has been able to recruit, hire, and retain a highly qualified staff of paraprofessionals and teachers to serve and support our students in the classrooms. The veteran and knowledgeable library technician provides an engaging library environment; with an additional 327 books added this year. The intervention program which provided both before and after school was able to support 99 low income and English Learner students in ELA, Math, and ELD to increase achievement in 1st - 8th grade. The KRUE GATE program served 45 students to extend their learning and accelerate achievement. The initial implementation of the Multi-Tiered System of Support at KRUE was successful for the TK-2nd grade students. Both behavioral and academic data provided evidence that the additional supports and attention to meeting the needs of the whole child in the school environment was producing positive outcomes and also provided direction for the next steps in the implementation process.

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

The effectiveness of the actions/services articulated in this goal are most evident in the positive growth trend in the reading data in the primary grade levels. There has been a 24% increase in the TK-3rd grade students that are reading on or above grade level in the past 3 years. 89% of the 20 TK students ended the year reading on or above grade level and there was no gap in achievement for the English Learner student group at this level. These are significant and fundamental shifts in achievement for our TK-8th grade articulated system that will be tracked and will be utilized to continue to build achievement as students move through the KRUE system. A qualitative measure of the success of this goal would be from the overwhelming positive student and parent comments about the importance and benefits of the GATE program for this group of students. Finally, the consistent commitment to increasing the number of books available to students in our school library has resulted in almost a 1,000 additional books in 3 years.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The estimated actual expenditures differentiated from the budget expenditures in the following ways; the salary and benefit costs varied from the budgeted amounts, materials costs were lower than budgeted, and there was a delay in identifying materials needed to support the Multi-tiered System of Support work being implemented within the district. The after school tutoring costs were more than budgeted because we were able to secure more staff to meet the intervention needs of students. The GATE salary costs were slightly increased because this staff member worked additional hours to fully support this group of students and their needs. The total actual expenditures for the entire goal were approximately \$5,000 less than the budgeted expenditures for the reasons listed.

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

The major action adjustment will be to increase the Accountability & Assessment Coordinator (sub-action 1.8) to a full time, 185 day certificated position. This increase in time and services is to more fully address the need for aligned assessments in all curricular areas, increased use of data across all grade levels and content areas, and to more fully support the classroom teachers. The other significant change is to employ a physical education teacher instead of a classroom teacher to move to the Jr. High grade levels (sub-action 1.2). The Physical Education teacher will provide direct instruction to the 4th-8th grade students to provide them a more fully developed PE program and support their overall well-being. There will also be some minor expenditure adjustments to more accurately reflect the costs associated with each of the actions and the ever-changing salary & benefits costs. Some of the metric targets were adjusted as a result of the analysis of the progress made in 2017-2018.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Sufficient core instructional materials as measured by annual board resolution of "Sufficiency of Instructional Materials" or the SARC annual review

17-18

100% sufficient instructional materials

Baseline

2016-2017

KRUE Board of Education adoption of "Sufficiency of Instructional Materials" Resolution

Metric/Indicator

Ed Caliber Curriculum Mapping Software & Standards Tracker to monitor implementation and alignment of all state standards in lesson plans in all grade levels

17-18

100% of lesson plans aligned to the Common Core State Standards

Actual

Sufficient core instructional materials as measured by annual board resolution of "Sufficiency of Instructional Materials" or the SARC annual review

100% sufficient instructional materials in all classrooms in all subject areas were provided to students

Ed Caliber Curriculum Mapping Software & Standards Tracker to monitor implementation and alignment of all state standards in lesson plans in all grade levels

100% of lesson plans were aligned to the Common Core State Standards across all grade levels.

Expected

Actual

Baseline

2016-2017

100% of lesson plans aligned to the Common Core State Standards

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned
Actions/Services

2.1 Teachers will work 2 additional days for a total of 185 days. Teachers will be engaged in ongoing professional development on these days to support the implementation of the Common Core standards across the curriculum.

Actual
Actions/Services

2.1 Teachers worked 2 additional days for a total of 185 days. Teachers engaged in ongoing professional development on these days to support the implementation of the Common Core standards across the curriculum.

Budgeted
Expenditures

Salary & Benefits 1000-1999:
Certificated Personnel Salaries
Supplemental and Concentration
\$26,000

Estimated Actual
Expenditures

Salary & Benefits 1000-1999:
Certificated Personnel Salaries
Supplemental and Concentration
\$26,000

Action 2

Planned
Actions/Services

2.2 Purchase ample supply of high quality Common Core aligned curriculum materials, including supplemental material for expanded support of English Learners, STEAM units, and high interest reading material, for all students to support rigorous, expanded instruction

Actual
Actions/Services

2.2 Purchased an ample supply of high quality Common Core aligned curriculum materials, including supplemental material for expanded support of English Learners, STEAM units, and high interest reading material, for all students to support rigorous, expanded instruction

Budgeted
Expenditures

Instructional materials 4000-4999:
Books And Supplies
Supplemental and Concentration
\$75,000

Estimated Actual
Expenditures

Instructional materials 4000-4999: Books And Supplies
Supplemental and Concentration
\$61,644

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.3 Purchase and utilize curriculum planning software to align and monitor curriculum across contents and grade levels	2.3 Purchased and utilized curriculum planning software to align and monitor curriculum across contents and grade levels	Software materials 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$7,000	Software materials 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$5,945

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.4 Purchase assessment software & data management system to support the full implementation of the Common Core State Standards and aligned assessments	2.4 Purchased assessment software & data management system to support the full implementation of the Common Core State Standards and aligned assessments	Professional Development & Conferences 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,000	Professional Development & Conferences 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4,169
		Training On Site 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$3,000	Training On Site 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$6,888
		Data Assessment Software 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$7,000	Data Assessment Software 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$6,138

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.5 Provide coaching support for the instructional staff on effective instructional practices across all standards	2.5 Provided coaching support for the instructional staff on effective instructional practices across all standards	Instructional Consultants 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$30,000	Instructional Consultants 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$30,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

KRUE completed all of the sub-actions in Goal 2 with focus and precision to continue to support the full implementation of California State Standards to provide quality instructional materials, quality professional development, and quality software to support the instructional system. The implementation of these actions has supported the instructional staff and enabled them to grow in their understanding and utilization of the standards, the curriculum, and the software technology to provide an educational environment that supports every child, every day, in every classroom.

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

KRUE would conclude that this goal was effective as evidenced by 100% of students having sufficient instructional materials across all grades and curricular areas. In addition, the achievement of 100% alignment in grade level standards, as evidenced, in the teacher lesson plans. Further, the teachers have continued to be engaged in high quality professional development on their two additional work days and on the multiple days in which they received instructional coaching from the curricular specialists from Tulare County Office of Education.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The estimated actual expenditures differentiated from the budgeted expenditures in the following areas; the actual expenditures spent on curricular materials was approximately \$13,000 less than anticipated and the on campus professional development for the Illuminate student assessment and data system was approximately \$3,900 more than budgeted. The total actual expenditures for the entire goal were approximately \$12,000 less than budgeted but all sub-actions were executed in association with this goal.

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

There will be no significant changes to this goal, the only changes are minor budgetary adjustments to better align fiscal resources to actual expenditures over the past couple of years and future anticipated funding requirements.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator English Learner Progress as reflected on the California Dashboard 17-18 71% Baseline 2014-2015 Status 68.8% (medium - orange)	English Learner Progress as reflected on the California Dashboard 2016-2017 51.6% (-19.5% declined significantly) Dashboard Color: Red
Metric/Indicator EL Reclassification as measured by prior year number of redesignated students Calculated in Illuminate 17-18 12%	EL Reclassification as measured by prior year number of redesignated students Calculated in Illuminate 2017-2018 estimated rate 9.7% 26 of 267 students redesignated

Expected

Baseline

2016-2017

7.6%

21 of 276 students redesignated

Metric/Indicator

EL Annual Growth as measured by CELDT/ELPAC

Local Aligned Measure

Report Generated by Illuminate Data System

17-18

AMAO 1

Percent of EL's making Annual Progress: 50%

AMAO 2

Percent of EL's (>5 years) Attaining Proficiency: 27%

Percent of EL's (<5 years) Attaining Proficiency: 30%

Baseline

2016-2017

AMAO 1

Percent of EL's making Annual Progress: 40.7%

AMAO 2

Percent of EL's (>5 years) Attaining Proficiency: 24.2%

Percent of EL's (<5 years) Attaining Proficiency: 19.7%

Metric/Indicator

EL access to state standards/ ELD standards as measured by Ed Caliber Curriculum Mapping Software & Standards Tracker to monitor implementation and alignment of all state standards and ELD standards in lesson plans in all grade levels

17-18

80% of lessons will reflect ELD standards integration

Baseline

2016-2017

75% of lesson plans reflected ELD standards integrated across the curriculum

Actual

Due to discontinuing the CELDT assessment and the introduction of the ELPAC assessment for the EL students, there is currently no data to report as an EL annual growth indicator.

This metric will be re-established and new baseline data collected.

EL access to state standards/ ELD standards as measured by Ed Caliber Curriculum Mapping Software & Standards Tracker to monitor implementation and alignment of all state standards and ELD standards in lesson plans in all grade levels

85% of lessons reflect ELD standards integration

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 School wide implementation of Academic Vocabulary Toolkit for direct English Language Development Instruction	3.1 Implemented the Academic Vocabulary Toolkit for direct English Language Development vocabulary instruction and support for students across grade levels	Instructional Materials 4000-4999: Books And Supplies Supplemental and Concentration \$14,000	Instructional Materials 4000-4999: Books And Supplies Supplemental and Concentration \$10,560

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.2 English Learner/Intervention Specialist to monitor EL student achievement, provide direct instructional support to students, and instructional support to classroom staff	3.2 Employed an English Learner/Intervention Specialist to monitor EL student achievement, provide direct instructional support to students, and instructional support to classroom staff	Salary & benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$100,750	Salary & benefits 0001-0999: Unrestricted: Locally Defined Supplemental and Concentration \$102,075
		Salary & Benefits 1000-1999: Certificated Personnel Salaries Title III \$12,000	Salary & benefits 1000-1999: Certificated Personnel Salaries Title III \$12,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.3 Provide high quality professional development for the English Language Development standards and instructional practices to engage English Learners	3.3 Provided high quality professional development for the English Language Development standards and instructional practices to engage English Learners	Conferences/Training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,500	Conferences/Training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$834
		Certificated Stipends for Professional Development 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,500	Certificated Stipends for Professional Development 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.4 Provide additional materials & supplies to support the English Learner student	3.4 Provided additional materials & supplies to support the English Learner student	Materials 4000-4999: Books And Supplies Supplemental and Concentration \$3,000	Materials 4000-4999: Books And Supplies Supplemental and Concentration \$2,184

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.5 Utilization of the English 3D curriculum, explicit language and writing development, in the 6th through 8th grades to accelerate language acquisition and core curriculum proficiency	3.5 Utilized English 3D curriculum, explicit language and writing development, in the 6th through 8th grades to accelerate language acquisition and core curriculum proficiency	Instructional Materials 4000-4999: Books And Supplies Supplemental and Concentration \$0 (see 2.2)	Instructional Materials 4000-4999: Books And Supplies Supplemental and Concentration \$0 (see 2.2)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.6 Provide a summer learning opportunity for long term English Learners to support their acquisition of English and provide academic support	3.6 Provided a summer learning opportunity for long term English Learners to support their acquisition of English and provide academic support	Salary & Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,000	Salary & Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,000
		Salary & Benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,000	2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,000
		Materials 4000-4999: Books And Supplies Supplemental and Concentration \$4,000	Materials 4000-4999: Books And Supplies Supplemental and Concentration \$3,862

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Kings River Union continues to make the academic progress of the English Learner student group a top priority for all instructional staff. All five sub-actions were completed this year and there was ongoing focused professional development for all teachers provided by the EL Intervention Specialist teacher focused on the ELD standards and the development of integrated and designated ELD lessons across grade levels and curricular areas.

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

When examining the effectiveness of the actions and services provided through this goal the state data would indicate that there has not been any improvements made. The English Learner Reclassification rate was just 9.7% and the English Learner Progress Indicator declined and was at 51.6%. However, it is our opinion that state data is not the only data that we should examine and our local data would indicate that we are beginning to make substantial and long term programmatic shifts that will have a positive academic impact on the EL student group. The evidence of this is in our TK-2nd grade reading data; in everyone of those grades the English Learner students are performing at the same rate as the "all" student group. In addition, KRUE has increasing numbers of primary grade students moving through language acquisition at appropriate or increased rates of more than one level in a year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The estimated actual expenditures differentiated from the budgeted expenditures in the following areas; the salary & benefits for the EL Intervention teacher were approximately \$1,500 more than budgeted, the budgeted professional development money was not fully utilized, and curriculum and materials were slightly less than anticipated. The total actual expenditures for the goal were approximately \$5,200 less than budgeted because of these reasons. All sub-actions were executed in association with this goal.

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

Kings River Union has made a decision to remain constant in this goal and the sub-actions for one additional year prior to making any significant changes. One of the primary reasons is because the state assessment system shifted from the CELDT to the ELPAC and there will be no normed state data to utilize for significant programmatic changes. In addition, our local data from the primary grade levels, TK through 3rd grades, would indicate that our EL students are making steady gains and the achievement gap is decreasing in reading and other key academic areas. The one significant shift will be that the EL Intervention Specialist will be working with 3rd through 6th grade students during the school day and during the after school intervention program, instead of the 5th - 8th grade students.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities: Technology Access

Annual Measurable Outcomes

Expected

Metric/Indicator

Provide an array of devices for student use across all grade levels and in varied platforms

17-18

Maintain/Increase Devices:

Computer stations: 126

Mobile laptops: 180

Mobile Chromebooks: 108

Ipads: 34

Baseline

In 2016-2017 Number of Devices available:

Computer stations: 118

Mobile laptops: 180

Mobile Chromebooks: 108

Ipads: 34

Actual

Provide an array of devices for student use across all grade levels and in varied platforms

Maintain/Increase Devices:

Computer stations: 126

Mobile laptops: 180 (108 were replaced to newer models)

Mobile Chromebooks: 144

Ipads: 34

Expected

Metric/Indicator

Internet speed & connectivity
Provide high speed internet for all students and staff to create a 21st Century Learning environment

17-18

Achieve Internet speed of 1 gigabyte

Baseline

2016-2017

Internet speed is currently 500 mbps

Actual

Internet speed & connectivity

Internet speed is 1 Gigabyte

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

4.1 Increase the diversity and amount of technology devices to improve student learning and 21st Century access

Actual Actions/Services

4.1 Increased the diversity and amount of technology devices to improve student learning and 21st Century access

Budgeted Expenditures

Technology hardware 4000-4999:
Books And Supplies
Supplemental and Concentration
\$30,000

Estimated Actual Expenditures

Technology hardware 4000-4999:
Books And Supplies
Supplemental and Concentration
\$30,291

Action 2

Planned Actions/Services

4.2 Maintain and continue to upgrade the Wifi infrastructure and bandwidth to support increased technology use by all students

Actual Actions/Services

4.2 Maintained and continued to upgrade the Wifi infrastructure and bandwidth to support increased technology use by all students

Budgeted Expenditures

Technology materials and/or professional operations 5800:
Professional/Consulting Services
And Operating Expenditures
Supplemental and Concentration
\$48,000

Technology Hardware 4000-4999: Books And Supplies

Estimated Actual Expenditures

Technology materials and/or professional operations 5800:
Professional/Consulting Services
And Operating Expenditures
Supplemental and Concentration
\$16,764

Technology Hardware 4000-4999: Books And Supplies

Supplemental and Concentration
\$2,000

Supplemental and Concentration
\$2,895

Action 3

Planned Actions/Services

4.3 Maintain the level of available technology through a repair & replacement program

Actual Actions/Services

4.3 Maintained the level of available technology through a repair & replacement program

Budgeted Expenditures

Technology hardware 4000-4999:
Books And Supplies
Supplemental and Concentration
\$8,000

Estimated Actual Expenditures

Technology hardware 4000-4999:
Books And Supplies
Supplemental and Concentration
\$8,618

Action 4

Planned Actions/Services

4.4 Purchase Instructional software & licenses to support CCSS curriculum and 21st Century learning

Actual Actions/Services

4.4 Purchased Instructional software & licenses to support CCSS curriculum and 21st Century learning

Budgeted Expenditures

Instructional Software 5800:
Professional/Consulting Services
And Operating Expenditures
Supplemental and Concentration
\$10,000

Estimated Actual Expenditures

Instructional Software 5800:
Professional/Consulting Services
And Operating Expenditures
Supplemental and Concentration
\$8,473

Action 5

Planned Actions/Services

4.5 Employ Technology Consultants to maintain and support District Instructional Technology and Infrastructure

Actual Actions/Services

4.5 Employed Technology Consultants to maintain and support District Instructional Technology and Infrastructure

Budgeted Expenditures

Professional Services 5800:
Professional/Consulting Services
And Operating Expenditures
Supplemental and Concentration
\$34,000

Estimated Actual Expenditures

Professional Services 5800:
Professional/Consulting Services
And Operating Expenditures
Supplemental and Concentration
\$22,496

Action 6

Planned Actions/Services

4.6 Provide technology Professional Development for Instructional staff

Actual Actions/Services

4.6 Provided technology Professional Development for Instructional staff

Budgeted Expenditures

Professional Development 5800:
Professional/Consulting Services
And Operating Expenditures

Estimated Actual Expenditures

Professional Development 5800:
Professional/Consulting Services
And Operating Expenditures

		Supplemental and Concentration \$1,500	Supplemental and Concentration \$275
		Professional Development - Stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,000	Professional Development - Stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,195

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Kings River Union continues to place a high priority on developing and maintaining the best possible infrastructure and access to technology hardware for our students. Each and every sub-action was executed and all students had ample access to computers and software every school day. An additional Chrome cart was purchased and this enabled the 5th - 8th grade students to have one-to-one access to computers daily. In addition, through the repair and replacement sub-action (4.3) three of the oldest computer carts received 108 newer laptops for our students to use daily.

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

The effectiveness of this goal can best be measured by three things; the daily use of technology by all grade levels across curricular areas, the ability to conduct the CAASPP assessments in eight days with every 3rd through 8th grade student simultaneously testing in May, and the decreased fatigue students experienced during testing because of their familiarity and comfort level using technology. In addition, the 1 Gigabit speeds now available to students and staff is evidence of the overall effectiveness and success of this goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The estimated actual expenditures differentiated from the budgeted expenditures in the following areas; KRUE was delayed in proceeding with the remaining portion of the infrastructure upgrade and the costs for the technology consultants utilized by the district were less than budgeted because the project did not occur, also the costs for new technology and technology repairs were slightly higher than anticipated. The total actual expenditures for the goal were approximately \$43,000 less than budgeted because of the reasons listed. All sub-actions were executed in association with this goal.

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

The most significant change to this goal is a funding increase of \$27,000 to the Wifi Infrastructure sub-action (4.2) to support the installation of new switches, which will primarily be funded through erate. The new switches within the infrastructure will accommodate the 1 Gigabyte of speed that is now being provided to KRUE and will alleviate the slowdown of speeds internally because the current switches are designed to accommodate 100 mbps.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

KRUE Annual Parent Survey
Overall parent survey data will remain favorable by maintaining 90% or higher as the overall satisfaction rate with parents on the annual spring survey.

17-18

Maintain a +90% overall satisfaction rating

Baseline

2016-2017

91.2% of parents expressed overall satisfaction with KRUE

Metric/Indicator

Social Worker Student/Family Service Logs
The social worker will support and provide service to families equivalent to the families serviced in 2016-17; logs will be kept on the amount of students/families serviced and the services accessed.

Actual

KRUE Annual Parent Survey: 82.5% overall satisfaction rating

California Healthy Kids Survey - Parent Component

93% felt welcome to participate at KRUE.

96% felt treated with respect at KRUE.

92% felt the took their concerns seriously.

96% felt the staff was helpful to parents.

93% felt well informed about school activities.

Social Worker Student/Family Service Logs

2017-2018: 71 families supported and served by the Social Worker

26 families at a high level with multiple contacts

38 families contacted as part of the School Attendance Review Board process

Expected

17-18
Maintain
45+ families supported

Baseline
2016-2017
48 families supported

Metric/Indicator
Early Childhood Coordinator Student/Family Caseload
The number of families served of children, zero to five, will be maintained equivalent to the baseline data established in 2016-17, to help them develop literacy skills and prepare for school success.

17-18
Maintain
50 families supported

Baseline
2016-2017
50 families supported

Metric/Indicator
Community Liaison Family Interaction Logs

17-18
Baseline established

Baseline
2017-2018
Establish baseline data

Actual

Early Childhood Coordinator Student/Family Caseload
The number of families served of children, zero to five, will be maintained equivalent to the baseline data established in 2016-17, to help them develop literacy skills and prepare for school success.

2017-2018: 50 families supported and served

Community Liaison Family Interaction Logs:

No baseline data was established because KRUE was unable to secure an individual to fill this position.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.1 Provide Family Nights to promote awareness and involvement in the instructional Program (i.e. Math, Science, Reading, etc.)	5.1 Provided Family Literacy Night and the KRUE Science Fair to promote awareness and involvement in the Instructional Program	Professional Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$3,000	Professional Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$240
		Salary & benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,200	Salary & benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$418
		Materials 4000-4999: Books And Supplies Supplemental and Concentration \$2,000	Materials 4000-4999: Books And Supplies Supplemental and Concentration \$2,981

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.2 Organize and sponsor school community events to connect families with the school and create positive interaction (Family Movie Nights, etc.)	5.2 Organized and sponsored the Kings River Reads Together school community event to connect families with the school and promote literacy.	Materials 4000-4999: Books And Supplies Supplemental and Concentration \$3,000	Materials 4000-4999: Books And Supplies Supplemental and Concentration \$3,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.3 Provide a bilingual Community Newsletter to all addresses within the District to promote input and participation from all stakeholders,	5.3 Provided two professionally published bilingual Community Newsletters to all addresses within the District to promote input and	Materials 4000-4999: Books And Supplies Supplemental and Concentration \$1,250	Materials 4000-4999: Books And Supplies Supplemental and Concentration \$6,203

including the families of English Language learners, low income students, and students with exceptional needs.

participation from all stakeholders, including the families of English Language learners, low income students, and students with exceptional needs.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.4 Provide bilingual Parent Education Materials & Classes to support parental involvement and knowledge on a range of topics.	5.4 Provided training to staff members to be able to support parental involvement and knowledge on a range of topics.	Professional Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$3,000	Professional Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$150
		Salaries & Benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$750	Salaries & Benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$76
		Materials 4000-4999: Books And Supplies Supplemental and Concentration \$500	Materials 4000-4999: Books And Supplies Supplemental and Concentration \$482

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.5 Contract with a Licensed School Social Worker to provide 12 hours weekly of support to at risk students and families, empower them to access services, and engage in their child's education.	5.5 Contracted with a Licensed School Social Worker to provide 12 hours weekly of support to at risk students and families, empower them to access services, and engage in their child's education.	Professional Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$48,000	Professional Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$47,950

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.6 Employ a bilingual Early Childhood Coordinator to build a connections and support for children, zero to five, and their families to build literacy and prepare for school success	5.6 Employed a bilingual Early Childhood Coordinator to build a connections and support for children, zero to five, and their families to build literacy and prepare for school success	Salary & Benefits 2000-2999: Classified Personnel Salaries Other \$41,063	Salary & Benefits 2000-2999: Classified Personnel Salaries Other \$41,063
		2000-2999: Classified Personnel Salaries Supplemental and Concentration \$15,500	2000-2999: Classified Personnel Salaries Supplemental and Concentration \$7,848
		Materials 4000-4999: Books And Supplies Supplemental and Concentration \$1,000	Materials 4000-4999: Books And Supplies Supplemental and Concentration \$1,000
		Materials 4000-4999: Books And Supplies Other \$1,600	Materials 4000-4999: Books And Supplies Other \$1,600
		5000-5999: Services And Other Operating Expenditures Other \$700	5000-5999: Services And Other Operating Expenditures Other \$700

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.7 Employ bilingual Community Liaisons to build parent knowledge and strengthen home to school relationships for all families	5.7 Attempted to employ a bilingual Community Liaison to build parent knowledge and strengthen home to school relationships for all families but was unable to secure an individual in the position	Salary & Benefits 2000-2999: Classified Personnel Salaries Other \$11,500	Salary & Benefits 2000-2999: Classified Personnel Salaries Other \$2,800
		Materials 4000-4999: Books And Supplies Other \$23,000	Materials 4000-4999: Books And Supplies Other \$3,800
		Materials 4000-4999: Books And Supplies Supplemental and Concentration \$5,000	Materials 4000-4999: Books And Supplies Supplemental and Concentration \$2,388
		2000-2999: Classified Personnel Salaries Supplemental and Concentration \$10,000	Salary & Benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

KRUE continues to explore the best possible ways to achieve success and engaged parent and community involvement at KRUE school events. The Family Literacy Night, KRUE Science Fair, and the community newsletters were all successful in engaging and informing our school community. Our contracted school social worker interacted with more than 70 families this year; providing a wide range of supports and services. The Early Childhood Coordinator maintained a full caseload of 50 families.

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

The 71 families and students served and the increase by 13% in overall attendance at school events are both strong indicators of the overall success and effectiveness of this set of actions designed to increase community engagement and voice. In addition, the early interaction with families by the Early Childhood Coordinator is establishing positive relationships with families earlier in the child's life, creating stronger bonds home to school bonds, and increasing readiness for school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The estimated actual expenditures differentiated from the budgeted expenditures in the following areas; the most significant was that the professional consultant costs exceeded the budgeted amount for the newsletter, although two attempts were made to hire an individual for the Community Ambassador position it remained unfilled for the school year, and the parent education classes did not occur this year, instead, the money was used to have staff members trained in the Latino Family Literacy Project and to purchase the materials. The total actual expenditures for the goal were approximately \$21,000 less than budgeted because of the reasons listed.

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

In an effort to continue to build strong community and school partnerships, there are several significant changes to the sub-actions within Goal 5. Family Literacy Night and KRUE Science Fair are the priority events to continue to develop (5.1). KRUE Reads Together had a great response this spring and will be expanded to include two opportunities for the entire KRUE community to simultaneously read the same book and engage in literacy events (5.2). Kings River contracted with a consultant to publish the community newsletter and both the winter and spring versions were well received. There will be three community newsletters published in 2018-2019 (5.3). KRUE will implement the Latino Family Literacy Program and offer 4 sets of classes to our families next year (5.4) utilizing our own staff that has been trained and remaining aligned to our school wide literacy focus. Additionally, the overwhelming positive response and need for the school social worker has prompted KRUE to pursue participation in a Tulare County Office of Education mental health grant and we will receive the services of an additional school social worker one day a week (5.5) to further support families beyond the already contracted 12 hours a week we plan to maintain. Some of the metric targets were adjusted as a result of the analysis of the progress made in 2017-2018.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 6

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

School Wide Information System (SWIS) Referral Rates

17-18

6.4: SWIS Referral Rates 2017-18:

0-1 referral 73% of all students

2-5 referrals 18% of all students

6 or more referrals 9% of all students

Baseline

SWIS Referral Rates 2016-2017:

0-1 referral 70% of all students

2-5 referrals 18% of all students

6 or more referrals 12% of all students

Metric/Indicator

Suspension Rate - California Dashboard

17-18

Reduce suspension rates by 1% for all students and subgroups

Actual

School Wide Information System (SWIS) Referral Rates

6.4: SWIS Referral Rates 2017-18:

0-1 referral 71.30% of all students

2-5 referrals 20.86% of all students

6 or more referrals 7.8% of all students

Suspension Rate - California Dashboard

2016-2017

Suspension Rate was 3.9% for all students (orange)

Suspension Rate was 3.1% for EL students (orange)

Expected

Baseline

2014-2015

Suspension Rate was 4.5% for all students (orange)

Suspension Rate was 4.2% for EL students (orange)

Suspension Rate was 4.9% for SED students (red)

Suspension Rate was 4.1% for Hispanic students (orange)

Suspension Rate was 6.7% for White students (red)

Metric/Indicator

Expulsion Rate

17-18

Maintain .50% or less for all students.

Baseline

2016-2017

Expulsion Rate 0%

Metric/Indicator

Middle School Dropout Rate

17-18

0%

Baseline

2016-2017

Dropout Rate 0%

Metric/Indicator

Attendance Rate

as measured by district average attendance

17-18

97%

Baseline

2016-2017

Attendance Rate was 96%

Actual

Suspension Rate was 3.8% for SED students (orange)

Suspension Rate was 3.6% for Hispanic students (orange)

Suspension Rate was 2.7% for White students (yellow)

Expulsion Rate

2017-2018: 0%

Middle School Dropout Rate

2017-2018: 0%

Attendance Rate

as measured by district average attendance

2017-2018: 96.6%

Expected

Metric/Indicator

Chronic Absenteeism Rate as measured by % of students with 10% or more absences

17-18

5.5%

Baseline

2016-2017

6%

Metric/Indicator

Athletic Participation

17-18

Increase Athletic Team Participation Level:

Males: 72

Females:64

Baseline

2016-2017 Participation Level:

Males: 69

Females:61

Metric/Indicator

California Healthy Kids Survey
administered once a year to 5th and 7th grades to determine the

% of student that feel a strong connectedness to school and

% of students feel very safe at school

17-18

School connectedness

(K-5) 73%

(6-8) 63%

Feel Very Safe

(K-5) 84%

(6-8) 80%

Actual

Chronic Absenteeism Rate as measured by % of students with 10% or more absences

2016-2017 actual data reported in Data Quest & referenced on Dashboard:
5.1%

2017-2018 projected data: 5.05%

Athletic Participation

2017-2018 Actual Athletic Team Participation Level:

Males: 90

Females: 68

California Healthy Kids Survey 2017-2018:

School connectedness

(K-5) 88% (+18%)

(6-8) 58% (-2%)

Feel Very Safe

(K-5) 87% (+6%)

(6-8) 68% (-9%)

Expected

Actual

Baseline

2016-2017
School connectedness
(K-5) 70%
(6-8) 60%

Feel Very Safe
(K-5) 81%
(6-8) 77%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

6.1 Provide staff training and professional development on the Positive Behavior Intervention and Support System (PBIS)

Actual Actions/Services

6.1 Provided staff training and professional development on the Positive Behavior Intervention and Support System (PBIS) but the training was at no cost to the district

Budgeted Expenditures

Professional development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$1,000

Estimated Actual Expenditures

Professional development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$0

Action 2

Planned Actions/Services

6.2 Support and promote the PBIS program with signs and banners throughout the school to improve behavior through visual reminders and build school pride

Actual Actions/Services

6.2 Supported and promoted the PBIS program with additional signs and banners throughout the school to improve behavior through visual reminders and increased school pride

Budgeted Expenditures

Materials 4000-4999: Books And Supplies Supplemental and Concentration \$6,000

Estimated Actual Expenditures

Materials 4000-4999: Books And Supplies Supplemental and Concentration \$6,481

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.3 Provide school wide reward system, student store, assemblies and events to promote the PBIS message and to decrease student absenteeism	6.3 Provided school wide reward system, student store, assemblies and events to promote the PBIS message and to decrease student absenteeism	Materials 4000-4999: Books And Supplies Supplemental and Concentration \$15,000 Assemblies/Special events 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$2,500	Materials 4000-4999: Books And Supplies Supplemental and Concentration \$12,580 Assemblies/Special events 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$2,631

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.4 Purchase the SWIS Software to provide all staff with the ability to input and track student behavior and discipline patterns	6.4 Purchased and utilized the SWIS Software to provide all staff with the ability to input and track student behavior and discipline patterns	Software 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$700	Software 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$570

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.5 Maintain the additional services of 2.5 days per week of the school psychologist on site for increased student support, especially for those students with exceptional needs	6.5 Maintained the additional services of 2.5 days per week of the school psychologist on site for increased student support, especially for those students with exceptional needs	Professional Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$88,000	Professional Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$88,000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.6 Sustain the Peaceful Playgrounds program for students to build self esteem and encourage participation during nonacademic breaks and physical education	6.6 Sustained the Peaceful Playgrounds program for students to build self esteem and encourage participation during nonacademic breaks and physical education	Materials & Equipment 4000-4999: Books And Supplies Supplemental and Concentration \$4,000	4000-4999: Books And Supplies Supplemental and Concentration \$1,844

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.7 Support the KRU athletic program to increase participation among all 5th - 8th grade students	6.7 Supported the KRU athletic program to increase extracurricular participation among all 5th - 8th grade students	Uniforms & Equipment 4000-4999: Books And Supplies Supplemental and Concentration \$12,000	Uniforms & Equipment 4000-4999: Books And Supplies Supplemental and Concentration \$12,131
		Fees 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$3,000	Fees 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$2,926
		Salary & benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$10,000	Salary & benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$18,741

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.8 Employ a paraprofessional to implement, Children at Risk of Failure: K-3 Early Intervention Program, to provide increased support for at risk children	6.8 Employed a paraprofessional to implement, Children at Risk of Failure: K-3 Early Intervention Program, to provide increased support for at risk children	Salary & Benefits 2000-2999: Classified Personnel Salaries Other \$7,500	Salary & Benefits 2000-2999: Classified Personnel Salaries Other \$7,500
		2000-2999: Classified Personnel Salaries Supplemental and Concentration \$5,750	Salary & Benefits 2000-2999: Classified Personnel Salaries

			Supplemental and Concentration \$2,897
		Materials 4000-4999: Books And Supplies Other \$1,000	Materials 4000-4999: Books And Supplies Other \$135
		Materials 4000-4999: Books And Supplies Supplemental and Concentration \$1,000	Materials 4000-4999: Books And Supplies Supplemental and Concentration \$1,000

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.9 Support the After School Program events and activities to encourage more student engagement	6.9 Supported the After School Program events and activities to encourage more student engagement	Materials 4000-4999: Books And Supplies Supplemental and Concentration \$8,000	Materials 4000-4999: Books And Supplies Supplemental and Concentration \$1,615
			Professional Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$5,000

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

KRUE believes that school climate matters and that creating a safe, engaging school should be a priority for every single school staff member. The Pioneer Pride message was expanded through additional signs around campus and in the multipurpose room. The SWIS software was utilized by all teachers and administration to consistently log and track patterns of behavior to improve school wide responses and supports for students. The contracted school psychologist directly served more than 35 families through behavioral supports, crisis response, and routine social skills support. Four athletic teams received new uniforms and equipment. The after school program primary students were able to take a field trip. Also several extra activities, cheerleading and color guard, were added to expand activity choices for the students.

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

Kings River is a small TK-8th grade single school site and the area of suspension data is the area in which these small numbers and the comprehensive grade span would indicate that there are discipline problems at the site. However, we would argue that the implementation of this goal has dramatically and positively impacted the suspension data, now under 4% and estimated to drop below 3% for the 2017-2018 school year. In addition, the expulsion data and the middle school dropout data are both 0%. When you combine those factors with the very low 5.1% chronic absenteeism data, you develop a very different picture of the school district and students. Further, the locally collected SWIS referral data indicates that students with multiple referrals continues to decrease and students with 1 or fewer referrals is rising. Athletic participation has continued to increase, involving more students in a structured extra-curricular activity. The KRUE students, staff, and community would describe the school environment as positive, safe, and supportive.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The estimated actual expenditure differentiated from the budgeted expenditures in the following areas; the athletic stipends (6.7) were significantly more than had been budgeted because of negotiated increases and this resulted in almost \$9,000 more in expenditures than had been budgeted, the other major difference was in the special friends(6.8) salary and benefits costs because this position was vacated in late March and remained unfilled for the year. The total actual expenditures for the goal were approximately \$6,600 more than budgeted for this set of actions. All sub-actions were executed in association with this goal.

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

There are no major changes planned for this goal, actions, or metrics. The changes will be in funding levels because of increased costs for salaries, benefits, and stipends. These funding changes will most directly impact the contract for the school psychologist (6.5) and the stipends for the athletic coaches and athletic director (6.7). Some of the metric targets were adjusted as a result of the analysis of the progress made in 2017-2018.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 7

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities: Equal Access

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Facilities maintained as measured by the annual Facility Inspection Tool -SARC review</p> <p>17-18 KRUE will score "GOOD" or higher</p> <p>Baseline Fall 2016 Overall Rating -EXCELLENT</p>	<p>Facilities maintained as measured by the annual Facility Inspection Tool -SARC review</p> <p>Fall 2017 Overall Rating -EXCELLENT</p>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
7.1 Purchase new furniture for classrooms to improve the environment and maintain facility ratings	7.1 Purchased new furniture for classrooms to improve the environment and maintain facility ratings	Materials 4000-4999: Books And Supplies Supplemental and Concentration \$20,000	Materials 4000-4999: Books And Supplies Supplemental and Concentration \$20,633

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
7.4 Advance school safety through increased video surveillance, enabling anonymity and supporting anti-bullying culture for all students in all settings	7.4 Advanced school safety through increased video surveillance, enabling anonymity and supporting anti-bullying culture for all students in all settings	Safety equipment 4000-4999: Books And Supplies Supplemental and Concentration \$50,000	Safety equipment 4000-4999: Books And Supplies Supplemental and Concentration \$49,735

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2018/19 Planned Action/Service 7.5 Install an electronic communication board to keep community informed	This action was accelerated and began in the 2017/18 year. 7.5 Began process to install an electronic communication board to keep community informed	Materials-Electronic Communication Board 4000-4999: Books And Supplies Supplemental and Concentration \$0.00	Materials-Electronic Communication Board 4000-4999: Books And Supplies Supplemental and Concentration \$18,730

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Both of the identified sub-actions were completed in this goal to continue to maintain and improve school facilities for ALL students. There is a newly installed security camera system to monitor and support safety. Furniture was purchased for 4th and 5th grade to improve the learning environments. One action (7.5) was accelerated that was originally anticipated to begin in the 2018-2019 year, the initial steps were taken to design an electronic communication board for installation on the corner of Avenue 400 and Road 40.

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

KRUE continues to receive the highest mark of "Excellent" on the Facility Inspection Tool which provides significant evidence of achieving the desired outcome for this goal. In addition, 100% of faculty surveyed indicated they felt safe at school, 87% of K-5 students feel safe, while 68% of 6-8 students feel safe.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The estimated actual expenditures differentiated from the budgeted expenditures significantly only in the following area; sub-action 7.5 was accelerated and a deposit was made on an electronic communication board originally slated for action in the 2018-2019 school year. This action was accelerated because of the increased LCFF funding levels that KRUE received within the LCAP and after stakeholder input was solicited. The total actual expenditures for the goal were approximately \$19,000 more than budgeted for the this set of actions.

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

KRUE will continue to fund sub-action 7.1 in 2018-2019. Sub-action 7.4, security cameras will be discontinued because it has been fully implemented. Sub-action 7.2 will be implemented to address the outdated playground equipment on the TK-1st playground and a facility master plan that lists this as a major priority to be addressed. Also, sub-action 7. 5 will be continued to complete the installation of an electronic communication board. The overall funding for this goal will increase \$85,000 primarily due to the installation of a new playground for the primary students.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

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

Kings River Union Elementary School District outlined a plan to involve the stakeholders in the development of the Kings River Union Local Control Accountability Plan (LCAP). The involvement has included:

- Surveys were provided to all families in both English and Spanish
- Surveys were provided to all certificated and classified school employees
- Surveys were provided to all 4th, 5th, 6th, 7th, and 8th grade students
- Surveys were provided to key community members for additional input
- Kings River Union Board of Education meetings – LCAP recurring agenda item
- KRUE District Site Leadership Team meetings- LCAP recurring agenda item
- English Learner Advisory Committee & District English Learner Advisory Committee – LCAP recurring agenda item
- School Site Council/Parent Advisory Committee – LCAP recurring agenda item
- KRUE Teacher meetings – LCAP stakeholder meeting
- CSEA #709 – LCAP stakeholder meeting
- School Website –Public Hearing Date and Time Posted

KRUE Board Meetings: August 7, September 11, October 9, November 13, December 11, January 8, February 5, March 12, April 9, May 14, June 11, and June 25

School Site Council Meetings: September 14, November 16, January 18, March 22, and May 24

English Learner Advisory Committee Meetings: September 14, November 16, January 18, March 22, and May 24

Multi-Tiered System of Support Team Meetings: September 7, December 19, February 5, May 1

District Site Leadership Team Meetings: November 2, February 20, April 26

Surveys: February & May 2018

Certificated Staff Meetings: April 25

Classified Staff Meeting: April 26

KRUE Community Forum Meeting: September 11, November 13, February 5, April 9

Save the Children Community Collaborative Meeting: May 10

The following data, material, and resources were used to help educate and determine the District priorities.

CAASPP data for ALL Groups from the spring 2017 administration:Data

KRUE Developmental Reading Assessment Results : Data

KRUE Math Assessment Results: Data

Reclassification Rates:Data

Suspension & Expulsion Rates: Data

SWIS Rates: Data

Middle School Dropout Rates: Data

California DashBoard: Data

Annual Parent Survey Results – Spring 2018: Data

California Healthy Kids Survey Elementary Results - Spring 2018 - Data

California Healthy Kids Survey Secondary Results - Spring 2018 - Data

California Healthy Kids Survey Parent Results- Spring 2018 - Data

LCAP Survey Results:Data

Williams Review & Visit 2017:Data

Single Plan for Student Achievement: Resource

English Language Development Master Plan: Resource

Technology Master Plan: Resource

School Safety Plan: Resource

Facility Master Plan: Resource

Various handouts at meetings: Educate

Upon completion of the LCAP and prior to the adoption of the plan, all stakeholders were given opportunity to comment on the plan during open, public meetings and a formal Public Hearing, held on June 11, 2018. The District did not receive any written or verbal comments during the Public Hearing session in June.

The District put forth consistent efforts to engage all key stakeholders in the LCAP review and development process. The District shared goals, actions, and proposals for next steps during these interactions. In addition, the District publicly shared student data at the Community Forum, Board meetings, and staff meetings to provide additional information for current goals. We met with the following stakeholders to ensure their participation and input was included in the LCAP process; Title I Parents-Guardians, Migrant Education Parents-Guardians, Foster Youth Guardians/Social Services Worker, English Language Learner Parent-Guardians, School Site Council/Parent Advisory Council, KRU Parent Teacher Club, KRUE Certificated & Classified Staff, Citizens for a Better London, and the Save the Children Community Collaborative.

During these meetings, the stakeholders were engaged in brainstorming activities on how the District could further enhance programs and services for students under the identified eight state priorities or expand services within current goals. In addition, we discussed the effectiveness and stage of actions being completed, as well as regular fiscal expenditure updates during the 2017-2018 LCAP year.

All 4th through 8th grade students were engaged in a dialog with the administration about the LCAP and the goals and actions outlined in the document. Students, grades 4-8 were surveyed regarding the current state of Kings River Union with the eight state priorities in mind. Each student was given the opportunity to provide input through an online survey and/or through the dialog.

The stakeholder input was continued throughout the process during the 2017-2018 year at the meetings mentioned above and through the survey process. We have had a very positive response from our stakeholders about the actions that have already been taken with the previous LCAP funding and anticipate this positive dialog and support will continue. The District has developed a two page document that is available in English and Spanish for stakeholders to see a snapshot of the actions and the funding for each action. In addition, the District has a three page financial summary document that outlines each goal, sub action and expenditure. These simplified documents are used during all meetings to support transparency and engagement of all stakeholders. In addition, a data presentation was compiled outlining each goal and all metrics within the goal. This was also shared at all stakeholder meetings. The summary section from the LCAP document was also used at all stakeholder meetings.

Kings River Union is a small school district with the ability to reach a majority of stakeholders through the various meetings and outreach listed above. The District used these opportunities to gather input on the ongoing development of the LCAP while also keeping the community and stakeholders updated on the progress being made on the actions and services outlined for the 2017-2018 LCAP.

Impact on LCAP and Annual Update

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

As a result of these surveys and meetings, and including all stakeholders in the development of the LCAP it has been determined that our efforts should remain focused on the same seven goals. However, based on data and stakeholder input, there are modifications to some actions that will strengthen or further increase fiscal and human resource efforts in some of the goals. In addition, the process enabled the District to reconnect with all key stakeholders and to better prioritize our fiscal and personnel efforts to best serve the children of our District.

As a result of including stakeholders input in an ongoing dialog in the development of the LCAP, the District has concluded that our efforts must remain focused on the same seven goals with some modifications and additions to more fully reach the intent of the goals and to further improve outcomes for students in both academic and social areas. The seven district goals encompass all eight State Priorities.

As a result of stakeholders input and a review of various data, the District has decided to focus our efforts on the following State Priorities:

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

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

Goal 3: KRUE will improve the program and services for our English Learners and the rate in which they are acquiring the English Language while improving the reclassification rate for English Learners

Goal 4: KRUE will continue to improve technology access and services to fully implement and support the Common Core State Standards and 21st Century skills.

Goal 5: KRUE will improve the participation and support for all students and families while providing learning opportunities

Goal 6: KRUE will improve the school climate for ALL students through increased services, activities, and community building

Goal 7: KRUE will improve the school facilities to enhance the student learning environment

We believe that because of the inclusive process of engagement throughout the LCAP cycle the document reflects the goals and actions supported by the stakeholders. There were no requests or comments that significantly altered the goals or direction but rather any input helped to refine or determine increased focus on some specific sub-actions within the existing goals.

The open dialog and input sessions assisted the District in identifying several additional actions that would support current goals and further enhance the educational program for all students, and especially our unduplicated student groups.

The 2018 surveys indicated that 84.2% of the 4th - 8th grade students felt safe and connected at school. 95% of the students believe their parents have the opportunity to be engaged in their education. Further, 95.7% of the students felt the instruction was rigorous and 95% that they have access to a broad course of study. These results support the current set of goals that we are focused on and indicate that overall there are positive feelings about safety, climate, and classroom instruction from our students.

Through the District efforts to maintain an open, transparent dialog about the LCAP goals, actions, and funding all stakeholders have had the opportunity to provide input. The District will continue to provide varied opportunities for input and will continue to work to solicit more stakeholder input in the future. The response to the three page fiscal summary document of the LCAP was favorable and the District will continue to produce brief, descriptive documents that all stakeholders will be able to access and use the LCAP summary.

The stakeholder input demonstrated continued support for the seven goals outlined. Their input combined with the latest data revealed some modifications to current sub-actions were needed to appropriately respond to the data and better serve the needs of the KRUE students and families.

In Goal 1, the major action adjustment will be to increase the Accountability & Assessment Coordinator (1.8) to a full time, 185 day certificated position. This increase in time and services is to more fully address the need for aligned assessments in all curricular areas, increased use of data across all grade levels and content areas, and to more fully support the classroom teachers. The other significant change is to employ a physical education teacher instead of an additional classroom teacher to move to the Jr. High grade levels (1.2). The Physical Education teacher will provide direct instruction to the 4th-8th grade students to provide students a more fully developed PE program which will better support their overall well-being.

The only changes in Goal 2 are adjustments to funding amounts for each of the sub-actions.

Kings River Union has made a decision to remain constant with Goal 3 and all sub-actions for one additional year prior to making any significant changes. The one significant shift will be that the EL Intervention Specialist Teacher will be working with 3rd through 6th grade students during the school day and during the after school intervention program, instead of the 5th - 8th grade students to provide intervention sooner to any student at risk of becoming a long-term English Learner.

The most significant change to Goal 4 will be a funding increase of \$27,000 to sub-action (4.2) to support the installation of new switches for the WiFi infrastructure. The new switches will accommodate the 1 Gigabyte of speed that is now being provided to KRUE and will facilitate the simultaneous use of the wireless internet for more students on more devices.

In an effort to continue to build strong community and school partnerships, there are several significant changes to the sub-actions within Goal 5. Family Literacy Night and KRUE Science Fair are the priority events to continue to develop within the first sub-action(5.1). KRUE Reads Together had a great response this past spring and will be expanded to include two opportunities for the entire KRUE community to simultaneously read the same book and engage in literacy events (5.2). Kings River contracted with a consultant to publish the community newsletter and both the winter and spring versions were well received. There will be three community newsletters published in 2018-2019 (5.3). KRUE will implement the Latino Family Literacy Program and offer 4 sets of classes to our families next year (5.4) utilizing our own staff that has been trained and remaining aligned to our school wide literacy focus. Additionally, the overwhelming positive response and need for the school social worker has prompted KRUE to pursue participation in a Tulare County Office of Education mental health grant and we will receive the services of an additional school social worker one day a week (5.5) to further support families beyond the already contracted 12 hours a week we plan to maintain for a total of 20 hours a week.

The only changes in Goal 6 are adjustments to funding amounts for the various sub-actions.

KRUE will continue to fund sub-action 7.1 in 2018-2019 in order to completely refurnish all classrooms, as is desired by the stakeholders. Sub-action 7.2 will be implemented to replace the outdated playground equipment on the TK-1st playground.. Also, sub-action 7. 5 will involve the completion of the installation of an electronic communication board. 7.5 was begun earlier than anticipated during the 2017-18 year because of funding availability.

KRUE will continue to use data, stakeholder input, and student outcomes to determine the course of actions and funding priorities. It is the belief of the KRUE community that the changes and modifications mentioned above will have a positive impact and will continue to move the Kings River Pioneer community toward greater student achievement, as well as, student and family engagement.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

KRUE has designed this goal to address the student achievement gaps that exist with our student population. As a small, rural single site school district it is imperative that we offer every child the best possible education and access to a range of programs and courses to support their academic success and ability to compete with any student from any school district.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
California State Standardized Assessments as measured by ELA CAASPP	2015-2016 CAASPP ELA: School Wide/All Students: Yellow/Low Status - 40.7 points below level 3 English Learners	CAASPP ELA: School Wide/All Students: 32.7 points below level 3 ACTUAL 39.5 points below level 3	MODIFIED CAASPP ELA: School Wide/All Students:	MODIFIED CAASPP ELA: School Wide/All Students:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Yellow/Low Status - 51.6 points below level 3</p> <p>Low Income: Yellow/Low Status - 47.9 points below level 3</p> <p>Hispanic: Yellow/Low Status - 46.3 points below level 3</p>	<p>English Learners: 43.6 points below level 3 ACTUAL</p> <p>71.8 points below level 3</p> <p>Low Income: 39.9 points below level 3 ACTUAL</p> <p>46.3 points below level 3</p> <p>Hispanic: 38.8 points below level 3 ACTUAL</p> <p>46.6 points below level 3</p>	<ul style="list-style-type: none"> • (8 point growth) <p>English Learners</p> <ul style="list-style-type: none"> • (12 point growth) <p>Low Income:</p> <ul style="list-style-type: none"> • (8 point growth) <p>Hispanic:</p> <ul style="list-style-type: none"> • (8 point growth) 	<ul style="list-style-type: none"> • (8 point growth) <p>English Learners</p> <ul style="list-style-type: none"> • (12 point growth) <p>Low Income:</p> <ul style="list-style-type: none"> • (8 point growth) <p>Hispanic:</p> <ul style="list-style-type: none"> • (8 point growth)
CAASPP Math Data California Dashboard	<p>2015-2016 CAASPP Math: School Wide/All Students: Yellow/Low Status - 46.2 points below level 3</p> <p>English Learners Yellow/Low Status - 52.5 points below level 3</p> <p>Low Income: Yellow/Low Status - 52.8 points below level 3</p> <p>Hispanic: Yellow/Low Status - 51.2 points below level 3</p>	<p>CAASPP MATH: School Wide/All Students: 38.2 points below level 3 ACTUAL</p> <p>40.6 points below level 3</p> <p>English Learners 44.5 points below level 3 ACTUAL</p> <p>65.4 points below level 3</p> <p>Low Income: 44.8 points below level 3 ACTUAL</p> <p>47.3 points below level 3</p> <p>Hispanic: 43.2 points below level 3 ACTUAL</p>	<p>MODIFIED</p> <p>CAASPP MATH: School Wide/All Students:</p> <ul style="list-style-type: none"> • (8 point growth) <p>English Learners</p> <ul style="list-style-type: none"> • (12 point growth) <p>Low Income:</p> <ul style="list-style-type: none"> • (8 point growth) <p>Hispanic:</p>	<p>MODIFIED</p> <p>CAASPP MATH: School Wide/All Students:</p> <ul style="list-style-type: none"> • (8 point growth) <p>English Learners</p> <ul style="list-style-type: none"> • (12 point growth) <p>Low Income:</p> <ul style="list-style-type: none"> • (8 point growth) <p>Hispanic:</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		46.6 points below level 3	<ul style="list-style-type: none"> (8 point growth) 	<ul style="list-style-type: none"> (8 point growth)
Access to a broad course of study as measured by review of the master schedule for all students including unduplicated pupils and those with exceptional needs.	2016-2017 100% access to a broad course of study at all grade levels	TARGET/ACTUAL 100% access to a broad course of study at all grade levels	UNCHANGED 100% access to a broad course of study at all grade levels	UNCHANGED 100% access to a broad course of study at all grade levels
Individual Student reading levels as Measured by the District Universal Reading Assessment Tool	<p>The spring 2017 reading data:</p> <p>School wide: 39.81% of all students were reading on/above grade level</p> <p>School Wide K-3 students reading on/above grade level: 48.1%</p> <p>School Wide 4-8 students reading on/above grade level: 31.44%</p> <p>English Learner K-3 students reading on/above grade level: 41.2%</p> <p>English Learner 4-8 students reading on/above grade level: 23%</p>	<p>SCHOOL WIDE: 45% Subgroups will increase 5%</p> <p>ACTUAL Spring 2018 reading data:</p> <p>School wide: 40.58% (>1% increase) of all students were reading on/above grade level</p> <p>School Wide K-3 students reading on/above grade level: 52.07% (3.9% increase)</p> <p>School Wide 4-8 students reading on/above grade level: 29.1% (2.34% decrease)</p> <p>English Learner K-3 students reading</p>	<p>MODIFIED TARGET</p> <p>School wide: 46% of all students will be reading on grade level at the end of the 2018-19 school year</p> <p>Each subgroup will increase proficiency rates by 5% over the 2017-18 end of year levels</p>	<p>MODIFIED TARGET</p> <p>School wide: 51% of all students will be reading on grade level at the end of the 2018-19 school year</p> <p>Each subgroup will increase proficiency rates by 5% over the 2018-19 end of year levels</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Low Income K-3 students reading on/above grade level:49%</p> <p>Low Income 4-8 students reading on/above grade level: 27.2%</p> <p>Hispanic K-3 students reading on/above grade level: 44%</p> <p>Hispanic 4-8 students reading on/above grade level: 29.5%</p> <p>White K-3 students reading on/above grade level: 80%</p> <p>White 4-8 students reading on/above grade level: 53.3%</p>	<p>on/above grade level: 50.42% (9.22% increase)</p> <p>English Learner 4-8 students reading on/above grade level: 5.8% (17.2% decrease)</p> <p>Low Income K-3 students reading on/above grade level:52.39% (3.39% increase)</p> <p>Low Income 4-8 students reading on/above grade level: 25.99% (1.21% decrease)</p> <p>Hispanic K-3 students reading on/above grade level: 51.29% (7.29% increase)</p> <p>Hispanic 4-8 students reading on/above grade level: 27.04% (2.46% decrease)</p> <p>White K-3 students reading on/above grade level: 76.47% (3.53% decrease)</p> <p>White 4-8 students reading on/above grade level: 42.41% (10.89% decrease)</p>		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Individual Student Mathematics Proficiency Levels as Measured by the District Universal Math Assessments	<p>Spring 2017 School wide: 62% on/above grade level School Wide 1-3 students on/above grade level: 65% School Wide 4-8 students on/above grade level: 58%</p> <p>English Learner 1-3 students on/above grade level: 63% English Learner 4-8 students on/above grade level: 52%</p> <p>Low Income 1-3 students on/above grade level: 71% Low Income 4-8 students on/above grade level: 55%</p> <p>Hispanic 1-3 students on/above grade level: 68% Hispanic 4-8 students on/above grade level: 55%</p> <p>White 1-3 students on/above grade level: 77% White 4-8 students on/above grade level: 64%</p>	<p>TARGET: 3% growth in all groups</p> <p>ACTUAL School wide: 59% on/above grade level School Wide K-5 students on/above grade level: 48.60% School Wide 6-8 students on/above grade level: 71%</p> <p>English Learner K-5 students on/above grade level: 45.60% English Learner 6-8 students on/above grade level: 28.2%</p> <p>Low Income K-5 students on/above grade level: 48.78% Low Income 6-8 students on/above grade level: 65.48%</p> <p>Hispanic K-5 students on/above grade level: 46.90% Hispanic 6-8 students on/above grade level: 65.48%</p> <p>White K-5 students on/above grade level: 71.42%</p>	<p>MODIFIED TARGETS</p> <p>Schoolwide: KRUE will increase grade level proficiency in math by 3% for all students in all grade levels for 2018-19</p> <p>English Learner & Low Income sub groups will increase proficiency rates by 5% over the 2017-18 end of year levels</p>	<p>UNCHANGED</p> <p>Schoolwide: KRUE will increase grade level proficiency in math by 3% for all students in all grade levels for 2019-20</p> <p>English Learner & Low Income sub groups will increase proficiency rates by 3% over the 2018-19 end of year levels</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		White 6-8 students on/above grade level: 91%		
Properly credentialed teachers with no mis-assignments nor vacancies as measured by credentials or SARC review	2016-2017 100% properly credentialed with no mis-assignments or vacancies	TARGET/ACTUAL 100% properly credentialed with no mis-assignments or vacancies	UNCHANGED 100% properly credentialed with no mis-assignments or vacancies	UNCHANGED 100% properly credentialed with no mis-assignments or vacancies
TK-8th Grade Span Class Averages: Maintain average class sizes less than 27:1	2016-2017 Average Class Size was 25:1	TARGET Average class size 27:1 ACTUAL Average class was:24:1	UNCHANGED Maintain average class sizes less than 27:1.	UNCHANGED Maintain average class sizes less than 27:1.
Properly qualified Paraprofessional	2016-2017 100% of paraprofessionals were highly qualified and appropriately assigned.	TARGET/ACTUAL 100% of paraprofessionals were highly qualified and appropriately assigned.	UNCHANGED Maintain 100% of paraprofessionals as highly qualified and appropriately assigned.	UNCHANGED Maintain 100% of paraprofessionals as highly qualified and appropriately assigned.
SWIFT Fidelity Integrity Assessment (FIA) Administer the FIA twice annually to evaluate complete system 3.1 Our school has a school-wide system to promote academic success for all students,	Establish Baseline Data in 2017-2018 and select future area of focus	BASELINE DATA FIA area 3.1 Rubric Score 1 Increase FIA area 3.3 Rubric Score 1	MODIFIED Increase FIA area 3.1 from Rubric Score 1 to 2 Increase FIA area 3.3 from Rubric Score 1 to 2	MODIFIED Increase FIA area 3.1 from Rubric Score 2 to 3 Increase FIA area 3.3 from Rubric Score 2 to 3

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>and responds with additional supports for students who do not demonstrate success</p> <p>3.3 Our school identifies and prioritizes instructional interventions based on analysis of multiple sources of academic data.</p>				

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.1 Employ a highly qualified instructional staff of credentialed teachers	See description for 2017-2018	See description for 2017-2018

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,441,594	\$1,485,437	1,515,146
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Salary & benefits	1000-1999: Certificated Personnel Salaries Salary & benefits	1000-1999: Certificated Personnel Salaries Salary & benefits
Amount	\$525,173	\$540,271	\$540,271
Source	EPA	EPA	EPA
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners
Foster Youth
Low Income

LEA-wide

Specific Grade Spans: 4th - 8th grades

Actions/Services

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

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

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

Modified Action

Modified Action

Unchanged Action

2017-18 Actions/Services

1.2 Employ an additional teacher in the 5th
grade to reduce overall class sizes

2018-19 Actions/Services

1.2 Employ a Physical Education teacher
in the 4-8 grade span to develop a
comprehensive physical education
curriculum and improve physical fitness
levels

2019-20 Actions/Services

See description for 2018-2019

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$87,800	\$72,000	\$80,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary & benefits	1000-1999: Certificated Personnel Salaries Salary & benefits	1000-1999: Certificated Personnel Salaries Salary & benefits

Action 3

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools
Specific Grade Spans: Transitional
Kindergarten

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

1.3 Increase the early childhood learning opportunities for the youngest KRUE students by providing a dedicated transitional kindergarten/expanded transitional kindergarten classroom to accelerate learning; especially the English Learner, low income, and exceptional needs students through a developmentally appropriate and rigorous full day experience

2018-19 Actions/Services

See Description for 2017-2018

2019-20 Actions/Services

See Description for 2017-2018

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$79,000	\$84,000	\$90,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary & benefits	1000-1999: Certificated Personnel Salaries Salary & benefits	1000-1999: Certificated Personnel Salaries Salary & benefits

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income**Scope of Services:**

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

LEA-wide

Location(s):

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

All Schools
Specific Grade Spans: Transitional kindergarten - 2nd grade**Actions/Services**

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

Modified Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

1.4 Provide direct instructional support in the TK-1 classrooms, primarily directed toward low income, English Learners, and students with exceptional needs through the employment of five highly qualified paraprofessionals

2018-19 Actions/Services

See Description from 2017-2018

2019-20 Actions/Services

1.4 Provide increased direct instructional support in the TK-2 classrooms, primarily directed toward low income, English Learners, and students with exceptional needs through the employment of six highly qualified paraprofessionals

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$76,250	\$81,000	\$96,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Salary & benefits	2000-2999: Classified Personnel Salaries Salary & benefits	2000-2999: Classified Personnel Salaries Salary & Benefits

Amount	\$38,225	\$40,000	\$43,000
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

1.5 Provide ample 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

2018-19 Actions/Services

See Description for 2017-2018

2019-20 Actions/Services

See Description for 2017-2018

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,000	\$36,000	\$37,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Salary & benefits	2000-2999: Classified Personnel Salaries Salary & benefits	2000-2999: Classified Personnel Salaries Salary & Benefits
Amount	\$14,700	\$15,300	\$16,000
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$6,300	\$5,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Books	4000-4999: Books And Supplies Books
Amount	N/A	\$500	\$500
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Not Applicable	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials
Amount	N/A	\$800	\$800
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Not Applicable	5800: Professional/Consulting Services And Operating Expenditures Professional Fees	5800: Professional/Consulting Services And Operating Expenditures Professional Fees

Action 6

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

1.6 Provide after school tutoring to students in ELA & Math, including transportation costs, instructional materials, & personnel

2018-19 Actions/Services

See Description for 2017-2018

2019-20 Actions/Services

See Description for 2017-2018

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$22,000	\$28,000	\$30,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary & benefits	1000-1999: Certificated Personnel Salaries Salary & benefits	1000-1999: Certificated Personnel Salaries Salary & Benefits
Amount	\$ 500	\$500	\$500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration

Budget Reference	4000-4999: Books And Supplies Instructional materials	4000-4999: Books And Supplies Instructional materials	4000-4999: Books And Supplies Instructional Materials
Amount	\$1,000	\$1,000	\$1,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Transportation	2000-2999: Classified Personnel Salaries Transportation	2000-2999: Classified Personnel Salaries Transportation

Action 7

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools
Specific Grade Spans: 3rd- 8th Gifted & Talented Pupils

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

1.7 Provide enrichment and accelerated learning opportunities for GATE students through weekly instruction

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

Unchanged Action

2018-19 Actions/Services

See Description for 2017-2018

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

Unchanged Action

2019-20 Actions/Services

See Description for 2017-2018

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$17,750	\$22,000	\$22,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary & benefits	1000-1999: Certificated Personnel Salaries Salary & benefits	1000-1999: Certificated Personnel Salaries Salary & benefits
Amount	\$500	\$650	\$650
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Study Trips	5800: Professional/Consulting Services And Operating Expenditures Study trips	5800: Professional/Consulting Services And Operating Expenditures Study trips
Amount	\$3,000	\$3,000	\$3,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials
Amount	\$500	\$300	\$300
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development	5000-5999: Services And Other Operating Expenditures Professional Development	5000-5999: Services And Other Operating Expenditures Professional Development
Amount	\$1,000	\$500	\$550
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5700-5799: Transfers Of Direct Costs Transportation	5700-5799: Transfers Of Direct Costs Transportation	5700-5799: Transfers Of Direct Costs Transportation

Action 8

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

1.8 Employ an Accountability & Assessment Coordinator to support all instructional staff, support instruction through dis-aggregated data reports to all instructional staff, and monitoring assessment alignment to Common Core State Standards.

2018-19 Actions/Services

1.8 Employ an Accountability & Assessment Coordinator full time (185 days) to support all instructional staff, support instruction through dis-aggregated data reports to all instructional staff, and monitoring assessment alignment to Common Core State Standards.

2019-20 Actions/Services

See Description for 2018-2019

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$51,000	\$108,500	\$111,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary & Benefits	1000-1999: Certificated Personnel Salaries Salary & Benefits	1000-1999: Certificated Personnel Salaries Salary & Benefits

Action 9

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

1.9 Development, alignment, and implementation of a Multi-tiered System of Support for all students at KRU

2018-19 Actions/Services

See Description for 2017-2018

2019-20 Actions/Services

See Description for 2017-2018

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Support & Coaching	5800: Professional/Consulting Services And Operating Expenditures Professional Support & Coaching	5800: Professional/Consulting Services And Operating Expenditures Professional Support & Coaching
Amount	\$5,000	\$5,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

KRUE is a small school district with limited resources, both fiscal and human, and this can negatively impact access to instructional materials, highly qualified staff, and appropriate resources to adequately support instruction for every child in every classroom each and everyday. Therefore, budgeting adequate fiscal resources for high quality materials and professional development is essential to changing the academic outcomes for every KRUE Pioneer.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Sufficient core instructional materials as measured by annual board resolution of "Sufficiency of Instructional Materials" or the SARC annual review	2016-2017 KRUE Board of Education adoption of "Sufficiency of Instructional Materials" Resolution	TARGET/ACTUAL 100% sufficient instructional materials	UNCHANGED 100% sufficient instructional materials	UNCHANGED 100% sufficient instructional materials

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Ed Caliber Curriculum Mapping Software & Standards Tracker to monitor implementation and alignment of all state standards in lesson plans in all grade levels	2016-2017 100% of lesson plans aligned to the Common Core State Standards	TARGET/ACTUAL 100% of lesson plans aligned to the Common Core State Standards	UNCHANGED 100% of lesson plans aligned to the Common Core State Standards	UNCHANGED 100% of lesson plans aligned to the Common Core State Standards

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.1 Teachers will work 2 additional days for a total of 185 days. Teachers will be engaged in ongoing professional development on these days to support the implementation of the Common Core standards across the curriculum.	See Description for 2017-2018	See Description for 2017-2018
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$26,000	\$30,000	\$32,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary & Benefits	1000-1999: Certificated Personnel Salaries Salary & Benefits	1000-1999: Certificated Personnel Salaries Salary & Benefits

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

2.2 Purchase ample supply of high quality Common Core aligned curriculum materials, including supplemental material for expanded support of English Learners, STEAM units, and high interest reading material, for all students to support rigorous, expanded instruction

2018-19 Actions/Services

See Description for 2017-2018

2019-20 Actions/Services

See Description for 2017-2018

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$75,000	\$70,000	\$75,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Instructional materials	4000-4999: Books And Supplies Instructional materials	4000-4999: Books And Supplies Instructional Materials

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

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

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

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

Unchanged Action	Unchanged Action	Unchanged Action
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.3 Purchase and utilize curriculum planning software to align and monitor curriculum across contents and grade levels	See Description for 2017-2018	See Description for 2017-2018
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,000	\$7,000	\$7,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Software materials	5800: Professional/Consulting Services And Operating Expenditures Software materials	5800: Professional/Consulting Services And Operating Expenditures Software materials

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

2.4 Purchase assessment software & data management system to support the full implementation of the Common Core State Standards and aligned assessments

2018-19 Actions/Services

See Description for 2017-2018

2019-20 Actions/Services

See Description for 2017-2018

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development & Conferences	5000-5999: Services And Other Operating Expenditures Professional Development & Conferences	5000-5999: Services And Other Operating Expenditures Professional Development & Conferences
Amount	\$3,000	\$3,000	\$3,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Training On Site	5800: Professional/Consulting Services And Operating Expenditures Training On Site	5800: Professional/Consulting Services And Operating Expenditures Training On Site

Amount	\$7,000	\$15,000	\$15,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Data Assessment Software	5800: Professional/Consulting Services And Operating Expenditures Data Assessment Software	5800: Professional/Consulting Services And Operating Expenditures Data Assessment Software

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

2.5 Provide coaching support for the instructional staff on effective instructional practices across all standards

2018-19 Actions/Services

See Description for 2017-2018

2019-20 Actions/Services

See Description for 2017-2018

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$25,000	\$25,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Instructional Consultants	5800: Professional/Consulting Services And Operating Expenditures Instructional Consultants	5800: Professional/Consulting Services And Operating Expenditures Instructional Consultants

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

KRUE has been ineffective over multiple years in establishing a consistent and responsive program to meet the needs of the English Learners as they acquire the English Language and obtain academic success across content areas.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English Learner Progress as reflected on the California Dashboard	2014-2015 Status 68.8% (medium - orange)	Target 71% ACTUAL 51.6% Red - declined significantly	Not Reported on Dashboard	Status will be re-established on Dashboard
EL Reclassification as measured by prior year	2016-2017 9%	Target 12%	UNCHANGED 14%	UNCHANGED 16%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
number of redesignated students Calculated in Illuminate	25 of 267 students redesignated	ACTUAL 9.7%		
EL Annual Growth as measured by CELDT/ELPAC Local Aligned Measure Report Generated by Illuminate Data System	2016-2017 AMAO 1 Percent of EL's making Annual Progress: 40.7% AMAO 2 Percent of EL's (>5 years) Attaining Proficiency: 24.2% Percent of EL's (<5 years) Attaining Proficiency: 19.7%	TARGET AMAO 1 Percent of EL's making Annual Progress: 50% AMAO 2 Percent of EL's (>5 years) Attaining Proficiency: 27% Percent of EL's (<5 years) Attaining Proficiency: 30% MODIFIED Due to the transition from CELDT to ELPAC, complete data was unavailable	MODIFIED Due to the transition from CELDT to ELPAC, data will be unavailable	UNCHANGED: Baseline data will be established using ELPAC
EL access to state standards/ ELD standards as measured by Ed Caliber Curriculum Mapping Software & Standards Tracker to monitor implementation and alignment of all state standards and ELD standards in lesson plans in all grade levels	2016-2017 75% of lesson plans reflected ELD standards integrated across the curriculum	TARGET 80% ACTUAL 85% of lessons reflect ELD standards integration	UNCHANGED 90% of lessons will reflect ELD standards integration	UNCHANGED 100% of lessons will reflect ELD standards integration

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

3.1 School wide implementation of Academic Vocabulary Toolkit for direct English Language Development Instruction

2018-19 Actions/Services

See Description for 2017-2018

2019-20 Actions/Services

See Description for 2017-2018

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$14,000	\$12,500	\$13,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Instructional Materials	4000-4999: Books And Supplies Instructional Materials	4000-4999: Books And Supplies Instructional Materials

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Specific Grade Spans: 3rd-6th grade EL students at risk of becoming Long Term English Learners

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

3.2 English Learner/Intervention Specialist to monitor EL student achievement, provide direct instructional support to students, and instructional support to classroom staff

2018-19 Actions/Services

See description for 2017-2018

2019-20 Actions/Services

See description for 2017-2018

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$100,750	\$107,000	\$110,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary & benefits	1000-1999: Certificated Personnel Salaries Salary & benefits	1000-1999: Certificated Personnel Salaries Salary & Benefits
Amount	\$12,000	\$12,500	\$12,500
Source	Title III	Title III	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries Salary & Benefits	1000-1999: Certificated Personnel Salaries Salary & Benefits	1000-1999: Certificated Personnel Salaries Salary & Benefits

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

3.3 Provide high quality professional development for the English Language Development standards and instructional practices to engage English Learners

See Description for 2017-2018

See Description for 2017-2018

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,500	\$1,000	\$1,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Conferences/Training	5000-5999: Services And Other Operating Expenditures Conferences/Training	5000-5999: Services And Other Operating Expenditures Conferences/Training
Amount	\$1,500	\$1,000	\$1,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Stipends for Professional Development	1000-1999: Certificated Personnel Salaries Certificated Stipends for Professional Development	1000-1999: Certificated Personnel Salaries Certificated Stipends for Professional Development

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

3.4 Provide additional materials & supplies to support the English Learner student

2018-19 Actions/Services

See Description for 2017-2018

2019-20 Actions/Services

See Description for 2017-2018

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$2,000	\$2,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools
Specific Grade Spans: 6th -8th

Actions/Services

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

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

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

Modified Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.5 Utilization of the English 3D curriculum, explicit language and writing development, in the 6th through 8th grades to accelerate language acquisition and core curriculum proficiency	See Description for 2017-2018	See Description for 2017-2018

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0 (see 2.2)	\$0 (see 2.2)	\$0 (see 2.2)
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Instructional Materials	4000-4999: Books And Supplies Instructional Materials	4000-4999: Books And Supplies Instructional Materials

Action 6

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools
Specific Grade Spans: 3rd - 7th grade students

Actions/Services

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

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

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

New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.6 Provide a summer learning opportunity for long term English Learners to support their acquisition of English and provide academic support	See Description for 2017-2018	See Description for 2017-2018

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary & Benefits	1000-1999: Certificated Personnel Salaries Salary & Benefits	1000-1999: Certificated Personnel Salaries Salary & Benefits
Amount	\$1,000	\$1,000	\$1,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Salary & Benefits	2000-2999: Classified Personnel Salaries Salary & Benefits	2000-2999: Classified Personnel Salaries Salary & Benefits
Amount	\$4,000	\$4,000	\$4,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities: Technology Access

Identified Need:

KRUE has identified through surveys, conversations, and data that the students have very little access to technology devices or the internet in their homes, less than 50% report that they have a computer or internet in their homes. In addition, very few adults in our students homes are proficient at using the varied technology platforms, making it essential that they learn these skills at school so they may compete in a technology driven global society.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Provide an array of devices for student use across all grade levels and in varied platforms	In 2016-2017 Number of Devices available: Computer stations: 118 Mobile laptops: 180 Mobile Chromebooks: 108 Ipads: 34	TARGET Computer stations: 126 Mobile laptops: 180 Mobile Chromebooks: 108 Ipads: 34 ACTUAL	MODIFIED Increase Devices: Computer stations: 126 Mobile laptops: 180 Mobile Chromebooks: 180 Ipads: 50	MODIFIED Increase Devices: Computer stations: 126 Mobile laptops: 216 Mobile Chromebooks: 180 Ipads: 50

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Increase Devices: Computer stations: 126 Mobile laptops: 180 Mobile Chromebooks: 144 Ipads: 34		
Internet speed & connectivity Provide high speed internet for all students and staff to create a 21st Century Learning environment	2016-2017 Internet speed is currently 500 mbps	TARGET/ACTUAL Achieved Internet speed of 1 gigabyte	UNCHANGED Maintain internet speed of 1 gigabyte	UNCHANGED Maintain internet speed of 1 gigabyte

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

4.1 Increase the diversity and amount of technology devices to improve student learning and 21st Century access

2018-19 Actions/Services

See Description for 2017-2018

2019-20 Actions/Services

See Description for 2017-2018

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$20,000	\$20,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Technology hardware	4000-4999: Books And Supplies Technology hardware	4000-4999: Books And Supplies Technology hardware

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

4.2 Maintain and continue to upgrade the Wifi infrastructure and bandwidth to support increased technology use by all students

2018-19 Actions/Services

See Description for 2017-2018

2019-20 Actions/Services

See Description for 2017-2018

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$48,000	\$75,000	\$40,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Technology materials and/or professional operations	5800: Professional/Consulting Services And Operating Expenditures Technology materials and/or professional operations	5800: Professional/Consulting Services And Operating Expenditures Technology materials and/or professional operations
Amount	\$2,000	\$3,000	\$3,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Technology Hardware	4000-4999: Books And Supplies Technology Hardware	4000-4999: Books And Supplies Technology Hardware

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

4.3 Maintain the level of available technology through a repair & replacement program

2018-19 Actions/Services

See Description for 2017-2018

2019-20 Actions/Services

See Description for 2017-2018

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,000	\$12,000	\$12,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Technology hardware	4000-4999: Books And Supplies Technology hardware	4000-4999: Books And Supplies Technology hardware

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

4.4 Purchase Instructional software & licenses to support CCSS curriculum and 21st Century learning

2018-19 Actions/Services

See Description for 2017-2018

2019-20 Actions/Services

See Description for 2017-2018

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$15,000	\$15,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Instructional Software	5800: Professional/Consulting Services And Operating Expenditures Instructional Software	5800: Professional/Consulting Services And Operating Expenditures Instructional Software

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

4.5 Employ Technology Consultants to maintain and support District Instructional Technology and Infrastructure

2018-19 Actions/Services

See Description for 2017-2018

2019-20 Actions/Services

See Description for 2017-2018

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$34,000	\$30,000	\$28,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Services	5800: Professional/Consulting Services And Operating Expenditures Professional Services	5800: Professional/Consulting Services And Operating Expenditures Professional Services

Action 6

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

4.6 Provide technology Professional Development for Instructional staff

2018-19 Actions/Services

See Description for 2017-2018

2019-20 Actions/Services

See Description for 2017-2018

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,500	\$1,500	\$1,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Development	5800: Professional/Consulting Services And Operating Expenditures Professional Development	5800: Professional/Consulting Services And Operating Expenditures Professional Development

Amount	\$1,000	\$1,500	\$1,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Professional Development - Stipends	1000-1999: Certificated Personnel Salaries Professional Development - Stipends	1000-1999: Certificated Personnel Salaries Professional Development - Stipends

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified Goal

Goal 5

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

KRUE has 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. In addition, families have indicated that accessing appropriate resources for their children can be challenging and they especially need assistance with behavioral and mental health supports.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
KRUE Annual Parent Survey of opportunities for involvement in school decision-making and participation in programs/events that serve all students including unduplicated	2016-2017 91.2% of parents expressed overall satisfaction with KRUE	TARGET: Maintain a +90% overall satisfaction rating ACTUAL KRUE Survey 82.55% overall satisfaction rating	MODIFIED KRUE Survey Achieve a 90% overall satisfaction rating California Healthy Kids Survey	MODIFIED KRUE Survey Maintain a +90% overall satisfaction rating California Healthy Kids Survey

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>pupils and those with exceptional needs.</p> <p>Overall parent survey data will remain favorable by maintaining 90% or higher as the overall satisfaction rate with parents on the annual spring survey.</p>		<p>California Healthy Kids Survey (CHKS)</p> <p>Parent Survey results: 93% felt welcome to participate at KRUE</p> <p>96% felt treated with respect at KRUE</p> <p>92% felt the staff took their concerns seriously</p> <p>96% felt the staff was helpful to parents</p> <p>93% felt will informed about school activities</p>	<p>Parent Survey results will be maintained at 90% or above in the key areas identified</p>	<p>Parent Survey results will be maintained at 90% or above in the key areas identified</p>
<p>Social Worker Student/Family Service Logs</p> <p>The social worker will support and provide service to families equivalent to the families serviced in 2016-17; logs will be kept on the amount of students/families serviced and the services accessed.</p>	<p>2016-2017</p> <p>48 families supported</p>	<p>TARGET</p> <p>Maintain 45+ families supported</p> <p>ACTUAL</p> <p>71 families supported</p>	<p>MODIFIED</p> <p>Maintain 60+ families supported</p>	<p>MODIFIED</p> <p>Maintain 60+ families supported</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Early Childhood Coordinator Student/Family Caseload The number of families served of children, zero to five, will be maintained equivalent to the baseline data established in 2016-17, to help them develop literacy skills and prepare for school success.	2016-2017 50 families supported	TARGET/ACTUAL 50 families supported	UNCHANGED Maintain 50 families supported	UNCHANGED Maintain 50 families supported
Community Liaison Family Interaction Logs	2017-2018 Establish baseline data	ACTUAL No Baseline established - unable to fill position	MODIFIED Establish baseline data	UNCHANGED Maintain or Increase number of families supported

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

5.1 Provide Family Nights to promote awareness and involvement in the instructional Program (i.e. Math, Science, Reading, etc.)

2018-19 Actions/Services

5.1 Provide Family Literacy Night to promote awareness and involvement in the instructional Program

2019-20 Actions/Services

See Description for 2018-2019

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$750	\$750
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Services	5800: Professional/Consulting Services And Operating Expenditures Professional Services	5800: Professional/Consulting Services And Operating Expenditures Professional Services
Amount	\$1,200	\$750	\$750
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary & benefits	1000-1999: Certificated Personnel Salaries Salary & benefits	1000-1999: Certificated Personnel Salaries Salary & Benefits

Amount	\$2,000	\$2,000	\$2,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

5.2 Organize and sponsor school community events to connect families with the school and create positive interaction (Family Movie Nights, etc.)

2018-19 Actions/Services

5.2 Organize and sponsor KRUE Reads Together twice a year to connect families with the school and promote literacy in the home

2019-20 Actions/Services

See Description for 2018-2019

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$15,000	\$15,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

5.3 Provide a bilingual Community Newsletter to all addresses within the District to promote input and participation from all stakeholders, including the families of English Language learners, low

2018-19 Actions/Services

5.3 Provide a bilingual Community Newsletter to all addresses within the District at least three times each year to promote input and participation from all stakeholders, including the families of

2019-20 Actions/Services

See Description for 2018-2019

income students, and students with exceptional needs.

English Language learners, low income students, and students with exceptional needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,250	\$7,500	\$8,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

5.4 Provide bilingual Parent Education Materials & Classes to support parental involvement and knowledge on a range of topics.

2018-19 Actions/Services

5.4 Provide bilingual Parent Education Classes utilizing the Latino Family Literacy Project materials to support parental involvement and increase literacy levels in KRUE homes.

2019-20 Actions/Services

See Description in 2018-2019

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$7,000	\$7,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Services	1000-1999: Certificated Personnel Salaries Salaries & Benefits	1000-1999: Certificated Personnel Salaries Salaries & Benefits
Amount	\$750	\$4,500	\$4,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Salaries & Benefits	2000-2999: Classified Personnel Salaries Salaries & Benefits	2000-2999: Classified Personnel Salaries Salaries & Benefits
Amount	\$500	\$4,000	\$4,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

5.5 Contract with a Licensed School Social Worker to provide 12 hours weekly of support to at risk students and families, empower them to access services, and engage in their child's education.

2018-19 Actions/Services

5.5 Contract with a Licensed School Social Worker to provide 12 hours weekly of support to at risk students and families, empower them to access services, and engage in their child's education. Also, participate in multi-year grant to provide an additional social worker one day a week to school community.

2019-20 Actions/Services

See Description for 2018-2019

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$48,000	\$54,000	\$60,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Services	5800: Professional/Consulting Services And Operating Expenditures Professional Services	5800: Professional/Consulting Services And Operating Expenditures Professional Services
Amount	N/A	\$35,000	\$35,000
Source		Other	Other

Budget Reference	Not Applicable	5800: Professional/Consulting Services And Operating Expenditures Professional Services	5800: Professional/Consulting Services And Operating Expenditures Professional Services
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Action 6

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools
Specific Grade Spans: Birth to Five Years Old

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

5.6 Employ a bilingual Early Childhood Coordinator to build a connections and support for children, zero to five, and their families to build literacy and prepare for school success

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

Unchanged Action

2018-19 Actions/Services

See Description for 2017-2018

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

Unchanged Action

2019-20 Actions/Services

See Description for 2017-2018

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$41,063	\$48,700	\$48,700
Source	Other	Other	Other
Budget Reference	2000-2999: Classified Personnel Salaries Salary & Benefits	2000-2999: Classified Personnel Salaries Salary & Benefits	2000-2999: Classified Personnel Salaries Salary & Benefits
Amount	\$15,500	\$14,000	\$15,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$1,000	\$1,000	\$1,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials
Amount	\$1,600	\$1,600	\$1,600
Source	Other	Other	Other
Budget Reference	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials
Amount	\$700	\$700	\$700
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 7

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools
Specific Grade Spans: Birth to Five Years of Age

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

5.7 Employ bilingual Community Liaisons to build parent knowledge and strengthen home to school relationships for all families

2018-19 Actions/Services

See Description for 2017-2018

2019-20 Actions/Services

See Description for 2017-2018

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$11,500	\$4,200	\$4,200
Source	Other	Other	Other
Budget Reference	2000-2999: Classified Personnel Salaries Salary & Benefits	2000-2999: Classified Personnel Salaries Salary & Benefits	2000-2999: Classified Personnel Salaries Salary & Benefits

Amount	\$23,000	\$7,000	\$7,000
Source	Other	Other	Other
Budget Reference	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials
Amount	\$5,000	\$5,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials
Amount	\$10,000	\$10,000	\$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries Salary & Benefits	2000-2999: Classified Personnel Salaries Salary & Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified Goal

Goal 6

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

KRUE acknowledges the need for social emotional growth as a critical component in the overall success of our students. The whole child must be addressed and needs must be met to enable the child to learn and interact appropriately. There are several clear data points, high suspension levels and high referral rates to the school psychologist and school social worker, that make this goal a high priority for our entire school community.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Wide Information System (SWIS) Referral Rates	SWIS Referral Rates 2016-2017: 0-1 referral 70% of all students 2-5 referrals 18% of all students 6 or more referrals 12% of all students	TARGET SWIS Referral Rates 2017-18: 0-1 referral 73% of all students 2-5 referrals 18% of all students 6 or more referrals 9% of all students	MODIFIED SWIS Referral Rates 2018-19: 0-1 referral 76% of all students 2-5 referrals 18% of all students 6 or more referrals 6% of all students	UNCHANGED SWIS Referral Rates 2019-2020: 0-1 referral 78% of all students 2-5 referrals 16% of all students 6 or more referrals 6% of all students

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>ACTUAL</p> <p>SWIS Referral Rates</p> <p>2017-18:</p> <p>0-1 referral 71.30% of all students</p> <p>2-5 referrals 20.86% of all students</p> <p>6 or more referrals 7.8% of all students</p>		
Suspension Rate - California Dashboard	<p>2014-2015</p> <p>Suspension Rate was 4.5% for all students (orange)</p> <p>Suspension Rate was 4.2% for EL students (orange)</p> <p>Suspension Rate was 4.9% for SED students (red)</p> <p>Suspension Rate was 4.1% for Hispanic students (orange)</p> <p>Suspension Rate was 6.7% for White students (red)</p>	<p>TARGET: Reduce by 1%</p> <p>ACTUAL</p> <p>2016-2017</p> <p>Suspension Rate 3.9% all students</p> <p>3.1% EL students</p> <p>3.8% SED students</p> <p>3.6% Hispanic students</p> <p>2.7% White students</p>	<p>UNCHANGED</p> <p>Reduce suspension rates by .50% for all students and subgroups</p>	<p>UNCHANGED</p> <p>Reduce suspension rates by .50% for all students and subgroups</p>
Expulsion Rate	<p>2016-2017</p> <p>Expulsion Rate 0%</p>	<p>TARGET</p> <p>Maintain .50% or less for all students.</p> <p>ACTUAL</p> <p>Expulsion Rate: 0%</p>	<p>UNCHANGED</p> <p>Maintain .50% or less for all students.</p>	<p>UNCHANGED</p> <p>Maintain .50% or less for all students.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Middle School Dropout Rate	2016-2017 Dropout Rate 0%	TARGET/ACTUAL Dropout Rate: 0%	UNCHANGED 0%	UNCHANGED 0%
Attendance Rate as measured by district average attendance	2016-2017 Attendance Rate was 96%	TARGET 97% ACTUAL 96.6%	UNCHANGED Maintain at 97% or higher for all students	UNCHANGED Maintain at 97% or higher for all students
Chronic Absenteeism Rate as measured by % of students with 10% or more absences	2016-2017 6%	TARGET 5.5% ACTUAL 5.05%	UNCHANGED 5%	UNCHANGED 4.5%
Athletic Participation	2016-2017 Participation Level: Males: 69 Females:61	TARGET Increase Athletic Team Participation Level: Males:72 Females:64 ACTUAL Increase Athletic Team Participation Level: Males:90 Females:68	MODIFIED Maintain Athletic Team Participation Level: Males: 80+ Increase Athletic Team Participation Level Females:72	MODIFIED Maintain Athletic Team Participation Level: Males: 80+ Increase Athletic Team Participation Level Females:75
California Healthy Kids Survey administered once a year to 5th and 7th grades to determine the	2016-2017 School connectedness (K-5) 70% (6-8) 60% Feel Very Safe (K-5) 81%	TARGET 2018 data School connectedness (K-5) 73% (6-8) 63% Feel Very Safe	MODIFIED School connectedness (K-5) 90% (6-8) 65% Feel Very Safe	MODIFIED School connectedness (K-5) 90% (6-8) 69% Feel Very Safe

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of student that feel a strong connectedness to school and	(6-8) 77%	(K-5) 84% (6-8) 80%	(K-5) 90% (6-8) 72%	(K-5) 90% (6-8) 76%
% of students feel very safe at school		ACTUAL 2018 data School connectedness (K-5) 88% (6-8) 58% Feel Very Safe (K-5) 87% (6-8) 68%		

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

6.1 Provide staff training and professional development on the Positive Behavior Intervention and Support System (PBIS)

2018-19 Actions/Services

See Description for 2017-2018

2019-20 Actions/Services

See Description for 2017-2018

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional development	5800: Professional/Consulting Services And Operating Expenditures Professional development	5800: Professional/Consulting Services And Operating Expenditures Professional Development

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

6.2 Support and promote the PBIS program with signs and banners throughout the school to improve behavior through visual reminders and build school pride

2018-19 Actions/Services

See Description for 2017-2018

2019-20 Actions/Services

See Description for 2017-2018

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,000	\$4,000	\$4,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

6.3 Provide school wide reward system, student store, assemblies and events to promote the PBIS message and to decrease student absenteeism

2018-19 Actions/Services

See Description for 2017-2018

2019-20 Actions/Services

See Description for 2017-2018

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$10,000	\$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials
Amount	\$2,500	\$7,000	\$7,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Assemblies/Special events	5800: Professional/Consulting Services And Operating Expenditures Assemblies/Special events	5800: Professional/Consulting Services And Operating Expenditures Assemblies/Special events

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

2017-18 Actions/Services

6.4 Purchase the SWIS Software to provide all staff with the ability to input and track student behavior and discipline patterns

2018-19 Actions/Services

See Description for 2017-2018

2019-20 Actions/Services

See Description for 2017-2018

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$700	\$700	\$700
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Software	5800: Professional/Consulting Services And Operating Expenditures Software	5800: Professional/Consulting Services And Operating Expenditures Software

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

6.5 Maintain the additional services of 2.5 days per week of the school psychologist on site for increased student support, especially for those students with exceptional needs

2018-19 Actions/Services

See Description for 2017-2018

2019-20 Actions/Services

See Description for 2017-2018

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$88,000	\$108,600	\$112,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Services	5800: Professional/Consulting Services And Operating Expenditures Professional Services	5800: Professional/Consulting Services And Operating Expenditures Professional Services

Action 6

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

6.6 Sustain the Peaceful Playgrounds program for students to build self esteem and encourage participation during

2018-19 Actions/Services

See Description for 2017-2018

2019-20 Actions/Services

See Description for 2017-2018

nonacademic breaks and physical education

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000	\$3,500	\$3,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Materials & Equipment	4000-4999: Books And Supplies Materials & Equipment	4000-4999: Books And Supplies Materials & Equipment

Action 7

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools
Specific Grade Spans: 5th - 8th grade students

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

6.7 Support the KRU athletic program to increase participation among all 5th - 8th grade students

See Description for 2017-2018

See Description for 2017-2018

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,000	\$12,000	\$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Uniforms & Equipment	4000-4999: Books And Supplies Uniforms & Equipment	4000-4999: Books And Supplies Uniforms & Equipment
Amount	\$3,000	\$3,000	\$3,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Fees	5800: Professional/Consulting Services And Operating Expenditures Fees	5800: Professional/Consulting Services And Operating Expenditures Fees
Amount	\$10,000	\$19,000	\$19,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Salary & benefits	2000-2999: Classified Personnel Salaries Salary & Benefits	2000-2999: Classified Personnel Salaries Salary & Benefits

Action 8

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools
Specific Grade Spans: At Risk K-3
Students

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

6.8 Employ a paraprofessional to implement, Children at Risk of Failure: K-3 Early Intervention Program, to provide increased support for at risk children

2018-19 Actions/Services

See Description for 2017-2018

2019-20 Actions/Services

See Description for 2017-2018

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,500	\$7,500	\$7,500
Source	Other	Other	Other
Budget Reference	2000-2999: Classified Personnel Salaries Salary & Benefits	2000-2999: Classified Personnel Salaries Salary & Benefits	2000-2999: Classified Personnel Salaries Salary & Benefits
Amount	\$5,750	\$6,500	\$7,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$1,000	\$1,000	\$1,000
Source	Other	Other	Other

Budget Reference	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials
Amount	\$1,000	\$500	\$500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials

Action 9

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

6.9 Support the After School Program events and activities to encourage more student engagement

2018-19 Actions/Services

See Description for 2017-2018

2019-20 Actions/Services

See Description for 2017-2018

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,000	\$4,000	\$4,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials
Amount	N/A	\$10,000	\$12,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Not Applicable	5800: Professional/Consulting Services And Operating Expenditures Professional Services	5800: Professional/Consulting Services And Operating Expenditures Professional Services

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 7

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities: Equal Access

Identified Need:

It is essential to the KRUE community to maintain a facility that is in good repair and that offers the best equipment, resources, and access to our students. The excellent physical appearance of the classrooms, equipment, and outdoor facilities helps to support a positive school culture and builds school pride.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Facilities maintained as measured by the annual Facility Inspection Tool - SARC review	Fall 2016 Overall Rating - EXCELLENT	TARGET KRUE will score "GOOD" or higher ACTUAL KRUE scored "EXCELLENT"	UNCHANGED KRUE will score "GOOD" or higher	UNCHANGED KRUE will score "GOOD" or higher.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

7.1 Purchase new furniture for classrooms to improve the environment and maintain facility ratings

2018-19 Actions/Services

See Description for 2017-2018

2019-20 Actions/Services

See Description for 2017-2018

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$10,000	\$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

New Action

Unchanged Action

2017-18 Actions/Services

This action was not implemented in 2017-2018.

2018-19 Actions/Services

7.2 Improve the playground areas with increased shade and new equipment to provide a safe, accessible area for all students and maintain high safety ratings

2019-20 Actions/Services

See Description for 2018-2019

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$125,000	\$85,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		6000-6999: Capital Outlay Playground Equipment	6000-6999: Capital Outlay Playground Equipment

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

New Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

7.4 Advance school safety through increased video surveillance, enabling anonymity and supporting anti-bullying culture for all students in all settings.

2018-19 Actions/Services

No further action required - completed in 2017-2018

2019-20 Actions/Services

No further action required - completed in 2017-2018

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$50,000	\$0	\$0
Source	Supplemental and Concentration		
Budget Reference	4000-4999: Books And Supplies Safety equipment	Not Applicable	Not Applicable

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

New Action

Modified Action

2017-18 Actions/Services

This action was not implemented in 2017-2018.

2018-19 Actions/Services

7.5 Install an electronic communication board to keep the community informed

2019-20 Actions/Services

Action completed in 2018-2019/No further action required

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$30,000	\$0
Source		Supplemental and Concentration	
Budget Reference	Not Applicable	4000-4999: Books And Supplies	Not Applicable

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

New Action

2017-18 Actions/Services

This action was not implemented in 2017-2018.

2018-19 Actions/Services

This action was not implemented in 2018-2019.

2019-20 Actions/Services

7.6 Provide additional shade and seating to the outdoor stage area

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$30,000
Source			Supplemental and Concentration
Budget Reference	Not Applicable	Not Applicable	6000-6999: Capital Outlay Shade structure

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$1,318,538

Percentage to Increase or Improve Services

37.47%

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

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

Kings River Union received approximately \$1.31 million dollars in the supplemental and concentration portion of the Local Control Funding Formula to support our 92% unduplicated pupil count. In addition, 58% of our students are English Learners. Therefore, given these large numbers of Low Income and English Learner students, most of the district goals are school wide/district wide actions that have been designed to close the achievement gap and are principally directed toward the academic, behavioral, and emotional needs of the three targeted student groups. Kings River Union typically has less than 1% of its student population identified as foster youth, however, there are specific actions within the plan to support the needs and support school success for this at -risk student group. By implementing goals and programs to close the achievement gap for these student groups, our remaining 8% of students will also receive access to many of the key programs and services outlined in the Local Control Accountability Plan.

At the foundation of the district's goals remains the commitment to individualize, support, and accelerate student learning. KRUE continues to utilize a significant portion of the supplemental and concentration funding on personnel that will support students in achieving academic, social, emotional and behavioral success. In an effort to continue to enhance and develop comprehensive programs that provide a broad and rigorous elementary experience, there is a continued commitment to funding a teacher for transitional kindergarten to support our youngest learners; a physical education teacher will be added for the 2018-2019 school year to support the well-being and physical fitness of our 4th-8th grade students; the Accountability and Assessment Coordinator will transition from a part-time to a full time position to better support the more frequent and relevant acquisition and use of student data, while developing more assessments to monitor the effectiveness of programs and curriculum; the English Learner/Intervention Specialist teacher will continue to focus on decreasing the number of students that become Long-term English Learners through direct instructional support during the school day and after school, an Early Childhood Coordinator that will support families with building literacy and pre-academic skills for children zero to five years old; a classified library technician to provide access to the school library and materials, and 5 paraprofessionals to support small group instruction in the primary classrooms. In addition, there was a funding

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

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

increase to support the intervention provided before and after school by the district certificated instructional staff. Other personnel that will be supporting and servicing our students with a focus on the social and emotional wellness of our students are a school psychologist, 2 social workers, a Special Friends paraprofessional, and a Community Liaison.

Kings River Union remains committed to rigorous academic instruction for all students and we are optimizing the supplemental and concentration funding to provide the following services, materials, and support systems to our students to ensure the best possible instruction and accelerate academic growth. A Gifted and Talented Education program enables more than 40 students to challenge themselves and experience a yearlong course of study to enhance their overall learning experience at KRUE. It is extremely important to the KRUE instructional staff and community that only the best quality standard aligned materials are purchased and that there is ample access to supplemental materials to provide a strong foundation for the curriculum taught at every grade level to support the varied needs of ALL students. The English Learner student group is provided additional specific instructional materials to support and accelerate language acquisition. In a systemic effort to create alignment across classrooms and grade levels, KRUE continues the commitment to utilizing the web based curriculum mapping, lesson planning, and standards tracking software provided by Ed Caliber. Further, the need for systemic, rigorous, and aligned student data means that the KRUE instructional staff, under the leadership of the administration and the full time Accountability and Assessment Coordinator, will continue to use the Illuminate system for assessments and data driven decision making. Equity and access are foundational pieces of the KRUE mission, therefore, there remains an ongoing commitment to providing the best possible 21st Century Learning Environment for our students at school each day. The utilization of funding within Goal 4 has allowed us to increase access to technology so that our students will be fully prepared to compete in a global, technology driven world.

While there have been constant efforts and slow steady improvement in increasing the family engagement level and participation in school events, this will remain a funding priority within the LCAP as outlined in Goal 5. We remain committed to the research that indicates, active involved parents help their children succeed at the highest levels. The KRUE Reads Together events, KRUE Family Literacy Night and Latino Family Literacy Project classes will provide an array of varied activities to promote involvement while also promoting the schoolwide commitment to increasing literacy for our students and families. In addition, promoting and maintaining a safe, positive school climate will remain an overall focus within the actions of Goal 6 for the 2018-2019 year. There will be a sustained focus on modeling and rewarding positive, appropriate learning and social behaviors while creating an overall safe and engaging school environment in which children flourish, feel accepted, and achieve success. The entire Pioneer community is anxious for the addition of the electronic communication board to keep everyone up to date on the latest events. Finally, it is important to our stakeholders that the physical school environment be inviting, attractive, safe, and accessible to all children. Therefore, KRUE will

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

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

continue to fund new classroom furniture and will provide a newly designed playground for the transitional kindergarten, kindergarten, and first grade students to create the optimal learning environment for all students.

The supplemental and concentration funding in the LCAP is being partnered with our Title I, Title II, and Title III funding to maximize services and support for the students. With these funds as outlined in our Single School District Plan are personnel such as Response to Intervention teachers and a Licensed Vocational Nurse to support the learning and overall health of our children. In addition, summer school is funded with our Title I money and professional development for instructional staff is also funded with Title I and Title II dollars. The combination of these two fiscal funding sources allows KRU to provide a complete and robust instructional program for students while also supporting their social-emotional and physical well-being.

Each and every service or action within the Kings River Union Local Control Accountability Plan is based on the premise that they increase and/or improve services to students, especially those students in the unduplicated category. The district's Minimum Proportionality Percentage for low income pupils, foster youth, and English Learners is 37.47%.

Many of the key services outlined in our goals and actions include the new or increased services of essential instructional and support staff. The Accountability & Assessment Coordinator services will double to support assessment and the use of data to change instruction as this position transitions to full time during the 2018-2019 year. The new, full time Physical Education teacher to serve the 4th-8th grade students in a comprehensive physical education program will be a completely new service, not previously provided. Student access to the school psychologist will be maintained at 2.5 additional days a week for a 48% increase over previous years. The families in our community will have continued access to multiple key support staff members; school social worker, Early Childhood Coordinator and a new community liaison. This year there will be two social workers available for a total of 20 hours a week during the school year and this equates to additional 264 hours over previous services. The Community Ambassador position will provide 660 hours of direct support to families and children ages 3-5 years of age to promote literacy. This is in addition to the more than 2,000 hours year round provided by the Early Childhood Coordinator position that is being maintained for a third year. Our English Learner/Intervention Specialist is a full time position, not previously funded, and will be providing 75 days of after school intervention for our English Learner 3rd grade students; resulting in an additional 93 hours of direct targeted instruction to support learning. Further, the instructional aides in the classrooms will continue to provide 4,050 hours of instructional support in classrooms. 4 of our classrooms will receive new furniture and we will maintain the newly achieved internet speed of 1 gigabyte, to facilitate the use of 50 additional technological devices, so students can simultaneously use technology for instruction and assessment during the school day. The redesigned, English and Spanish KRUE Newsletter being mailed to all homes within the district boundaries will represent a 33%

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

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

increase in this communication tool being utilized during the 2018-2019 school year. In addition, the new electronic communication board on the corner of Avenue 400 and Road 40 will enhance communication with the entire community and allow for immediate and timely updates. Finally, the brand new playground for the youngest Pioneers will provide an enhanced outdoor environment with the best and safest equipment. We are confident that the personnel, actions, and services outlined will provide high quality programming for our students and have increased both access and services over previous years. We look forward to the opportunity to continue to expand actions and services in the future as additional LCFF funding becomes available.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$1,054,899	31.13%

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

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

Kings River Union received approximately \$1.05 million dollars in the supplemental and concentration portion of the Local Control Funding Formula to support our 91% unduplicated pupil count. In addition, 61% of our students are English Learners. Therefore, given these large numbers of Low Income and English Learner students, most of the district goals are school wide/district wide actions that have been designed to close the achievement gap and are principally directed towards the academic, behavioral, and emotional needs of the three targeted student groups. Also, Kings River Union typically has less than 1% of its student population identified as foster youth and there are specific actions within the plan to support the needs and support school success for this at -risk student group. By implementing goals and programs to close the achievement gap for these student groups, our remaining 9% of students will also receive access to many of the key programs and services outlined in the Local Control Accountability Plan.

At the foundation of the district's goals is to individualize, support, and accelerate student learning. A significant portion of the funding is being utilized on personnel that will support students in achieving academic, social, and behavioral success. To support students in the classroom with academic achievement, funding is being spent on additional teachers to reduce class sizes, an Accountability and Assessment Coordinator to support the more frequent and relevant acquisition and use of student data, an English Learner/Intervention Specialist to focus on long term English Learner students in 4th-8th grades through direct instructional support during the school day and after school, an Early Childhood Coordinator that will support families with building literacy and pre-academic skills for children zero to five years old, a classified library technician to provide access to the school library and materials, and 5 paraprofessionals to support small group instruction in the primary classrooms. Other personnel that will be supporting and servicing our students and are more focused on the social and emotional wellness of our students, are a school psychologist, social worker, Special Friends paraprofessional, and new Community Liaisons.

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

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

Kings River Union is committed to rigorous academic instruction for all students and we are optimizing the supplemental and concentration funding to provide the following services, materials, and support systems to our students to ensure their learning and accelerate their academic growth. Kings River Union is providing a Gifted and Talented Education program for our students to challenge and support learning. High quality Common Core State Standard aligned materials have been researched and are being purchased to provide a strong foundation for the curriculum taught at every grade level. This includes English Learner materials to support and accelerate the acquisition of the English language for this group of students, as well as, added a summer learning opportunity for the Long Term English Learners. Further, based on our student achievement data, KRU has committed to using two different services to support instruction and track student learning through having access to a robust student data system. Ed Caliber will be used for curriculum mapping, lesson planning, and standards tracking, while Illuminate will be used to support the use of rigorous, standards aligned assessments and frequent student data analysis. KRU has also made a commitment to providing a 21st Century Learning Environment for our students while they are at school each day. Goal 4 in the LCAP is dedicated to increasing access to technology so that our students will be fully prepared to compete in a global, technology driven world.

The Kings River Union families are not actively engaged in school events and learning opportunities in a consistent manner. This is an area in which funds will be spent to support a variety of school events and educational opportunities that will involve and engage more families. We know that research indicates that active involved parents help their children succeed at the highest levels and we are using the additional funding to create more opportunities for this to occur. In addition, promoting and maintaining a positive school climate will remain an overall focus within the actions for the 2017-2018 year. There will be a specific focus on modeling and rewarding positive, appropriate learning and social behaviors while creating an overall safe and engaging school environment in which children flourish, feel accepted, and achieve success. Finally, it is important to our stakeholders that the physical school environment be inviting, attractive, safe, and accessible to all children. Therefore, KRU will fund new classroom furniture and a new security camera system to help create a safe environment for all students.

The supplemental and concentration funding in the LCAP is being partnered with our Title I, Title II, and Title III funding to maximize services and support for the students. With these funds and outlined in our Single School District Plan are personnel such as, Response to Intervention teachers and a Licensed Vocational Nurse to support the learning and overall health of our children. In addition, summer school is funded with our Title I money and professional development for instructional staff is also funded with Title I and Title II dollars. The combination of these two fiscal funding sources allows KRU to provide a complete and robust instructional program for students while also supporting their social-emotional and physical well being.

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

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

Each and every service or action within the Kings River Union Local Control Accountability Plan is based on the premise that they increase and/or improve services to students, especially those students in the unduplicated category. The district's Minimum Proportionality Percentage for low income pupils, foster youth, and English Learners is 31.13%.

Many of the key services outlined in our goals and actions include the new or increased services of essential instructional and support staff. Student access to the school psychologist has increased 48% based on the increased days on campus. The families in our community now have access to multiple key support staff members; school social worker, Early Childhood Coordinator and new community liaisons. This year the social worker is available 12 hours a week during the school year and this equates to a additional 140 hours over previous services. The Early Childhood Coordinator is a full time, year round position and this is an increase of 100% over previously available in home early childhood support for families in our community. Our English Learner/Intervention Specialist is a full time position and will be providing 75 days of after school intervention for our long term English Learner students in 4th - 8th grades; this is an additional 93 hours of direct targeted instruction to support learning. Further, the instructional aides in the classrooms will provide 4,050 hours of instructional support in classrooms. 4 of our classrooms will receive new furniture and we will have an increase in internet speed, 1 gigabyte, to facilitate the use of technological devices for more students simultaneously during the school day based on the actions outlined in the LCAP. We are confident that all of these services provide high quality programming for our students and increased access and services. We look forward to the opportunity to continue to expand actions and services in the future as additional LCFF funding becomes available.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

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

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

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

Instructions: Linked Table of Contents

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Goals, Actions, and Services

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Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

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

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

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

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

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

Goals, Actions, and Services

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

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

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are 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 K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are 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 K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	3,254,055.00	3,156,299.00	3,254,055.00	3,584,758.00	3,598,617.00	10,437,430.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	1,494,519.00	1,494,519.00	1,494,519.00	1,540,737.00	1,574,146.00	4,609,402.00
EPA	525,173.00	525,173.00	525,173.00	540,271.00	540,271.00	1,605,715.00
Other	86,363.00	57,598.00	86,363.00	105,700.00	105,700.00	297,763.00
Supplemental and Concentration	1,136,000.00	1,067,009.00	1,136,000.00	1,385,550.00	1,366,000.00	3,887,550.00
Title III	12,000.00	12,000.00	12,000.00	12,500.00	12,500.00	37,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	3,254,055.00	3,156,299.00	3,254,055.00	3,584,758.00	3,598,617.00	10,437,430.00
0001-0999: Unrestricted: Locally Defined	0.00	102,075.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	2,371,767.00	2,271,952.00	2,371,767.00	2,504,958.00	2,558,167.00	7,434,892.00
2000-2999: Classified Personnel Salaries	268,238.00	243,909.00	268,238.00	288,700.00	310,400.00	867,338.00
4000-4999: Books And Supplies	305,150.00	275,205.00	305,150.00	255,600.00	229,600.00	790,350.00
5000-5999: Services And Other Operating Expenditures	7,700.00	5,703.00	7,700.00	7,000.00	7,000.00	21,700.00
5700-5799: Transfers Of Direct Costs	1,000.00	0.00	1,000.00	500.00	550.00	2,050.00
5800: Professional/Consulting Services And Operating Expenditures	300,200.00	257,455.00	300,200.00	403,000.00	377,900.00	1,081,100.00
6000-6999: Capital Outlay	0.00	0.00	0.00	125,000.00	115,000.00	240,000.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	3,254,055.00	3,156,299.00	3,254,055.00	3,584,758.00	3,598,617.00	10,437,430.00
0001-0999: Unrestricted: Locally Defined	Supplemental and Concentration	0.00	102,075.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	1,441,594.00	1,441,594.00	1,441,594.00	1,485,437.00	1,515,146.00	4,442,177.00
1000-1999: Certificated Personnel Salaries	EPA	525,173.00	525,173.00	525,173.00	540,271.00	540,271.00	1,605,715.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	393,000.00	293,185.00	393,000.00	466,750.00	490,250.00	1,350,000.00
1000-1999: Certificated Personnel Salaries	Title III	12,000.00	12,000.00	12,000.00	12,500.00	12,500.00	37,000.00
2000-2999: Classified Personnel Salaries	Base	52,925.00	52,925.00	52,925.00	55,300.00	59,000.00	167,225.00
2000-2999: Classified Personnel Salaries	Other	60,063.00	51,363.00	60,063.00	60,400.00	60,400.00	180,863.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	155,250.00	139,621.00	155,250.00	173,000.00	191,000.00	519,250.00
4000-4999: Books And Supplies	Other	25,600.00	5,535.00	25,600.00	9,600.00	9,600.00	44,800.00
4000-4999: Books And Supplies	Supplemental and Concentration	279,550.00	269,670.00	279,550.00	246,000.00	220,000.00	745,550.00
5000-5999: Services And Other Operating Expenditures	Other	700.00	700.00	700.00	700.00	700.00	2,100.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	7,000.00	5,003.00	7,000.00	6,300.00	6,300.00	19,600.00
5700-5799: Transfers Of Direct Costs	Supplemental and Concentration	1,000.00	0.00	1,000.00	500.00	550.00	2,050.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	0.00	0.00	35,000.00	35,000.00	70,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	300,200.00	257,455.00	300,200.00	368,000.00	342,900.00	1,011,100.00
6000-6999: Capital Outlay	Supplemental and Concentration	0.00	0.00	0.00	125,000.00	115,000.00	240,000.00
Not Applicable		0.00	0.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	2,416,292.00	2,411,145.00	2,416,292.00	2,539,758.00	2,607,717.00	7,563,767.00
Goal 2	153,000.00	140,784.00	153,000.00	155,000.00	162,000.00	470,000.00
Goal 3	142,750.00	137,515.00	142,750.00	146,000.00	149,500.00	438,250.00
Goal 4	134,500.00	91,007.00	134,500.00	158,000.00	121,000.00	413,500.00
Goal 5	172,063.00	122,699.00	172,063.00	222,700.00	230,200.00	624,963.00
Goal 6	165,450.00	164,051.00	165,450.00	198,300.00	203,200.00	566,950.00
Goal 7	70,000.00	89,098.00	70,000.00	165,000.00	125,000.00	360,000.00

* Totals based on expenditure amounts in goal and annual update sections.