



# Kernville Union School

DISTRICT

TOGETHER WE MAKE A DIFFERENCE

## LCFF Budget Overview for Parents

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

CDS Code: 15635450000000

School Year: 2024-25

LEA contact information:

Dr. Steve Martinez

District Superintendent

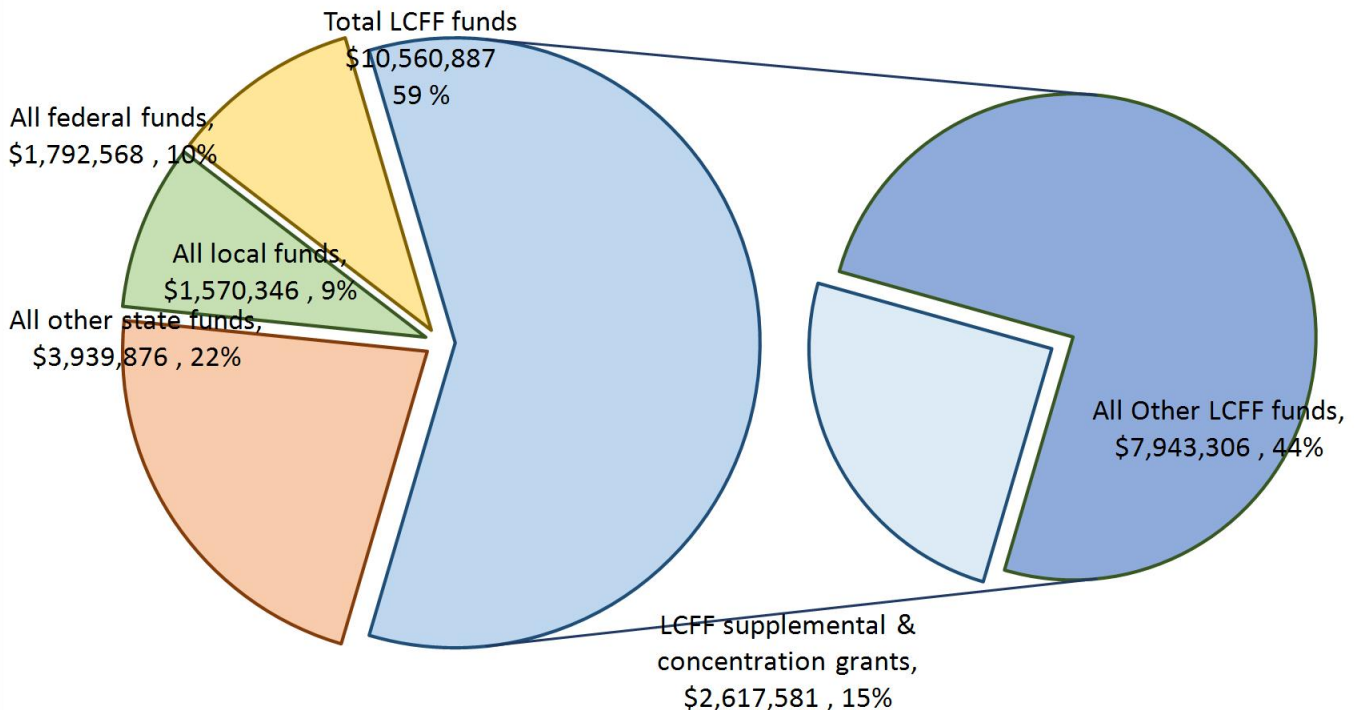
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760.379.3651

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

### Budget Overview for the 2024-25 School Year

#### Projected Revenue by Fund Source

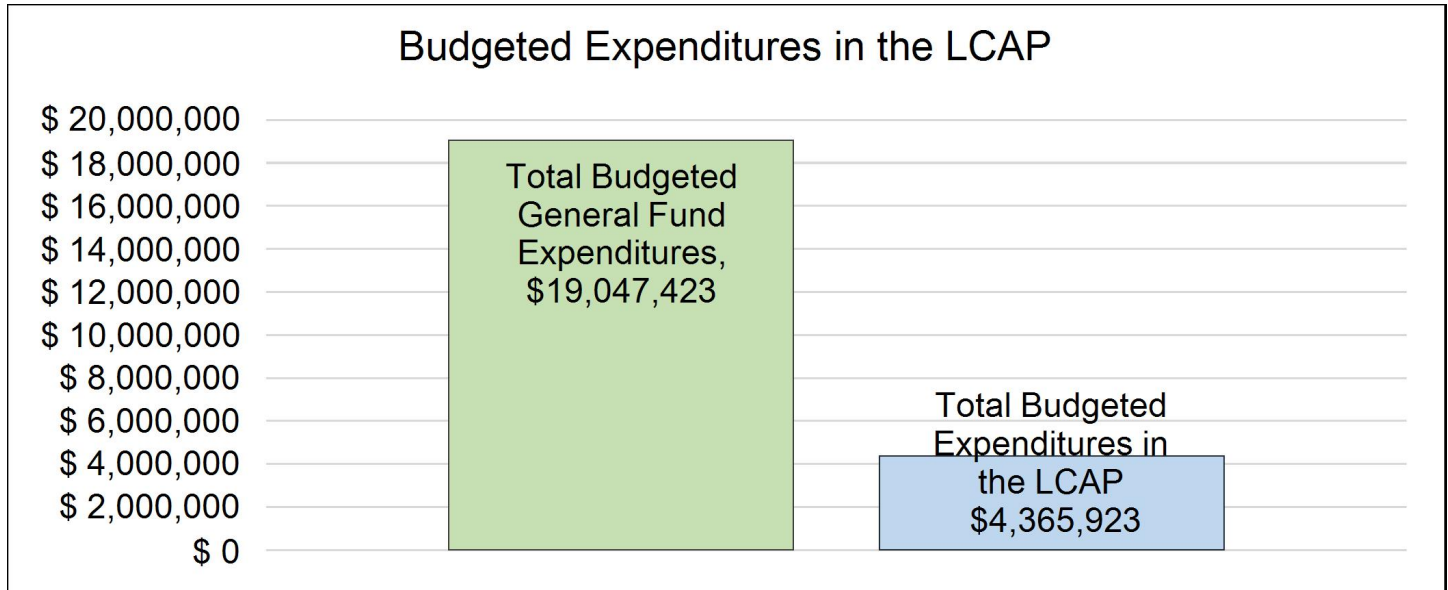


This chart shows the total general purpose revenue Kernville Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Kernville Union Elementary School District is \$17,863,677, of which \$10,560,887 is Local Control Funding Formula (LCFF), \$3,939,876 is other state funds, \$1,570,346 is local funds, and \$1,792,568 is federal funds. Of the \$10,560,887 in LCFF Funds, \$2,617,581 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Kernville Union Elementary School District plans to spend \$19,047,423 for the 2024-25 school year. Of that amount, \$4,365,923 is tied to actions/services in the LCAP and \$14,681,500 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

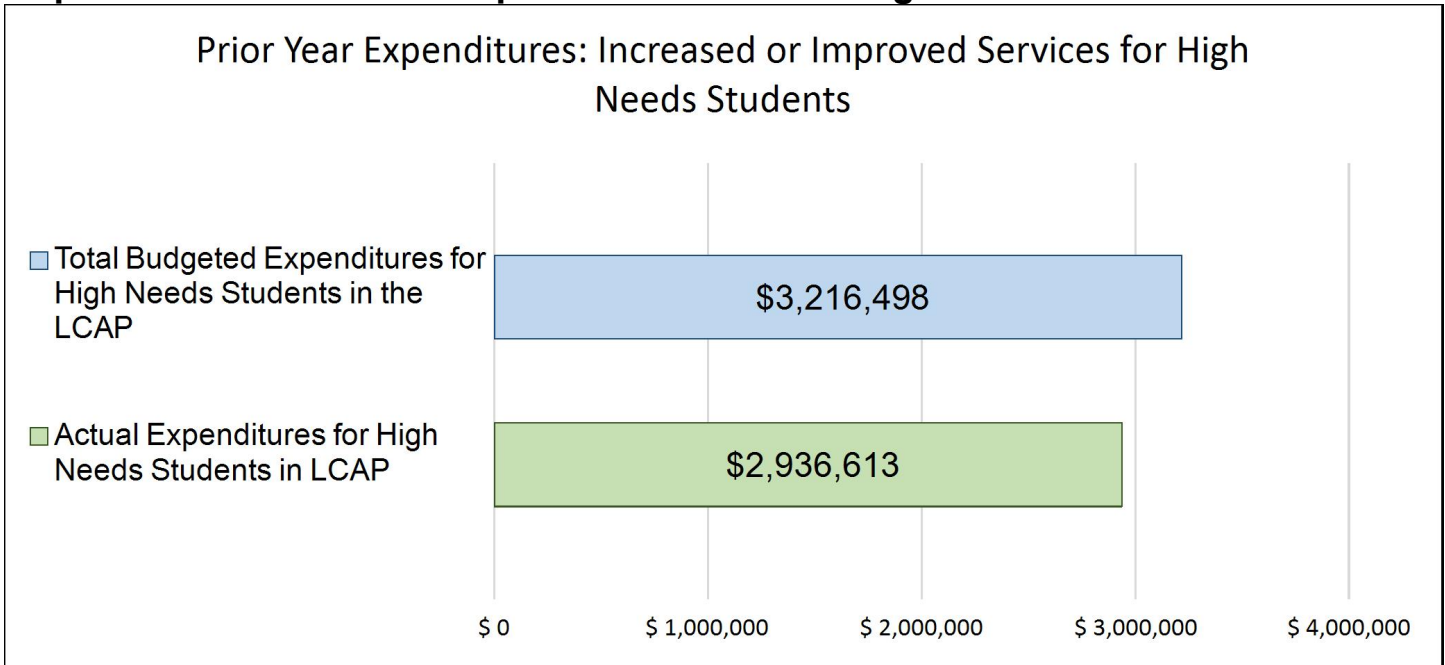
General Fund Budget Expenditures for the 2024-2025 school year that are not included in the Local Control and Accountability Plan include but are not limited to personnel salaries and benefits, instructional and office supplies, subagreements for services, contracted services, travel and conferences, memberships, insurance, rentals, leases, repairs, building and land improvements, loan payments, and indirect cost.

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

In 2024-25, Kernville Union Elementary School District is projecting it will receive \$2,617,581 based on the enrollment of foster youth, English learner, and low-income students. Kernville Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Kernville Union Elementary School District plans to spend \$2,908,745 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



This chart compares what Kernville Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Kernville Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Kernville Union Elementary School District's LCAP budgeted \$3,216,498 for planned actions to increase or improve services for high needs students. Kernville Union Elementary School District actually spent \$2,936,613 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$279,885 had the following impact on Kernville Union Elementary School District's ability to increase or improve services for high needs students:

In 2023-24, Kernville Union School District's LCAP budgeted \$3,216,498 for planned actions to increase or improve services for high needs students. Kernville Union School District actually spent \$2,936,613 for actions to increase services for high needs students in 2023-24. Our actions and services were not impacted by the overall decrease in expenditures compared to the dollars budgeted.



## 2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kernville Union Elementary School District	Dr. Steve Martinez District Superintendent	smartinez@kernvilleusd.org 760.379.3651

# Goals and Actions

## Goal

Goal #	Description
1	All students will receive a high quality education and will have access to a standards based instructional program that meets their unique learning needs. The district will maintain teachers are appropriately assigned and fully credentialed; students have continued access to sufficient standards-aligned instructional materials; implementation of state board adopted academic content and performance standards will continue to be implemented, including English Learner access to English Language Development standards to gain academic content knowledge and English language proficiency; students have continued access to a broad course of study; and all school facilities continue to be maintained in good repair.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1A Fully Credentialed and Appropriately Assigned Teachers: Maintain the percentage of teachers appropriately assigned as reported to CALPADS and the quarterly report on Williams Uniform Complaints.	100% of teachers appropriately assigned as reported to CALPADS and the quarterly report on Williams Uniform Complaints.	100% of teachers appropriately assigned as reported to CALPADS and the quarterly report on Williams Uniform Complaints	100% of teachers appropriately assigned as reported to CALPADS and the quarterly report on Williams Uniform Complaint.	100% of teachers appropriately assigned as reported to CALPADS and the quarterly report on Williams Uniform Complaint during the 2023-2024 school year.	100% of teachers appropriately assigned as reported to CALPADS.
Priority 1A Fully Credentialed and Appropriately Assigned Teachers: Increase the percentage of fully credentialed teachers	77% of teachers fully credentialed as reported to CALPADS.	77% of teachers fully credentialed as reported to CALPADS	76% of teachers fully credentialed as reported to CALPADS	80% of teachers fully credentialed as reported to CALPADS during the 2023-2024 school year.	100% of teachers full credentialed as reported to CALPADS.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
as reported to CALPADS.					
Priority 1B. Standards-aligned Instructional Materials for Every Student: Maintain students' access to sufficient standards-aligned instructional materials as reported on the quarterly report on Williams Uniform Complaints.	100% of students have access to sufficient standards-aligned instructional materials as reported on the quarterly report on Williams Uniform Complaints.	100% of students have access to sufficient standards-aligned instructional materials as reported on the quarterly report on Williams Uniform Complaints.	100% of students have access to sufficient standards-aligned instructional materials as reported on the quarterly report on Williams Uniform Complaints.	100% of students have access to sufficient standards-aligned instructional materials as reported on the quarterly report on Williams Uniform Complaints during the 2023-2024 school year.	100% of students have access to sufficient standards-aligned instructional materials as reported on the quarterly report on Williams Uniform Complaints.
Priority 2A Implementation of State Board Adopted Standards: Maintain Common Core State Standards being taught in all classrooms as evidenced by classroom observations and lesson plans.	100% of classrooms teach Common Core State Standards evidenced by classroom observations and lesson plans.	100% of classrooms teach Common Core State Standards evidenced by classroom observations and lesson plans.	100% of classrooms teach Common Core State Standards evidenced by classroom observations and lesson plans.	100% of classrooms teach Common Core State Standards evidenced by classroom observations and lesson plans during the 2023-2024 school year.	100% of classrooms teach Common Core State Standards evidenced by classroom observations and lesson plans.
Priority 2A Implementation of State Board Adopted Standards: Maintain Next Generation Science	Next Generation Science Standards(NGSS) are taught in 100% of science courses as evidenced by	Next Generation Science Standards are taught in 100% of science courses using NGSS state adopted curriculum as	Next Generation Science Standards are taught in 100% of science courses using NGSS state adopted curriculum as	Next Generation Science Standards are taught in 100% of science courses using NGSS state adopted curriculum as	Next Generation Science Standards are taught in 100% of science courses using NGSS state adopted curriculum as

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Standards(NGSS) are taught in all science courses using NGSS state adopted curriculum as evidenced by classroom observations and lesson plans.	classroom observations and lesson plans.	evidenced by classroom observations and lesson plans.	evidenced by classroom observations and lesson plans.	evidenced by classroom observations and lesson plans during the 2023-2024 school year.	evidenced by classroom observations and lesson plans.
Priority 2B EL Access to CCSS and ELD Standards: Maintain English Learners access in all classes to Common Core State Standards and English Language Development Standards through designated and integrated instruction and language conventions as evidenced by classroom observations and lesson plans.	100% of English Learners have access in all classes to Common Core State Standards and English Language Development Standards through designated and integrated instruction and language conventions as evidenced by classroom observations and lesson plans.	100% of English Learners have access in all classes to Common Core State Standards and English Language Development Standards through designated and integrated instruction and language convention as evidenced by classroom observations and lesson plans.	100% of English Learners have access in all classes to Common Core State Standards and English Language Development Standards through designated and integrated instruction and language convention as evidenced by classroom observations and lesson plans.	100% of English Learners have access in all classes to Common Core State Standards and English Language Development Standards through designated and integrated instruction and language convention as evidenced by classroom observations and lesson plans during the 2023-2024 school year.	100% of English Learners have access in all classes to Common Core State Standards and English Language Development Standards through designated and integrated instruction and language conventions as evidenced by classroom observations and lesson plans.
Priority 7A Access to a Broad Course of Study: Maintain all students have access to a	100% of students have access to a broad course of study as evidenced through class rosters.	100% of students have access to a broad course of study as evidenced through class rosters	100% of students have access to a broad course of study as evidenced through class rosters	100% of students have access to a broad course of study as evidenced through class rosters	100% of students have access to a broad course of study as evidenced through class rosters.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
broad course of study as evidenced through student enrollment in classes.				during the 2023-2024 school year.	
Priority 1C School Facilities Maintained and in Good Repair: Maintain all school facilities to be in good repair as measured by the Facilities Inspection Tool (FIT).	100% of school facilities are in good repair as measured by the Facilities Inspection Tool (FIT).	100% of school facilities are in good repair as measured by the Facilities Inspection Tool (FIT)	100% of school facilities are in good repair as measured by the Facilities Inspection Tool (FIT)	100% of school facilities are in good repair as measured by the Facilities Inspection Tool (FIT) during the 2023-2024 school year.	100% of school facilities are in good repair as measured by the Facilities Inspection Tool (FIT).
Priority 7B Course Access: Programs and services developed and provided to Low Income, English Learner, and Foster Youth Pupils: Unduplicated students receive targeted intervention and support.	100% of ELs receive integrated and designated ELD and 60% of unduplicated pupils require and receive targeted intervention and support.	100% of ELs receive integrated and designated ELD and 60% of unduplicated pupils require and receive targeted intervention and support.	100% of ELs receive integrated and designated ELD and 43% of unduplicated pupils require and receive targeted intervention and support.	100% of ELs receive integrated and designated ELD and 100% of unduplicated pupils require and receive targeted intervention and support during the 2023-2024 school year.	100% of ELs receive integrated and designated ELD and 50% of unduplicated pupils require and receive targeted intervention and support.
Priority 7C Course Access: Programs and services developed and provided to students with disabilities. Students	A review of IEP implementation indicates 100% of students with disabilities receive access to programs	A review of IEP implementation indicates that 100% of students with disabilities receive access to programs	A review of IEP implementation indicates that 100% of students with disabilities receive access to programs	A review of IEP implementation indicates that 100% of students with disabilities receive access to programs	A review of IEP implementation indicates 100% of students with disabilities receive access to programs

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
with disabilities receive access to programs and required services	and are provided required services.	and are provided required services.	and are provided required services.	and are provided required services during the 2023-2024 school year.	and are provided required services.
Priority 4B Pupil Achievement: Percentage of pupils completing A-G requirements	N/A	N/A	N/A	N/A	N/A
Priority 4c Pupil Achievement: Percentage of pupils completing CTE pathways	N/A	N/A	N/A	N/A	N/A
Priority 4D Pupil Achievement: Percentage of pupils completing both A-G requirements and CTE pathways	N/A	N/A	N/A	N/A	N/A
Priority 4G Pupil Achievement: Percentage of pupils who passed AP exams with a score of 3 or higher	N/A	N/A	N/A	N/A	N/A
Priority 4H Pupil Achievement:	N/A	N/A	N/A	N/A	N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of pupils of demonstrate preparedness for college by the EAP or any assessment of college preparedness					
Priority 5D Pupil Engagement: High school dropout rate	N/A	N/A	N/A	N/A	N/A
Priority 5E Pupil Engagement: High school graduation rates	N/A	N/A	N/A	N/A	N/A

## Goal Analysis

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

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

Actions 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, and 1.12 were fully implemented.  
 Actions 1.2 and 1.13 were not implemented.  
 There were both successes and challenges with the implementation of Goal 1 actions.  
 Actions 1.1 and 1.5: Mentors and a Teacher In Charge/Site Lead provided both experienced teachers and new teachers support with student behavior and teaching and learning. KUSD provided experienced teacher mentors to all new teachers. New teachers qualified under an intern or preliminary teaching credential as well short-term staff and provisional internship permits. Mentor teachers met with new their mentees once a week. The Teacher In Charge/Site Lead provide daily behavior and academic support at Kernville Elementary School.  
 Action 1.10: The Classroom Monitoring Tool allowed credentialed administrators to conduct classroom walkthroughs to monitor instructional strategies, behavior management, and student engagement.  
 Actions 1.7 and 1.6: KUSD provided curriculum and instructional materials to 100% of our students as evidenced on each Williams Quarterly Report and the annual Williams report. NGSS curriculum materials were implemented for and used in 100% of classrooms.  
 Action 1.13 the district is postponing the purchase of a new math curriculum until the California Department of Education has completed a review and adopted new math curriculum materials from publishers. The purchase of replacement student computers was not needed this school year.

Action 1.2: This action was not implemented because new student computers were not purchased.  
Action 1.9: SED, foster youth, and homeless students received supplies to support their learning.  
Action 1.12: KUSD provided internet to students needing access at home during the 2023-2024 school year.  
Actions 1.3 and 1.4: Formative, diagnostics, and benchmark assessments were administered in 100% of classrooms. These assessments were used by teachers and site administrators to guide and plan instruction and student interventions during PLCs.  
Action 1.8: Long-term independent study was a program option offered to all students and provided students and families.  
Action 1.11: MOT provided cleaning and sanitation to support KUSD's breakfast in the classroom program which offered free breakfast to 100% of students.

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

For Goal 1, the Kernville Union School District conducted an analysis of material differences between budgeted expenditures and estimated actual expenditures. The total budgeted for LCAP Goal 1 was \$625,629. The estimated actual expenditures for 2023-2024 are \$437,841. Expenditures were less than expected by \$187,788. Substantive differences are due to:  
Action 1.2: Student computers did not need to be replaced.  
Action 1.3: Cost for formative, diagnostic, and benchmark assessments were less than anticipated.  
Action 1.4: Staff costs increased more than anticipated.  
Action 1.5: Staff costs increased more than anticipated.  
Action 1.6: Curriculum and material costs were lower than anticipated because one-time federal funds were used to purchase curriculum and materials.  
Action 1.7: Next Generation Science Standards curriculum was purchased using one-time federal funds.  
Action 1.10: \$0 was budgeted for a classroom monitoring tool and \$0 was expended.  
Action 1.13: \$0 was budgeted for adopting a new math curriculum and \$0 was expended.  
Action 1.12: Fewer students required home internet access than was anticipated.

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

Actions 1.1, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 1.10, 1.12 were effective in achieving our desired outcomes of 100% student access, including English Learners, to Common Core Standards, Next Generation Science Standards, and ELD instructional materials, and a broad course of study. 100% of unduplicated students receive targeted intervention and support and 100% of students with disabilities have access to programs and are provided required services.  
Action 1.11 was effective in provided students with access to free breakfast to support their learning during the school day.

Action 1.5 is progressing towards being effective as 76% of teachers were credentialed during the 2021-2022 and 80% of teachers are credentialed during the 2023-2024 school year.

Action 1.13 was not implemented therefore cannot be effectively evaluated for effectiveness.

Action 1.2 not implemented therefore it cannot be effectively evaluated for effectiveness.

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

Although the metric measuring Priority 7B is effective, to increase its effectiveness we are adding extension activities to support unduplicated students needing a more rigorous curriculum.

Actions 1.2 and 1.13 will be removed from the LCAP.

Action 1.4 will be revised for the new Achievement Leaders certificated position.

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

# Goals and Actions

## Goal

Goal #	Description
2	The metrics and actions described below will be implemented to ensure students' and parents'/guardians' engagement to create positive school climates and educational experiences: Parent/guardian participation as partners in the education process by providing opportunities to participate and provide input in decision making; students are actively engaged in their learning with an increase in school attendance and a decrease in chronic absenteeism and suspensions.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3A Parent and Family Engagement Seek parent input in making decision.	1% of parents are involved in or participate in the selection of committee members as measured by committee rosters and election records.	1% of parents are involved in or participate in the selection of committee members as measured by committee rosters and election records.	17% of parents are involved in or participate in the selection of committee members as measured by committee rosters and election records.	1% of parents are involved in or participate in the selection of committee members as measured by committee rosters and election records during the 2023-2024 school year.	50% of parents are involved in or participate in the selection of committee members as measured by committee rosters and election records.
Priority 5A Pupil Engagement Attendance Rates.	92.8% Average Daily Attendance for the 2019-2020 Second Principal Apportionment Report.	83.20% Average Daily Attendance for 2021-2022 Second Apportionment Report.	87.85% Average Daily Attendance for 2022-2023 Second Apportionment Report.	89.69% Average Daily Attendance for 2023-2024 Second Apportionment Report.	95% Average Daily Attendance on the 2023-2024 Second Principal Apportionment Report.
Priority 5B Pupil Engagement Chronic Absenteeism: Chronic absenteeism for all students, on the	Chronic absenteeism is 23.5% as reported on the 2019 California School Dashboard (most recent available data).	Chronic absenteeism is 63% as of May 2022 as reported on the KIDS Attendance Overview Dashboard Wallace Elementary :	Chronic absenteeism is 61.2% as reported on the 2022 California School Dashboard (most recent available data).	Chronic absenteeism is 46.4% as reported on the 2023 California School Dashboard (most recent available data).	Chronic absenteeism is 10% as reported on the 2023-2024 California School Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard.	Wallace Elementary School: 29.6% Kernville Elementary School: 13.4% Wallace Middle School: 18.1%	64% Kernville Elementary : 54% Wallace Middle School: 66%	Wallace Elementary School: 62.8% Kernville Elementary School: 51.9% Wallace Middle School: 63.8%  Chronic absenteeism is 48% as of June 2023 as reported on the KIDS Attendance Overview Dashboard Wallace Elementary : 50% Kernville Elementary : 52% Wallace Middle School: 43%	Wallace Elementary School: 47.7% Kernville Elementary School: 51.9% Wallace Middle School: 51.9%  Chronic absenteeism is 37.85% as of May 2024 as reported on the KIDS Attendance Overview Dashboard Wallace Elementary : 39.15% Kernville Elementary : 29.31% Wallace Middle School: 38.87%	Wallace Elementary School: 10% Kernville Elementary School: 10% Wallace Middle School: 10%
Priority 6A School Climate Pupil Suspension Rates.	Suspension rate is 6.5% as reported on the 2019 California School Dashboard (most recent available data). Wallace Elementary School: 2.9% Kernville Elementary School: 0% Wallace Middle School: 15.2%	Suspension rate is 5.42% as of May 2022 as reported on the 2021 KiDS Suspension Rate Dashboard. Wallace Elementary: 3.13% Kernville Elementary: 0.68% Wallace Middle: 10.93%	Suspension rate is 5.9% as reported on the 2022 California School Dashboard (most recent available data). Wallace Elementary School: 3.3% Kernville Elementary School: .7% Wallace Middle School: 11.9%  Suspension rate is 5.45% as of June 2023 as reported on	Suspension rate is 5.3% as reported on the 2023 California School Dashboard (most recent available data). Wallace Elementary School: 1.9% Kernville Elementary School: 0% Wallace Middle School: 13%  Suspension rate is 3.47% as of May 2024 as reported on KiDS	Suspension rate is 3% as reported on the 2023-2024 California School Dashboard Wallace Elementary School: 2.9% Kernville Elementary School: 0% Wallace Middle School: 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			KiDS Suspension Rate Dashboard. Wallace Elementary: 1.86% Kernville Elementary: 0% Wallace Middle: 14.72%	Suspension Rate Dashboard. Wallace Elementary: 1.78% Kernville Elementary: 0% Wallace Middle: 7.31%	
Priority 3B Parent and Family Engagement Promote parental participation in programs for Low Income, English Learner, and Foster Youth as evidenced through sign in sheets	0% (no data currently collected) of unduplicated parents and guardians participating in school events.	27% of unduplicated parents and guardians participating in school events.	37% of unduplicated parents and guardians participating in school events.	75% of unduplicated parents and guardians participating in school events during the 2023-2024 school year.	75% of unduplicated parents and guardians participating in school events.
Priority 3C Parent and Family Engagement Promote parental participation in programs for students with disabilities: Parents and guardians will participate in IEP meetings.	90% of parents and guardians participate in IEP meetings.	99.50% of parents and guardians participate in IEP meetings- as reported in SIRAS/CALPADS	100% of parents and guardians participate in IEP meetings- as reported in SIRAS/CALPADS	100% of parents and guardians participate in IEP meetings- as reported in SIRAS/CALPADS during the 2023-2024 school year.	100% of parents will participate in IEP meetings.

## Goal Analysis



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

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

All actions were fully implemented except Action 2.4 which was partially implemented because the district offered fewer trainings due to the challenge of parent and family participation in trainings.

Actions 2.1, 2.6, and 2.8: An attendance clerk, certificated registered nurse, and home to school transportation all supported students' regular school attendance. The attendance clerk met with at least once each week to monitor and discuss students' attendance and trends in attendance with the school principals and family resource center coordinator and family resource center advocate. The attendance clerk conducted daily phone calls to parents/families of absent students and she made daily home visits to students chronically absent. The certificated registered nurse conducted health assessments, such as hearing and vision; monitored students' health and ill students; provided guidance to each school's community health liaison and parents/families regarding students' health. The registered nurse also conducted home visits with the attendance clerk when there was a medical issue. KUSD offered home to school transportation to all KUSD students regular school attendance. However, the COVID-19 pandemic with its regulations and quarantines brought extreme challenges to students' regular school attendance during the implementation of this LCAP.

Actions 2.2, 2.3, 2.4, 2.7, 2.11, and 2.12: Communication with parents/guardians, family nights, parent trainings, a family and community engagement liaison, and Family Resource Center advocate and coordinator increased parent and family engagement in programs for low income, English learner, and foster youth students. KUSD utilized the Parent Square communication platform as well as district and school websites to share information with parents and families about district and school events. KUSD offered Family nights throughout the school year. These included Science Night, Literacy Night, Back to School Night, Open House, Leadership Night, and holiday program celebrations. KUSD provided individual trainings to families on using the Aeries student information system, Parent Square communication platform, as well as Parent Project and Loving Solutions parenting classes. A Family and Community Engagement Liaison assisted families with school, district, and community resources; promoted school and district events and activities; and helped bridge communication and assisted parents with teacher, school, and district communication. The family resource center coordinator and advocate recruited and encouraged low-income, foster youth, and homeless students' families to attend and participate in school and district programs.

Actions 2.5, 2.10: KUSD provided coaches for the extracurricular middle school sports program and extended library hours for students to access library books and materials.

Action 2.9: The Raptor visitor management system allowed parents and families to visit and volunteer in our schools while maintaining student safety.

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

For Goal 2, the Kernville Union School District conducted an analysis of material differences between budgeted expenditures and estimated actual expenditures. The total budgeted for LCAP Goal 2 was \$574,987. The estimated actual expenditures for 2023-2024 are \$482,532. Expenditures were less than expected by \$92,455. Substantive differences are due to:

Action 2.1: Salary and benefits for the Attendance Clerk were lower than expected.

Action 2.3: Costs for family nights were lower than expected.

Action 2.4: Fewer parent trainings were offered than planned.

Action 2.6: Salary and benefits for the Certificated Registered Nurse were lower than expected.

Action 2.5: Stipend costs increased during negotiations.

Action 2.9: Costs for the visitor management system were paid from one-time federal funds.

Action 2.10: Salary and benefits for the Library Clerks were lower than expected.

Action 2.11: Salary and benefits were paid from one-time federal funds.

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

Actions 2.2, 2.4, 2.7, 2.9, 2.11, and 2.12 were somewhat effective in reducing the suspension rate, increasing parent and family engagement for our duplicated students, and increasing parent and family engagement for our students with disabilities in IEP participation. The suspension rate from the 2021-2022 to the 2023-2024 school years decreased by 1.2% in the district, 1% at Wallace Elementary School and 2.2% at Wallace Middle School. The suspension rate was maintained at 0% at Kernville Elementary School from the 2021-2022 to the 2023-2024 school years. From the 2021-2022 parent and family engagement in programs for low income, English learner, and foster youth increased from 0% to 75%. Further parent and family engagement for participation in programs for students with disabilities, specifically IEP meetings increased by 10%, from 90% to 100%.

Actions 2.1, 2.5, 2.6, 2.8, and 2.10 are considered somewhat effective. Although KUSD did not achieve our metric goals, students made substantial improvements from year 1. Average daily attendance decreased by 3.11% for all students from the 2021-2022 to the 2023-2024 school year. Chronic absenteeism from the 2021-2022 to the 2023-2024 school years decreased by 22.9% for all students in the district, by 18.1% at Wallace Elementary School, 38.5% at Kernville Elementary School and 33.8% at Wallace Middle School.

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

Action 2.10 will be moved to Goal 3 to better align with metrics measuring literacy.

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

# Goals and Actions

## Goal

Goal #	Description
3	All students will demonstrate academic growth in all content areas and English learners will demonstrate growth towards English proficiency.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4A Pupil Achievement of CAASPP: The percentage of students met or exceeded standard on the California Assessment of Student Performance and Progress (CAASPP) English-Language Arts.	37.28% of all students met or exceeded standard as measured by the 2018-2019 CAASPP ELA. 30.97% of Socioeconomically Disadvantaged students met or exceeded standard as measured by the 2018-2019 CAASPP ELA.	No CAASPP Data for 20-21. 38% of all students are on grade level or above grade level as measured by the Spring 2021 iReady Reading Diagnostic. iReady does not track socioeconomically disadvantaged status of students.	29% of all students met or exceeded standard as measured by the 2021-2022 CAASPP ELA. 25% of Socioeconomically Disadvantaged students met or exceeded standard as measured by the 2021-2022 CAASPP ELA. 39% of all students are on grade level or above grade level as measured by the Spring 2022 iReady Reading Diagnostic. iReady does not track socioeconomically disadvantaged status of students.	26% of all students met or exceeded standard as measured by the 2022-2023 CAASPP ELA. 22% of Socioeconomically Disadvantaged students met or exceeded standard as measured by the 2022-2023 CAASPP ELA.	55% of students met or exceeded standard as measured by the 2023-2024 CAASPP ELA. 55% of Socioeconomically Disadvantaged students met or exceeded standard as measured by the 2023-2024 CAASPP ELA.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4A Pupil Achievement of CAASPP: The percentage of students met or exceeded standard on the California Assessment of Student Performance and Progress (CAASPP) Mathematics.	20.36% of all students met or exceeded standard as measured by the 2018-2019 CAASPP Mathematics. 15.09% of Socioeconomically Disadvantaged students met or exceeded standard as measured by the 2018-2019 CAASPP mathematics.	No CAASPP Data for 20-21. 27% of all students are on grade level or above grade level as measured by the Spring 2021 iReady Math Diagnostic. iReady does not track socioeconomically disadvantaged status of students.	18% of all students met or exceeded standard as measured by the 2021-2022 CAASPP Mathematics. 14 % of Socioeconomically Disadvantaged students met or exceeded standard as measured by the 2021-2022 CAASPP mathematics. 26% of all students are on grade level or above grade level as measured by the Spring 2022 iReady Math Diagnostic. iReady does not track socioeconomically disadvantaged status of students.	18% of all students met or exceeded standard as measured by the 2022-2023 CAASPP Mathematics. 14% of Socioeconomically Disadvantaged students met or exceeded standard as measured by the 2022-2023 CAASPP	40% of all students met or exceeded standard as measured by the 2023-2024 CAASPP Mathematics. 40% of Socioeconomically Disadvantaged students met or exceeded standard as measured by the 2023-2024 CAASPP mathematics.
Priority 4F Pupil Achievement EL Reclassification Rate: The percentage of English Learners reclassified as Fluent English Proficient.	0% redesignated as Fluent English Proficient (2019-2020).	33.33% redesignated as Fluent English Proficient (2021-2022) (KiDS)	33.33% redesignated as Fluent English Proficient (2021-2022) (KiDS). No data available for 2022-2023	0% redesignated as Fluent English Proficient (2022-2023).	50% redesignated as Fluent English Proficient (2023-2024).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4E Pupil Achievement EL Progress Towards English Proficiency: The percentage of English learners demonstrating growth of performance levels on English Language Proficiency Assessments for California (ELPAC) as reported on the California School Dashboard.	66.67% demonstrating growth on the English Language Proficiency Assessments for California (ELPAC).	75% demonstrating growth or maintaining level 4 on the English Language Proficiency Assessments for California (ELPAC) between 2018-2019 and 2020-2021.	66% demonstrating growth or maintaining current level on the 2021-2022 English Language Proficiency Assessments for California (ELPAC).	72% demonstrating growth or maintaining current level on the 2022-2023 English Language Proficiency Assessments for California (ELPAC).	80% demonstrating growth on the English Language Proficiency Assessments for California (ELPAC).
Priority 4A Pupil Achievement of CAASPP: The percentage of 5th and 8th grade students meeting or exceeding standards. on the California Science Test (CAST).	22.71% of all 5th and 8th grade students met or exceeded standard as measured by the 2018-2019 CAST. 16.67% of Socioeconomically Disadvantaged students met or exceeded standard as measured by the 2018-2019 CAST.	CAST not administered during the 21-22 school year.	29.45% of all 5th and 8th grade students met or exceeded standard as measured by the 2021-2022 CAST. 18.5% of Socioeconomically Disadvantaged students met or exceeded standard as measured by the 2021-2022 CAST.	27% of all 5th and 8th grade students met or exceeded standard as measured by the 2022-2023 CAST. 25% of Socioeconomically Disadvantaged students met or exceeded standard as measured by the 2022 - 2023 CAST.	50% of all 5th and 8th grade students met or exceeded standard as measured by the 2018-2019 CAST. 50% of Socioeconomically Disadvantaged students met or exceeded standard as measured by the 2018-2019 CAST.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 8 Other Pupil Outcomes Physical Fitness Test: The percentage of 5th grade students participating in the California Physical Fitness Test (PFT). Changed from at health risk on the California Physical Fitness Test (PFT).	Aerobic Capacity: 8.8% at health risk Body Composition: 19.4% at health risk	The 2019-20 and 2020-21 PFTs were suspended. The most recent data available is 2018-2019: Aerobic Capacity 8.8% at health risk. Body composition: 19.4% at health risk.	The 2021-2022 PFT Participation rates: 100% in all components	The 2022-2023 PFT Participation rates: 100% in all components	Aerobic Capacity: 5% health risk Body Composition: 15% health risk
Priority 8 Other Pupil Outcomes Physical Fitness Test: The percentage of 5th grade students participating in the California Physical Fitness Test (PFT). Changed from at health risk on the California Physical Fitness Test (PFT).	Aerobic Capacity: 10.8% at health risk Body Composition: 22.8% at health risk	The 2019-20 and 2020-21 PFTs were suspended. The most recent data available is 2018-2019: Aerobic Capacity 8.8% at health risk. Body composition: 19.4% at health risk.	The 2021-2022 PFT Participation rates: 100% in all components	The 2022-2023 PFT Participation rates: 100% in all components	Aerobic Capacity: 5% at health risk Body Composition: 5% at health risk
Priority 7A Access to a Broad Course of Study: Middle School Students will participate in career and technical education electives.	0 (zero) middle school students participated in at least one career and technical education elective between 6-8 grades. (None were offered)	100% of middle school students participated in at least one career and technical education elective between 6-8 grade. (Robotics, Xello)	41% of middle school students participated in at least one career and technical education elective between 6-8 grade. (Robotics, Xello)	100% of middle school students participated in at least one career and technical education elective between 6-8 grades during the	100% of middle school students participated in at least one career and technical education elective between 6-8 grades.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	during the 2019-20 school years)			2023-2024 school year.	

## Goal Analysis

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

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

KUSD successfully implemented Goal 3 Actions 3.1, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, and 3.10 during the 2023-2024 school year, but also had some challenges in implementing Action 3.2.

Actions 3.1, 3.2, 3.4, 3.6: Only one of two intervention teachers for Wallace Elementary School was maintained due to a shortage of qualified teachers. The intervention teacher provided tier 2 and 3 reading intervention to at-risk students; however, math intervention was not provided. An Intervention teacher at Wallace Middle School provided reading and intervention to at-risk students. Two physical education teachers allowed time for small group intervention in grades 4-8, and supplemental intervention materials were purchased and paraprofessionals provided tier II and III interventions support to teachers and students.

Actions 3.5, 3.7, and 3.9: A data and reporting technician coordinated behavior and academic data for principals for teacher analysis and to the district for analysis. A district-wide ELD coordinator and state and local assessments coordinator managed the district's assessment program to ensure student progress monitoring throughout the school year.

Action 3.8: Teachers, principals, and assigned general education paraprofessionals were trained in the iReady diagnostic assessments.

Action 3.10: Middle school students participated in career and technical education electives during the 23-24 school year.

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

For Goal 3, the Kernville Union School District conducted an analysis of material differences between budgeted expenditures and estimated actual expenditures. The total budgeted for LCAP Goal 3 was \$806,672. The estimated actual expenditures for 2023-2024 are \$644,149. Expenditures were less than expected by \$162,523. Substantive differences are due to:



Action 3.2: Only one elementary intervention teacher was hired due to a teacher shortage.  
Action 3.4: Costs increased due to salary and benefits for an aide per the collective bargaining agreement.  
Action 3.8: Costs for trainings were less than anticipated.  
Action 3.9: One-time federal funds used for this action.

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

Actions 3.5, 3.7, 3.9, and 3.10 were effective in maintaining and increasing EL students performance on the ELPAC; increasing students exceeding and meeting standards on the 5th and 8th grade CAST assessments; and increasing the middle school students' participation in career and technical electives. These actions helped maintain 100% participation of 5th and 7th grade students on the Physical Fitness Test. Actions 3.1, 3.2, 3.4, 3.6, and 3.8 are considered ineffective from the 2021-2022 to the 2023-2024 school years. The percentage of students exceeding and meeting ELA standards declined 11.28 points for all students and 8.97 points for SED students. The percentage of students exceeding and meeting math standards declined 2.36 points for all students and 1.09 points for SED students.

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

Actions 3.1, 3.2, 3.4, 3.6, and 3.8, are considered ineffective from the 2021-2022 to the 2023-2024 school years. However, the COVID-19 pandemic significantly affected the implementation of this LCAP 3-year plan. Student average daily attendance significantly decreased and chronic absenteeism significantly increased of the course of the 3 year LCAP. Prior to the COVID-19 pandemic, the district's Average Daily Attendance (ADA) was 92.8% for the 2019-2020 school year. ADA decreased to 83.2% in 2021-2022, 87.85% for 2022-2023, and 89.69% for 2023-2024. Chronic absenteeism was 23.5% on the 2019 Dashboard and significantly increased to 61.2% on the 2022 Dashboard and declined to 46.4% on the 2023 Dashboard. Students' chronic absenteeism and lower school attendance had a tremendous impact on student academic outcomes.

Action 3.1 and 3.2 have been changed from intervention teachers to Achievement Leaders (teachers). Achievement Leaders will provide teachers mentoring, coaching, and peer professional development using the Trainer of Trainers model. Achievement Leaders will also provide targeted instruction and intervention to English Learners and low-income, foster youth, and homeless students.

Action 3.4 be split into two actions, will include and art/p.e. teacher, and will narrow the focus to promoting health and fitness to 4th through 8th grade students.

Action 3.6 Reading intervention supplemental materials will be based on the science of reading. Paraprofessionals will be trained by Achievement Leaders on implementing science of reading intervention materials and student progress will be monitored.

Action 3.8 will narrow the training focus to utilizing iReady assessments and SBAC interim assessments and interpreting assessment results, and science of reading training and math training to support targeted reading and math interventions.

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

# Goals and Actions

## Goal

Goal #	Description
4	Provide targeted (tier 2) and intensive (tier 3) social, emotional, and mental health support to all students and staff in order to increase pupil engagement and improve school climate.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6C School Climate Other Local Measures for safety and school connectedness: Student referrals to school counselors.	619 students referred to school counselors during the 2020-2021 school year	66 Students referred to school counselors during the 2021-22 school year	170 Students referred to school counselors during the 2022-23 school year	448 Students referred to school counselors during the 2023-24 school year	400 students referred to school counselors
Priority 6C School Climate Other Local Measures for safety and school connectedness: Student referrals to community-based counseling and support services.	27 students referred to outside counseling and support services.	78 students referred to outside counseling and support services.	176 students referred to outside counseling and support services.	26 students referred to outside counseling and support services during the 2023-24 school year	27 students referred to outside counseling and support services.
Priority 6C School Climate Other Local Measures for safety	27 students referred to the district's alternative education program in 2019-2020	125 students referred to the district's alternative education program in 2019-2020	380 students referred to the district's alternative education program in 2022-2023	102 students referred to the district's alternative education program in 2022-2023	20 students referred to the district's alternative education program

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and school connectedness: Student referrals to the district's alternative education program					
Priority 6C School Climate Other Local Measures for safety and school connectedness: Student referrals to school counselor led social groups	285 students referred to social groups 2020-2021	346 Students referred to social groups 21-22	70 Students referred to social groups 22-23	448 Students referred to social groups during the 2023-24 school year.	200 students referred to social groups each year.
Priority 6C School Climate Other Local Measures for safety and school connectedness: changed to number of staff attending adult self-care trainings. Formerly: Number of staff who contact SISC, state agency, or other agency related to social-emotional well-being.	0% of staff contact SISC, state agency, or other agency related to social-emotional well-being.	0% of staff contact SISC, state agency, or other agency related to social-emotional well-being.	46 staff attended at least one adult self-care training with a licensed clinical social worker.	59 staff attended at least one adult self-care training with a licensed clinical social worker.	100 staff members will attend at least one adult self-care training.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5C Pupil Engagement Middle School Dropout Rates	0% as reported to the California CALPADS.	0% Middle School drop out rate as reported to CALPADS	0% Middle School drop out rate as reported to CALPADS	0% Middle School drop out rate as reported to CALPADS during the 2023-24 school year	0% as reported to the California CALPADS.
Priority 6B School Climate Pupil Expulsion Rates: Number of expelled students	1 student expelled during the 2019-2020 school year as reported to ed-data.org	1 student expelled during the 2021-22 school year	2 students expelled during the 2022-23 school year	0 students expelled during the 2023-24 school year.	0 student expelled during the 2023-2024 school year as reported to ed-data.org
Priority 6A School Climate Suspension Rates	Suspension rate is 6.5% as reported on the 2019 California School Dashboard (most recent available data). Wallace Elementary School: 2.9% Kernville Elementary School: 0% Wallace Middle School: 15.2%	Suspension rate is 5.86% as of May 2002 as reported on the KiDS Dashboard: Wallace Elementary: 3.36% Kernville Elementary: 0.67% Wallace Middle: 11.88%	Suspension rate is 5.9% as reported on the 2022 California School Dashboard (most recent available data). Wallace Elementary School: 3.3% Kernville Elementary School: .7% Wallace Middle School: 11.9% Suspension rate is 5.45% as of June 2023 as reported on KiDS Suspension Rate Dashboard. Wallace Elementary: 1.86% Kernville Elementary: 0% Wallace Middle: 14.72%	Suspension rate is 5.3% as reported on the 2023 California School Dashboard (most recent available data). Wallace Elementary School: 1.9% Kernville Elementary School: 0% Wallace Middle School: 13%  Suspension rate is 3.47% as of May 2024 as reported on KiDS Suspension Rate Dashboard. Wallace Elementary: 1.78% Kernville Elementary: 0% Wallace Middle: 7.31%	Suspension rate is 3% as reported on the 2023-2024 California School Dashboard Wallace Elementary School: 2.9% Kernville Elementary School: 0% Wallace Middle School: 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5B Pupil Engagement Chronic Absenteeism: Chronic Absenteeism for all students, on the California School Dashboard.	Chronic absenteeism is 23.5% as reported on the 2019 California School Dashboard (most recent available data). Wallace Elementary School: 29.6% Kernville Elementary School: 13.4% Wallace Middle School: 18.1%	Chronic Absenteeism is 63% as of May 2002 as reported on the KiDS Dashboard: Wallace Elementary School: 62% Kernville Elementary School: 51% Wallace Middle School: 64%	Chronic absenteeism is 61.2% as reported on the 2022 California School Dashboard (most recent available data). Wallace Elementary School: 62.8% Kernville Elementary School: 51.9% Wallace Middle School: 63.8%  Chronic absenteeism is 48% as of June 2023 as reported on the KIDS Attendance Overview Dashboard Wallace Elementary : 50% Kernville Elementary : 52% Wallace Middle School: 43%	Chronic absenteeism is 46.4% as reported on the 2023 California School Dashboard (most recent available data). Wallace Elementary School: 47.7% Kernville Elementary School: 51.9% Wallace Middle School: 51.9%  Chronic absenteeism is 37.85% as of May 2024 as reported on the KIDS Attendance Overview Dashboard Wallace Elementary : 39.15% Kernville Elementary : 29.31% Wallace Middle School: 38.87%	Chronic absenteeism is 10% as reported on the 2023-2024 California School Dashboard Wallace Elementary School: 10% Kernville Elementary School: 10% Wallace Middle School: 10%
Priority 5A Pupil Engagement Attendance Rates.	92.8% Average Daily Attendance for the 2019-2020 Second Principal Apportionment Report.	83.20% Average Daily Attendance for 2021-2022 Second Apportionment Report.	87.85% Average Daily Attendance for 2022-2023 Second Apportionment Report.	89.69% Average Daily Attendance for 2023-2024 Second Apportionment Report.	95% Average Daily Attendance on the 2023-2024 Second Principal Apportionment Report.

## Goal Analysis

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

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

KUSD successfully implemented Goal 4 Actions 4.1, 4.3, 4.5, 4.6, 4.7, 4.8, 4.10, 4.11, 4.12 during the 2023-2024 school year. However, the district met some challenges fully implementing Actions 4.2, 4.4, and 4.9.

Action 4.1: KUSD utilized the Satchel Pulse SEL screening tool. Students and teachers would answer a short survey based on SEL risk-factors and the counselors would review the results to provide SEL support to students.

Actions 4.3, 4.5, and 4.6, 4.7, 4.11, and 4.12: The middle school vice-principal, Wallace Elementary Teacher On Special Assignment, counselors, social worker, campus supervisors, and behavior support paraprofessionals directly students with challenging behaviors and SEL needs.

Actions 4.2 and 4.9: The middle school alternative to suspension/expulsion teacher and student behavior support/alternative to suspension/expulsion classroom were partially implemented due to a teacher shortage. Wallace Elementary School and Wallace Middle School share a large campus. These two actions were combined and one teacher was hired to serve as the alternative to suspension/expulsion teacher in one classroom.

Actions 4.4, 4.8, and 4.10: CPI training was only provided to special education paraprofessionals and teachers and select general education paraprofessionals and teachers due to scheduling challenges and the time commitment for CPI training. The district has hired additional classified and certificated substitutes and has narrowed the focus to training staff members who regularly work with students who display extreme behaviors. The Leader In Me training was provided to new teachers and paraprofessionals and also as a refresher training to teachers and paraprofessionals. Teachers were provided coaching support in Achievement Teams and NGSS through the Kern County Superintendent of Schools. New, permitted and non-credentialed teachers also received coaching support through the Kern County Superintendent of Schools.

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

For Goal 4, the Kernville Union School District conducted an analysis of material differences between budgeted expenditures and estimated actual expenditures. The total budgeted for LCAP Goal 4 was \$988,882. The estimated actual expenditures for 2023-2024 are \$873,409. Expenditures were less than expected by \$115,473. Substantive differences are due to:

Action 4.2 and 4.9: Salary and benefits were lower than anticipated because only one teacher was hired and costs were split between the two actions.

Action 4.3: Salary and benefits were higher than anticipated.

Action 4.4: Other funds used for CPI training.

Action 4.5: Salary and benefits were higher than anticipated.

Action 4.6: Salary and benefits were higher than anticipated.

Action 4.7: Supplies and material costs for the social worker were lower than anticipated.

Action 4.8: Program costs were higher than anticipated

Action 4.12: Federal one-time funds used for salaries and benefits.

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

Actions 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.11, and 4.12 were somewhat effective in reducing the district's school's suspension rates and at 2 of our 3 schools and maintained the suspension rate at our 3rd school. The suspension rate from the 2021-2022 to the 2023-2024 school years decreased by 1.2% in the district, 1% at Wallace Elementary School and 2.2% at Wallace Middle School. The suspension rate was maintained at 0% at Kernville Elementary School from the 2021-2022 to the 2023-2024 school years.

Actions 4.6 and 4.7 were also somewhat effective with students receiving individual, group, and outside counseling and support services. Although the number of students referred to school counselors decreased from 619 in 2020-2021 to 448 students in 2023-2024, the number of students referred to social groups increased from 285 to 448 during the same tie period and the number of referrals to outside counseling and support services remained nearly the same, 27 during 2021-2022 and 26 during 2023-2024. More than half of KUSD students continue to need counseling services.

Action 4.10 can not be effectively evaluated for effectiveness within this goal as the intent was to improve academic achievement, but this metric was not included in this goal. Our academic achievement data is as follows: The percentage of students exceeding and meeting ELA standards declined 11.28 points for all students and 8.97 points for SED students. The percentage of students exceeding and meeting math standards declined 2.36 points for all students and 1.09 points for SED students. Therefore, this action is deemed to be ineffective.



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

Actions 4.2 and 4.9 will be combined based on a shortage of teachers and the implementation of one alternative to suspension/expulsion teacher and classroom being shared between Wallace Elementary and Wallace Middle Schools. The classrooms provided an in-school alternative for 102 elementary and middle school students. The district's school's suspension rates and at 2 of our 3 schools and maintained the suspension rate at our 3rd school. The suspension rate from the 2021-2022 to the 2023-2024 school years decreased by 1.2% in the district, 1% at Wallace Elementary School and 2.2% at Wallace Middle School. The suspension rate was maintained at 0% at Kernville Elementary School from the 2021-2022 to the 2023-2024 school years.

Action 4.5 will focus on staff participation in the newly created staff mental wellness plan's activities and trainings.

Actions 4.10 will be moved to Goal 1 as Action 1.13 because Goal 4 does not have a metric to measure its effectiveness. This action is considered ineffective from the 2021-2022 to the 2023-2024 school years. The percentage of students exceeding and meeting ELA standards declined 11.28 points for all students and 8.97 points for SED students. The percentage of students exceeding and meeting math standards declined 2.36 points for all students and 1.09 points for SED students. However, 20% of KUSD teachers are permitted, non-credentialed teachers. The new Achievement Leader teacher positions will provide additional support to the coaching provided by the Kern County Superintendent of Schools. Achievement Leaders will also provide direct targeted instruction and intervention to English Learners and low-income, foster youth, and homeless students.

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

# Goals and Actions

## Goal

Goal #	Description
5	The Kernville Union School District will decrease suspensions of students with disabilities (SWD), will meet Individual Education Plan (IEP) timelines, and increase time students with disabilities (SWD) spend in the general education classroom.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6A School Climate Pupil Suspension Rates.	Suspension rate is 10.18% for students with disabilities (SWD) as reported on the 21-22 Kern Integrated Data System (KiDS) (June 2022). Suspension rate for all students is 5.42% as reported on the 21-22 KiDS.	N/A Goal created June 2022	Suspension rate is 5.52% for students with disabilities (SWD) as reported on the 22-23 Kern Integrated Data System (KiDS) (June 2022). Suspension rate for all students is 5.45% as reported on the 22-23 KiDS. Suspension rate is 8.3% for SWD as reported on the 2022 California School Dashboard. Suspension rate is 5.9% for all students as reported on the 2022 California School Dashboard.	During the 2023-2024 school year, Suspension rate is 8.13% for students with disabilities (SWD) as reported on the 23-24 Kern Integrated Data System (KiDS) (May 2024). Suspension rate for all students is 3.47% as reported on the 23-24 KiDS. Suspension rate is 5% for SWD as reported on the 2023 California School Dashboard. Suspension rate is 5.3% for all students as reported on the 2023 California School Dashboard.	Suspension rate will be 4% for students with disabilities (SWD) as reported on the 23-24 Kern Integrated Data System (KiDS) (June 2022). Suspension rate for all students will be 4% as reported on the 21-22 KiDS.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7C Course Access: Programs and services developed and provided to students with disabilities. Students with disabilities receive access to programs and required services.	23.6% of students with disabilities participate in general education 0 to 39% of the time; 34.7% of students with disabilities participate in general education 40 to 79% of the time; 41.7% of students with disabilities participate in general education 80 to 100% of the time.	N/A Goal created June 2022	12.94% of students with disabilities participate in general education 0 to 39% of the time; 22.94% of students with disabilities participate in general education 40 to 79% of the time; 64.11% of students with disabilities participate in general education 80 to 100% of the time.	During the 2023-2024 school year, 11.10% of students with disabilities participate in general education 0 to 39% of the time; 22.20% of students with disabilities participate in general education 40 to 79% of the time; 66.70% of students with disabilities participate in general education 80 to 100% of the time.	10% of students with disabilities participate in general education 0 to 39% of the time; 45% of students with disabilities participate in general education 40 to 79% of the time; 45% of students with disabilities participate in general education 80 to 100% of the time.
Priority 7C Course Access: Programs and services developed and provided to students with disabilities. Students with disabilities receive access to programs and required services. Priority 3C Parent Involvement: Promote parental participation in programs for students with disabilities.	9.8% or 16 IEPs were overdue as of May 2022 as reported to CALPADS	N/A Goal created June 2022	4.75% or 8 IEPs were overdue as of May 2023 as reported to CALPADS	2.46% or 4 IEPs were overdue as of May 2024 as reported to CALPADS for the 2023-2024 school year.	0% or 0 IEPs were overdue as of May 2024 as reported to CALPADS

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

## Goal Analysis

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

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

There were both successes and challenges with the implementation of Goal 5 actions during the 2023-2024 school year. Actions 5.2 and 5.4 were fully implemented. Action 5.1 was partially implemented and Action 5.3 was not implemented.

Actions 5.2 and 5.4: Special education teachers met monthly with their led teacher for peer support and training on special education topics. Special education paraprofessionals met monthly with the Assistant Superintendent of Student Services for training on special education and online safety training with Self Insured Schools of California (SISC). The safety training focused on safe practices when working with special education students. Special education paraprofessionals provided services to special education students in the general education per each student’s IEP.

Action 5.1: General education teachers and paraprofessionals and special education teachers and paraprofessionals were provided training in providing supports to special education students in the general education classroom.

Action 5.3: Training for principals to support general and special education teachers working with special education students in the general education classroom was not provided. During the 2022-2023 school year, the Assistant Superintendent of Student Services provided training and information to KUSD’s three site principals and one vice- principal during administrative team meetings. Principals were provided consultation with the Assistant Superintendent of Student Services during the 2023-2024 school year.

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

For Goal 5, the Kernville Union School District conducted an analysis of material differences between budgeted expenditures and estimated actual expenditures. The total budgeted for LCAP Goal 5 was \$118,853. The estimated actual expenditures for 2023-2024 are \$0. Expenditures were less than expected by \$118,853. Substantive differences are due to:

Actions 5.1, 5.2, and 5.4: Expenses were paid from one-time federal funds

Action 5.3: This action was not implemented.

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

Actions 5.1, 5.2, and 5.4 were somewhat effective in lowering the suspension rate for students with disabilities by 2.05% between the 21-22 and 23-24 school years as reported on KiDS; the suspension rate on the 2022 California Dashboard was 5.9% and 5.00% on the 2023 California Dashboard. Further, special education students' participation in the general education class increased between the 2021-2022 and 2023-2024 school years. Special education students participating in the general education class 40-100% of the time increased from 76.4% to 88.9% with only 11.10% of special education students participating in the general education classroom 0 to 39% of the time.

Action 5.3 was not implemented during the 2023-24 school year, its effectiveness can not be fully evaluated.

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

Action 5.3 will be changed to provide on-going consultation with the Assistant Superintendent of Student Services to support teachers and paraprofessionals to better support its implementation.

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

# Goals and Actions

## Goal

Goal #	Description
6	The Kernville Union School District will decrease chronic absenteeism and suspensions for socio-economically disadvantaged students and provide services and supports for socio-economically disadvantaged students to demonstrate growth in English-Language Arts and Mathematics.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4A Pupil Achievement of CAASPP: The percentage of students met or exceeded standard on the California Assessment of Student Performance and Progress (CAASPP) English-Language Arts.	37.28% of all students met or exceeded standard as measured by the 2018-2019 CAASPP ELA. 30.97% of Socioeconomically Disadvantaged students met or exceeded standard as measured by the 2018-2019 CAASPP ELA.	No CAASPP Data for 20-21. 38% of all students are on grade level or above grade level as measured by the Spring 2021 iReady Reading Diagnostic. iReady does not track socioeconomically disadvantaged status of students.	29% of all students met or exceeded standard as measured by the 2021-2022 CAASPP ELA. 25% of Socioeconomically Disadvantaged students met or exceeded standard as measured by the 2021-2022 CAASPP ELA. 39% of all students are on grade level or above grade level as measured by the Spring 2022 iReady Reading Diagnostic. iReady does not track socioeconomically disadvantaged status of students.	26% of all students met or exceeded standard as measured by the 2022-2023 CAASPP ELA. 22% of Socioeconomically Disadvantaged students met or exceeded standard as measured by the 2022-2023 CAASPP ELA.	55% of students met or exceeded standard as measured by the 2023-2024 CAASPP ELA. 55% of Socioeconomically Disadvantaged students met or exceeded standard as measured by the 2023-2024 CAASPP ELA.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4A Pupil Achievement of CAASPP: The percentage of students met or exceeded standard on the California Assessment of Student Performance and Progress (CAASPP) Mathematics.	20.36% of all students met or exceeded standard as measured by the 2018-2019 CAASPP Mathematics. 15.09% of Socioeconomically Disadvantaged students met or exceeded standard as measured by the 2018-2019 CAASPP mathematics.	No CAASPP Data for 20-21. 27% of all students are on grade level or above grade level as measured by the Spring 2021 iReady Math Diagnostic. iReady does not track socioeconomically disadvantaged status of students.	18% of all students met or exceeded standard as measured by the 2021-2022 CAASPP Mathematics. 14 % of Socioeconomically Disadvantaged students met or exceeded standard as measured by the 2021-2022 CAASPP mathematics. 26% of all students are on grade level or above grade level as measured by the Spring 2022 iReady Math Diagnostic. iReady does not track socioeconomically disadvantaged status of students.	18% of all students met or exceeded standard as measured by the 2022-2023 CAASPP Mathematics. 14% of Socioeconomically Disadvantaged students met or exceeded standard as measured by the 2022-2023 CAASPP	40% of all students met or exceeded standard as measured by the 2023-2024 CAASPP Mathematics. 40% of Socioeconomically Disadvantaged students met or exceeded standard as measured by the 2023-2024 CAASPP mathematics.
Priority 5A Pupil Engagement Attendance Rates.	92.8% Average Daily Attendance for the 2019-2020 Second Principal Apportionment Report.	83.20% Average Daily Attendance for 2021-2022 Second Apportionment Report.	87.85% Average Daily Attendance for 2022-2023 Second Apportionment Report.	89.69% Average Daily Attendance for 2023-2024 Second Apportionment Report.	95% Average Daily Attendance on the 2023-2024 Second Principal Apportionment Report.
Priority 5B Pupil Engagement Chronic Absenteeism:	Chronic absenteeism is 23.5% as reported on the 2019 California	Chronic Absenteeism is 63% as of May	Chronic absenteeism is 61.2% as reported on the 2022 California	Chronic absenteeism is 46.4% as reported on the 2023 California	Chronic absenteeism is 10% as reported on the 2023-2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic absenteeism for all students, on the California School Dashboard.	School Dashboard (most recent available data). Wallace Elementary School: 29.6% Kernville Elementary School: 13.4% Wallace Middle School: 18.1%	2022 as reported on the KiDS Dashboard: Wallace Elementary School: 62% Kernville Elementary School: 51% Wallace Middle School: 64%	School Dashboard (most recent available data). Wallace Elementary School: 62.8% Kernville Elementary School: 51.9% Wallace Middle School: 63.8%  Chronic absenteeism is 48% as of June 2023 as reported on the KIDS Attendance Overview Dashboard Wallace Elementary : 50% Kernville Elementary : 52% Wallace Middle School: 43%	School Dashboard (most recent available data). Wallace Elementary School: 47.7% Kernville Elementary School: 51.9% Wallace Middle School: 51.9%  Chronic absenteeism is 37.85% as of May 2024 as reported on the KIDS Attendance Overview Dashboard Wallace Elementary : 39.15% Kernville Elementary : 29.31% Wallace Middle School: 38.87%	California School Dashboard Wallace Elementary School: 10% Kernville Elementary School: 10% Wallace Middle School: 10%
Priority 6A School Climate Pupil Suspension Rates.	Suspension rate is 6.5% for all students and 8.1% for SED as reported on the 2019 California School Dashboard (most recent available data).	Suspension rate is .55% for all students and .54% for SED as reported in 2021 KiDS.	Suspension rate is 5.9% for all students and 6.4% for SED as reported on the 2022 California School Dashboard. Suspension rate is 5.4% for all students and 6.5% for SED students as reported in 2023 KiDS.	Suspension rate is 5.3% as reported on the 2023 California School Dashboard (most recent available data). Wallace Elementary School: 1.9% Kernville Elementary School: 0% Wallace Middle School: 13%	Suspension rate is 3% for all students and 3% for socioeconomically disadvantaged students.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Suspension rate is 3.47% as of May 2024 as reported on KiDS Suspension Rate Dashboard. Wallace Elementary: 1.78% Kernville Elementary: 0% Wallace Middle: 7.31%	

## Goal Analysis

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

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

KUSD successfully implemented Goal 6 Actions 6.1, 6.2, 6.3, 6.4. during the 2023-2024 school year.

Actions 6.1, 6.2, 6.3, 6.4:

Action 6.1: Four general education teachers were maintained at Wallace and Kernville Elementary Schools to increase targeted instruction and intervention services to low-income, foster youth, homeless, and English learner students.

Action 6.2: An additional school psychologist was maintained to provide counseling and behavioral support services to students in KUSD.

Action 6.3: Paraprofessionals provided behavior support on afternoon bus routes.

Action 6.4: Cost of Poverty training was provided to all staff, including teachers, paraprofessionals, MOT, principals, cafeteria workers, secretaries, classified management, confidential staff, and district administrators.

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

For Goal 6, the Kernville Union School District conducted an analysis of material differences between budgeted expenditures and estimated actual expenditures. The total budgeted for LCAP Goal 6 was \$618,085. The estimated actual expenditures for 2023-2024 are \$467,239. Expenditures were less than expected by \$150,846. Substantive differences are due to:  
Actions 6.1 and 6.2: Salary and benefits for a school psychologist and 4 general education teachers were lower than anticipated.

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

Actions 6.2, 6.3, and 6.4 were somewhat effective in reducing the suspension rate. The suspension rate from the 2021-2022 to the 2023-2024 school years decreased by 1.2% in the district, 1% at Wallace Elementary School and 2.2% at Wallace Middle School. The suspension rate was maintained at 0% at Kernville Elementary School from the 2021-2022 to the 2023-2024 school years.

Actions 6.1 is considered ineffective from the 2021-2022 to the 2023-2024 school years. The percentage of students exceeding and meeting ELA standards declined 11.28 points for all students and 8.97 points for SED students. The percentage of students exceeding and meeting math standards declined 2.36 points for all students and 1.09 points for SED students.

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

Action 6.1: KUSD has hired permitted teachers working on the earning their teaching credentials. 20% of KUSD teachers are not credentialed. To support new teachers, the district has created Achievement Leaders. Achievement Leaders are experienced teachers who will provide mentoring, coaching, and peer professional development to new teachers. Achievement Leaders will support our new teachers with providing targeted instruction and intervention to low-income, foster youth, and homeless students. This goal has been eliminated from the 2024-25 LCAP and Action 6.1 has been moved to Goal 3 (Action 3.11).  
Action 6.4 will be removed as all KUSD staff members were trained in August 2023.

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

# Instructions

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

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

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

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

#### Metric:

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

#### Baseline:

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

#### Year 1 Outcome:

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

#### Year 2 Outcome:

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

#### Year 3 Outcome:

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

#### Desired Outcome for 2023–24:

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

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

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

### Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education  
November 2023



**Kernville Union School**

DISTRICT

TOGETHER WE MAKE A DIFFERENCE

## Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kernville Union Elementary School District	Dr. Steve Martinez District Superintendent	smartinez@kernvilleusd.org 760.379.3651

## Plan Summary [2024-25]

### General Information

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

The Kernville Union School District, located approximately 48 miles east of Bakersfield through in the rural Kern River Valley, serves approximately 775 students from the communities of Lake Isabella, Kernville, Mt. Mesa/Squirrel Valley, Wofford Heights, and Bodfish. The District operates two elementary schools, a middle school, and a Family Resource Center. Woodrow Wallace Elementary School is the largest of the District’s three schools serving approximately 400 Transitional Kindergarten through fifth grade students. Kernville Elementary School serves approximately 100 Transitional Kindergarten through fifth grade students, and Woodrow Wallace Middle School serves approximately 275 sixth through eighth grade students.

The District’s four significant student populations include students with disabilities, Hispanic, socioeconomically disadvantaged, and white. Of the District’s student population, approximately 18.2% are students with disabilities, 21.6% are Hispanic, 81.8% are socioeconomically disadvantaged, and 70.1% are white. Other student groups include English learners 1.6%, foster youth 2.1%, students experiencing homelessness 4.7%, American Indian 2.9%, Filipino .4%, Asian .5%, Black/African American 2.2%, and 2% are of multiple ethnicities/races.

# Reflections: Annual Performance

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

The California School Dashboard (Dashboard) provides a comprehensive overview of our district's performance across key indicators, including academic proficiency in English-Language Arts (ELA) and mathematics, suspension rates, and chronic absenteeism. These metrics serve as vital markers of our progress in ensuring educational excellence and equity for all students within our district.

The Dashboard offers valuable insights into our students' academic proficiency in ELA and mathematics. While it's encouraging to see areas of strength, we must also acknowledge areas that require improvement. Utilizing the data from iReady math and reading assessments as our local indicator, we can delve deeper into student performance trends and tailor instructional strategies to address specific areas of need.

Monitoring our suspension rate is crucial in creating a safe and inclusive learning environment where every student feels valued and supported. By analyzing trends in disciplinary actions and implementing proactive measures to promote positive behavior, we can work towards reducing suspension rates and fostering a culture of respect and responsibility.

Addressing chronic absenteeism is essential for ensuring that all students have equitable access to education and opportunities for academic success. Through targeted interventions, such as outreach programs and support services, we can collaborate with families and communities to address the underlying factors contributing to absenteeism and promote regular school attendance.

As we move forward, it's essential to leverage the insights gained from the Dashboard and local data assessments to inform our decision-making processes and drive continuous improvement efforts. By fostering a culture of data-informed practice and collaboration among educators, administrators, families, and community stakeholders, we can collectively strive towards achieving our shared goal of excellence in education for every student in the Kernville Union School District.

KUSD achieved several notable successes and challenges identified through the Dashboard and local data analysis. Success include decreasing chronic absenteeism and the suspension rate while improving average daily attendance districtwide. Between the 2021-2022 and 2022-2023 school years, chronic absenteeism decreased by 14.8% for all students, 62.7% for foster youth, 7.1% for students experiencing homelessness, 52.6% for Hispanic students, 50.8% for socioeconomically disadvantaged students, 59.4% for students with disabilities, and for 14.1% for white students. The district's suspension rate also declined by .6% districtwide and declined by 5.3% for foster youth, 6.1% for socioeconomically disadvantaged students, 5.8% for white students, 1.5% for Hispanic students, and 3.3% for students with disabilities, Student attendance increased districtwide from 84.4% in 2021-2022 to 87.9% in 2022-2023 according to the Kern Integrated Data System (KiDS). Foster youth attendance increased from 78.4% to 93.4%, students experiencing homelessness attendance increased from 79.4% to 83.7%, socio-economically disadvantaged student attendance increased from 83.3% to 87%, and students with disabilities attendance increased from 77.7% to 84.9%

KUSD students contain to struggle to regain academic growth experienced prior to the COVID pandemic. Student performance on the English-Language Arts CAASPP declined by 11 points to 68.5 points below standard. Hispanic students declined by 29.3 points, homeless students declined by 55.6 points, socioeconomically disadvantaged students declined by 77.8 points, students with disabilities declined by 10.4 points, and white students declined slightly by 6 points. Student performance on the mathematics CAASPP declined by 6 points to 101.6 points below standard. Hispanic students declined by 19.6 points, homeless students declined by 134.2 points, and students with disabilities declined by 15.5 points. However, white students only declined by 4.7 points and socio-economically disadvantaged students maintained, declining by only 2 points.

KUSD uses iReady as its local English-Language Arts and mathematics assessment. Reading was maintained in both English-Language Arts with 39% of students on grade level in both the 2021-2022 and 2023 school years and math declined slightly from 28% on grade level in 21-22 to 26% on grade level in 22-23.

KUSD has staff and services to address the academic, attendance, and behavioral support needs of our socioeconomically disadvantaged, homeless, English learner, and foster youth student groups in our three schools. To support student behavior interventions and positive student behavior supports for these student subgroups and to reduce the suspension rate, Kernville Elementary has a Teacher In Charge; Wallace Elementary has a Teacher on Special Assignment and a campus supervisor; Wallace Middle School has a vice principal and campus supervisor. Wallace Elementary and Wallace Middle Schools are adjacent to each other and are able to share some supports. Both schools share an alternative to suspension/expulsion teacher and behavior support paraprofessionals to provide students behavior interventions and supports. To support these student groups' with behavior interventions and regular school attendance, KUSD provides communication resources that include the Aeries Student Information System, Parent Square, and school and district websites; staff training with The Leader In Me SEL program; a Family and Community Engagement Liaison; a Family Resource Center Coordinator, one additional school psychologist, and paraprofessionals on bus routes. KUSD hired an attendance clerk, certificated registered nurse, and home to school transportation all to support regular school attendance to reduce chronic absenteeism. To support these students subgroups' academic growth, KUSD provides reading intervention teachers and small class sizes.

All three KUSD schools received at least one lowest performance level. Wallace Elementary School received the lowest performance level for English-Language Arts; Kernville Elementary School received the lowest performance level for chronic absenteeism; and Wallace Middle School received the lowest performance for suspension rate, English-Language Arts, and math. The following student groups received the lowest performance level on one or more state indicators on the 2023 KUSD Dashboard: Hispanic, socioeconomically disadvantaged, and students with disabilities in ELA and math; homeless students in ELA, math, and suspension rate; and all students in math. The following student groups received the lowest performance level on one or more state indicators on their 2023 school Dashboard: Hispanic students in ELA at Wallace Elementary School and Wallace Middle School and math and suspension rate at Wallace Middle School; students with disabilities in ELA and math at Wallace Elementary School and Wallace Middle School; socioeconomically disadvantaged students in ELA at Wallace Elementary School and Wallace Middle School, math and suspension rate at Wallace Middle School, and chronic absenteeism at Kernville Elementary School; and all students in ELA, math, and suspension rate at Wallace Middle School and chronic absenteeism at Kernville Elementary School.

KUSD has red indicators on the 2023 Dashboard and is required to report actions to address the red indicators. The following are the red indicators and the actions addressing the red indicators:

[https://docs.google.com/document/d/1O7a1Gm6XuWVCDG9Ez\\_GBbmULX9MgpHU4WfRysrcC0XY/edit?usp=sharing](https://docs.google.com/document/d/1O7a1Gm6XuWVCDG9Ez_GBbmULX9MgpHU4WfRysrcC0XY/edit?usp=sharing)

## Reflections: Technical Assistance

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

Based on 2022-2023 school year Dashboard metrics, the Kernville Union School District (KUSD) qualified for Differentiated Assistance (DA) for our homeless students under state priority 4, CAASPP ELA and math, and state priority 6, suspension rate. KUSD has collaborated with the Kern County Superintendent of Schools (KCSOS) for Differentiated Assistance support. KCSOS's technical assistance has helped our district create a Continuous Improvement Plan (CIP) that is annually monitored and revised. Our CIP has helped our district address achievement gaps and significantly reduce the number of student groups that qualified KUSD for DA. Student groups qualified KUSD for DA since 2017 - American Indian, foster youth, and socioeconomically disadvantaged students, and students with disabilities- no longer meet the criteria to qualify KUSD for DA. Only homeless students for CAASPP and suspension rate qualify KUSD for DA.

KUSD continues to work with KCSOS on revising and adapting our CIP to meet our current needs. Our CIP has been revised to focus on PBIS behavior interventions and supports, and this is supported through actions 4.3 and 4.8. This focus was chosen because students' behavioral needs in the classroom have brought challenges to good first, Tier I teaching and learning in the classroom. Further KCSOS is providing KUSD support with our community schools expansion and family engagement through the California Collaborative for Educational Excellence's (CCEE) Community Engagement Initiative (CEI). Through our CIP, community schools, and CEI work, KUSD is focused on continuing to improve student outcomes and close inequality and achievement gaps.

## **Comprehensive Support and Improvement**

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

### ***Schools Identified***

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

Woodrow Wallace Middle School is eligible for comprehensive support and improvement.

### ***Support for Identified Schools***

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

KUSD and Wallace Middle School (WMS) are collaborating with the Kern County Superintendent of Schools (KCSOS) to conduct a needs assessment with WMS teachers, administrators, and support staff. The needs assessment was developed by KCSOS and the process was facilitated by a KCSOS Management Analyst. Evidence-based interventions were identified based on the results of the needs assessment and are incorporated into WMS's Single Plan for Student Achievement.

### ***Monitoring and Evaluating Effectiveness***

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

KUSD will monitor and evaluate the identified evidence-based interventions through the Single Plan for Student Achievement (SPSA) process. The SPSA is monitored and evaluated by Wallace Middle School's School Site Council (SSC). WMS's SPSA includes goals, actions, and metrics to support the school's comprehensive support and improvement. The Kern County Superintendent of Schools will continue to provide technical support and assistance with the implementation, monitoring, and evaluation of the identified evidence-based interventions in WMS's SPSA.



# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	4th - 8th grade students at each of our 3 school sites were consulted in developing this LCAP. Students participated in a 4th -5th grade survey and 6th - 8th grade survey March 15th through May 17th. Focus Groups were conducted at Kernville Elementary School on April 8th, 2024; Wallace Elementary School on May 13th, 2024; and Wallace Middle School on May 15th, 2024.
Parents and Families	Parents and families participated in the Superintendent's Advisory Committee. This committee is KUSD's Parent/District Advisory Committee. The committee met October 30, 2023; November 27, 2023; December 11, 2023; January 22, 2024; March 18, 2024; and April 22, 2024. Parents and families also participated in a survey between April 17th and May 17th, 2024.
Teachers-Certificated Staff	Teachers and other bargaining unit certificated staff members who are members of the Kernville Union School Teachers' Association (KUSTA) participated in 2 focus groups on April 8th, 2024 and April 22d, 2024. Staff members also participated in a survey between March 27th and May 17th, 2024.
Classified Staff Members	Classified staff members who are members of CSEA's Thyra Apalatae Memorial Chapter #635 participated in 2 focus groups on April 3rd, 2024 and April 8th, 2024. Classified staff members also participated in a survey between March 27th, 2024 and May 17th, 2024.

Educational Partner(s)	Process for Engagement
Classified Management	Classified management not represented by a bargaining unit participated in two focus groups on April 12th, 2024 and May 9th, 2024.
Confidential Staff Members	Confidential staff members not represented by a bargaining unit participated in a focus group on May 9th, 2024.
Principals and District Administrators	Principals and district administrators participated in a focus group on April 12th, 2024.
SELPA	Kern County SELPA consulted KUSD on December 13th, 2024.

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

Educational partners completed surveys and participated in focus groups with the Superintendent and/or Assistant Superintendent to provide input on KUSD’s LCAP goals, metrics, and actions. This input from educational partners influenced the retention, revision, and addition of actions in the district’s LCAP. Several themes emerged from educational partners’ input.

The need to increase support to teachers and paraprofessionals was an identified theme. Goal 1, actions 1, 2, 4,10, and goal 3, actions 1 and 2 were revised to provide additional training and supports to teachers and paraprofessionals. Goal 1, action 5, goal 3, action 8, and goal 4, action 4 were maintained to support teacher, paraprofessional, and principal training, Goal 1, action 13 was added to support new teachers.

Another theme was providing continued attendance support to chronically absent students. Goal 1, action 8, and goal 2, actions 1, 2, 8, and 11 were maintained to reduce chronic absenteeism.

A third theme was increasing school safety while maintaining tier I, II, and III behavior interventions. Goal 4, actions 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, and 12 were maintained to continue KUSD’s progress with increasing school safety and providing targeted behavior interventions to students in need.

Developing student and family engagement is a newer theme resulting from increased awareness and training during the past two years. Educational partners expressed continued interest of providing direct staff support to students and families and creating a more engaging and personalized school experience for our students. Goal 2, action 7, and goal 3, actions 10 and 11 were maintained to continue the development and support of student and family engagement.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	All students will receive a high quality education and will have access to a standards based instructional program that meets their unique learning needs. The district will maintain teachers are appropriately assigned and fully credentialed; students have continued access to sufficient standards-aligned instructional materials; implementation of state board adopted academic content and performance standards will continue to be implemented, including English Learner access to English Language Development standards to gain academic content knowledge and English language proficiency; students have continued access to a broad course of study; and all school facilities continue to be maintained in good repair.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed to provide the basics services and basic conditions for learning. High quality instruction, access to standards-aligned materials, English Language Development for English Learners, students access to a broad course of study, and functioning, safe, and clean facilities are the foundations for high quality education for all students. Over the past three years, our District has made strides with improving basic services and basic conditions but we still facing some challenges and obstacles to reach our goals. Our District's rural setting combined with the lingering effects of the COVID-19 pandemic have created challenges for recruiting and retaining high quality teachers. Eighty percent of our District's teachers were fully credentialed as reported to CALPADS. Job satisfaction and student connectedness are good indicators for teacher and staff retention. On Spring 2024 sureys, 89% of District staff expressed they enjoy their work, up from 82% on Spring 2021 surveys. When elementary students were asked on a Spring 2024 survey if they like coming to school, 88% of 4th and 5th grade students said yes or sometimes and 68% of 6th-8th grade students said yes or sometimes. Further, 88.1% of elementary students, down from 91.3% on Spring 2021 surveys, and 86% of middle school students, down from 88.5% on Spring 2021 surveys, stated they like their teachers. Quarterly reports on Williams Uniform Complaints, classroom observations, teacher lesson plans, student schedules, and special education students' Individual Education Plans from the 2023-2024 school year indicate 100% of students have access to standards-aligned materials, English Language Development for English Learners, a broad course of study, and sufficient facilities. Sixty-two percent of District staff, up from 60% in 2021, feel they have sufficient resurces and instructional materials to meet the needs of students. The District's goal is to maintain some services and basic conditions for learning while improving others to retain and hire high quality teachers.

In order to ensure students receive a high quality education, we plan to continue to improve the hiring and retention of fully credentialed teachers and support the continued implementation of a standards based instructional program. We will continue to improve teacher retention by providing teacher supports through Achievement Leaders and PLC time. We will continue to support the implementation of a standards based instructional program by maintaining state adopted curriculum, implementing assessments, and providing students with the necessary tools for learning, including an alternative instructional program.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of appropriately assigned teachers Source: CALPADS and Priority 1A	100% 2023-2024 school year			100% 2026-2027 school year	
1.2	Percent of fully credentialed teachers. Source: CALPADS and Priority 1A	80% 2023-2024 school year			90% 2026-2027 school year	
1.3	Percent of student with access to standards-aligned instructional materials. Source: Williams Quarterly Reports and Priority 1B	100% 2023-2024 school year			100% 2026-2027 school year	
1.4	Percent of classrooms teaching Common Core Standards Source: Lesson Plans & Classroom Observations using Digicoach Priority: 2A	100% 2023-2024 school year			100% 2026-2027 school year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Percent of science courses teaching Next Generation Science Standards Source: lesson plans and classroom observations using Digicoach Priority: 1B	100% 2023-2024 school year.			100% 2026-2027 school year.	
1.6	Percent of English learner access to Common Core State Standards and English language development standards. Source: lesson plans and classroom observations using Digicoach Priority: 2B	100% 2023-2024 school year.			100% 2026-2027 school year.	
1.7	Percent of school facilities maintained and in good repair. Source: Facilities Inspection Tool (FIT) Priority 1C	100% 2023-2024 school year.			100% 2026-2027 school year.	
1.8	Percent of students with access to a broad course of study Source: class rosters Priority: 7A	100% 2023-2024 school year.			100% of students have access to a broad course of study evidenced through class rosters during the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					2026-2027 school year.	
1.9	Percent of English learners' ELD support and unduplicated students' targeted intervention and extension activities support. Source: Class Rosters and Priority 7B	100% 2023-2024 school year.			100% of EL students 100% of unduplicated students 2026-2027 school year.	
1.10	Percent of students with disabilities receive access to programs and required services. Source: SIRAS, AERIES, and Priority 7C	100% 2023-2024 school year.			100% 2026-2027 school year.	
1.11	Average distance from standard on the California Assessment of Student Performance and Progress (CAASPP) English-Language Arts Source: California School Dashboard, Priority 4A	During 2022-2023: All students were 68.5 points below standard; Hispanic students were 87 points below standard; Homeless students were 111.8 points below standard; Socioeconomically Disadvantaged students were 77.8 points below standard; Students with Disabilities were 153.6 points below standard			During 2025-2026 All students will be 30 points below standard; Hispanic students will be 45 points below standard; Homeless students will be 55 points below standard; Socioeconomically Disadvantaged students will be 35 points below standard; Students with Disabilities will be	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					75 points below standard	
1.12	Average distance from standard on the California Assessment of Student Performance and Progress (CAASPP) mathematics Source: California School Dashboard, Priority 4A	During 2022-2023: All students were 101.6 points below standard; Hispanic students were 120.8 points below standard; Homeless students were 134.2 points below standard; Socioeconomically Disadvantaged students were 111.1 points below standard; Students with Disabilities were 187.9 points below standard White students were 99.1 points below standard			During 2025-2026: All students will be 55 points below standard; Hispanic students will be 60 points below standard; Homeless students will be 75 points below standard; Socioeconomically Disadvantaged students will be 55 points below standard; Students with Disabilities will be 100 points below standard White students will be 50 points below standard	
1.13	Percent of 5th and 8th grade students meeting and exceeding standards on the California Science Test (CAST) Source: <a href="https://caaspp-elpac.ets.org/caaspp/">https://caaspp-elpac.ets.org/caaspp/</a>	5th grade: 36.56% 8th grade: 15.91%  SED 5th grade: 36.11 8th grade: 13.85%			5th grade: 50% 8th grade: 35%  SED 5th grade: 50% 8th grade: 35%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 4A					
1.14	Attendance Rates Source: Second Apportionment Report and Priority 5A	89.69% Average Daily Attendance all students for 2023-2024  91% for Foster Youth 83% for Homeless Students 91% for English Learners 89% for Socioeconomically Disadvantaged			95% Average Daily Attendance all students for 2026-2027  95% for Foster Youth 90% for Homeless Students 95% for English Learners 95% for Socioeconomically Disadvantaged	
1.15	Chronic Absenteeism Rate Source: California School Dashboard and Priority 5B	46.4% 2022-2023 Wallace Elementary School: 47.7% Kernville Elementary School: 51.9% Wallace Middle School: 51.9% 63.3% for homeless 50.8% for socioeconomically disadvantaged 52.6% Hispanic 59.4% students with disabilities 27.3% foster youth			15% 2025-2026 Wallace Elementary School: 15% Kernville Elementary School: 15% Wallace Middle School: 15% 30% for homeless 15% for socioeconomically disadvantaged 20% Hispanic 25% students with disabilities 15% foster youth	



# Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Coaching and Support for Achievement Leaders and Teacher Training	Provide coaching and support through consultants and training from outside agencies to Achievement Leaders and math, science, and reading instructional practices training to teachers.	\$12,650.00	Yes
1.2	Achievement Leaders Stipend	Provide stipends to 5 Achievement Leaders who will provide teachers mentoring, coaching, and peer professional development using the Trainer of Trainers model. Using data, Achievement Leaders will collaborate with principals to plan, organize, and lead PLCs at each school sites.	\$59,044.00	Yes
1.3	Peer Mentors to New Teachers Stipend	Provide teacher mentors for new teachers participating in the induction program to clear their teaching credentials.	\$14,706.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Curriculum and Supplemental Materials	Maintain state adopted curriculum and supplemental materials.	\$80,000.00	No
1.5	Next Generation Science Curriculum Materials and Training	Maintain NGSS science curriculum and provide training and support.	\$20,000.00	No
1.6	Long Term Independent Study Program	Provide an alternative educational setting option to families through an online long term independent study program. Program includes a teacher and curriculum and supplemental materials.	\$120,437.00	Yes
1.7	Student Supplies for Learning	Provide supplemental learning supplies to foster youth, students experiencing homelessness, English learners, and low-income students.	\$20,000.00	Yes
1.8	Classroom Monitoring Tool	Provide a platform for administrators to monitor progress with LCAP goals and instruction.	\$6,500.00	Yes
1.9	MOT Breakfast Support	MOT support to clean classrooms after breakfast to ensure students are starting the school day with a nutritious meal.	\$81,498.00	Yes
1.10	Home Internet Access for Students	Provide home internet access to unduplicated students.	\$10,000.00	Yes
1.11	New Teacher Orientation	Provide a 3 day orientation for new teachers and new to the district teachers led by Achievement Leaders. This orientation will provide new teachers information about hte district and their school site and trainings and resources on classroom management, lesson planning, and assessments,	\$15,995.00	No

Action #	Title	Description	Total Funds	Contributing
<b>1.12</b>	Library Clerks	Provide three, part-time library clerks to promote literacy and provide access to materials and to provide a safe and structured environment for students during non-instructional time.	\$77,908.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Create conditions for student and family engagement to create positive school climates and educational experiences: Provide students' and families' opportunities in decision making; students are engaged in their learning with an increase in school attendance and a decrease in chronic absenteeism and suspensions.	Broad Goal

**State Priorities addressed by this goal.**

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

**An explanation of why the LEA has developed this goal.**

This goal was developed to continue improving the relationship between our schools and our students and their families. The effects of the COVID-19 pandemic on the relationship between our district, schools, students, and families still lingers. On the Spring 2024 survey, 29.4% of elementary students reported they like attending school and 58.7% reported they sometimes like attending school. This is a decrease from the Spring 2021 survey where 44.3% of elementary school students reported they liked attending school and 50.4% reported they sometimes liked attending school. Only 12% of middle school students reported on the Spring 2024 they like attending school and 56% reported they sometimes like attending school. This is also a decrease down from the Spring 2021 survey where 42.9% of middle school students reported they like attending school and 47.4% reported they sometimes like attending school. The 2023 California School Dashboard reported students' chronic absenteeism rate was 46.4%, nearly double the state's 24.3% rate, and the suspension rate was 5.3%, 2.8% higher than the state. While chronic absenteeism and the suspension rate continues to be high, both are decreasing. Chronic absenteeism decreased from 61.2% to 46.4% and the suspension rate decreased from 5.9% to 5.3% between the 2022 and 2023 California Dashboards.

However there were some positive trends, local surveys and metrics indicate progress in building a positive relationship between families and our schools. A Spring 2024 survey indicated 73.4% of families felt they had opportunities to become involved in their child's school, an increase from 55.1% from the Spring 2021 survey, and 68.4% of families surveyed feel their child is receiving a high quality education, up from 48.5% in 2021. Further, during the 2023-2024 school year, 75% of unduplicated families participated in school events and 100% of families participated in IEP meetings. However, only 1% of families participate in the selection of committee members.

When compared to Spring 2021 surveys, Spring 2024 student and parent/guardian surveys demonstrate some improvement with students' perception of safety at school but some decline with parent/guardian perception. Spring 2024 parent/guardian and student survey results reported 88% of elementary students felt safe at school, up from 66.1% in Spring 2021; 76% of middle school students felt safe at school, up from 53.8% in Spring 2021; and 63% of parents felt their child was safe at school, down from 68% in Spring 2021.

The Kernville Union School District has been identified for Differentiated Assistance (DA) based on the outcomes of homeless students. CAASPP ELA and mathematics were two of the identified areas. On the 2022-2023 CAASPP, 23% of homeless students met standards in ELA and only 5% met standards in mathematics. The third identified area for homeless students was suspension rate for homeless students. The suspension rate for homeless students during the 2022-2023 school year was 4.17% in KUSD and 20% at Wallace Middle School.

Further, unduplicated students chronic absenteeism and suspension rates were higher than non-unduplicated students and performed behind non-unduplicated students on the CAASPP. During the 2022-2023 school year, the chronic absenteeism rate for unduplicated students was 52% compared to 26% for unduplicated students; the suspension rate for unduplicated students in 22-23 was 6.39% compared to .68% for non-unduplicated students.

KUSD will create engaging experiences and positive school environments for students and families by providing additional supports and resources, making personal connections and increasing communication with families. Continuing to increase student and family engagement and connectedness will create a more positive school culture that will continue to reduce chronic absenteeism and suspensions, and increase overall student engagement through regular school attendance. We will offer additional opportunities for student and family engagement and provide home to school transportation to increase student attendance.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percent of parents and family participation in the selection of committee members Source: Election Records, Committee Rosters, Priority 3A	1% 2023-2024 school year.			50% 2026-2027 school year.	
2.2	Percent of unduplicated parents and families participating in school events Source: Sign in Sheets and Priority 3B	75% 2023-2024 school year.			90% 2026-2027 school year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Percent of parents and guardians participating in IEP meetings Source: SIRAS, CALPADS, and Priority 3C	100% 2023-2024 school year.			100% 2026-2027 school year.	
2.4	Attendance Rate Source: Second Apportionment report and Priority 5A	89.69% Average Daily Attendance all students for 2023-2024  91% for Foster Youth 83% for Homeless Students 91% for English Learners 89% for Socioeconomically Disadvantaged			95% Average Daily Attendance all students for 2026-2027  95% for Foster Youth 90% for Homeless Students 95% for English Learners 95% for Socioeconomically Disadvantaged	
2.5	Suspension rate Source: California School Dashboard and Priority 6A	5.3% 2022-2023  6.1% for homeless students; 8.3% for foster youth 6.1% socioeconomically disadvantaged 5.8% white 3.9% Hispanic 5% students with disabilities			3% for 2025-2026  3% for homeless students; 3% for foster youth 3% socioeconomically disadvantaged 3% white 3% Hispanic 3% students with disabilities	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Chronic Absenteeism Rate Source: California School Dashboard and Priority 5B	46.4% 2023-2024 63.3% for homeless 50.8% for socioeconomically disadvantaged 52.6% Hispanic 59.4% students with disabilities			15% 2025-2026 30% for homeless 15% for socioeconomically disadvantaged 20% Hispanic 25% students with disabilities	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Attendance Clerk	Salary and benefits for one, 7 hour attendnace clerk to assist principals and secretaries monitor student attendance and provide assistance to students and families that are chronically absent to promote regular, school attendance.	\$46,278.00	Yes
2.2	Communication with Parents and Families	Maintain the Aeries Student Information System, Parent Square communication system, district and school websites, and mailings to keep parents and families informed of their students' academic and behavioral progress and also inform about important events.	\$5,000.00	Yes
2.3	Family Engagement Nights	Provide Family Engagement Nights a minimum of 3 times eah year at each school site. Cost include supplies, staffing, and dinner to encourage family attendance.	\$10,000.00	Yes
2.4	Parent and Family Trainings	A minimum of 3 parent and family trainings focused on support students of academics and behavior at home and use of technology resources (ie: Parent Square, Aeries).	\$10,000.00	No
2.5	Stipends for Coaches and Advisors for Extracurriculuar Activities	Provide stipends to certificated and classified athletic coaches and extracurricular activities.	\$19,984.00	No
2.6	Certificated Registered Nurse	Provide a full time certificated and credentialed registered nurse nurse. Total funds include salary and benefits.	\$147,395.00	Yes
2.7	Family and Community Engagement Liaison (FACE)	Provide one, 7 hour FACE liaison to coordinate and assist district families with engagement with their schools. Total funds include salary and benefits.	\$69,166.00	Yes
2.8	Home to School Transportation	Provide home to school transportation. Total funds include salaries, benefits, fuel and maintenance of buses and vans.	\$245,205.00	Yes



Action #	Title	Description	Total Funds	Contributing
<b>2.9</b>	Visitor Management System	Provide a visitor management system for students' and staff safety.	\$2,500.00	No
<b>2.11</b>	Family Advocate at the Family Resource Center	Provide one full time Family Advocate to support student attendance and parent/family engagement.	\$150,940.00	No
<b>2.12</b>	Family Resource and Wellness Center Director	Provide one, full time Family Resource and Wellness Center Director to support student attendance and parent/family engagement. Total funds include salary and benefits	\$143,253.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	All students, including unduplicated and homeless students, will demonstrate academic growth in all content areas and English learners will demonstrate growth towards English proficiency.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Kernville Union School District has been identified for Differentiated Assistance (DA) based on the outcomes of homeless students. CAASPP ELA and mathematics were two of the identified areas. The COVID-19 pandemic reversed the progress KUSD students made on the English-Language Arts and mathematics CAASPP. On the 2022-2023 CAASPP, 23% of homeless students met standards in ELA and only 5% met standards in mathematics. Students' meeting and exceeding standards on the CAASPP ELA declined 11.8% between 2019 and 2023, from 37.8% to 26%. Students' meeting and exceeding standards on the CAASPP mathematics also declined 2.36% during the same period from 20.36% to 18%. The decline for KUSD students on the ELA CAASPP was more than double when compared to other students in California. The percentage of California students meeting and exceeding ELA standards on the CAASPP declined 4.21% between 2019 and 2023. Although the decline on the mathematics CAASPP was less than other students in California, KUSD students are still performing significantly behind other students in California with only 18% of KUSD meeting and exceeding standards on the 2023 mathematics CAASPP compared to 34.62% of California students.

KUSD uses iReady reading and mathematics as our local assessments. These assessments are given during 4 windows throughout the school year. During the Fall 2023 reading assessment period, 26% of students were 3 or more grade levels below, 15% were two grade levels below, 36% were one grade level below, 12% were early on grade level, and 12% were at mid or above grade level. During the Spring 2024 reading assessment period, 16% of students were 3 or more grade levels below, 13% were two grade levels below, 30% were one grade level below, 20% were early on grade level, and 21% were at mid or above grade level. During the Fall 2023 mathematics assessment, 28% of students were 3 or more grade levels below, 16% were two grade levels below, 44% were one grade level below, 9% were early on grade level, and 4% were at mid or above grade level. During the Spring 2024 mathematics assessment, 17% of students were 3 or more grade levels below, 11% were two grade levels below, 41% were one grade level below, 17% were early on grade level, and 14% were at mid or above grade level. KUSD students demonstrated growth between the Fall 2023 and Spring 2024 iReading reading and mathematics assessments. Students grew 17% in reading and 18% in mathematics. However, a majority of KUSD students, 59% in reading and 69% in mathematics, are one or more grade levels behind as measured on the Spring 2024 reading and mathematics iReady assessments. KUSD students need additional targeted instruction and intervention supports to close the achievement gap with their peers.

While English Learners are not a significant subgroup, less than 2% of the student population, the District implements ELD instructional strategies and supports to help students qualify for redesignation.

Preparing our students for careers in the growing STEM fields is a priority and student learning and progress should be monitored to support our students. Students should have opportunities for career exploration as early as possible, particularly in middle school.

To continue to promote a healthy lifestyle and physical fitness, KUSD will promote and monitor students' full participation in the California Physical Fitness Test.

The elementary and middle school Achievement Leaders, the English language development coordinator, and professional development for teachers, paraprofessionals, and principals will ensure students have appropriate access to courses.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Average distance from standard on the California Assessment of Student Performance and Progress (CAASPP) English-Language Arts Source: California School Dashboard, Priority 4A	During 2022-2023: All students were 68.5 points below standard; Hispanic students were 87 points below standard; Homeless students were 111.8 points below standard; Socioeconomically Disadvantaged students were 77.8 points below standard; Students with Disabilities were 153.6 points below standard; Foster youth were 117.6 points below standard			During 2025-2026 All students will be 30 points below standard; Hispanic students will be 45 points below standard; Homeless students will be 55 points below standard; Socioeconomically Disadvantaged students will be 35 points below standard; Students with Disabilities will be 75 points below standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Average distance from standard on the California Assessment of Student Performance and Progress (CAASPP) mathematics Source: California School Dashboard, Priority 4A	During 2022-2023: All students were 101.6 points below standard; Hispanic students were 120.8 points below standard; Homeless students were 134.2 points below standard; Socioeconomically Disadvantaged students were 111.1 points below standard; Students with Disabilities were 187.9 points below standard White students were 99.1 points below standard Foster youth 133.3 points below standard			During 2025-2026: All students will be 55 points below standard; Hispanic students will be 60 points below standard; Homeless students will be 75 points below standard; Socioeconomically Disadvantaged students will be 55 points below standard; Students with Disabilities will be 100 points below standard White students will be 50 points below standard	
3.3	Percent of English Learners redesignated as Fluent English Proficient. Source: KiDS and Priority 4F	0% 2022-2023 school year			20% 2025-2026 school year	
3.4	Percent of students demonstrating growth or maintaining current level on the English Language Proficiency Assessments	No performance color (less than 11 students)			50% if the district is eligible for a performance level	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	for California (ELPAC) Source: <a href="https://caaspp-elpac.ets.org/elpac/">https://caaspp-elpac.ets.org/elpac/</a> and Priority 4E					
3.5	Percent of 5th and 7th grade students participating in the California Physical Fitness Test (PFT) Source: Wallace Elementary, Kernville Elementary, and Wallace Middle School SARCs and Priority 8	100% in 2022-2023 school year			100% in 2025-2026 school year	
3.6	Percent of 5th and 8th grade students meeting and exceeding standards on the California Science Test (CAST) Source: <a href="https://caaspp-elpac.ets.org/caaspp/">https://caaspp-elpac.ets.org/caaspp/</a> and Priority 4A	5th grade: 36.56% 8th grade: 15.91%  SED 5th grade: 36.11 8th grade: 13.85%			5th grade: 50% 8th grade: 35%  SED 5th grade: 50% 8th grade: 35%	
3.7	Percent of middle school students participating in at least one career and technical education elective between 6th and 8th grades Source: Class rosters and Priority 7A	100% 2023-2024 school year			100% 2026-2027 school year	

# Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Middle School Achievement Leader	One Achievement Leader will provide targeted math and reading intervention to unduplicated students and provide mentoring, coaching on working with unduplicated students, and peer professional development to using the Trainer of Trainers model. Using data, Achievement Leaders will collaborate with principals to plan, organize, and lead analyzing of data during PLCs. Total funds include salary and benefits.	\$114,392.00	Yes
3.2	Three Wallace Elementary Achievement Leaders	Achievement Leaders will provide targeted math and reading intervention to unduplicated students and provide mentoring, coaching on working with unduplicated students, and peer professional development to using the Trainer of Trainers model. Using data, Achievement Leaders will collaborate with principals to plan, organize, and lead analyzing of data during PLCs. Total funds include salary and benefits.	\$416,298.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Middle School Physical Education Teacher	Provide a physical education teacher to promote health and fitness to middle school students. Total Funds include salary and benefits.	\$142,096.00	No
3.4	Elementary Art and Physical Education Teacher	Provide an art/physical education teacher to 4th and 5th grade elementary students to promote art education, health, and physical activity. Total Funds include salary and benefits.	\$85,641.00	No
3.5	Data Manager and Reporting Technician	Data Manager and Reporting Technician coordinates student behavior and academic data for analysis by principals and teachers to inform interventions. Total Funds include salary and benefits.	\$90,559.00	Yes
3.6	Tier II and Tier III Intervention Materials and Intervention paraprofessional support.	Provide supplemental intervention materials for students in tier II and tier III reading and math interventions. Provide 9 part-time paraprofessionals to support kindergarten teachers and 1st- 8th grade teachers with tier II and tier III student reading and math interventions.	\$87,093.00	Yes
3.7	English Language Development Coordinator	English Language Development Coordinator to provide ELD training and support to teachers and paraprofessionals working with English Learners. This is part of the the salary of a multi-funded, multi-responsibility position.	\$2,052.00	Yes
3.8	Professional Development for Teachers, Paraprofessionals, and Principals	Provide iReady assessments, SBAC interim assessments, and reading and math training to support targeted reading and math interventions.	\$6,000.00	Yes
3.9	State and Local Assessments Coordinator	Coordinator for the state assessments: CAASPP, CAST, and PFT and local benchmark assessments. Coordinator will coordinate and provide training and support to teachers, paraprofessionals, and principals for administering state and local assessments.	\$9,723.00	No

Action #	Title	Description	Total Funds	Contributing
3.10	Career and Technical Electives for Middle School Students	Provide curriculum and materials to middle school students for career and technical education electives.	\$3,000.00	No
3.11	Four General Education Teachers	Provide small group instruction and targeted intervention services in reading and mathematics to unduplicated, including homeless, students. These teachers will receive on-going coaching, mentoring, and training from Achievement Leaders. Achievement Leaders will support our new teachers with providing targeted instruction and intervention to low-income, foster youth, and homeless students. Total funds include salaries and benefits.	\$470,982.00	Yes
3.12	Achievement Leader at Kernville Elementary School	The Achievement Leader will support teachers and paraprofessionals in their continued growth and development to provide academic intervention and behavioral support to all students including low-income, foster youth, English learners, and students experiencing homelessness. Total funds include salary and benefits.	\$140,675.00	Yes
3.13	Formative, Diagnostic, and Benchmark Assessments	Student academic assessments to inform and guide teacher instruction and targeted tiered interventions and extension activities for all students. Assessments allow teachers to monitor students' academic progress in reading and mathematics.	\$65,000.00	Yes



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	Provide targeted (tier 2) and intensive (tier 3) social, emotional, and mental health support to all students, including unduplicated and homeless students, and staff in order to increase pupil engagement and improve school climate.	Broad Goal

**State Priorities addressed by this goal.**

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

**An explanation of why the LEA has developed this goal.**

This goal was developed to provide mental wellness supports to students and staff. During the 2023-2024 school year, school counselors received 448 student referrals for support with grief, substance abuse, academic support, emotional support, attendance, behavior support and intervention, anger management, and restorative justice. The Family Resource Center received 85 referrals during the 2024-2025 school year from District staff for additional social service supports. On the Spring 2024 KUSD parent and family survey, 32% of parents reported their child needs additional mental wellness support. On the 2023-2024 California Healthy Kids Survey (CHKS), 36% of surveyed middle school students reported chronic sad or hopeless feelings and 11% reported seriously considering suicide over the past 12 months. On the 2023-2024 CHKS, 49% of surveyed elementary students reported frequent sadness some of the time, 14% reported frequent sadness most of the time, and 4% frequent sadness all of the time. On the 2023-2024 CHKS for staff, 59% of surveyed staff reported student depression or other mental health issues are a moderate or severe problem in our schools and 40% of surveyed staff survey disagree and strongly disagree with the statement that students feel hopeful about the future.

Certificated and classified staff members expressed struggling with work-life balance as a major concern. The needs of students and families are so great that that student and family needs blur the line between work and home.

In order to increase pupil engagement and improve school climate, we will use a SEL screening tool to identify students in need of interventions; we will provide staff to implement behavioral supports and interventions; we will provide staff with ongoing training on The Leader in Me social skills program, and we will implement a staff mental wellness plan with trainings and strategies to help our staff successfully manage stress and achieve better work-life balance.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.8	Suspension rate Source: California School Dashboard and Priority 6A	5.3% 2022-2023 for all students  6.1% for homeless students; 8.3% for foster youth 6.1% socioeconomically disadvantaged 5.8% white 3.9% Hispanic 5% students with disabilities			3% for 2025-2026 for all students  3% for homeless students; 3% for foster youth 3% socioeconomically disadvantaged 3% white 3% Hispanic 3% students with disabilities	
4.9	Chronic Absenteeism Rate Source: California School Dashboard and Priority 5B	46.4% 2022-2023 Wallace Elementary School: 47.7% Kernville Elementary School: 51.9% Wallace Middle School: 51.9% 63.3% for homeless 50.8% for socioeconomically disadvantaged 52.6% Hispanic 59.4% students with disabilities 27.3% foster youth			15% 2025-2026 Wallace Elementary School: 15% Kernville Elementary School: 15% Wallace Middle School: 15% 30% for homeless 15% for socioeconomically disadvantaged 20% Hispanic 25% students with disabilities 15% foster youth	
4.10	Attendance Rates Source: Second Apportionment Report and Priority 5A	89.69% Average Daily Attendance all students for 2023-2024			95% Average Daily Attendance all	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		91% for Foster Youth 83% for Homeless Students 91% for English Learners 89% for Socioeconomically Disadvantaged			students for 2026-2027  95% for Foster Youth 90% for Homeless Students 95% for English Learners 95% for Socioeconomically Disadvantaged	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	SEL Screening Tool	Administer the evidence based Satchel Pulse social emotional learning screening tool for teachers to review and assess their students SEL status and needs at least one time each trimester.	\$12,650.00	Yes
4.2	Alternative to Suspension/Expulsion Teacher and Classroom.	Credentialed teacher to provide an alternative to suspension and expulsion for elementary and middle school students at Wallace Elementary and Wallace Middle Schools. Total funds include salary and benefits.	\$115,631.00	Yes
4.3	Middle School Vice Principal	Middle School Vice Principal to provide tier I, II, and III interventions and behavior supports to students. The Vice Principal will implement restorative justice practices to students and teach to staff. Total Funds includes salary and benefits.	\$163,980.00	Yes
4.4	CPI Training	Crisis Prevention and Intervention training to teachers and support staff members who regularly handle extreme student behaviors. CPI will train staff members in strategies to de-escalate extreme student behaviors.	\$30,297.00	Yes
4.5	Wallace Elementary School Teacher On Special Assignment (TOSA)	Wallace Elementary TOSA will continue to provide tier I, II, and III interventions and behavior supports to students, and implement restorative justice practices to students. The TOSA will provide academic coaching and modeling and facilitate academic planning and behavior interventions with teachers. Total funds include salary and benefits.	\$128,789.00	Yes
4.6	Counselors	Provide a counselor at Wallace Elementary and Wallace Middle School to provide behavior supports and interventions to students in tiers II and III. Total Funds includes salary and benefits.	\$226,671.00	Yes
4.7	Social Worker	Provide a District social worker to provide tiers II and III behavior and social supports to students and families and provide ACES aware and trauma informed training to teachers, principals, and support staff. Total Funds include salary and benefits.	\$151,141.00	No

Action #	Title	Description	Total Funds	Contributing
<b>4.8</b>	The Leader In Me Training	Ongoing training for experienced staff and implementation for new staff with The Leader In Me social skills program. This program also teaches the 7 Habits of Highly Effective Habits to teachers, principals, and support staff to utilize in their personal practice.	\$31,695.00	Yes
<b>4.9</b>	Campus Supervisors	Provide one campus supervisor at Wallace Elementary and one campus supervisor at Wallce Middle to provide additional behavior intervention supports to students. Total funds include salary and benefits.	\$129,770.00	Yes
<b>4.10</b>	Behavior Support Paraprofessionals	Two, 7 hour behavior support paraprofessionals for the alternative to suspension/expulsion classroom, Total funds include salary and benefits.	\$102,281.00	Yes
<b>4.11</b>	School Psychologist	School psychologist to support Tier I, II, and III behavior interventions for unduplicated students, including homeless students.	\$128,746.00	No
<b>4.12</b>	Paraprofessional time on school buses	Additional time for paraprofessionals to provide behavior support and interventions on school buses.	\$19,815.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5	The Kernville Union School District will decrease suspensions of students with disabilities (SWD), will meet Individual Education Plan (IEP) timelines, and increase time students with disabilities (SWD) spend in the general education classroom.	Maintenance of Progress Goal

State Priorities addressed by this goal.

<p>Priority 6: School Climate (Engagement)          Priority 7: Course Access (Conditions of Learning)</p>
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An explanation of why the LEA has developed this goal.

The Kernville Union School District has been identified under Intensive Level 1 for special education Compliance and Improvement Monitoring (CIM) requiring intervention to meet the requirements of IDEA, Part B. This goal was developed to continue the district's progress in meeting IDEA, Part B and KUSD's CIM Plan. KUSD has demonstrated progress, moving from Intensive Level 2 to Intensive Level 1 for CIM and no longer qualifying for Differentiated Assistance (DA) after 3 years of qualifying for students with disabilities (SWD). Identified areas are for Late IEPs/Initials and No Improvement and disproportionate representation of students with disabilities (SWD) for suspension. Identification for late IEPs/initials and no improvement is based on LEAs who have students waiting longer than 120 days past the deadline for IEPs and assessments and have not made progress to reduce the number of students waiting on IEPs or assessments since October 2021. Identification of disproportionate representation of SWD for suspension is based on the higher suspension rate of SWD than all students.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Suspension rate Source: California School Dashboard and Priority 6A	5.3% 2022-2023 for all students  6.1% for homeless students; 8.3% for foster youth 6.1% socioeconomically disadvantaged 5.8% white 3.9% Hispanic			3% for 2025-2026 for all students  3% for homeless students; 3% for foster youth 3% socioeconomically disadvantaged 3% white	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5% students with disabilities			3% Hispanic 3% students with disabilities	
5.2	Percent of students with disabilities participating in general education Source: SIRAS and CALPADS, Priority 7C	During the 2023-2024 school year, 11.10% 0 to 39% of the time 22.20% 40 to 79% of the time; 66.70% 80 to 100% of the time.			During the 2026-2027 school year, 11% 0 to 39% of the time 19% 40 to 79% of the time; 70% 80 to 100% of the time.	
5.3	Percent and number of IEPs overdue Source: SIRAS and CALPADS, Priority 7C	2.46% and 4 IEPs, 2023-2024 school year.			0% and 0 IEPs will be overdue 2026-2027 school year	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Inclusion Training for General Education Teachers and Paraprofessionals	Training for general education teachers and paraprofessionals on supporting inclusion of special needs students in the general education classroom.	\$10,000.00	No
5.2	Training for Special Education Teachers and Paraprofessionals	Training for special education teachers and paraprofessionals on supporting the inclusion of special needs students in the general education classroom.	\$10,000.00	No
5.3	Special Education Support and Consultation for Principals	Special education training, support, and consultation for principals from the Assistant Superintendent on supporting general education and special education teachers with inclusion of special needs students in the general education classroom.	\$10,000.00	No
5.4	Special Needs Paraprofessionals for Inclusion of Special Needs Students	Nine paraprofessionals to support inclusion of special needs students in general education classrooms. Total funds include salary and benefits.	\$92,487.00	No



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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2,617,581	\$314,619

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
34.063%	3.515%	\$280,248.79	37.578%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p><b>Action:</b> Coaching and Support for Achievement Leaders and Teacher Training</p> <p><b>Need:</b> Both the Socieconomically disadvantaged and Homeless student groups are in the lowest performance level ( Red ) for ELA and math. For ELA, SED are 77.8 points below standard and Homeless are 111.8 below standard, whereas the all student group is at 68.5 points</p>	Provide coaching and support through consultants and training from outside agencies to Achievement Leaders and math, science, and reading instructional practices training to teachers. Other student groups that struggle with math, science and reading and would benefit from their tecahers being trained in these areas therefore we will we will provide this action on a LEA-wide basis.	1.11, 1.12 for SED and Homeless student groups

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>below standard. For math, SED are 111.1 points below standard and Homeless are 134.2 points below standard, whereas the all student group is at 101.6 points below standard. From our educational partners, teachers have shared the need for training and support with academic intervention and behavior to support students.</p> <p><b>Scope:</b> LEA-wide</p>		
1.2	<p><b>Action:</b> Achievement Leaders Stipend</p> <p><b>Need:</b> Both the Socioeconomically disadvantaged and Homeless student groups are in the lowest performance level ( Red ) for ELA and math. For ELA, SED are 77.8 points below standard and Homeless are 111.8 below standard, whereas the all student group is at 68.5 points below standard. For math, SED are 111.1 points below standard and Homeless are 134.2 points below standard, whereas the all student group is at 101.6 points below standard. From our educational partners, teachers have shared the need for support from experienced teachers with academic intervention and behavior to support students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Provide stipends to 5 Achievement Leaders who will provide teachers mentoring, coaching, and peer professional development using the Trainer of Trainers model. Using data, Achievement Leaders will collaborate with principals to plan, organize, and lead PLCs at each school sites. It is provided on an LEA-wide basis because other student groups are in need of academic and behavior supports and would benefit from increased teacher efficacy; therefore we will provide this action LEA-wide.</p>	1.11, 1.12 for SED and Homeless student groups

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p><b>1.6</b></p>	<p><b>Action:</b> Long Term Independent Study Program</p> <p><b>Need:</b> Both the Foster Youth and Homeless Student Groups are in the Low performance level (Orange) for Chronic Absenteeism. Foster Youth are 27.3% chronically absent based on the 2023 Dashboard and Homeless are 63.3% chronically absent, whereas the All Student group is in the Medium Performance level. From our educational partners, parents and families want to have a virtual alternative to in-person class to meet the needs of their families.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Provide an alternative educational setting option to families through an online long term independent study program so that learning can continue for families that have unique needs. Other student groups struggle with consistent attendance and providing an alternative to in-person attendance would provide an alternative to chronically absent pupils. Therefore we will provide this action LEA-wide.</p>	<p>1.14, 1.15 for Foster Youth and Homeless student groups</p>
<p><b>1.8</b></p>	<p><b>Action:</b> Classroom Monitoring Tool</p> <p><b>Need:</b> Both the Socioeconomically disadvantaged and Homeless student groups are in the lowest performance level ( Red ) for ELA and math. For ELA, SED are 77.8 points below standard and Homeless are 111.8 below standard, whereas the all student group is at 68.5 points below standard. For math, SED are 111.1 points below standard and Homeless are 134.2 points below standard, whereas the all student group is at 101.6 points below standard. From our educational partners, teachers have shared the need for readily</p>	<p>Provide a platform for administrators to monitor progress with LCAP goals and instruction so that teachers can be provided with feedback to support improved instructional practices. Other student groups struggling in ELA and math would benefit from improved instructional practices. Therefore we will provide this action LEA-wide.</p>	<p>1.11, 1.12 for SED and Homeless student groups</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>available feedback to improve their practice and guide instruction.</p> <p><b>Scope:</b> LEA-wide</p>		
1.9	<p><b>Action:</b> MOT Breakfast Support</p> <p><b>Need:</b> Both the Foster Youth and Homeless Student Groups are in the Low performance level (Orange) for Chronic Absenteeism. Foster Youth are 27.3% chronically absent based on the 2023 Dashboard and Homeless are 63.3% chronically absent, whereas the All Student group is in the Medium Performance level. From our educational partners, teachers principals, and families shared students are more inclined to eat breakfast in the classroom than have the option to eat breakfast in the cafeteria before school.</p> <p><b>Scope:</b> LEA-wide</p>	<p>MOT support to clean classrooms after breakfast to ensure students are starting the school day with a nutritious meal. Other student groups struggle with chronic absenteeism and would benefit from removing food insecurity as an obstacle to learning. Therefore we will provide this action LEA-wide.</p>	<p>1.14, 1.15 for Foster Youth and Homeless student groups</p>
1.12	<p><b>Action:</b> Library Clerks</p> <p><b>Need:</b> Both the Socieconomically disadvantaged and Homeless student groups are in the lowest performance level ( Red ) for ELA. SED are 77.8 points below standard and Homeless are</p>	<p>Provide three, part-time library clerks to promote literacy and provide access to materials and to provide a safe and structured environment for students during non-instructional time. Other student groups need a structured environment to reduce unwanted behaviors and to improve literacy skills; therefore this action is provided on a LEA-wide basis.</p>	<p>2.5 for SED and Homeless student groups</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>111.8 below standard, whereas the all student group is at 68.5 points below standard. For Suspension, the Homeless student group is in the lowest performance level (Red) with 6.1% of homeless students being suspended at least one day. Foster Youth and Socioeconomically Disadvantaged students are in the Low Performance Level (Orange) for suspension. Foster Youth students had 8.3% suspended at least one day and SED students had 6.1% suspended at least one day, whereas the “All student group” has a Medium performance level (Yellow) 5.3% of the “all student” group being suspended at least one day.</p> <p>From educational partners, teachers, parents, and families shared the need for more opportunities to read and receive support with reading.</p> <p><b>Scope:</b> LEA-wide</p>		
2.1	<p><b>Action:</b> Attendance Clerk</p> <p><b>Need:</b> Both the Foster Youth and Homeless Student Groups are in the Low performance level (Orange) for Chronic Absenteeism. Foster Youth are 27.3% chronically absent based on the 2023 Dashboard and Homeless are 63.3% chronically absent, whereas the All Student group is in the Medium Performance level. From educational partners, our teachers and</p>	<p>An attendance clerk to assist principals and secretaries monitor student attendance and provide assistance to students and families that are chronically absent to promote regular, school attendance. Other student groups struggling with chronic absenteeism would benefit from monitoring and assistance to promote regular school attendnace; therefore this action is provided on a LEA-wide basis.</p>	<p>2.4, 2.6 for Foster Youth and Homeless student groups</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>classified staff have shared the need to improve regular school attendance of our unduplicated students by providing assistance to Foster youth and homeless students and families in need.</p> <p><b>Scope:</b> LEA-wide</p>		
2.2	<p><b>Action:</b> Communication with Parents and Families</p> <p><b>Need:</b> Both the Foster Youth and Homeless Student Groups are in the Low performance level (Orange) for Chronic Absenteeism. Foster Youth are 27.3% chronically absent based on the 2023 Dashboard and Homeless are 63.3% chronically absent, whereas the All Student group is in the Medium Performance level. For Suspension, the Homeless student group is in the lowest performance level (Red) with 6.1% of homeless students being suspended at least one day. Foster Youth and Socioeconomically Disadvantaged students are in the Low Performance Level (Orange) for suspension. Foster Youth students had 8.3% suspended at least one day and SED students had 6.1% suspended at least one day, whereas the “All student group” has a Medium performance level (Yellow) 5.3% of the “all student” group being suspended at least one day. From educational partners, principals and teachers shared parents and families struggle to participate in meaningful engagement activities.</p>	<p>Maintain the Aeries Student Information System, Parent Square communication system, district and school websites, and mailings to keep parents and families informed of their students' academic and behavioral progress and also inform about important events. Other student groups struggling with chronic absenteeism and suspensions would benefit from frequent and regular communication with parents and families to build stronger relationships with teachers and support staff and connections to their schools; therefore, this action is provided on a LEA-wide basis.</p>	2.4, 2.5, 2.6 for Foster Youth, SED, and Homeless student groups

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> LEA-wide</p>		
<p><b>2.3</b></p>	<p><b>Action:</b> Family Engagement Nights</p> <p><b>Need:</b> Both the Foster Youth and Homeless Student Groups are in the Low performance level (Orange) for Chronic Absenteeism. Foster Youth are 27.3% chronically absent based on the 2023 Dashboard and Homeless are 63.3% chronically absent, whereas the All Student group is in the Medium Performance level. For Suspension, the Homeless student group is in the lowest performance level (Red) with 6.1% of homeless students being suspended at least one day. Foster Youth and Socioeconomically Disadvantaged students are in the Low Performance Level (Orange) for suspension. Foster Youth students had 8.3% suspended at least one day and SED students had 6.1% suspended at least one day, whereas the “All student group” has a Medium performance level (Yellow) 5.3% of the “all student” group being suspended at least one day. From educational partners, principals and teachers shared parents and families struggle to participate in meaningful activities to support their child's learning.</p> <p><b>Scope:</b></p>	<p>Provide Family Engagement Nights a minimum of 3 times each year at each school site. Other student groups struggling with chronic absenteeism and suspensions would benefit from participating in meaningful activities to support their child's learning; therefore, this action is provided on a LEA-wide basis.</p>	<p>2.2, 2.4, 2.5, 2.6 for Foster Youth, SED, and Homeless student groups</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.6	<p><b>Action:</b> Certificated Registered Nurse</p> <p><b>Need:</b> Both the Foster Youth and Homeless Student Groups are in the Low performance level (Orange) for Chronic Absenteeism. Foster Youth are 27.3% chronically absent based on the 2023 Dashboard and Homeless are 63.3% chronically absent, whereas the All Student group is in the Medium Performance level. From educational partners, teachers and principals shared the need to provide immediate consultation with the nurse to promote provide better access to health services.</p> <p><b>Scope:</b> LEA-wide</p>	Provide a full time certificaed and credentialed registered nurse nurse. Other student groups struggling with chronic absenteeism would benefit consultation with the nurse to promote health and regular school attendance; therefore, this action is provided on a LEA-wide basis.	2.4, 2.6 for Foster Youth and Homeless student groups
2.7	<p><b>Action:</b> Family and Community Engagement Liaison (FACE)</p> <p><b>Need:</b> Both the Foster Youth and Homeless Student Groups are in the Low performance level (Orange) for Chronic Absenteeism. Foster Youth are 27.3% chronically absent based on the 2023 Dashboard and Homeless are 63.3% chronically absent, whereas the All Student group is in the Medium Performance level.</p>	One FACE liaison to coordinate and assist district families with school engagement by connecting families with schools to encourage improved engagement. Other student groups struggling with chronic absenteeism and suspensions would benefit from the support and assistance provided by a FACE liaison; therefore, this action is provided on a LEA-wide basis.	2.4, 2.5, 2.6 for Foster Youth, SED, and Homeless student groups



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>For Suspension, the Homeless student group is in the lowest performance level (Red) with 6.1% of homeless students being suspended at least one day. Foster Youth and Socioeconomically Disadvantaged students are in the Low Performance Level (Orange) for suspension. Foster Youth students had 8.3% suspended at least one day and SED students had 6.1% suspended at least one day, whereas the “All student group” has a Medium performance level (Yellow) 5.3% of the “all student” group being suspended at least one day. From educational partners, our teachers and classified staff have shared the need to improve regular school attendance of our unduplicated students.</p> <p><b>Scope:</b> LEA-wide</p>		
<p><b>2.8</b></p>	<p><b>Action:</b> Home to School Transportation</p> <p><b>Need:</b> Both the Foster Youth and Homeless Student Groups are in the Low performance level (Orange) for Chronic Absenteeism. Foster Youth are 27.3% chronically absent based on the 2023 Dashboard and Homeless are 63.3% chronically absent, whereas the All Student group is in the Medium Performance level. From educational partners, teachers, classified staff, principals, parents and families shared the need to provide transportation to promote regular school attendance.</p>	<p>Provide home to school transportation to promote regular school attendance. Other student groups struggling with chronic absenteeism would benefit from home to school transportation to support regular school attendnace; therefore, this action is provided on a LEA-wide basis.</p>	<p>2.4, 2.6 for Foster Youth and Homeless student groups</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> LEA-wide</p>		
<p><b>2.12</b></p>	<p><b>Action:</b> Family Resource and Wellness Center Director</p> <p><b>Need:</b> Both the Foster Youth and Homeless Student Groups are in the Low performance level (Orange) for Chronic Absenteeism. Foster Youth are 27.3% chronically absent based on the 2023 Dashboard and Homeless are 63.3% chronically absent, whereas the All Student group is in the Medium Performance level. Both the Socioeconomically disadvantaged and Homeless student groups are in the lowest performance level (Red) for ELA and Math. FOr ELA, SED are 77.8 points below standard and Homeless are 111.8 below standard, whereas the all student group is at 68.5 points below standard. For math, SED are 111.1 points below standard and Homeless are 134.2 points below standard, whereas the all student group is at 101.6 points below standard. From educational partners, teachers, principals, and classified staff shared students need interventions and supports for regular school attendance in order to improve educational outcomes.</p> <p><b>Scope:</b></p>	<p>One, full time Family Resource and Wellness Center Director to support student attendance and parent/family engagement by connecting families with schools to encourage improved engagement Students from other groups struggling with chronic absenteeism and academics would benefit from the additional interventions and supports provided from this action. Therefore, this action is provided on a LEA-wide basis.</p>	<p>2.4, 2.5, 2.6 for Foster Youth, SED and Homeless student groups</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.1	<p><b>Action:</b> Middle School Achievement Leader</p> <p><b>Need:</b> Both the Socioeconomically disadvantaged and Homeless student groups are in the lowest performance level ( Red ) for ELA and math. For ELA, SED are 77.8 points below standard and Homeless are 111.8 below standard, whereas the all student group is at 68.5 points below standard. For math, SED are 111.1 points below standard and Homeless are 134.2 points below standard, whereas the all student group is at 101.6 points below standard. From our educational partners, teachers have shared the need for training and support with academic intervention and behavior to support students.</p> <p><b>Scope:</b> Schoolwide</p>	<p>The Middle School Achievement Leader will provide targeted math and reading intervention to unduplicated students and provide mentoring, coaching on working with unduplicated students, and peer professional development to using the Trainer of Trainers model. Using data, Achievement Leaders will collaborate with principals to plan, organize, and lead analyzing of data during PLCs. Other student groups in need require academic and behavior intervention and supports therefore we will provide this action Schoolwide.</p>	3.1, 3.2 for SED and Homeless student groups
3.2	<p><b>Action:</b> Three Wallace Elementary Achievement Leaders</p> <p><b>Need:</b> Both the Socioeconomically disadvantaged and Homeless student groups are in the lowest performance level ( Red ) for ELA and math. For ELA, SED are 77.8 points below standard and Homeless are 111.8 below standard, whereas the all student group is at 68.5 points</p>	<p>Achievement Leaders will provide targeted math and reading intervention to unduplicated students and provide mentoring, coaching on working with unduplicated students, and peer professional development to using the Trainer of Trainers model. Using data, Achievement Leaders will collaborate with principals to plan, organize, and lead analyzing of data during PLCs. Other student groups in need require academic and behavior intervention and supports therefore we will provide this action Schoolwide.</p>	3.1, 3.2 for SED and Homeless student groups

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>below standard. For math, SED are 111.1 points below standard and Homeless are 134.2 points below standard, whereas the all student group is at 101.6 points below standard. From our educational partners, teachers have shared the need for training and support with academic intervention and behavior to support students.</p> <p><b>Scope:</b> Schoolwide</p>		
<p><b>3.5</b></p>	<p><b>Action:</b> Data Manager and Reporting Technician</p> <p><b>Need:</b> Both the Socioeconomically disadvantaged and Homeless student groups are in the lowest performance level ( Red ) for ELA. SED are 77.8 points below standard and Homeless are 111.8 below standard, whereas the all student group is at 68.5 points below standard. Both the Socioeconomically disadvantaged and Homeless student groups are in the lowest performance level (Red) for Math. SED are 111.1 points below standard and Homeless are 134.2 points below standard, whereas the all student group is at 101.6 points below standard. Both the Foster Youth and Homeless Student Groups are in the Low performance level (Orange) for Chronic Absenteeism. Foster Youth are 27.3% chronically absent based on the 2023 Dashboard and Homeless are 63.3% chronically absent, whereas the All Student group is in the Medium Performance level.</p>	<p>Data Manager and Reporting Technician coordinates student behavior and academic data for analysis by principals and teachers to inform interventions. Other student groups struggling with chronic absenteeism, suspensions, and academics would benefit from targeted interventions and supports. Therefore, this action is provided on a LEA-wide basis.</p>	<p>3.1, 3.2 for SED, Homeless, and Foster Youth student groups</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>For Suspension, the Homeless student group is in the lowest performance level (Red) with 6.1% of homeless students being suspended at least one day. Foster Youth and Socioeconomically Disadvantaged students are in the Low Performance Level (Orange) for suspension. Foster Youth students had 8.3% suspended at least one day and SED students had 6.1% suspended at least one day, whereas the “All student group” has a Medium performance level (Yellow) 5.3% of the “all student” group being suspended at least one day. From our educational partners, teachers, principals, community partners, and district administrators have shared the need to monitor and report student outcome data for continuous improvement.</p> <p><b>Scope:</b> LEA-wide</p>		
3.6	<p><b>Action:</b> Tier II and Tier III Intervention Materials and Intervention paraprofessional support.</p> <p><b>Need:</b> Both the Socieconomically disadvantaged and Homeless student groups are in the lowest performance level ( Red ) for ELA. SED are 77.8 points below standard and Homeless are 111.8 below standard, whereas the all student group is at 68.5 points below standard. Both the Socieconomically disadvantaged and Homeless student groups are in the lowest performance level (Red) for Math. SED are</p>	<p>Provide supplemental intervention materials for students in tier II and tier III reading and math interventions. Provide 9 part-time paraprofessionals to support kindergarten teachers and 1st- 8th grade teachers with tier II and tier III student reading and math interventions. Other student groups struggling with reading and math would benefit from paraprofessional support and intervention materials; therefore, this action is provided on a LEA-wide basis.</p>	3.1, 3.2 for SED and Homeless student groups

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>111.1 points below standard and Homeless are 134.2 points below standard, whereas the all student group is at 101.6 points below standard.</p> <p>From educational partners, teachers and principals shared the need for small group instruction interventions and supplemental materials to support reading and math interventions.</p> <p><b>Scope:</b> LEA-wide</p>		
<p><b>3.8</b></p>	<p><b>Action:</b> Professional Development for Teachers, Paraprofessionals, and Principals</p> <p><b>Need:</b> Both the Socioeconomically disadvantaged and Homeless student groups are in the lowest performance level ( Red ) for ELA. SED are 77.8 points below standard and Homeless are 111.8 below standard, whereas the all student group is at 68.5 points below standard. Both the Socioeconomically disadvantaged and Homeless student groups are in the lowest performance level (Red) for Math. SED are 111.1 points below standard and Homeless are 134.2 points below standard, whereas the all student group is at 101.6 points below standard.</p> <p>From educational partners, teachers, classified staff, principals, and district administrators shared the need for training to support</p>	<p>Provide iReady assessments, SBAC interim assessments, and reading and math training to support targeted reading and math interventions. Other student groups struggling with reading and math would benefit from increased, targeted support from teachers and paraprofessionals; therefore, this action is provided on a LEA-wide basis.</p>	<p>3.1, 3.2 for SED and Homeless student groups</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>interventions for unduplicated students with reading and math to close the achievement gap.</p> <p><b>Scope:</b> LEA-wide</p>		
<p><b>3.11</b></p>	<p><b>Action:</b> Four General Education Teachers</p> <p><b>Need:</b> Both the Socioeconomically disadvantaged and Homeless student groups are in the lowest performance level ( Red ) for ELA. SED are 77.8 points below standard and Homeless are 111.8 below standard, whereas the all student group is at 68.5 points below standard. Both the Socioeconomically disadvantaged and Homeless student groups are in the lowest performance level (Red) for Math. SED are 111.1 points below standard and Homeless are 134.2 points below standard, whereas the all student group is at 101.6 points below standard. From educational partners, teachers and principals shared the need for targeted, small group instruction and interventions to provide more individualized support to students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Provide small group instruction and targeted intervention services in reading and mathematics to unduplicated, including homeless, students. These teachers will receive on-going coaching, mentoring, and training from Achievement Leaders. Other student groups struggling with reading and math would benefit from increased and individualized, targeted small group instruction and intervention from their teachers. Therefore, this action is provided on a LEA-wide basis.</p>	<p>3.1, 3.2 for SED and Homeless student groups</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p><b>3.12</b></p>	<p><b>Action:</b> Achievement Leader at Kernville Elementary School</p> <p><b>Need:</b> Both the Socieconomically disadvantaged and Homeless student groups are in the lowest performance level ( Red ) for ELA and math. For ELA, SED are 77.8 points below standard and Homeless are 111.8 below standard, whereas the all student group is at 68.5 points below standard. For math, SED are 111.1 points below standard and Homeless are 134.2 points below standard, whereas the all student group is at 101.6 points below standard. From our educational partners, teachers have shared the need for training and support with academic intervention and behavior to support students.</p> <p><b>Scope:</b> Schoolwide</p>	<p>The Achievement Leader will support teachers and paraprofessionals in their continued growth and development to provide academic intervention and behavioral support to all students including low-income, foster youth, English learners, and students experiencing homelessness. Kernville Elementary is a small school with approximately 100 students and other student groups in need require academic and behavior intervention and supports therefore we will provide this action Schoolwide.</p>	<p>1.11, 1.12 for SED and Homeless student groups</p>
<p><b>3.13</b></p>	<p><b>Action:</b> Formative, Diagnostic, and Benchmark Assessments</p> <p><b>Need:</b> Both the Socieconomically disadvantaged and Homeless student groups are in the lowest performance level ( Red ) for ELA and math. For ELA, SED are 77.8 points below standard and Homeless are 111.8 below standard, whereas the all student group is at 68.5 points</p>	<p>Student academic assessments to inform and guide teacher instruction and targeted tiered interventions and extension activities for all studens. Assessments allow teachers to monitor students' academic progress in reading and mathematics and provide neccesary interventions. Other student groups struggling in ELA and math would benefit from targeted interventions and extension activities based on each students' assessment results; therefore we will provide this action LEA-wide.</p>	<p>1.11, 1.12 for SED and Homeless student groups</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>below standard. For math, SED are 111.1 points below standard and Homeless are 134.2 points below standard, whereas the all student group is at 101.6 points below standard. From our educational partners, principals and teachers shared the importance for monitoring student progress throughout the school year in ELA and math so that appropriate interventions are provided.</p> <p><b>Scope:</b> LEA-wide</p>		
4.1	<p><b>Action:</b> SEL Screening Tool</p> <p><b>Need:</b> For Suspension, the Homeless student group is in the lowest performance level (Red) with 6.1% of homeless students being suspended at least one day. Foster Youth and Socioeconomically Disadvantaged students are in the Low Performance Level (Orange) for suspension. Foster Youth students had 8.3% suspended at least one day and SED students had 6.1% suspended at least one day, whereas the “All student group” has a Medium performance level (Yellow) 5.3% of the “all student” group being suspended at least one day. Both the Foster Youth and Homeless Student Groups are in the Low performance level (Orange) for Chronic Absenteeism. Foster Youth are 27.3% chronically absent based on the 2023 Dashboard and Homeless are 63.3%</p>	Administer the evidence based Satchel Pulse social emotional learning screening tool for teachers to review and assess their students SEL status and needs at least one time each trimester so that any necessary mental health or behavior supports can be provided. Other student groups struggling with mental wellness and behaviors would benefit from timely SEL interventions and supports from qualified staff. Therefore, this action is provided on a LEA-wide basis.	4.8, 4.9 for Homeless, SED, and Foster Youth student groups

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>chronically absent, whereas the All Student group is in the Medium Performance level. From educational partners, teachers, principals, and parents and families shared the need for timely mental health and behavior supports for students.</p> <p><b>Scope:</b> LEA-wide</p>		
4.2	<p><b>Action:</b> Alternative to Suspension/Expulsion Teacher and Classroom.</p> <p><b>Need:</b> For Suspension, the Homeless student group is in the lowest performance level (Red) with 6.1% of homeless students being suspended at least one day. Foster Youth and Socioeconomically Disadvantaged students are in the Low Performance Level (Orange) for suspension. Foster Youth students had 8.3% suspended at least one day and SED students had 6.1% suspended at least one day, whereas the “All student group” has a Medium performance level (Yellow) 5.3% of the “all student” group being suspended at least one day. From educational partners, teachers, principals, classified staff, parents and families have shared the need to provide an alternative and supportive classroom for students struggling with behavior.</p> <p><b>Scope:</b></p>	<p>Credentialed teacher to provide an alternative to suspension and expulsion for elementary and middle school students at Wallace Elementary and Wallace Middle Schools. Other student groups struggle with regularing behavior and would benefit from an alternative classroom to allow these students to learn and practice positive behavior habits while continuing withe academics in school.</p>	<p>4.8 for Homeless, SED, and Foster Youth student groups</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
4.3	<p><b>Action:</b> Middle School Vice Principal</p> <p><b>Need:</b> For Suspension, the Homeless student group is in the lowest performance level (Red) with 6.1% of homeless students being suspended at least one day. Foster Youth and Socioeconomically Disadvantaged students are in the Low Performance Level (Orange) for suspension. Foster Youth students had 8.3% suspended at least one day and SED students had 6.1% suspended at least one day, whereas the “All student group” has a Medium performance level (Yellow) 5.3% of the “all student” group being suspended at least one day. From educational partners, teachers and principals shared the need for timely behavior intervention and support.</p> <p><b>Scope:</b> Schoolwide</p>	Provide tier I, II, and III interventions and behavior supports to students. The Vice Principal will implement restorative justice practices to students and teach to staff. Other student groups that have suspension rates would benefit from the interventions and behavior supports provided from a Vice-Principal at Wallace Middle School; therefore, this action will be provided on a schoolwide basis.	4.8 for Homeless, SED, and Foster Youth student groups
4.4	<p><b>Action:</b> CPI Training</p> <p><b>Need:</b> For Suspension, the Homeless student group is in the lowest performance level (Red) with 6.1% of homeless students being suspended at least one day. Foster Youth and Socioeconomically Disadvantaged students are in the Low Performance Level (Orange) for</p>	Crisis Prevention and Intervention training to teachers and support staff members who regularly handle extreme student behaviors. CPI will train staff members in strategies to de-escalate extreme student behaviors. Other student groups with high suspension rates would benefit from teachers and staff knowing how to deescalate extreme behavior before they reach suspension level; therefore, this action is provided on a LEA-wide basis.	4.8 for Homeless, SED, and Foster Youth student groups

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>suspension. Foster Youth students had 8.3% suspended at least one day and SED students had 6.1% suspended at least one day, whereas the “All student group” has a Medium performance level (Yellow) 5.3% of the “all student” group being suspended at least one day. From educational partners, teachers and principals shared the need for training and strategies for handling extreme student behaviors.</p> <p><b>Scope:</b> LEA-wide</p>		
<p><b>4.5</b></p>	<p><b>Action:</b> Wallace Elementary School Teacher On Special Assignment (TOSA)</p> <p><b>Need:</b> For Suspension, the Homeless student group is in the lowest performance level (Red) with 6.1% of homeless students being suspended at least one day. Foster Youth and Socioeconomically Disadvantaged students are in the Low Performance Level (Orange) for suspension. Foster Youth students had 8.3% suspended at least one day and SED students had 6.1% suspended at least one day, whereas the “All student group” has a Medium performance level (Yellow) 5.3% of the “all student” group being suspended at least one day. From educational partners, teachers and principals shared the need for training and strategies for handling extreme student behaviors. From educational partners,</p>	<p>Wallace Elementary TOSA will continue to provide tier I, II, and III interventions and behavior supports to students, and implement restorative justice practices to students. The TOSA will provide academic coaching and modeling and facilitate academic planning and behavior interventions with teachers. Other student groups that have suspension rates would benefit from the interventions and behavior supports provided from a TOSA at Wallace Elementary School; therefore, this action will be provided on a schoolwide basis.</p>	<p>4.8, 4.9</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>teachers and principals shared the need for timely behavior intervention and support.</p> <p><b>Scope:</b> Schoolwide</p>		
4.6	<p><b>Action:</b> Counselors</p> <p><b>Need:</b> Both the Foster Youth and Homeless Student Groups are in the Low performance level (Orange) for Chronic Absenteeism. Foster Youth are 27.3% chronically absent based on the 2023 Dashboard and Homeless are 63.3% chronically absent, whereas the All Student group is in the Medium Performance level. For Suspension, the Homeless student group is in the lowest performance level (Red) with 6.1% of homeless students being suspended at least one day. Foster Youth and Socioeconomically Disadvantaged students are in the Low Performance Level (Orange) for suspension. Foster Youth students had 8.3% suspended at least one day and SED students had 6.1% suspended at least one day, whereas the “All student group” has a Medium performance level (Yellow) 5.3% of the “all student” group being suspended at least one day. From educational partners, teachers, principals, parents and families, and district administrators shared the need to provide counseling services to support students positive behavior and choices at school.</p>	<p>Provide a counselor at Wallace Elementary and Wallace Middle School to provide behavior supports and interventions to students in tiers II and III. Other student groups struggling with chronic absenteeism and suspensions would benefit from SEL support from counselors. Therefore, this action is provided on a schoolwide basis at Wallace Elementary and Wallace Middle Schools.</p>	4.8, 4.9 for Homeless, Foster Youth, and SED student groups

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> Schoolwide</p>		
<p><b>4.8</b></p>	<p><b>Action:</b> The Leader In Me Training</p> <p><b>Need:</b> Both the Foster Youth and Homeless Student Groups are in the Low performance level (Orange) for Chronic Absenteeism. Foster Youth are 27.3% chronically absent based on the 2023 Dashboard and Homeless are 63.3% chronically absent, whereas the All Student group is in the Medium Performance level. For Suspension, the Homeless student group is in the lowest performance level (Red) with 6.1% of homeless students being suspended at least one day. Foster Youth and Socioeconomically Disadvantaged students are in the Low Performance Level (Orange) for suspension. Foster Youth students had 8.3% suspended at least one day and SED students had 6.1% suspended at least one day, whereas the “All student group” has a Medium performance level (Yellow) 5.3% of the “all student” group being suspended at least one day. From educational partners, teachers, principals, parents and families, and district administrators shared the need to provide counseling services to support students positive behavior and choices at school. From educational partners, teachers, principals, parents and families, and district administrators shared the need to teach</p>	<p>Ongoing training for experienced staff and implementation for new staff with The Leader In Me social skills program. This program also teaches the 7 Habits of Highly Effective Habits to teachers, principals, and support staff to utilize in their personal practice. Other student groups struggling with chronic absenteeism and suspensions would benefit from learning and practicing positive and prosocial behavior skills; therefore, this action is provided on a LEA-wide basis.</p>	<p>4.8, 4.9 for Homeless, Foster Youth, and SED student groups</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>positive and prosocial behavior skills to students that are life skills.</p> <p><b>Scope:</b> LEA-wide</p>		
<p><b>4.9</b></p>	<p><b>Action:</b> Campus Supervisors</p> <p><b>Need:</b> Both the Foster Youth and Homeless Student Groups are in the Low performance level (Orange) for Chronic Absenteeism. Foster Youth are 27.3% chronically absent based on the 2023 Dashboard and Homeless are 63.3% chronically absent, whereas the All Student group is in the Medium Performance level. For Suspension, the Homeless student group is in the lowest performance level (Red) with 6.1% of homeless students being suspended at least one day. Foster Youth and Socioeconomically Disadvantaged students are in the Low Performance Level (Orange) for suspension. Foster Youth students had 8.3% suspended at least one day and SED students had 6.1% suspended at least one day, whereas the “All student group” has a Medium performance level (Yellow) 5.3% of the “all student” group being suspended at least one day. From educational partners, teachers, principals, parents and families, and district administrators shared the need to provide counseling services to support students positive behavior and choices at school. From</p>	<p>Provide one campus supervisor at Wallace Elementary and one campus supervisor at Wallace Middle to provide additional behavior intervention supports to students. Other student groups struggling with chronic absenteeism and suspensions would benefit from increased monitoring of student behavior including interventions and supports.</p>	<p>4.8 for Homeless, Foster Youth, and SED student groups</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>educational partners, teachers, principals, and parents and families shared the need for increased monitoring of student behavior and interventions and supports to prevent behaviors from escalating.</p> <p><b>Scope:</b> Schoolwide</p>		
4.10	<p><b>Action:</b> Behavior Support Paraprofessionals</p> <p><b>Need:</b> The suspension rate was 6.39% for KUSD unduplicated pupils; 2.12% at Wallace Elementary School, 0% at Kernville Elementary School, and 15.73% at Wallace Middle School. From educational partners, teachers, classified staff, and principals shared the need for personalized and small group staff support for students with behavior issues.</p> <p><b>Scope:</b> Schoolwide</p>	<p>This action will support students and the teacher in the alternative to suspension/expulsion classroom to keep students who would've been suspended or expelled in school while also providing targeted academic and behavior supports. This action is provided on a schoolwide basis because non-unduplicated student groups require behavior supports and interventions</p>	<p>4.8 for Homeless, Foster Youth, and SED student groups.</p>
4.12	<p><b>Action:</b> Paraprofessional time on school buses</p> <p><b>Need:</b> For Suspension, the Homeless student group is in the lowest performance level (Red) with 6.1% of homeless students being suspended at least one day. Foster Youth and Socioeconomically Disadvantaged students</p>	<p>Additional time for paraprofessionals to provide behavior support and interventions on school buses. Other student groups struggling with suspensions would benefit from increased behavior interventions and supports while riding the bus to and from school.</p>	<p>4.8 for Homeless, Foster Youth, and SED students</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>are in the Low Performance Level (Orange) for suspension. Foster Youth students had 8.3% suspended at least one day and SED students had 6.1% suspended at least one day, whereas the “All student group” has a Medium performance level (Yellow) 5.3% of the “all student” group being suspended at least one day. From educational partners, teachers, principals, classified management, and district administrators shared the need for behavior interventions and supports for students riding the school bus to and from school.</p> <p><b>Scope:</b> LEA-wide</p>		

**Limited Actions**

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p><b>1.7</b></p>	<p><b>Action:</b> Student Supplies for Learning</p> <p><b>Need:</b> Both the Socioeconomically disadvantaged and Homeless student groups are in the lowest performance level ( Red ) for ELA and math. For ELA, SED are 77.8 points below standard</p>	<p>This action will remove a barrier to learning for unduplicated students by providing basic supplies.</p>	<p>1.14, 1.15 for SED and Homeless student groups</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>and Homeless are 111.8 below standard, whereas the all student group is at 68.5 points below standard. For math, SED are 111.1 points below standard and Homeless are 134.2 points below standard, whereas the all student group is at 101.6 points below standard. From our educational partners, principals and teachers shared the need for basic student supplies for unduplicated students who lack school supplies at home to complete assignments.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		
<p><b>1.10</b></p>	<p><b>Action:</b> Home Internet Access for Students</p> <p><b>Need:</b> Both the Socioeconomically disadvantaged and Homeless student groups are in the lowest performance level ( Red ) for ELA and math. For ELA, SED are 77.8 points below standard and Homeless are 111.8 below standard, whereas the all student group is at 68.5 points below standard. For math, SED are 111.1 points below standard and Homeless are 134.2 points below standard, whereas the all student group is at 101.6 points below standard. From our educational partners, principals and teachers shared the need for home internet for unduplicated students who lack school home internet to access online curriculum and complete assignments.</p> <p><b>Scope:</b></p>	<p>This action will allow unduplicated students to complete online assignments and access online curriculum by providing internet access.</p>	<p>1.11, 1.12 for Homeless and SED student groups</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
3.7	<p><b>Action:</b> English Language Development Coordinator</p> <p><b>Need:</b> While the district has a small number of English learners and do not have Dashboard data for this student group, administrators have identified the need to have a position responsible for providing training and ongoing support to staff working with English learners.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	This action will provide ELD training and on-going support to teachers working with English learners.	3.3, 3.4

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

N/A

### ***Additional Concentration Grant Funding***

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

The Kernville Union School District used the additional grant funding at Wallace Elementary School, Wallace Middle School, and Kernville Elementary School (schools above 55% unduplicated students) by hiring campus supervisors and a student behavior support/alternative to suspension and expulsion classroom teacher to support behavior interventions and suspensions leading to chronic absenteeism, and improve student attendance (Goal 4, Action 2 and 9). Additionally, behavior support paraprofessionals and a school psychologist will provide additional behavior interventions to reduce suspension and chronic absenteeism and increase school attendance (Goal 4, Action 10 and 11). All schools in the Kernville Union School District are above 55% unduplicated students, therefore there are no comparison schools. The criteria used to determine which schools received additional staffing was based on the two schools with the highest unduplicated students (Wallace Elementary School 87.5% and Wallace Middle School 76.5%). The additional grant funding was used to hire a Director of the

Family Resource and Wellness Centers and hire a Family Advocate at the Family Resource Center who support student attendance and parent engagement (Goal 2, Action 11 and 12).

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:12
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:13

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	7,684,515	2,617,581	34.063%	3.515%	37.578%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,908,745.00	\$738,306.00	\$409,022.00	\$309,850.00	\$4,365,923.00	\$3,845,089.00	\$520,834.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Coaching and Support for Achievement Leaders and Teacher Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 through 2026-2027	\$0.00	\$12,650.00	\$12,650.00				\$12,650.00	
1	1.2	Achievement Leaders Stipend	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 through 2026-2027	\$59,044.00	\$0.00	\$59,044.00				\$59,044.00	
1	1.3	Peer Mentors to New Teachers Stipend	All	No			All Schools	2024-2025 through 2026-2027	\$14,706.00	\$0.00		\$14,706.00			\$14,706.00	
1	1.4	Curriculum and Supplemental Materials	All	No			All Schools	2024-2025 through 2026-2027	\$0.00	\$80,000.00			\$80,000.00		\$80,000.00	
1	1.5	Next Generation Science Curriculum Materials and Training	All	No			All Schools	2024-2025 through 2026-2027	\$0.00	\$20,000.00		\$20,000.00			\$20,000.00	
1	1.6	Long Term Independent Study Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 through 2026-2027	\$112,437.00	\$8,000.00	\$120,437.00				\$120,437.00	
1	1.7	Student Supplies for Learning	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2024-2025 through 2026-2027	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
1	1.8	Classroom Monitoring Tool	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 through 2026-2027	\$0.00	\$6,500.00	\$6,500.00				\$6,500.00	
1	1.9	MOT Breakfast Support	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2025 through 2026-2027	\$81,498.00	\$0.00	\$81,498.00				\$81,498.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
1	1.10	Home Internet Access for Students	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2024-2025 through 2026-2027	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
1	1.11	New Teacher Orientation	All	No			All Schools	2024-2025 through 2026-2027	\$15,995.00	\$0.00		\$15,995.00			\$15,995.00	
1	1.12	Library Clerks	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-8		\$73,408.00	\$4,500.00	\$77,908.00				\$77,908.00	
2	2.1	Attendance Clerk	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 through 2026-2027	\$41,278.00	\$5,000.00	\$46,278.00				\$46,278.00	
2	2.2	Communication with Parents and Families	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 through 2026-2027	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
2	2.3	Family Engagement Nights	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 through 2026-2027	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
2	2.4	Parent and Family Trainings	All	No			All Schools	2024-2025 through 2026-2027	\$0.00	\$10,000.00		\$10,000.00			\$10,000.00	
2	2.5	Stipends for Coaches and Advisors for Extracurricular Activities	All	No			All Schools	2024-2025 through 2026-2027	\$0.00	\$19,984.00			\$19,984.00		\$19,984.00	
2	2.6	Certificated Registered Nurse	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 through 2026-2027	\$147,395.00	\$0.00	\$73,525.00	\$14,705.00	\$59,165.00		\$147,395.00	
2	2.7	Family and Community Engagement Liaison (FACE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 through 2026-2027	\$66,166.00	\$3,000.00	\$69,166.00				\$69,166.00	
2	2.8	Home to School Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 through 2026-2027	\$84,205.00	\$161,000.00	\$245,205.00				\$245,205.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.9	Visitor Management System	All	No			All Schools	2024-2025 through 2026-2027	\$0.00	\$2,500.00			\$2,500.00		\$2,500.00	
2	2.11	Family Advocate at the Family Resource Center	All	No			All Schools	2024-2025 through 2026-2027	\$150,940.00	\$0.00		\$150,940.00			\$150,940.00	
2	2.12	Family Resource and Wellness Center Director	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 through 2026-2027	\$138,253.00	\$5,000.00	\$25,738.00	\$110,602.00	\$6,913.00		\$143,253.00	
3	3.1	Middle School Achievement Leader	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Wallace Middle School 6-8	2024-2025 through 2026-2027	\$114,392.00	\$0.00	\$57,196.00			\$57,196.00	\$114,392.00	
3	3.2	Three Wallace Elementary Achievement Leaders	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Wallace Elementary School TK-5	2024-2025 through 2026-2027	\$416,298.00	\$0.00	\$278,920.00			\$137,378.00	\$416,298.00	
3	3.3	Middle School Physical Education Teacher	All	No			Specific Schools: Wallace Middle School 6-8	2024-2025 through 2026-2027	\$142,096.00	\$0.00			\$142,096.00		\$142,096.00	
3	3.4	Elementary Art and Physical Education Teacher	All	No			Specific Schools: Wallace Elementary School and Kernville Elementary School 4-5	2024-2025 through 2026-2027	\$85,641.00	\$0.00			\$85,641.00		\$85,641.00	
3	3.5	Data Manager and Reporting Technician	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 through 2026-2027	\$87,059.00	\$3,500.00	\$90,559.00				\$90,559.00	
3	3.6	Tier II and Tier III Intervention Materials and Intervention paraprofessional support.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 through 2026-2027	\$87,093.00	\$0.00	\$87,093.00				\$87,093.00	
3	3.7	English Language Development Coordinator	English Learners	Yes	Limited to Undupli	English Learners	All Schools	2024-2025 through 2026-2027	\$2,052.00	\$0.00	\$2,052.00				\$2,052.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Unduplicated Student Group(s)										
3	3.8	Professional Development for Teachers, Paraprofessionals, and Principals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 through 2026-2027	\$0.00	\$6,000.00	\$6,000.00				\$6,000.00	
3	3.9	State and Local Assessments Coordinator	All	No			All Schools	2024-2025 through 2026-2027	\$9,723.00	\$0.00			\$9,723.00		\$9,723.00	
3	3.10	Career and Technical Electives for Middle School Students	All	No			Specific Schools: Wallace Middle School 6-8	2024-2025 through 2026-2027	\$0.00	\$3,000.00			\$3,000.00		\$3,000.00	
3	3.11	Four General Education Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Wallace Elementary School, Wallace Middle School TK-8	2024-2025 through 2026-2027	\$470,982.00	\$0.00	\$470,982.00				\$470,982.00	
3	3.12	Achievement Leader at Kernville Elementary School	Low Income	Yes	School wide	Low Income	Specific Schools: Kernville Elementary Schools K-5	2024-2025 through 2026-2027	\$140,675.00	\$0.00	\$127,886.00			\$12,789.00	\$140,675.00	
3	3.13	Formative, Diagnostic, and Benchmark Assessments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-8	2024-2025 through 2026-2027	\$0.00	\$65,000.00	\$65,000.00				\$65,000.00	
4	4.1	SEL Screening Tool	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 through 2026-2027	\$0.00	\$12,650.00	\$12,650.00				\$12,650.00	
4	4.2	Alternative to Suspension/Expulsion Teacher and Classroom.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Wallace Elementary School and Wallace	2024-2025 through 2026-2027	\$115,631.00	\$0.00	\$115,631.00				\$115,631.00	



Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Middle School 6-8									
4	4.3	Middle School Vice Principal	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Wallace Middle School 6-8	2024-2025 through 2026-2027	\$163,980.00	\$0.00	\$163,980.00				\$163,980.00	
4	4.4	CPI Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 through 2026-2027	\$25,297.00	\$5,000.00	\$30,297.00				\$30,297.00	
4	4.5	Wallace Elementary School Teacher On Special Assignment (TOSA)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Wallace Elementary School	2024-2025 through 2026-2027	\$128,789.00	\$0.00	\$128,789.00				\$128,789.00	
4	4.6	Counselors	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Wallace Elementary School; Wallace Middle School TK-8	2024-2025 through 2026-2027	\$226,671.00	\$0.00	\$125,200.00	\$101,471.00			\$226,671.00	
4	4.7	Social Worker	All	No			All Schools	2024-2025 through 2026-2027	\$151,141.00	\$0.00		\$151,141.00			\$151,141.00	
4	4.8	The Leader In Me Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 through 2026-2027	\$19,145.00	\$12,550.00	\$31,695.00				\$31,695.00	
4	4.9	Campus Supervisors	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Wallace Elementary School and Wallace Middle School TK-8	2024-2025 through 2026-2027	\$129,770.00	\$0.00	\$129,770.00				\$129,770.00	
4	4.10	Behavior Support Paraprofessionals	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth	Specific Schools: Wallace Elementa	2024-2025 through 2026-2027	\$102,281.00	\$0.00	\$102,281.00				\$102,281.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income	ry School and Wallace Middle School TK-8									
4	4.11	School Psychologist	All	No			All Schools	2024-2025 through 2026-2027	\$128,746.00	\$0.00		\$128,746.00			\$128,746.00	
4	4.12	Paraprofessional time on school buses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 through 2026-2027	\$19,815.00	\$0.00	\$19,815.00				\$19,815.00	
5	5.1	Inclusion Training for General Education Teachers and Paraprofessionals	Students with Disabilities	No			All Schools TK-8	2024-2025 through 2026-2027	\$0.00	\$10,000.00		\$10,000.00			\$10,000.00	
5	5.2	Training for Special Education Teachers and Paraprofessionals	Students with Disabilities	No			All Schools TK-8	2024-2025 through 2026-2027	\$0.00	\$10,000.00		\$10,000.00			\$10,000.00	
5	5.3	Special Education Support and Consultation for Principals	Students with Disabilities	No			All Schools TK-8	2024-2025 through 2026-2027	\$0.00	\$10,000.00				\$10,000.00	\$10,000.00	
5	5.4	Special Needs Paraprofessionals for Inclusion of Special Needs Students	Students with Disabilities	No			All Schools TK-8	2024-2025 through 2026-2027	\$92,487.00	\$0.00				\$92,487.00	\$92,487.00	

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
7,684,515	2,617,581	34.063%	3.515%	37.578%	\$2,908,745.00	0.000%	37.852 %	<b>Total:</b>	\$2,908,745.00
								<b>LEA-wide Total:</b>	\$1,647,040.00
								<b>Limited Total:</b>	\$32,052.00
								<b>Schoolwide Total:</b>	\$1,229,653.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Coaching and Support for Achievement Leaders and Teacher Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,650.00	
1	1.2	Achievement Leaders Stipend	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$59,044.00	
1	1.6	Long Term Independent Study Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$120,437.00	
1	1.7	Student Supplies for Learning	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
1	1.8	Classroom Monitoring Tool	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,500.00	
1	1.9	MOT Breakfast Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$81,498.00	
1	1.10	Home Internet Access for Students	Yes	Limited to Unduplicated	English Learners Foster Youth	All Schools	\$10,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
				Student Group(s)	Low Income			
1	1.12	Library Clerks	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-8	\$77,908.00	
2	2.1	Attendance Clerk	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$46,278.00	
2	2.2	Communication with Parents and Families	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
2	2.3	Family Engagement Nights	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
2	2.6	Certificated Registered Nurse	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$73,525.00	
2	2.7	Family and Community Engagement Liaison (FACE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$69,166.00	
2	2.8	Home to School Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$245,205.00	
2	2.12	Family Resource and Wellness Center Director	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,738.00	
3	3.1	Middle School Achievement Leader	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Wallace Middle School 6-8	\$57,196.00	
3	3.2	Three Wallace Elementary Achievement Leaders	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Wallace Elementary School TK-5	\$278,920.00	
3	3.5	Data Manager and Reporting Technician	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$90,559.00	
3	3.6	Tier II and Tier III Intervention Materials and	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$87,093.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Intervention paraprofessional support.						
3	3.7	English Language Development Coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,052.00	
3	3.8	Professional Development for Teachers, Paraprofessionals, and Principals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,000.00	
3	3.11	Four General Education Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Wallace Elementary School, Wallace Middle School TK-8	\$470,982.00	
3	3.12	Achievement Leader at Kernville Elementary School	Yes	Schoolwide	Low Income	Specific Schools: Kernville Elementary Schools K-5	\$127,886.00	
3	3.13	Formative, Diagnostic, and Benchmark Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-8	\$65,000.00	
4	4.1	SEL Screening Tool	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,650.00	
4	4.2	Alternative to Suspension/Expulsion Teacher and Classroom.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Wallace Elementary School and Wallace Middle School 6-8	\$115,631.00	
4	4.3	Middle School Vice Principal	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Wallace Middle School 6-8	\$163,980.00	
4	4.4	CPI Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,297.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.5	Wallace Elementary School Teacher On Special Assignment (TOSA)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Wallace Elementary School	\$128,789.00	
4	4.6	Counselors	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Wallace Elementary School; Wallace Middle School TK-8	\$125,200.00	
4	4.8	The Leader In Me Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$31,695.00	
4	4.9	Campus Supervisors	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Wallace Elementary School and Wallace Middle School TK-8	\$129,770.00	
4	4.10	Behavior Support Paraprofessionals	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Wallace Elementary School and Wallace Middle School TK-8	\$102,281.00	
4	4.12	Paraprofessional time on school buses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$19,815.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$3,733,158.00	\$3,366,739.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Site Lead/Teacher In Charge	Yes	\$144,553.00	\$149,763
1	1.2	Student Computers	Yes	\$15,000.00	\$0
1	1.3	Formative, Diagnostic, and Benchmark Assessments	Yes	\$65,000.00	\$45,399
1	1.4	Professional Learning Communities	Yes	\$42,213.00	\$47,370
1	1.5	Provide peer mentors to new teachers.	No	\$21,106.00	\$25,681
1	1.6	Curriculum and Supplemental Materials	No	\$105,000.00	\$69,341
1	1.7	Next Generation Science Curriculum	No	\$20,000.00	\$0
1	1.8	Long Term Independent Study Program	Yes	\$116,182.00	\$114,432
1	1.9	Student supplies for learning	Yes	\$10,000.00	\$0
1	1.10	Classroom Monitoring Tool	No	\$0.00	\$0
1	1.11	MOT support	Yes	\$76,625.00	\$80,138

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Internet Access	Yes	\$10,000.00	\$5,239
1	1.13	Adopt New Math Curriculum	No	\$0	\$0
2	2.1	Attendance Clerk	Yes	\$48,445.00	\$41,468
2	2.2	Communication with Parents/Guardians	Yes	\$15,000.00	\$15,730
2	2.3	Family Nights	Yes	\$8,500.00	\$4,842
2	2.4	Parent Trainings	Yes	\$10,000.00	\$339
2	2.5	Certificated and Classified Sports Coaches and extracurricular activities	No	\$19,124.00	\$19,941
2	2.6	Certificated Registered Nurse	Yes	\$140,526.00	\$145,570
2	2.7	Family and Community Engagement Liaison	Yes	\$65,529.00	\$68,122
2	2.8	Transportation	Yes	\$164,725.00	\$209,576
2	2.9	Visitor Management System	No	\$650.00	\$0
2	2.10	Library Clerk	Yes	\$72,849.00	\$67,631
2	2.11	Family Advocate at the Family Resource Center	No	\$0	\$0



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.12	Family Resource Center Coordinator	Yes	\$29,639.00	\$24,901
3	3.1	Middle School Intervention Teacher	Yes	\$108,016.00	\$118,162
3	3.2	Two Wallace Elementary Intervention Teachers	Yes	\$254,303.00	\$230,478
3	3.3	Paraprofessionals for Special Education Inclusion	No	\$0	\$0
3	3.4	Physical Education teachers	Yes	\$291,135.00	\$314,047
3	3.5	Data Manager and Reporting Technician	Yes	\$83,722.00	\$86,080
3	3.6	Tier II and Tier III Intervention Materials and Intervention paraprofessional support.	Yes	\$43,689.00	\$45,761
3	3.7	English Language Development Coordinator	Yes	\$2,030.00	\$3,146
3	3.8	Professional Development for teachers, principals, and paraprofessionals	Yes	\$15,537.00	\$6,223
3	3.9	State and Local Assessments Coordinator	No	\$8,240	\$8,564
3	3.10	Career and Technical Electives for Middle School	No	\$0	\$0
3	3.11	Four General Education Teachers	Yes	\$0	\$0
4	4.1	SEL Screening Tool	No	\$0.00	\$0
4	4.2	Middle School Alternative to Suspension/Expulsion Teacher	Yes	\$100,756.00	\$59,069

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.3	Middle School Vice Principal	Yes	\$152,687.00	\$159,394
4	4.4	CPI Training	Yes	\$15,866.00	\$4,553
4	4.5	Wallace Elementary School Teacher On Special Assignment (TOSA)	Yes	\$115,649.00	\$122,052
4	4.6	Counselors	Yes	\$185,442.00	\$218,025
4	4.7	Social Worker	Yes	\$4,000.00	\$1,500
4	4.8	The Leader In Me Training	Yes	\$22,212.00	\$28,942
4	4.9	Student Behavior Support/Alternative to Suspension and Expulsion Classroom	Yes	\$109,118.00	\$60,485
4	4.10	Coaching and Support for Teachers	Yes	\$50,000.00	\$50,000
4	4.11	Campus Supervisors	Yes	\$125,869.00	\$123,294
4	4.12	Behavior support paraprofessionals	Yes	\$107,283.00	\$32,268
5	5.1	Inclusion training for general Education teachers and support staff	No	\$16,000.00	\$0
5	5.2	Training for special education teachers and support staff	No	\$8,500.00	\$0
5	5.3	Training for Principals	No	\$3,000.00	\$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.4	Paraprofessionals for Special Education Inclusion	No	\$91,353.00	\$0
6	6.1	Four General Education Teachers	Yes	\$487,663.00	\$423,833
6	6.2	Additional School Psychologist	No  Yes	\$121,535.00	\$125,853,
6	6.3	Paraprofessional time for school buses	Yes	\$8,887.00	\$9,527
6	6.4	Cost of Poverty Experience (COPE) Training	No	\$0	\$0

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$2,769,612	\$3,216,498.00	\$2,936,613.00	\$279,885.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Site Lead/Teacher In Charge	Yes	\$130,608.00	\$135,600		
1	1.2	Student Computers	Yes	\$15,000.00	\$0		
1	1.3	Formative, Diagnostic, and Benchmark Assessments	Yes	\$65,000.00	\$45,399		
1	1.4	Professional Learning Communities	Yes	\$42,213.00	\$47,370		
1	1.8	Long Term Independent Study Program	Yes	\$116,182.00	\$114,432		
1	1.9	Student supplies for learning	Yes	\$10,000.00	\$0		
1	1.11	MOT support	Yes	\$76,625.00	\$80,138		
1	1.12	Internet Access	Yes	\$10,000.00	\$5,239		
2	2.1	Attendance Clerk	Yes	\$48,445.00	\$41,468		
2	2.2	Communication with Parents/Guardians	Yes	\$15,000.00	\$15,730		
2	2.3	Family Nights	Yes	\$8,500.00	\$4,842		
2	2.4	Parent Trainings	Yes	\$10,000.00	\$339		
2	2.6	Certificated Registered Nurse	Yes	\$98,368.00	\$101,899		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.7	Family and Community Engagement Liaison	Yes	\$65,529.00	\$68,122		
2	2.8	Transportation	Yes	\$164,725.00	\$209,576		
2	2.10	Library Clerk	Yes	\$72,849.00	\$67,631		
2	2.12	Family Resource Center Coordinator	Yes	\$29,639.00	\$24,901		
3	3.1	Middle School Intervention Teacher	Yes	\$54,008.00	\$53,971		
3	3.2	Two Wallace Elementary Intervention Teachers	Yes	\$190,727.00	\$134,899		
3	3.4	Physical Education teachers	Yes	\$291,135.00	\$314,047		
3	3.5	Data Manager and Reporting Technician	Yes	\$83,722.00	\$86,080		
3	3.6	Tier II and Tier III Intervention Materials and Intervention paraprofessional support.	Yes	\$43,689.00	\$45,761		
3	3.7	English Language Development Coordinator	Yes	\$2,030.00	\$3,146		
3	3.8	Professional Development for teachers, principals, and paraprofessionals	Yes	\$15,537.00	\$6,223		
3	3.11	Four General Education Teachers	Yes	\$0	\$0		
4	4.2	Middle School Alternative to Suspension/Expulsion Teacher	Yes	\$100,756.00	\$59,069		
4	4.3	Middle School Vice Principal	Yes	\$152,687.00	\$159,394		
4	4.4	CPI Training	Yes	\$15,866.00	\$4,553		
4	4.5	Wallace Elementary School Teacher On Special Assignment (TOSA)	Yes	\$115,649.00	\$122,052		
4	4.6	Counselors	Yes	\$185,442.00	\$218,025		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.7	Social Worker	Yes	\$4,000.00	\$1,500		
4	4.8	The Leader In Me Training	Yes	\$22,212.00	\$28,942		
4	4.9	Student Behavior Support/Alternative to Suspension and Expulsion Classroom	Yes	\$109,118.00	\$60,485		
4	4.10	Coaching and Support for Teachers	Yes	\$0	\$50,000		
4	4.11	Campus Supervisors	Yes	\$125,869.00	\$123,294		
4	4.12	Behavior support paraprofessionals	Yes	\$107,283.00	\$35,268		
6	6.1	Four General Education Teachers	Yes	\$487,663.00	\$423,833		
6	6.2	Additional School Psychologist	Yes	\$121,535.00	\$33,856		
6	6.3	Paraprofessional time for school buses	Yes	\$8,887.00	\$9,529		

To Add a Row: Click "Add Row."

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

# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$7,972,367	\$2,769,612	5.61%	40.350%	\$2,936,613.00	0.000%	36.835%	\$280,248.79	3.515%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC



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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

### **Comprehensive Support and Improvement**

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

#### *Schools Identified*

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

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

#### *Support for Identified Schools*

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

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

#### *Monitoring and Evaluating Effectiveness*

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

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

## **Engaging Educational Partners**

### **Purpose**

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

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

### **Requirements**

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

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

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

**Description**

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.



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

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

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

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

## Broad Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

**Description**

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

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results:**

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

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

### Year 2 Outcome

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

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

**Actions:**

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

## Total Funds

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

## Contributing

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

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

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

### Purpose

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

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

### Statutory Requirements

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

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

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

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



**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

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

**Projected Additional 15 percent LCFF Concentration Grant**

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

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

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

**LCFF Carryover — Percentage**

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

### LCFF Carryover — Dollar

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

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

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

## Required Descriptions:

### LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

### Identified Need(s)

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

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

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

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

### **Limited Actions**

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

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

Complete the table as follows:

### **Identified Need(s)**

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

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

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

### **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

## Action Tables

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

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

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

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

## Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.



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

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

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

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

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

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

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

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

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

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.  
  
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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