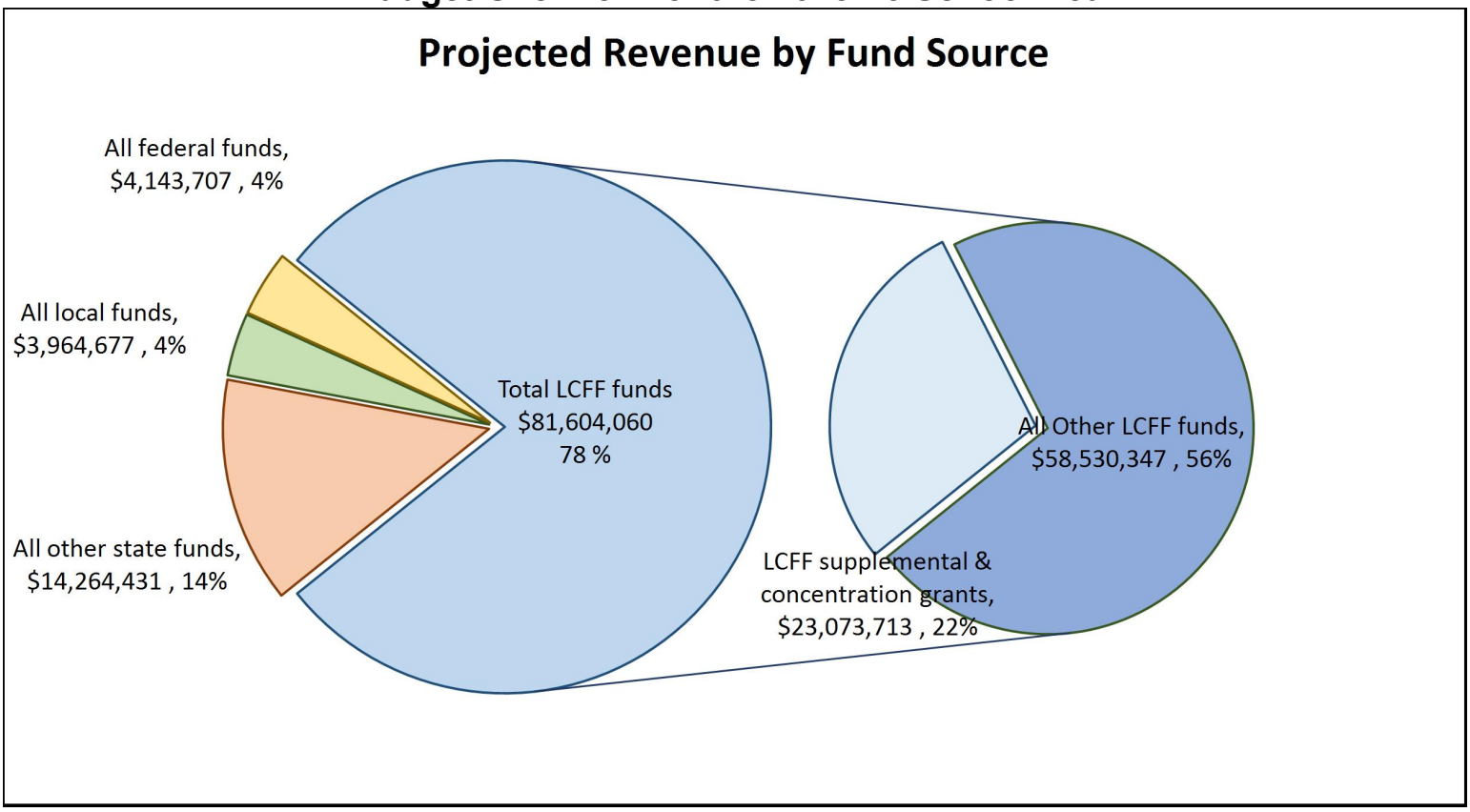
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kerman Unified School District
CDS Code: 10-73999-1033430
School Year: 2025-26
LEA contact information:
Gordon Pacheco
Superintendent
Gordon.Pacheco@KermanUSD.com
(559) 843 - 9001

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

Budget Overview for the 2025-26 School Year

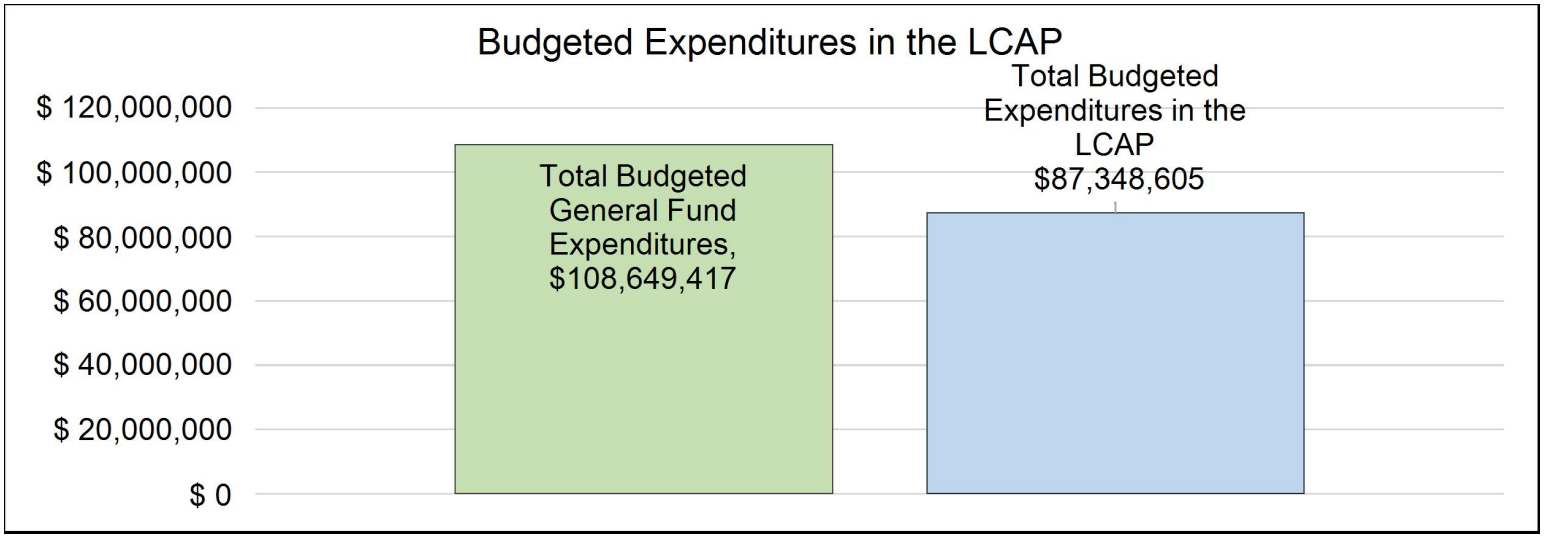


This chart shows the total general purpose revenue Kerman Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Kerman Unified School District is $103,976,875, of which $81,604,060 is Local Control Funding Formula (LCFF), $14,264,431 is other state funds, $3,964,677 is local funds, and $4,143,707 is federal funds. Of the $81,604,060 in LCFF Funds, $23,073,713 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 Kerman Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Kerman Unified School District plans to spend $108,649,417 for the 2025-26 school year. Of that amount, $87,348,605 is tied to actions/services in the LCAP and $21,300,812 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Not all General Fund Budget expenditures are included in the LCAP. Expenditures related to districtwide overhead costs, required reserves, and services that are not specifically aligned to a goal or action within the LCAP are excluded from the total expenditures reported. These items are necessary for the overall operation and fiscal stability of the district but do not directly support the goals outlined in the LCAP.

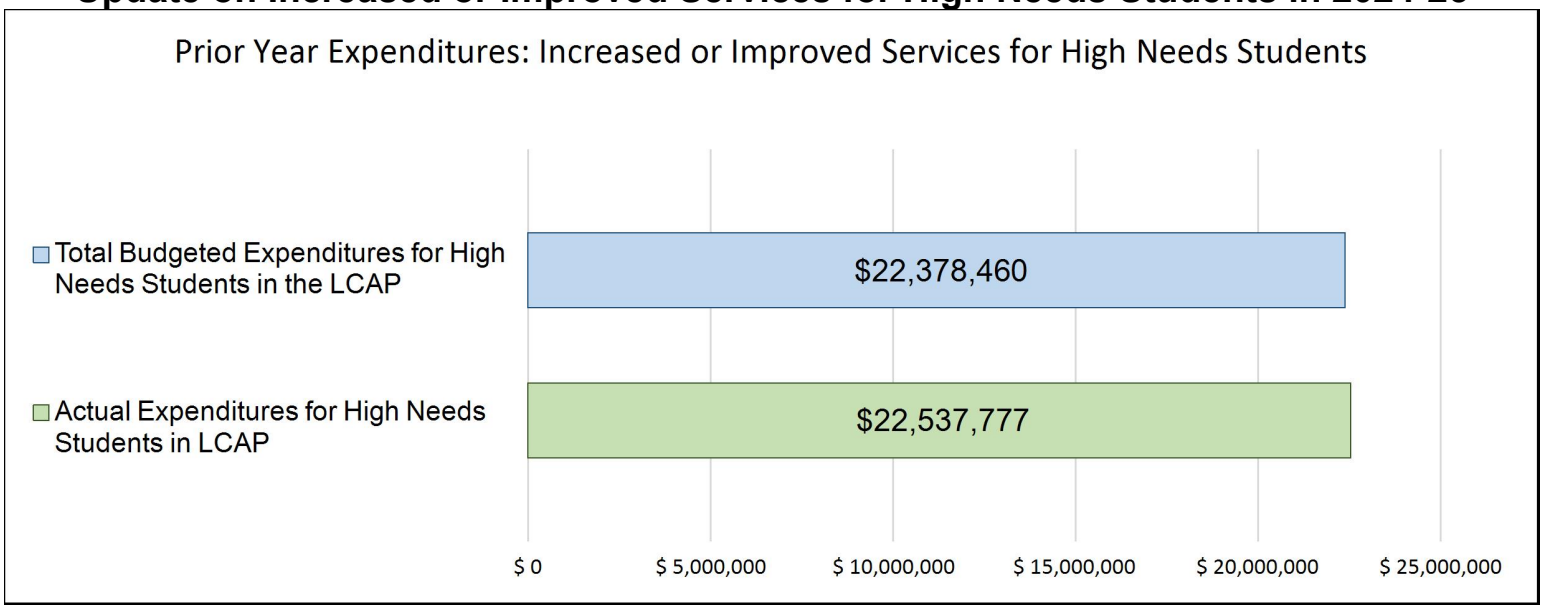
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Kerman Unified School District is projecting it will receive $23,073,713 based on the enrollment of foster youth, English learner, and low-income students. Kerman Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Kerman Unified School District plans to spend $23,073,713 towards meeting this requirement, as described in the LCAP.

N/A- District plans to spend 100% of funds.

LCFF Budget Overview for Parents

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



This chart compares what Kerman Unified 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 Kerman Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Kerman Unified School District's LCAP budgeted $22,378,460 for planned actions to increase or improve services for high needs students. Kerman Unified School District actually spent $22,537,777 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $159,317 had the following impact on Kerman Unified School District's ability to increase or improve services for high needs students:

An overspending difference of $159,317 between budgeted and actual expenditures was attributed to Kerman Unified School District's efforts to enhance services for high-needs students. This variance resulted from the district's commitment to fully implementing targeted programs and expanding support systems for low-income students, English learners, and foster youth—groups that depend on these vital resources for academic success.

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
Kerman Unified School District	Gordon Pacheco Superintendent	gordon.pacheco@kermanusd.com (559) 843 - 9001

Plan Summary [2025-26]

General Information

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

Kerman Unified School District is situated in the center of the San Joaquin Valley, approximately 17 miles west of Fresno. The City of Kerman, incorporated in 1946, is 225 miles north of Los Angeles and 185 miles south of San Francisco. Kerman offers easy access to nearby interstates, rail, and air terminals to the West Coast markets. Kerman is a family-oriented agricultural community that helps make Kerman one of the fastest-growing communities in the Central Valley. The Kerman Unified School District was established in 1983. A five-person school board leads it and has a staff of approximately 600. According to the California Dashboard, the district has eight schools and enrolls 5,358 students. The schools include five TK-6 schools: Kerman Floyd Elementary, Sun Empire Elementary, Liberty Elementary, Goldenrod Elementary, and Harvest Elementary School; one 7-8 campus, Kerman Middle School; one 9-12 campus, Kerman High School; one 9-12 alternative school campus, Enterprise High School, and one 9-12 online school, Kerman Unified Online School. The district also has a state preschool program serving approximately 120 students. Kerman Unified School District enrollment is 88.3% Hispanic, 6.3% White, 3.7% Asian, 0.4% African American, and 1.3% Other. In addition, 84% of the students are Socioeconomically Disadvantaged, 30.4% are English Learners, 9.8% are Students with disabilities, 3.7% are Homeless, and less than 1% are Foster Youth.

Enterprise High School and Kerman Unified Online School have been designated “Equity Multiplier Schools” due to the instability of enrollment and the large percentage of Low-Income students. Goals 5 and 6 will address the use of the Equity Multiplier funds.

The District completed a needs assessment to determine how it will use the remaining Learning Recovery Emergency Block Grant funds. Goal 1, Action 5 and Goal 2, Action 4 will include details on the use of the LREBG funds.

Reflections: Annual Performance

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

Kerman 2024 Successes:
Increase in academic achievement (ELA & Math) for our Students with Disabilities (SWD).
Increase in Graduation Rate.
Significant increase in the College/Career Readiness rate for all, EL, as measured by percent "prepared."
Decrease in Chronic Absenteeism and increase in attendance rate.
Continuing to keep facilities well-maintained.
Decrease in Suspension Rate.
Increase in the sense of safety and school connectedness.

Kerman 2024 Challenges:
English Learner (EL) students making progress towards English Language Proficiency.
On-going support to close academic achievement gap for all student groups.

The Learning Recovery Block Grant (LREBG) funds are captured in the LCAP. Kerman has unexpended LREBG funds for the 2025-26 school year.
The LREBG funds are used for student support and enrichment opportunity purposes based on the needs assessment analyzing state data. The data indicated the students most in need of learning recovery supports were EL, LTEL, SWD, and Socio-economically Disadvantaged student groups in the areas of Math; SWD, EL. and LTELs in the area of ELA, and SWD and Homeless student groups in the area of Chronic Absenteeism. Our needs assessment revealed significant needs regarding Metrics 1.5 and 2.4 among EL, LTEL, SWD, Socio-economically disadvantaged, and Homeless student groups. Actions 1.5 and 2.4 will focus on addressing their needs and providing academic support in ELA and Math, as well as addressing Chronic Absenteeism.

LREBG-funded actions may be found in Goal 1, Action 5 ($518,959):
Part-time intervention Teachers ($51,140) will be supporting site-level intervention in Math and ELA by tutoring one-on one or in small groups to accelerate progress to close learning gaps.
Part-time Newcomer Teachers ($71,398) who will be supporting the earning recovery program designed to accelerate pupil academic proficiency and English language proficiency.
Kerman Online School additional Teacher ($98,354) to support ELA & Math to provide access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility.
Secondary Transfer Counselor ($93,335) to support ELA & Math to provide access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility.

High School Learning Directors ($204,732) to support ELA & Math to provide access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility.

LREBG-funded actions may be found in Goal 2, Action 4 ($185,814):
Middle School Counselor ($94,820) will provide evidence-based pupil supports to address other barriers to learning, including addressing pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.

Kerman Floyd Counselor ($90,994) will provide evidence-based pupil supports to address other barriers to learning, including addressing pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.

Kerman may get additional LREBG funds as part of the 25-26 Budget Act. The LEA will identify any additional LREBG funds apportioned as part of the 2025-2026 budget act as part of the 2026-2027 LCAP.

Kerman 2023 Successes:
*Modest increase in academic achievement, especially in the area of EL progress toward English Fluency
*Improvement in the number of CTE pathway completers
*Significant decrease in chronic absenteeism
*Continue to keep well-maintained facilities
*A well-established MTSS framework that addresses mental health
*Increase in the feeling of school connectedness
*Increase in the number of opportunities for parent involvement and parent workshop

Kerman 2023 Challenges:
Our District is still working through some lingering challenges, such as:
Lowest Performance (Red) Dashboard indicators for a student group within the LEA:
*A dip in the overall graduation rate, especially for SWD (RED on the Dashboard)
*Academic achievement, especially in the area of ELA and Math for our Students with Disabilities (RED on the Dashboard), and Math for our homeless students (RED on the Dashboard)
*The number of students who graduate college/career-ready, especially for EL, homeless, and SWD (RED on the Dashboard)
*Suspension Rate for homeless students (RED on the Dashboard)

Some of our schools performed at the lowest level on state indicators as follows
Lowest Performance (Red) Dashboard indicators for a school within the LEA and/or a Student Group within a school with the LEA
Enterprise High School: College/Career schoolwide and for Hispanic and LI
Goldenrod Elementary: ELA for SWD and Suspension Rate for Homeless - Designated for ATSI
Kerman High: Math for SWD, College/Career for EL and SWD, and Graduation Rate for SWD
Kerman Middle: Math for SWD and Chronic Absenteeism for White
Kerman Unified Online: College/Career schoolwide and for Hispanic and LI
Kerman-Floyd Elementary: ELA and Math for SWD

To address the needs of these subgroups, Actions 1.5 (Additional Academic Support), 1.6 (College/Career Readiness), 1.7 (Special Education), 2.3 (Decrease Suspension and Expulsion Rates), and 2.7 (Attendance) have been added to the LCAP.
Goal 5 (action 5.1) will address the needs of All, Hispanic, and SED students at Enterprise High School and Kerman Unified Online School in the area of college/career readiness.

Reflections: Technical Assistance

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

KUSD qualified for Differentiated Assistance for Two Subgroups in 2023-2024:

1. Students with Disabilities (SWD)
ELA and Mathematics
Graduation Rate
College/Career Readiness

2. Homeless
English Language Arts
Mathematics
Suspension
College/Career Readiness

Kerman Unified has implemented the following initiatives to address these subgroups:
*Continued integrated ELD training for Special Education teachers. (Action 1.3)
*Continued EL Improvement Team and designated ELD training for EL site leads (Action 4.1, 4.2, and 4.3)
*SWD Improvement Teams: The High School Team is improving the Graduation Rate, and the Elementary Team is working on collaboration between general education and special education teachers as a strengthened approach to address the RED indicators for SWD on the Dashboard.(Action 1.7)
*Regularly scheduled walkthroughs (Action 1.5)
*Attendance Incentives (Action 2.4)
*Create a tracking system for students experiencing homelessness that will monitor their attendance, academics, and behavior as a strengthened approach to address the RED indicators for students experiencing homelessness on the Dashboard). (Action 1.5, 2.3, 2.4)
*College/Career readiness - work with counselors on a process to track students' preparedness for college/career readiness. (Action 1.6)

In Year 2 of DA, we will continue implementing the action plan outlined above. Additionally, enhancements for the 2025–2026 school year include the District's continued efforts to strengthen staff collaboration. General Education teachers will be meeting informally on a weekly basis and formally once a month as part of our Least Restrictive Environment (LRE) Professional Learning Communities (PLCs), which will include all third-grade and fourth grade teachers, site RSP teachers, and select Speech Language Pathologists. This districtwide LRE PLC initiative aims to enhance collaboration focused on supporting Special Education students in all third-grade classrooms. School sites have

also sustained their commitment by highlighting Special Education through “Spotlights” during staff meetings, as well as in the PPS monthly newsletters and weekly site bulletins. While this year’s work concluded with a focus on third grade, the initiative will expand in the 2025–2026 school year to include both third and fourth grades. Additionally, professional development in English Language Development (ELD) for Special Education teachers (TK–12) will be implemented. Next year, more students will also begin actively engaging with their individualized goals from the start of the school year.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Meetings at each site are as follows: Harvest Elementary School: 4/2/25 Goldenrod Elementary School: 3/5/25 Kerman-Floyd Elementary School: 3/20/25 Sun Empire Elementary School: 4/2/25 Liberty Elementary School: 3/11/25 Kerman Middle School: 2/25/25, 4/8/25 Kerman High School: 4/10/25 Enterprise High School: 4/2/25 Kerman Unified Online School: 4/2/25 District Meetings for Staff: April 2, 2025 Topics: incentives for attendance, good behavior, and academic progress; after-school tutoring; Professional Development options; technology; online educational supplemental subscriptions; additional planning days
Principals	ALL Principals: 1/24/25, 2/19/25, 4/8/25 Elementary Principals: 2/5/25 Topics Discussed: Maintaining up-to-date technology; maintaining facilities; professional development; intensive interventions (e.g, reading, math, newcomer)
Administrators	2/24/25 4/28/25

Educational Partner(s)	Process for Engagement
	Topics Discussed: academic progress, chronic absenteeism, suspension rates, social-emotional well-being
Other School Personnel	Harvest Elementary School: 3/5/25 Goldenrod Elementary School: 3/5/25 Kerman-Floyd Elementary School: 3/20/25 Sun Empire Elementary School: 4/2/25 Liberty Elementary School: 3/12/25 Kerman Middle School: 4/8/25 Kerman High School: 4/10/25 Enterprise High School: 4/2/25 Kerman Unified Online School: 4/2/25 Topics Discussed: Professional development for classified, technology, and supplemental programs
Local Bargaining Units	Kerman Unified Teachers' Association (KUTA): 3/5/25 Kerman Classified Association (CSEA): 3/5/25 Topics Discussed: Professional development for classified staff; support for paraprofessional staff; training for campus liaisons
Parents	Harvest Elementary School: 4/30/25 Goldenrod Elementary School: 4/22/25 Kerman-Floyd Elementary School: 4/22/25 Sun Empire Elementary School: 4/30/25 Liberty Elementary School: 4/30/25 Kerman Middle School: 3/24/25 Kerman High School: 3/24/25 Enterprise High School: 2/19/25 Kerman Unified Online School: 2/3/25, 3/24/25 District Town Hall Meeting: 4/8/2025 (English 5:00pm & Spanish 6:00pm) Topics Discussed: More hands-on materials in SDC classes, interventions./after-school tutoring, funding for field trips, grading platform (high school parents),
Students	Kerman Middle School: 2/25/25, 4/8/25 Kerman High School: 3/24/25, 4/21/25

Educational Partner(s)	Process for Engagement
	Enterprise High School: 4/8/25 Kerman Unified Online School: 2/3/25, 3/24/25 District Meeting (students were part of the PAC): 4/2/2025, 4/30/2025, 5/27/2025 (final DRAFT presented) Topics Discussed: incentives for good attendance (not just improvement), funds for student activities, educational field trips
PAC (includes secondary students)	Meeting #1: 4/2/2025 (English & Spanish) Meeting #2: 430/2025 (English & Spanish) Meeting #3/Final Meeting: 5/27/2025 - Final Draft Presented, No questions. Topics Discussed: after-school tutoring, funding for field trips, chronic absenteeism, and social-emotional learning support. There were NO questions for the superintendent, which would have been answered in writing as required.
DELAC	10/23/2024 2/12/2025 5/27/2025 - Final Draft Presented Topics Discussed: support for EL students in all academic areas. There were NO questions for the superintendent, which would have been answered in writing as required.
Equity Multiplier Meetings	Kerman Online School: April 2, 2025 Enterprise High School: April 2, 2025 Topics Discussed: college and career readiness indicator opportunities, EL support, CTE courses, math support, LTEL support
SELPA Meetings	September 12, 2024 October 24, 2024 November 13, 2024 January 21, 2025 February 13, 2025 April 10, 2025 Topics Discussed: Compliance, Funding, Transportation, upcoming legislation,

Educational Partner(s)	Process for Engagement
MIdYear Report Presented at the School Board Meeting	Thursday, February 15, 2025 As per Board Senate Bill 114 (2023) added a requirement for LEAs to present a report on the annual update of the Local Control and Accountability Plan (LCAP) and the Budget Overview for Parents (BOP) on or before February 28 of each year at a regularly scheduled meeting of the governing board of the LEA.
Public Hearing	The Public Hearing, as per Ed. Code 52062 (b)(1) was held on June 10, 2025
Public Comment	The Public Comment period was from June 10, 2025 through June 19, , as per Ed. Code 52062 (a)(3). The Draft LCAP was available online (on the KUSD website) and in person at each school site and the District Office, as communicated to the community via Parent Square and social media.
Adoption by the Governing Board	Thursday, June 19, 2025 - The final LCAP was approved by the KUSD governing board as per Ed. Code 52062 (b) (2)
Budget Adoption and Local Indicator Report to Governing Board	Thursday, June 19, 2025 - as per Ed Code 52062 (b) (2) the LCAP must be adopted with the Annual Budget and Local Indicators Report

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

Each goal was influenced by educational partners' feedback as follows:

Goal 1: The District will provide a high-quality educational system emphasizing equity and access for all students, including all subgroups. To achieve this goal, highly qualified staff, up-to-date technology, and research-based educational programs will be implemented and maintained.
*Continue providing in-school interventions as well as after-school tutoring (DELAC)
*Provide Professional Development in some new areas, such as Heggerty and Kagan (Teachers)
*Continue to provide Professional Development for classified paraprofessionals based on survey results (Staff)

Goal 2: The District will provide all students, including all subgroups, with a safe and supportive school environment, emphasizing social-emotional learning. To support this goal, the district will provide equal access to a broad course of study, co- and extracurricular opportunities, and various after-school support programs in safe and clean facilities, with transportation provided.
*Continue to provide curriculum and professional development for counselors (Staff)
*Continue MTSS framework development for both academics and SEL (Staff)
*Adding new CTE/ROP course - Music Production (Staff)
*Maintaining facilities (DELAC and Staff)

*Providing funding for field trips (PAC, Students, Staff)

Goal 3: All parents will have access to resources, services, workshops, and training. Parents will have opportunities to provide input in decision-making practices at both the district and school site levels, especially parents of English Learners, Low Income, Special Education, and Foster Youth students.
*Parent Training sessions (Parents)
*Parent volunteer opportunities (especially for field trips) (Parents)

Goal 4: Within three years, the percentage of newcomer EL students who improve at least two levels or reach level 4 on the summative ELPAC will increase by 6%, the percentage of LTEL students in Kerman Unified will decrease by 6%, and English learners will progress toward grade level proficiency as measured by the SBAC ELA and Math assessments.
*Continue newcomer support - maintain EL intervention teachers at each site (Staff, DELAC)
*LTEL professional development and program support (Staff, DELAC)

Goal 5 (Equity Multiplier Goal): Within three years, all Hispanic and low-income students at Kerman Unified Online and Enterprise High School sites will increase their postsecondary readiness as measured by the California College and Career metric on the dashboard.
*CTE Classes added at KUOS and EHS - will add Music Production at Enterprise (which will be open to online students as well) (Staff)
*Continue to fund the College/Career Counselors at KUOS and EHS (Staff)

Goal 6 (Equity Multiplier Goal): All Long-Term English Learner (LTEL) students at Kerman Unified Online School will demonstrate increased progress toward English language proficiency, as measured by the English Learner Progress Indicator (ELPI) on the Dashboard. Additionally, all socio-economically disadvantaged students at Kerman Unified Online School will improve their math performance, as measured by the Math Indicator on the Dashboard.
*Provide more support for LTEL students by hiring an ELD teacher to work with students at both sites (DELAC)

Summary:
-Our parent educational partners group expressed appreciation for investments in after-school tutoring, intervention teachers, student incentives, field trips, and facility improvements.
-Parents also recommended increasing college field trips, adding hands-on materials for Special Education classrooms, and exploring a more user-friendly grading platform for parents.
-Our staff educational partners group emphasized the need for increased professional development tailored to teachers' needs and more dedicated planning time.
-The staff also supported investments in improved facilities, upgraded classroom furniture, and student incentives that promote academic success, positive behavior, and participation in state assessments.
-Our student educational partners group expressed strong support for continued incentives tied to good attendance, academic success, testing, and positive behavior, as well as funding for Fun Friday activities.
-Students also emphasized a desire for more educational and rewarding field trips that directly connect to their classroom learning.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The District will provide a high-quality educational system emphasizing equity and access for all students, including all subgroups. To achieve this goal, highly qualified staff, up-to-date technology, and research-based educational programs will be implemented and maintained.	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.

One hundred percent of students do not currently perform at or above grade level in English Language Arts and Math. An achievement gap exists for at-risk students, including English Learners, Foster/Homeless Youth, Socioeconomically disadvantaged, and Students with Disabilities. Goal 1 is intended to improve performance of all student groups (with an emphasis to close the achievement gap for EL, LI, FY, and SWD) in the areas fo ELA, Math, Science, ELA EAP, Math EAP, A-G completion, CTE pathway completion, dropout rates (middle and high school), graduation rate, and college/career readiness while providing appropriately assigned teachers with clear crenentials, and access to ahd implementatin of standards-aligned instruction and instructional materials. It is expected that all groups will improve in these areas, as noted in the Target for Year 3 Outcome column.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately assigned teachers who are not on PIP/STSP, as reported by the KUSD HR Department, and the percentage of teachers with CLEAR credentials, as reported by TAMO	6 teachers on PIP/STSP out of 249 teachers Data Year: 2023-2024 Data Source: HR Department	4 teachers on PIP/STSP out of 258 teachers Data Year: 2024-2025 Data Source: HR Department		No teachers on PIP/STSP. 96% of teaching with CLEAR credentials	0.5% improvement from baseline for teachers in PIP/STSP 0.4 improvement in percent of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Percent of teachers with CLEAR credentials: 86.9% Data Source: Teaching Assignment Monitoring Outcomes by FTE (TAMO) Data Year: 2021-2022	Percent of teachers with CLEAR credentials: 87.3% Data Source: Teaching Assignment Monitoring Outcomes by FTE (TAMO) Data Year: 2022-2023			teachers with CLEAR credentials
1.2	Access to standards aligned instructional materials	100% of classes have sufficient instructional materials Data Year: 2023-2024 (for the 2022-2023 school year) Data Source: SARC	100% of classes have sufficient instructional materials Data Year: 2024-2025 (for the 2023-2024 school year) Data Source: SARC		100% of classes have sufficient instructional materials	No change from baseline
1.3	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	State Standards are implemented in 100% of classrooms. 100% of the classes with EL students have access to the State Standards, including the ELD standards Data Year: 2023-2024	State Standards are implemented in 100% of classrooms. 100% of the classes with EL students have access to the State Standards, including the ELD standards		State Standards are implemented in 100% of classrooms. 100% of the classes with EL students have access to the State Standards, including the ELD standards	No change from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: State Reflection Tool	Data Year: 2024-2025 Data Source: State Reflection Tool			
1.4	SBAC ELA Distance from Standard	ALL: 24.6 points below standard EL: 54.9 points below standard LTEL: No Data for 2023 LI: 30.9 points below standard FY: NA SWD: 101.8 points below standard Homeless: 61.2 points below standard Data Year: 2023 Data Source: California Dashboard Distance from Standard	ALL: 26.7 points below standard EL: 54.9 points below standard LTEL: 96.5 points below standard LI: 32.1 points below standard FY: NA SWD: 94.2 points below standard Homeless: 68.4 points below standard Data Year: 2024 Data Source: California Dashboard Distance from Standard		ALL: 14.6 points below standard EL: 44.9 points below standard LTEL: 75 points below standard LI: 20.9 points below standard SWD: 91.8 points below standard Homeless: 51.2 points below standard	ALL: 2.7 points further from standard EL: no change from baseline LTEL: N/A LI: 2.1 points further from standard FY: NA SWD: 7.6 points closer to standard Homeless: 7.2 points further from standard
1.5	SBAC Math Distance from Standard	ALL: 70.6 points below standard EL: 87.3 points below standard LTEL: No Data for 2023 LI: 76.8 points below standard FY: NA	ALL: 66.8 points below standard EL: 87.5 points below standard LTEL: 150.5 points below standard		ALL: 60.6 points below standard EL: 77.3 points below standard LTEL: 120 points below standard LI: 66.8 points below standard	ALL:3.8 points closer to standard EL: 0.2 points further from standard LTEL: N/A LI: 4.3 points closer to standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 133.6 points below standard Homeless: 99.1 points below standard Data Year: 2023 Data Source: California Dashboard Distance from Standard	LI: 72.5 points below standard FY: NA SWD: 121.2 points below standard Homeless: 100.8 points below standard Data Year: 2024 Data Source: California Dashboard Distance from Standard		SWD: 123.6 points below standard Homeless: 89.1 points below standard	FY: NA SWD: 12.4 points closer to standard Homeless: 1.7 points further from standard
1.6	CAST statewide assessment for all, EL, LI, FY, SWD, and homeless students as measured by percent proficient	All: 17.45% EL: 1.08% LI: 16.53% FY: Not enough students SWD: 2.08% Homeless: 12.73% Data Year: 2022-2023 Data Source: Dataquest	All: 18.57% EL: 0.36% LI: 16.74% FY: Not enough students SWD: 3.06% Homeless: 10.34% Data Year: 2023-2024 Data Source: Dataquest		All: 27% EL: 10% LI: 26% FY: Not enough students SWD: 12% Homeless: 22%	All: 1.12% improvement EL: 0.72% decrease LI: 0.21% improvement FY: Not enough students SWD: 0.98% improvement Homeless: 2.39% decrease
1.7	% of students scoring "ready" or higher on the ELA EAP.	56.13% Data Year: 2022-2023 Data Source: Dataquest	55.73% Data Year: 2023-2024 Data Source: Dataquest		66%	0.4% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	% of students scoring "ready" or higher on the Math EAP	14.96% Data Year: 2022-2023 Data Source: Dataquest	27.90% Data Year: 2023-2024 Data Source: Dataquest		25%	12.94% improvement
1.9	A-G completion rate for all, EL, LI, FY, SWD, and homeless students.	All students: 40% EL: 3.7% LI: 38% Foster Youth: Under 15 students SWD: 6.4% Homeless: 10.7% Data Year: 2022-2023 Data Source: CDE/DataQuest	All students: 38.5% EL: 17% LI: 37.6% Foster Youth: Under 15 students SWD: 11.4% Homeless: 18.8% Data Year: 2023-2024 Data Source: CDE/DataQuest		All students: 50% EL: 14.% LI: 48% Foster Youth: Under 15 students SWD: 16% Homeless: 15%	All students: 1.5% decrease EL: 113.2% increase LI: 0.4% decrease Foster Youth: Under 15 students SWD: 5% increase Homeless: 8.1% increase
1.10	CTE pathway completion rate for all, EL, LI, FY, SWD, and homeless students.	All students: 36.8% EL: 17.6% LI: 36.9% FY: not enough students SWD: 23.4% Homeless: 5.2% Data Year: 2022-2023 Data Source: CalPads	All students: 32.3% EL: 24.7% LI: 31.9% FY: not enough students SWD: 18.2% Homeless: 12.5% Data Year: 2023-2024 Data Source: CalPads/Dashboard		All students: 47% EL: 28% LI: 47% FY: not enough students SWD: 33% Homeless: 8%	All students: 4.5% decrease EL: 7.1% increase LI: 5% decrease FY: not enough students SWD: 5.2% decrease Homeless: 7.3% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	A-G and CTE completion rate for all, EL, LI, SWD, and homeless students.	All students: 19.8% EL: 2.9% LI: 16% SWD: 5.1% Homeless: 0% Data Year: 2022-2023 Data Source: CalPads	All students: 14.7% EL: 6.0% LI: 14.4% SWD: 4.5% Homeless: 9.4% Data Year: 2023-2024 Data Source: CalPads/Dashboard		All students: 25% EL:10% LI: 20% SWD: 10% Homeless: 5%	All students: 5.1% decrease EL: 3.1% increase LI: 1.6% decrease SWD: 0.6% decrease Homeless: 9.4% increase
1.12	% of pupils scoring 3 or higher on the AP exam	57.8% of the pupils scored three or higher on the AP exam Data Year: 2022-2023 Data Source: College Board	44.44% of the pupils scored three or higher on the AP exam Data Year: 2023-2024 Data Source: College Board		65% of the pupils scored three or higher on the AP exam	13.36% decrease
1.13	Middle school dropout rate for all, EL, LI, FY, SWD, and homeless students.	All students: 0% EL: 0% LI: 0% SWD: 0% Homeless: 0% Data Year: 2022-2023 Data Source: Calpads	All students: 0% EL: 0% LI: 0% SWD: 0% Homeless: 0% Data Year: 2023-2024 Data Source: Calpads		All students: 0% EL: 0% LI: 0% SWD: 0% Homeless: 0%	No change from baseline
1.14	High school dropout rate for all, EL, LI, FY, SWD, and homeless students.	All students: 0.6% EL: 1.1% LI: 0.7%	All students: 0.7% EL: 2.0% LI: 0.8%		All Students: less than 0.5% EL: less than 1.0%	All students: 0.1% increse EL:0.9% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 0.6% Homeless: 2.5% Data Year: 2022-2023 Data Source: Calpads	SWD: 0.6% Homeless: 1.2% Data Year: 2023-2024 Data Source: Calpads		LI: less than 0.5% SWD: less than 0.5% Homeless: less than 1.0%	LI: 0.1% increase SWD: no change from baseline Homeless: 1.3% decrease
1.15	High school graduation rate for all, EL, LI, FY, SWD, and homeless students.	All students: 89.7% LI: 90.0% EL: 72.5% Foster Youth: under 15 students Students with Disabilities: 51.0% Homeless: 83.3% Data Year: 2023 Data Source: California Dashboard	All students: 91.4% LI: 91.1% EL: 82% Foster Youth: under 15 students Students with Disabilities: 65.9% Homeless: 75% Data Year: 2024 Data Source: California Dashboard		All students: 95% LI: 95.0% EL: 80.5% Foster Youth: under 15 students Students with Disabilities: 55.0% Homeless: 88%	All students: 1.7% increase LI: 1.1% increase EL: 9.5% increase Foster Youth: under 15 students Students with Disabilities: 14.9% increase Homeless: 8.3% decrease
1.16	College/Career Readiness rate for all, EL, LI, FY, SWD, and homeless students as measured by percent "prepared".	All students: 35% EL:1.8% LI: 34.8% Foster Youth: under 15 students SWD: 2% Homeless Students: 6.7% Data Year: 2023 Data Source: California Dashboard	All students: 40.9% EL:17.5% LI: 34.8% Foster Youth: under 15 students SWD: 7.5% Homeless Students: 13.8% Data Year: 2024 Data Source: California Dashboard		All students: 45% EL:12% LI: 45% Foster Youth: under 15 students SWD: 12% Homeless Students: 17%	All students: 5.9% increase EL:15.7% increase LI: no change from baseline Foster Youth: under 15 students SWD: 5.5% increase Homeless Students: 7.1% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.17	SBAC ELA Distance from Standard for SWD at Goldenrod Elementary School and Kerman Floyd Elementary School	Goldenrod Elementary School All students: 32 points below standard SWD: 124.8 points below standard Kerman-Floyd Elementary School All: 49.3 points below standard SWD: 108.2 points below standard Data Year: 2023 Data Source: California Dashboard Distance from Standard	Goldenrod Elementary School All students: 24.5 points below standard SWD: 90.6 points below standard Kerman-Floyd Elementary School All: 42.2 points below standard SWD: 106.5 points below standard Data Year: 2024 Data Source: California Dashboard Distance from Standard		Goldenrod Elementary School All: 20 points below standard SWD: 114.8 below standard Kerman-Floyd Elementary School All: 35 points below standard SWD: 98.2 below standard	Goldenrod Elementary School All students: 7.5 points closer to standard SWD: 34.2 points closer to standard Kerman-Floyd Elementary School All: 7.1 points closer to standard SWD: 1.7 points closer to standard
1.18	SBAC Math Distance from Standard at Kerman-Floyd Elementary School, Sun Empire Elementary School, Kerman Middle School, and Kerman High School	Kerman-Floyd Elementary School All students: 68.2 points below standard SWD: 113.6 points below standard Sun Empire Elementary School All students: 32.6 points below standard SWD: 105.5 points below standard	Kerman-Floyd Elementary School All students: 64 points below standard SWD: 124.5 points below standard Sun Empire All students: 36.2 points standard		Kerman-Floyd Elementary School All students: 58.2 points below standard SWD: 112.6 Sun Empire Elementary School All students: 22 points below standard	Kerman-Floyd Elementary School All students: 3.8 points closer to standard SWD: 10.9 points further from standard Sun Empire Elementary School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Kerman Middle School All students: 78.5 points below standard SWD: 145.7 points below standard Kerman High School All students: 101.7 points below standard SWD: 192.9 points below standard Data Year: 2023 Data Source: California Dashboard Distance from Standard	SWD: 75 points below standard Kerman Middle School All students: 73.8 points below standard SWD: 141.3 points below standard Kerman High School All students: 110.6 points below standard SWD: 117.4 points below standard Data Year: 2024 Data Source: California Dashboard Distance from Standard		SWD: 65 point below standard Kerman Middle School All students: 68.5 points below standard SWD: 135.7 Kerman High School All students: 91.7 points below standard SWD: 182.9	All students: 3.6 points further from standard SWD: 30.5 points closer to standard Kerman Middle School All students: 4.7 points closer to standard SWD: 4.4 points closer to standard Kerman High School All students: 18.9 points further from standard SWD: 75.5 points closer to standard
1.19	College/Career Readiness rate for SWD, EL and Homeless students at Kerman High School as measured by percent "prepared".	Kerman High School All students: 43.5% prepared SWD: 2.6% prepared EL: 2.9% prepared Homeless: 5.9% prepared Data Year: 2023	Kerman High School All students: 53.3% prepared SWD: 12% prepared EL: 23.1% prepared Homeless: 25% prepared		Kerman High School All students: 33.5% prepared SWD: 13% prepared EL: 13% prepared Homeless: 30% prepared	Kerman High School All students: 9.8% increase SWD: 9.4% increase EL: 20.2% increase Homeless: 19.1% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: California Dashboard	Data Year: 2024 Data Source: California Dashboard			
1.20	Graduation Rate for KHS for SWD.	All students: 92.6% SWD: 59% Data Year: 2023 Data Source: California Dashboard	All students: 95.1% SWD: 69.2% Data Year: 2024 Data Source: California Dashboard		All students: 97% SWD: 75%	All students: 2.5% increase SWD: 10.2% increase

Goal Analysis [2024-25]

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

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

1.1- Kerman Unified fully implemented action 1.1. KUSD provided certified, classified, and administrative staff to support student achievement. KUSD ensured properly Credentialed Certificated Staff with 87.3% teachers with CLEAR credentials according to TAMO data and locally certified Classified Staff for all students, including low-income, English learners, and foster youth students. There was no substantive difference in planned action compared to the actual implementation.

1.2- Kerman Unified fully implemented action 1.2. KUSD provided certified, classified, and other administrative staff to support EL, LI, and FY student achievement through additional targeted instruction and intervention. There was no substantive difference between the planned action and the actual implementation.

1.3- Kerman Unified fully implemented action 1.3. In the 2024–2025 school year, the district focused on targeted professional development, resources, and collaboration to support staff in strengthening core instructional practices. Emphasis was placed on integrating English Language Development (ELD) strategies across all classrooms and enhancing the Multi-Tiered System of Supports (MTSS) to support student wellness and success. The district built instructional capacity and promoted equitable, high-quality education through partnerships with organizations like the San Joaquin Valley Mathematics Project, English Learner Group, and Better Lesson. There was no substantive difference in planned action compared to the actual implementation.

1.4- Kerman Unified fully implemented Action 1.4. This goal focused on ensuring equitable access to instructional resources and technology for all students. The district provided essential educational materials, including instructional books, supplies, standards-aligned textbooks, and technology devices necessary to support student learning. Additionally, the district maintained and enhanced technology systems, infrastructure, networks, and software to guarantee reliable access for students and staff. These efforts were intended to support the implementation of State Standards, increase student engagement, and improve academic achievement. There was no substantive difference between the planned action and the actual implementation.

1.5- Kerman Unified fully implemented action 1.5. KUSD allocated funds to enhance ELA and Math instruction through after-school tutoring provided by teachers and bilingual tutors. Additional support was directed toward professional collaboration outside of contracted hours, involving grade-level teams. Instructional technology was purchased to support students and transportation was provided for after school tutoring. These collaborative efforts focused on staff planning, data analysis, progress monitoring, and professional development related to intervention programs. There was no substantive difference between planned action and actual implementation.

1.6- Kerman Unified fully implemented action 1.6. This action supported middle and high school ROP/CTE courses by purchasing resources, materials, and providing instructional guidance through professional development and offering educational field trips to enhance student learning and career readiness. There was no substantive difference between planned action and actual implementation.

1.7- Kerman Unified fully implemented action 1.7. The district provided specialized and targeted support at Goldenrod (ELA), Kerman High School (Math, CCI, Graduation Rate), Kerman Middle School (Math), and Kerman-Floyd (ELA & Math) to students with disabilities as outlined in their Individualized Education Plans (IEPs). All students with an IEP had access to specialized academic instruction and other designated instructional services as specified in their plans, ensuring equity and access to district programming and a free appropriate public education. Services were aligned with other district offerings to best support each student's academic and social-emotional needs. Based on the Dashboard results, the district specifically focused on improving academics, college/career readiness, and graduation rates. There was no substantive difference between planned action and actual implementation. The elementary sites (Goldenrod, Kerman-Floyd, and Sun Empire) created a district-wide PLC/Improvement Team for Students with Disabilities to increase collaboration between general education and special education teachers to ensure students needs are being met in providing the most least restrictive environment. Kerman High School created a team that worked regularly to collaborate and conduct a deep dive on student data to ensure appropriate placement and increase rigor in classes. Kerman Middle School also worked as a team to collaborate and improve practices to better meet the needs of the students.

Overall Successes for Goal One:
Some successes include support from our county office to address the academic needs of students with disabilities (SWDs), the hiring of a counselor, and the provision of professional development for staff.

Overall Challenges for Goal One:
KUSD was unable to fill all part-time intervention teachers to support newcomer students, ELA, and Math due to lack of staffing interest for part-time work.

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

1.1- There was no material difference observed between the budgeted amount and the actual expenditures for Action 1.1.

1.2- Action 1.2 exceeded its budget due to the need for more targeted instruction.

1.3- No material difference was observed between the budgeted amount and the actual expenditures for Action 1.3

1.4- Action 1.4 was underspent due to utilizing other funding sources (one-time monies).

1.5- Action 1.5 was underspent due to estimation costs of additional staff.

1.6- No material difference was observed between the budgeted amount and the actual expenditures for Action 1.6.

1.7- No material difference was observed between the budgeted amount and the actual expenditures for Action 1.7.

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

1.1- Student Group(s): & Metrics: Percent of Appropriately assigned and fully credentialed teachers

Data Statement: The percentage of teachers not fully credentialed decreased from 2% to 1.5%, marking a 0.5% improvement. This reduction, alongside a net increase of 9 teachers on staff, underscores the effectiveness of ongoing credentialing efforts. Additionally, two fewer teachers are on PIP/STSP plans, reflecting progress in support systems, hiring practices, or professional development. Overall, the District is now halfway toward its Year 3 goal of achieving 0% under-credentialed teachers. In addition to local data, the Teacher Assignment Monitoring Outcome (TAMO) data show that 87.3% of teachers are fully credentialed.

Analysis Statement: The percentage of teachers not fully credentialed decreased, indicating improvement. This reduction equates to two fewer teachers on PIP/STSP, reflecting meaningful progress potentially driven by enhanced support systems, improved hiring practices, or strengthened professional development initiatives. Notably, this improvement occurred alongside an overall increase of nine teachers in the staff, underscoring the effectiveness of the District’s credentialing strategies.

1.2- Student Group(s) & Metrics: SBAC ELA Distance from Standard (All Students, EL LI), SBAC Math Distance from Standard (All students, EL, LI), CCI (All students, EL, LI), Suspension Rate (All students, LI, FY) , Chronic Absenteeism (K-8 All students, LI, FY), MySAEBRS- low risk (All students, EL, LI)

Data Statement: Although the additional support from classroom teachers—through after-school tutoring, Saturday School, and intervention teachers—did not result in significant gains in CAASPP scores for ELA and Math (all student groups either maintained or slightly declined in ELA, while all groups improved in Math except for English Learners), feedback from educational partners indicates that staff and parents

believe these programs have been effective. It is expected that continued implementation of after-school tutoring, Saturday School, and interventions taught by credentialed teachers will lead to future improvements in scores.
The addition of CTE teachers and Learning Directors was effective, as all student groups either maintained or improved their college and career readiness levels, as measured by the College/Career Indicator. Notably, EL students showed a significant 15.7% increase in the percentage of students classified as “prepared.”
While support from bilingual instructional tutors did not significantly improve EL students’ CAASPP scores (with no change in ELA and a slight 0.2-point decline in Math), educational partners strongly believe that continued support from bilingual tutors is essential for the long-term academic success of EL students.
Instructional technology staff supported all student groups by using online intervention programs and providing home internet access. Although immediate score improvements were minimal, feedback from educational partners suggests these resources are critical to student success, and they are confident that continued use will result in improved outcomes. Child welfare and attendance staff positively impacted EL, Foster Youth (FY), and Low-Income (LI) students, as evidenced by decreased chronic absenteeism rates across all subgroups. Particularly notable were a 4.2% drop for FY students and an 11.4% decrease for homeless students.
Bilingual staff, including LVNs, the Coordinator of Social and Emotional Learning, and the school psychologist, positively impacted student well-being, as demonstrated by a reduction in suspensions and a decrease in the number of students identified as high-risk on the MySAEBRS assessment.
Campus Liaisons also contributed to reduced suspension rates across all student groups. School counselors played a role in maintaining college and career readiness for FY and LI students and also contributed to a decrease in their suspension rates.

Analysis Statement: To continue progress, it is crucial to reassess strategies and resources allocated to English Learners (EL), Low-Income (LI), and Foster Youth (FY) students, as current approaches may not fully address their unique needs. These student groups require more targeted, nuanced interventions, especially in English Language Arts and Mathematics. Hiring additional staff to support the unduplicated student groups has been effective; however, there is still room for improvement in academic areas (ELA and Math). Providing An additional K-3 teacher for each elementary site and a high school math teacher for Kerman High School will lower class sizes in the primary grades so that students will have greater access to small group or one-on-one instruction. A Behavior Analyst who will work directly with the students at the sites with the most challenging behavior issues contributed to increasing MySAEBRS data. *An Additional secretary at Kerman High School to work with the counselors helped increase the CCI indicator. Part-time newcomer teachers at each site working directly with newcomer students and an English Learner site lead at each school to work with LTELs and newly reclassified ELs helped student get extra support. All other metrics, such as suspension rate, chronic absenteeism, social and emotional well-being, and career and college readiness indicators, have shown progress.

1.3- Student Group(s) & Metrics: All EL, LI, FY for CAASPP ELA and Math, EL for ELPI and reclassification rates, All, EL, LI, FY for MySAEBRS

Data Statement: Professional development focused on integrated and designated ELD led to an 8.8% increase in the English Learner (EL) reclassification rate. However, there was a 6.4% decrease in ELPI results. MySAEBRS data indicated an improvement, with more students classified as low-risk, which may be attributed to the effective professional development provided during the MTSS Symposium. Math performance also improved, likely due to CGI training and ongoing instructional coaching. In contrast, the BetterLesson professional

development for tutors did not yield the expected gains, as SBAC scores (Distance from Standards) showed minimal improvement. Additionally, the online coaching component was less effective than anticipated, according to feedback from educational partners.

Analysis Statement: The effectiveness of the professional development was evaluated using staff feedback collected through surveys and classroom walkthroughs conducted by site administrators. These data sources offered insight into how the training influenced instructional practices and staff engagement. Based on the data, we will continue with CGI, professional development to support EL students, and the MTSS Symposium. We will add more suitable professional development opportunities for tutors at the MTSS Symposium. Notably, feedback from classified staff indicated that the online coaching component of the professional development was largely ineffective.

1.4- Student Group(s) & Metrics: 1.2 (Access to standards-aligned instructional materials), 1.3 (Implementation of standards for all students and enabling ELs access to CCSS and ELD Standards)

Data Statement: All students received instructional books, supplies, materials, textbooks, and technology devices. Technology systems, infrastructure, networks, and software were maintained and supported to ensure that students and staff had access to adequate resources that enhance student engagement and academic achievement. All purchases were aligned with and supported the implementation of the State Standards

Analysis Statement: The District remains current with technology and instructional materials across all sites, as demonstrated by successful WASC and Williams visits. The Instructional Technology Department ensures that all devices are aligned with and support the effective implementation of state academic standards.

1.5- Student Group(s) & Metrics: CAASPP ELA All Students EL, and LI; CAASPP Math All Students EL, LI, Homeless

Data Statement: After-school tutoring, professional collaboration, and professional development did not positively impact CAASPP scores in either ELA or Math. Most student groups either maintained or experienced slight declines in ELA scores. In Math, all student groups showed improvement except for English Learners (ELs), and the Homeless student group showed a slight decrease. Despite these outcomes, feedback from educational partners indicates that staff and parents believe these programs have been effective. Continuing after-school tutoring with credentialed teachers is expected to result in improved scores. Transportation was not identified as a barrier to participation in after-school tutoring. Although support from bilingual instructional tutors did not significantly improve CAASPP scores for EL students (with no change in ELA and a 0.2-point drop in Math), educational partners view the ongoing support of bilingual tutors as essential to the long-term success of EL students. Using instructional materials and supplies to supplement instruction was not fully effective, as evidenced by CAASPP results in both ELA and Math. As a result, refinements to these strategies will be necessary moving forward.

Analysis Statement: Continued support—through transportation, bilingual tutors, and accessible reading materials—will ensure that identified student groups receive the additional resources. Ongoing professional development and collaborative planning will integrate language instruction into all content areas, fostering ELA growth while maintaining upward math momentum over the next two years. Targeted efforts to support homeless youth in these academic areas will remain a priority. Materials and supplies will be refined as more suitable materials based on feedback from education partners. Based on the slight decrease in Math for the Homeless student group, sites will continue to focus on ongoing support.

1.6- Student Groups/Metrics: Districtwide College/Career Indicator for All Students, EL, Homeless. Kerman High School: All Students, EL

Data Statement: Overall district results showed an increase in the College/Career Readiness indicator for all students. Notably, there was a significant increase in the number of English learners (EL) and homeless students. At Kerman High School, all students demonstrated improvement, with EL students showing substantial gains

Analysis Statement: This action has demonstrated positive progress at both the LEA and site level in supporting middle and high school ROP/CTE courses by providing targeted resources, instructional materials, and enhancements designed to boost student engagement, expand course accessibility, and ensure alignment with industry standards, ultimately strengthening college and career readiness.

1.7- Student Groups/Metrics: LEA-wide- CAASPP ELA for SWD, CAASPP Math for SWD, Graduation Rate for SWD, and College and Career Readiness for SWD, Goldenrod SWD- ELA, KHS SWD- Math, CCI, Graduation Rate, KMS SWD- Math, KFE SWD- ELA, Math

Data Statement: Students with Disabilities (SWD) showed improvement across the LEA in English Language Arts (ELA), Math, College and Career Readiness, and Graduation Rate. Specifically, Goldenrod and Kerman-Floyd SWD demonstrated gains in ELA. However, Kerman-Floyd students experienced a decline in Math performance, while Kerman Middle School and Kerman High School showed improvement in Math. At Kerman High School, the graduation rate for SWD increased significantly by 10.2%, and the College and Career Readiness rate rose by 9.4%.

Analysis Statement: With ongoing support from the county office and differentiated assistance support, SWD demonstrated improved academic performance, graduation rates, and college/career readiness indicators. Moreover, progress was evident across all measured areas, except for mathematics performance at Kerman-Floyd.
-Goldenrod: Improved in all areas, Significant increase with a 34.2 points increase in ELA (This is making progress towards closing the academic achievement gap as all students increase by 7.5 points)
-Kerman-Floyd: Decreased by 10.9 points in Math, Slight improvement ELA and a slight decrease in Math
-Kerman Middle School: Improved in all areas
-Kerman High School: Improved in all areas
-Sun Empire: Improved in Math 30.5 points closer to standard

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.

Expanded the explanation of why the LEA has developed this goal.

1.1- TAMO data will be used as an additional tool to measure effectiveness. Language was adjusted and added to each column.

1.2- List of staff was updated to match the additional concentration grant funding. FY and LTELS were added to the action title, LI added to the description, and LTEL added in the metric column of the table.

1.3- Based on feedback from our educational partners, we will no longer use BetterLesson to provide professional development for our paraprofessionals, as the online coaching component did not prove effective. Instead, we will continue to offer site-based professional development led by school administrators. Additionally, our paraprofessionals are encouraged to attend the MTSS Symposium, which features a variety of breakout sessions tailored to support their roles meaningfully. Based on feedback from our educational partners, we will provide professional development in Kagan Structures to support our certificated teachers in enhancing student motivation and engagement.

1.4- No changes.

1.5- Removed mention of Special Education. KUSD will use LREBG Funds to support part-time intervention teachers for newcomer students in ELA and Math. This aligns with the allowable use of LREBG funds by addressing the unique academic needs of English learners, promoting language acquisition, and improving foundational skills. These teachers will focus on targeted interventions using curriculum, materials, and supplies suited to help newcomer students overcome language and educational barriers, ensuring their successful integration into the classroom. This action directly supports the needs of newcomer students, enhancing their academic performance in key subject areas and promoting equity in educational access. The effectiveness of these funds will continue to be measured using metrics 1.4 & 1.5 for the EL student group. KUSD will use LREBG Funds to support a counselor at Kerman Floyd (ELA & Math). KUSD will use LREBG Funds to support a Secondary Transfer Counselor to support ELA & Math. KUSD will use LREBG Funds to support Learning Directors to support ELA & Math. KUSD will use LREBG Funds to support ELA and Math at Kerman Unified Online School.

1.6- High school students can now access various new courses designed to enhance learning and support career readiness, including Introduction to Firefighting, Introduction to Music Production, Introduction to Videography, ROP Music Production, and ROP Videography.

1.7- No changes

Metric 1.1: Added TAMO data
Metrics 1.5 and 1.6: Added LTEL data to Year 1, Outcome, and Difference Columns
Metric 1.13: Added Kerman Middle School dropout rate for EL, FY, SWD, LI, and Homeless.
Metric 1.14 Added Target for Year 3 Outcome for All, EL, LI, SWD, and Homeless
Metric 1.17: Added Target for Year 3 Outcome for All Goldenrod Students and All Kerman-Floyd Students
Metric 1.18: Added Sun Empire Elementary School data to all columns
Metric 1.19: Added Homeless data to all columns
Metric 1.20: Add ALL student data to Target for Year 3 Outcome

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Fully Credentialed Teachers, Admin, and other staff	Kerman Unified will provide certified, classified, and administrative staff to support student achievement. KUSD will ensure properly Credentialed Certificated Staff with no misassignments or vacancies & locally certified Classified Staff for all students, including low-income, English learners, and foster youth students. New teachers will be assigned support teachers for their first two years. New administrators will participate in the CASC (Clear Administrative Services Credential) program through FCSS to earn their full credentials while getting support. Classified staff must pass a test to be eligible to apply for positions.	$60,766,553.00	No
1.2	Fully Credentialed Teachers, Admin, and other staff that support EL, LTEL, FY, and LI.	Kerman Unified will provide certified, classified, and other administrative staff to support student achievement for EL, LTELs, LI, and FY through additional targeted instruction and intervention.	$14,658,150.00	Yes
1.3	Professional Development	Provide professional development training and books, supplies, and materials for staff training to support the implementation of new adoption materials through training, coaching, articulation, and collaboration. Provide ongoing professional development, including articulation time for core content areas to address curriculum, instruction, assessments, and strategies, including designated and integrated ELD training to staff members (including paraprofessionals). The focus for 2024-2025 will be integrated ELD strategies in all classes, updating the MTSS model, and mental health wellness. In addition to PD from the county, the district will contract with The San Joaquin Valley Mathematics Project for Cognitive Guided Instruction (CGI) for elementary sites, Thinking Maps, English Learner Group, Kagan for certificated staff. Tutors are encouraged to attend the MTSS Symposium, which features a variety of breakout professional development sessions tailored to support their roles.	$495,190.00	No
1.4	Sufficient Instructional Materials to Implement the State Standards	Provide all students with instructional books, supplies, materials, textbooks, and technology devices. Maintain and support technology systems, infrastructure, network, and software maintenance to ensure students and employees have access to adequate technology to increase student engagement and achievement. All purchases will support the implementation of the State Standards.	$807,375.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Additional Academic Support	KUSD will use funds to support ELA and Math instruction during after school tutoring by teachers and bilingual tutors. Funds will also be used for professional collaboration (outside of contracted hours) among grade levels. The extra help will be for staff planning days and after school tutoring. This is intended to provide professional development, collect and analyze data, and progress monitor intervention programs. Yearly intervention and supplemental materials/supplies/subscriptions to support ELA, math, access to the state standards will be purchased. Additional funds will be used for technology-based supplemental instructional programs in ELA and Math. Transportation will be provided for students that attend After School Program if needed. This action will address the following red (lowest performance level) indicators on the 2023 CA Dashboard. LEA-level Math: Homeless KUSD will use LREBG Funds to support Action 1.5. KUSD will use LREBG Funds to support part-time elementary intervention teachers to support ELA and Math for SWD and EL student groups. Part-time intervention teachers for ELA and Math align with our needs assessment findings and with the allowable use of funds by supporting targeted academic interventions aimed at closing achievement gaps. These teachers will provide personalized support to struggling students, addressing specific needs identified in the needs assessment. This action is expected to improve student outcomes in ELA and Math by delivering focused, data-driven instruction tailored to students' learning needs. The effectiveness of these funds will continue to be measured using metrics 1.4 & 1.5 for all student groups identified in the metric section. KUSD will use LREBG Funds to support part-time intervention teachers for newcomer students in ELA and Math for the EL student group. This aligns with the allowable use of LREBG funds by addressing the unique academic needs of English Learners, promoting language acquisition, and improving foundational skills. These teachers will focus on targeted	$5,477,611.00	Yes

Action #	Title	Description	Total Funds	Contributing
		interventions, helping newcomer students overcome language and academic barriers, ensuring their successful integration into the classroom. This action directly supports the needs of newcomer students, enhancing their academic performance in key subject areas and promoting equity in educational access. The effectiveness of these funds will continue to be measured using metrics 1.4 & 1.5 for the EL student group. KUSD will use LREBG funds to support a counselor at Kerman Floyd, focusing on ELA and Math for EL and SWD students groups. Research shows that addressing students' social and emotional needs is essential for academic progress. The Needs Assessment identifies the need for additional support to address learning loss and meet the specific needs of students. The effectiveness of this funding will be evaluated using Metrics 1.4 and 1.5 for all student groups identified in the metrics section. KUSD will use LREBG Funds to support a Secondary Transfer Counselor to support ELA & Math for EL, LTEL, SWD, and socio-economically disadvantaged student groups. A Secondary Transfer Counselor supports students transitioning between schools by identifying and addressing learning gaps through targeted academic planning and coordinating with teachers. They provide guidance and resources to ensure students stay on track academically and emotionally during periods of disruption or learning loss. The Needs Assessment identifies the need for additional support to address learning loss and meet the specific needs of students. The effectiveness of this funding will be evaluated using Metrics 1.4, 1.5, 1.9, and 1.11 for all student groups identified in the metrics section. KUSD will use LREBG Funds to support Learning Directors to support ELA and Math for EL, LTEL, SWD, and socio-economically disadvantaged student groups.. Research shows that Learning Directors play a key role in identifying and addressing learning loss by analyzing student performance data and coordinating targeted interventions. They collaborate with teachers, families, and support staff to ensure students receive the academic and emotional support needed to recover and thrive. The Needs Assessment identifies the need for additional support to address learning loss and meet the specific needs of students. The effectiveness of this funding will be evaluated using Metrics 1.4, 1.5, 1.9, and 1.11 for all student groups identified in the metrics section.		

Action #	Title	Description	Total Funds	Contributing
		KUSD will use LREBG Funds to support Kerman Online School in ELA and Math for the socio-economically disadvantaged student group. At our online school, dedicated teachers and leadership staff work collaboratively to address learning loss in ELA and Math through targeted instruction, data-driven interventions, and personalized student support. By leveraging digital tools and regular progress monitoring, we ensure every student receives the guidance they need to achieve academic growth and success. The Needs Assessment identifies the need for additional support to address learning loss and meet the specific needs of students. The effectiveness of this funding will be evaluated using Metrics 1.4 and 1.5 for all student groups identified in the metrics section.		
1.6	College Career Readiness	This action will provide the following for middle and high school ROP/CTE courses Non-personnel: Supplemental Materials and Supplies Professional development Educational Field trips This action will address the following red (lowest performance level) indicators on the 2023 CA Dashboard. LEA-level College/Career: EL, Homeless School-level Kerman High School College/Career: EL	$455,476.00	Yes
1.7	Special Education	The district will provide specialized and targeted support to students with disabilities as outlined in their Individualized Education Plans (IEPs). All students with an IEP will have access to this specialized academic	$200,000.00	No

Action #	Title	Description	Total Funds	Contributing
		instruction and other designated instructional services as noted in their IEP to ensure equity and access to district programming and free appropriate public education. Services provided will be aligned with other district offerings to best support each student's academic and social-emotional needs. Based on the Dashboard results, a specific focus will be on academics, college/career readiness, and graduation rate. This action will address the following red (lowest performance level) indicators on the 2023 CA Dashboard. SWD scored in the RED in the following areas at the district level: *ELA *Math *Graduation Rate *College/Career In addition to district needs, the following sites were in the RED on the Dashboard for SWD: *GES - SWD ELA *KHS - SWD Math, College/Career, and Graduation Rate *KMS - SWD Math *KFE - SWD ELA and Math This action will meet the requirements of Differentiated Assistance. These sites' strengthened approach is to increase collaboration between Special Education Teachers and General Education Teachers to ensure students are provided with the Least Restrictive Environment (LRE) at the elementary and middle schools (GES, KFE, and KMS). In addition, a pathway has been piloted to allow students to earn a high school diploma, increasing Math rigor for our SWD. The SWD Improvement Team will adopt a more rigorous curriculum for the students. Professional Development will be provided for Special Education tutors, including Designing Routines and Procedures to Empower Students, Advanced Language Strategies for English Learners, and Using		

Action #	Title	Description	Total Funds	Contributing
		Differentiation techniques to Make Learning Accessible. Each Special Education will also receive one-on-one coaching. The expected outcomes are increased ELA and math scores on the SBAC, an increase in the graduation rate, and an increase in the percentage of SWD considered "prepared" on the college/career readiness indicator. A common need to support SWD in ELA, Math, College/Career Readiness, and Graduation Rate was identified at the LEA level. The needs assessment revealed the necessity to increase and expand pathways for SWD and to create time within the schedule for increased collaboration between Special Education and General Education teachers. To support the LEA level reds, KCUSD will: Develop Specialized Programs: Create additional specialized programs and courses tailored to the needs of SWD to ensure they have access to a wide range of academic and vocational opportunities. Inclusive Practices: Implement inclusive practices and ensure that SWD has access to the general education curriculum with necessary support and accommodations. Professional Learning Communities (PLCs): Establish PLCs focused on integrating special education strategies into general education settings, promoting co-teaching models, and sharing best practices. Targeted Interventions: Implement targeted interventions and evidence-based instructional strategies in ELA and Math to address the specific learning needs of SWD. The following school sites, GES, KHS, KMS, and KFE, shared a common need to support SWD in ELA, Math, College/Career Readiness, and Graduation rates. The needs assessment revealed a need for increased differentiation instruction and personalized coaching for teachers to improve ELA, math, college and career readiness, and graduation rates for students with disabilities. To support the site-level reds, KCUSD will: Train tutors on differentiation strategies to cater to diverse learning needs. Provide personalized coaching to SPED tutors focusing on improving ELA, math, college and career readiness, and graduation rates for SWD.		

Action #	Title	Description	Total Funds	Contributing
		Create a structured learning environment, which is particularly beneficial for SWD who often thrive with clear expectations and consistency. Ensure that instruction is tailored to meet the varying needs of all students, including those with disabilities, making learning more inclusive and effective. Provide personalized coaching to SPED tutors focusing on improving ELA, math, college and career readiness, and graduation rates for SWD.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The District will provide all students, including all subgroups, with a safe and supportive school environment, emphasizing social-emotional learning. To support this goal, the district will provide equal access to a broad course of study, co- and extracurricular opportunities, and a variety of after-school support programs in safe and clean facilities, with transportation provided.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Kerman believes that students will be more successful in a safe and clean school environment that provides various learning opportunities in and out of the classroom. The actions specifically address the physical school environment, varied learning opportunities, and the social-emotional needs of students. The metrics will inform the district of the progress in meeting this goal by monitoring facilities, attendance rates, chronic absenteeism, suspension and expulsion rates, access to broad courses of study, and social and emotional well-being for all student groups, especially the unduplicated student population.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities maintained in good repair	100% of the facilities measure a "good" or "exemplary" rating in the FIT audit Data Year: 2023-2024 Data Source: FIT Report	100% of the facilities measure a "good" or "exemplary" rating in the FIT audit Data Year: 2024-2025		100% of the facilities measure a "good" or "exemplary" rating in the FIT audit	No change from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: FIT Report			
2.2	Attendance Rate	89.91% Data Year: 2022-2023 Data Source: Aeries Average Daily Attendance Summary (No data is available on Dataquest)	93.6% Data Year: 2023-2024 Data Source: Aeries Average Daily Attendance Summary (No data is available on Dataquest)		94%	3.69% improvement
2.3	Chronic Absenteeism	ALL Students K-8: 19.1% EL: 15.4% LI: 19.7% FY: 25.0% Homeless: 29.2% Data Year: 2022-2023 Data Source: Dashboard	ALL Students K-8: 15.7% EL: 12.5% LI: 16.6% FY: 20.8% Homeless: 17.8% Data Year: 2023-2024 Data Source: Dashboard		ALL Students K-8: 14.1% EL: 11.4% LI: 14.7% FY: 20.0% Homeless: 24.2%	ALL Students K-8: 3.4% improvement EL: 2.9% improvement LI: 3.1% improvement FY: 4.2% improvement Homeless: 11.4% improvement
2.4	Suspension Rate	All: 3.2% EL: 2.9% LI: 3.4% FY: 7.9% Homeless: 5.9% Data Year: 2022-2023 Data Source: Dashboard	All: 2.9% EL: 2.6% LI: 3.1% FY: 0% Homeless: 4.9% Data Year: 2023-2024 Data Source: Dashboard		All: 2.2% EL: 1.9% LI: 2.4% FY: 5.9% Homeless: 3.9%	All: 0.3% decrease EL: 0.3% decrease LI: 0.3% decrease FY: 7.9% decrease Homeless: 1% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Expulsion Rate	All: 0% EL: 0% LI: 0% FY: 0% Data Year: 2022-2023 Data Source: Dataquest	All: 0.1% EL: 0.1% LI: 0.1% FY: 0% Data Year: 2023-2024 Data Source: Dataquest		All: 0% EL: 0% LI: 0% FY: 0%	All: 0.1% increase EL: 0.1% increase LI: 0.1% increase FY: no change from baseline
2.6	Access to and Enrollment in a Broad Course of Study	100% of the schools offer English/ELA, Math, Social Studies, Science, PE, Visual and Performing Arts, Health, and electives (7-12) Data Year: 2023-2024 Data Source: Instructional Minutes, Daily Schedule, Master Schedule for Secondary	100% of the schools offer English/ELA, Math, Social Studies, Science, PE, Visual and Performing Arts, Health, and electives (7-12) Data Year: 2024-2025 Data Source: Instructional Minutes, Daily Schedule, Master Schedule for Secondary		100% of the school offer English/ELA, Math, Social Studies, Science, PE, Visual and Performing Arts, Health, and electives (7-12)	no change from baseline
2.7	Outcomes of a broad course of study for all EL, LI, FY, and homeless students, as measured by the percentage of students promoted to the next grade level at the	Elementary Sites: Less than 1% retained Middle School: Less than1% retained High School: 89.7% graduation rate Data Year: 2023-2024	Elementary Sites: 0.3% retained Middle School: 0% retained High School: 91.4% graduation rate		Elementary Sites: Less than 1% retained Middle School: Less than1% retained High School: 95% graduation rate	Elementary Sites: 0.7% decrease Middle School: no change from baseline High School: 1.7% increase in graduation rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	elementary and middle school levels and graduation rate for the secondary levels.	Data Source: Retention List; graduation rate on the Dashboard	Data Year: 2024-2025 Data Source: Retention List; graduation rate on the Dashboard			
2.8	Social-emotional well-being for all, EL, LI, FY, and homeless students, as measured by the percentage of students who score "low risk" on the MYSAEBRS Assessment	MYSAEBRS Assessment Results - LOW RISK All: 71% EL: 64% LI: 70% FY: too few to report SWD: 54% Homeless: 41.99% Data Year: 2023-2024 Data Source: Fastbridge/Illuminate	MYSAEBRS Assessment Results - LOW RISK All: 74% EL: 68% LI: 74% FY: 46% SWD: 54% Homeless: 68% Data Year: 2024-2025 Data Source: Fastbridge/Illuminate		MYSAEBRS Assessment Results All: 77% EL:70% LI: 76% FY: 70% SWD: 60% Homeless: 60%	MYSAEBRS Assessment Results - :LOW RISK All: +3% EL: +4% LI: +4% FY: No comparison data SWD: No change Homeless: 26.01%
2.9	Sense of Safety and School Connectedness	Percentage of students surveyed who felt safe at school: Elementary Students: 75% Middle School Students: 61% High School Students: 57% Percentage of staff surveyed who feel	Percentage of students surveyed who felt safe at school: Elementary Students: 88% Middle School Students: 64% High School Students: 68.5%		Percentage of students surveyed who felt safe at school: Elementary Students: 80% Middle School Students: 66% High School Students: 62% Percentage of staff surveyed who feel	Elementary Students: 13% incease Middle School Students: 3% increase High School Students: 11.5% increase Percentage of staff surveyed who feel

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		school is safe for staff: 60% Percentage of staff surveyed who feel school is safe for students: 65% Percentage of parents surveyed who feel the school is safe: 40% Percentage of students surveyed who felt a high level of connectedness to school: Elementary Students: 72% Middle School Students: 59% High School Students: 50% Percentage of staff surveyed who think there are caring adult relationships that support students: 57% Percentage of parents surveyed who feel a strong connection to the school: 43% Data Year: 2023-2024	Percentage of staff surveyed who feel school is safe for staff: 61% Percentage of staff surveyed who feel school is safe for students: 61% Percentage of parents surveyed who feel the school is safe: 43% Percentage of students surveyed who felt a high level of connectedness to school: Elementary Students: 81% Middle School Students: 60% High School Students: 56% Percentage of staff surveyed who think there are caring adult relationships that support students: 54%		school is safe for staff: 65% Percentage of staff surveyed who feel school is safe for students: 70% Percentage of parents surveyed who feel the school is safe: 50% Percentage of students surveyed who felt a high level of connectedness to school: Elementary Students: 80% Middle School Students: 69% High School Students: 60% Percentage of staff surveyed who think there are caring adult relationships that support students: 65%	school is safe for staff: 1% increase Percentage of staff surveyed who feel school is safe for students: 4% decrease Percentage of parents surveyed who feel the school is safe: 3% increase Percentage of students surveyed who felt a high level of connectedness to school: Elementary Students: 9% increase Middle School Students: 1% increase High School Students: 6% increase Percentage of staff surveyed who think there are caring adult relationships that

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Healthy Kids Survey	Percentage of parents surveyed who feel a strong connection to the school: 50% Data Year: 2024-2025 Data Source: Healthy Kids Survey		Percentage of parents surveyed who feel a strong connection to the school: 50%	support students: 3% decrease Percentage of parents surveyed who feel a strong connection to the school: 7% increase
2.10	Suspension Rate for homeless students at Goldenrod Elementary School	All students: 1.9% Homeless: 8.9% Data Year: 2023 Data Source: CA Dashboard	All students: 1.1% Homeless: 2.2% Data Year: 2024 Data Source: CA Dashboard		All students: Less than 1.9% Homeless: 4.9%	All students: 0.8% decrease Homeless: 6.7% decrease
2.11	Chronic Absenteeism rate for White Students at Kerman Middle School	All students: 18.1% White Students: 20.8% Data Year: 2023 Data Source: CA Dashboard/Local Data	All students: 18.8% White Students: 17% Data Year: 2024 Data Source: CA Dashboard/Local Data		All groups 10% or less	All students: 0.7% increase White Students: 3.8% decrease

Goal Analysis [2024-25]

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

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

2.1- Kerman Unified fully implemented action 2.1. The District provided school environments where the social, emotional, behavioral, academic, and health needs of English Learner (EL), Foster Youth (FY), and Low-Income (LI) students were addressed. Funds were used to

purchase materials and supplies that supported these students' needs. There was no substantive difference between planned action and actual implementation.

2.2- Kerman Unified fully implemented action 2.2. The District supported CTE/ROP and elective courses, including Visual and Performing Arts (VAPA) and world languages. In preparation for the 2024–2025 school year, a new CTE course—Careers in Education—was developed and added to expand student opportunities. There was no substantive difference between planned action and actual implementation.

2.3- Kerman Unified fully implemented action 2.3. The District implemented a PBIS framework with incentives and schoolwide activities to promote positive behavior and educate students on making good choices. A counselor-led vape education program and professional development for staff aimed to support students' social-emotional needs and reduce suspension and expulsion rates. For homeless students, especially at Goldenrod Elementary, counselors provided regular SEL support and Tier II interventions to address specific needs, targeting improved outcomes in suspension rates. There was no substantive difference between planned action and actual implementation.

2.4- Kerman Unified fully implemented action 2.4. The District used funds to support efforts to improve the rate of chronic absenteeism by providing incentives and activities that promoted good attendance. Materials and supplies were purchased for clubs and recess activities to increase students' motivation to attend school. Additionally, professional development was provided in student engagement, and assemblies—including motivational speakers—were held to encourage student attendance and engagement further. There was no substantive difference between planned action and actual implementation.

2.5- Kerman Unified fully implemented action 2.5. The District provided materials, supplies, and resources to support extracurricular activities, including VAPA, sports, clubs, and academic field trips. There was no substantive difference between planned action and actual implementation.

2.6- Kerman Unified fully implemented action 2.6. The District provided counselors with professional development, utilized the MAC and CHAMPS behavior management programs, implemented the Positivity Project district-wide, and supported the MTSS framework to address the mental health needs of students. There was no substantive difference between planned action and actual implementation.

2.7- Kerman Unified fully implemented action 2.7. When reviewing site-level data, the District discovered that White students at Kerman Middle School had a high chronic absenteeism rate, as indicated by the red designation on the 2023 Dashboard. Following a root cause analysis, it was determined that there was a need to strengthen relationships among staff, students, and parents of chronically absent White students at KMS. To better support these students, a Child Welfare and Attendance Officer was assigned to spend additional time at KMS, working one-on-one with identified students to address ongoing attendance issues. Additionally, site administration maintained regular contact with families to discuss attendance concerns and offer support. There was no substantive difference between planned action and actual implementation.

Overall Successes:
-KUSD strengthened the CTE and ROP program, PBIS was successfully implemented at all sites, and the MTSS framework lead by the Coordinator of Social and Emotional Learning was beneficial.

Overall Challenges:

-No challenges.

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

2.1- Action 2.1 was overspent due to estimation.

2.2- There was no material difference observed between the budgeted amount and the actual expenditures for Action 2.2

2.3- Action 2.3 was overspent due to estimation cost of programs, materials, and supplies needed.

2.4- Action 2.4 was overspent due to estimation cost of programs, materials, and supplies needed.

2.5- Action 2.4 was overspent due to estimation cost of programs, materials, and supplies needed.

2.6- There was no material difference observed between the budgeted amount and the actual expenditures for Action 2.6.

2.7- No material difference was observed between the budgeted amount and the actual expenditures for Action 2.7.

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

2.1- Student Group/Metrics: All students - SBAC ELA, Math, Suspension Rate, MySAEBRS (low risk); EL students - SBAC ELA, Math, My SAEBRS (low risk); LI students - SBAC ELA, Math, Suspension Rate, MySAEBRS (low risk); FY - Suspension rate

Data statement: ELA performance declined overall, with no progress for EL students and a modest regression for LI students. While overall suspensions decreased significantly, the change for LI students was marginal. Social-emotional outcomes improved across all groups, with EL and LI students showing slightly higher gains.

Analysis statement: There is a need to re-evaluate literacy supports, particularly for LI and general populations. This suggests that effective SEL initiatives benefit traditionally underserved populations. There is continued need to purchase seating options for SEL spaces. Math instruction seems more effective, particularly for LI students. However, EL students are not benefiting equally, suggesting a need to address language-accessible math strategies.

2.2- Student Groups/Metrics: Districtwide: College/Career Indicator for All Students

Data Statement: Overall, District results showed an increase in the College/Career Readiness indicator for all students. Notably, there was a significant increase for EL students and Homeless students.

Analysis Statement: This action has demonstrated positive progress at both the LEA and site level in supporting middle and high school ROP/CTE courses by providing targeted resources, instructional materials, and enhancements designed to boost student engagement, expand course accessibility, and ensure alignment with industry standards, ultimately strengthening college and career readiness.

2.3- Student Groups/Metrics: Suspension Rate - Districtwide: All Students, EL, LI, FY, Homeless; Goldenrod Elementary: School Suspension Rate - All Students, Homeless

Data Statement: At the district level, there was a slight 0.3% decrease for all students, as well as for English Learners (EL) and Low-Income (LI) students, indicating relatively stable outcomes across these groups. Foster Youth (FY) experienced a more substantial 7.9% decrease. Homeless students showed a 1% decrease, a slightly greater decline than the general student population. All students experienced a 0.8% decrease at the Goldenrod site, a somewhat larger decline than the district average. Notably, homeless students at Goldenrod showed a significant 6.7% decrease.

Analysis Statement: The data show minimal overall decreases among all students, English Learners, and Low-Income students (each showing only a 0.3% decline). This suggests that current practices are primarily effective in maintaining stable outcomes for these groups. The actions attached to this goal such as the Vape Education program, incentive system, materials and supplies for PBIS, engaging and informative assemblies and guest speakers, and providing counselors with professional development had a positive impact on the students. Goldenrod's commitment to supporting homeless students, led by site administrators and counselors, has made a positive impact. This stability provides a strong foundation for continuing existing strategies and interventions to assist this student population.

2.4- Student Groups/Metrics: Chronic Absenteeism (K-8) - All Students, EL, LI, FY, Homeless

Data Statement: Homeless students exhibited the highest decrease (11.4%). Foster Youth showed the second-highest decrease (4.2%). English Learners had the smallest decrease (2.9%). The All Students average was a 3.4% decrease.

Analysis Statement: To build on Year 1 progress, we will scale adequate support for homeless and foster youth students while identifying the key strategies that drove their success. Targeted adjustments will be made to better support English Learners and Low-Income students, particularly in language development and instructional access. Data-driven decision-making and ongoing progress monitoring will guide equitable resource allocation and continuous improvement in Year 2. Offering a variety of arts and sports programs—along with the necessary materials, professional development, and motivational assemblies—had a positive impact on the students.

2.5- Student Groups/Metrics: Chronic Absenteeism (K-8) - All Students, EL, LI, FY, Homeless; Suspension Rates - All Students, LI, FY, Homeless

Data Statement: Notable progress was made in both chronic absenteeism and suspension rates across student groups, with especially significant gains among the most vulnerable populations.
For chronic absenteeism in grades K–8, all student groups showed improvement. The overall student population saw a 3.4% decrease in absenteeism. English Learners (EL) improved by 2.9%, and Low-Income (LI) students by 3.1%, both reflecting steady but moderate progress. Foster Youth (FY) exhibited a more substantial improvement at 4.2%, while Homeless students showed the most dramatic gain with an 11.4% reduction. Suspension rates also decreased across the board, although changes were generally more modest. The overall

suspension rate declined by 0.3%, with EL and LI students mirroring that trend. Foster Youth showed a significant 7.9% decrease, and Homeless students experienced a 1% reduction. While all student groups made gains, Foster Youth and Homeless students demonstrated the most marked improvements in both chronic absenteeism and suspension rates, highlighting the impact of focused support efforts.

Analysis Statement: Strategic supports, particularly for our most vulnerable student groups, drive measurable improvements in chronic absenteeism and suspension rates. In particular, Foster Youth and Homeless students benefited from focused outreach and interventions, resulting in the most significant progress. Providing VAPA assemblies, sports equipment (including uniforms and transportation), club resources (including uniforms, entry fees, and materials), and academic field trips had a positive impact on students It is critical to continue these supports to maintain momentum and close remaining equity gaps. This includes continuing to invest in attendance initiatives, trauma-informed practices, social-emotional learning, and restorative discipline strategies.

2.6- Student Groups/Metrics: Suspension Rates - All Students, LI, FY; Chronic Absenteeism (K-8) - All Students, LI, FY; MySAEBRS/Fastbridge (Low Risk) - All Students, EL, LI

Data Statement: Suspension rates decreased slightly for all students by 0.3%, with similar modest decreases of 0.3% for English Learners (EL) and Low-Income (LI) students. Foster Youth (FY) saw a substantial 7.9% decrease in suspensions, while Homeless students experienced a 1% decrease.
Chronic absenteeism in grades K–8 improved across all groups. The overall student population saw a 3.4% improvement, with EL and LI students improving by 2.9% and 3.1%, respectively. Foster Youth showed a higher improvement of 4.2%, and Homeless students demonstrated a dramatic 11.4% improvement.
Overall, social-emotional well-being, as measured by MySAEBRS scores, improved by 3%. EL and LI students each showed a 4% increase. All groups showed gains; Foster Youth and Homeless students experienced the most significant improvements in attendance and discipline outcomes. EL and LI students made steady progress, and social-emotional health improved across the board.

Analysis Statement: Building on these positive outcomes, the district-wide strategies around social-emotional learning and restorative discipline practices will continue to be key to driving more substantial decreases in suspension rates and fostering a more inclusive, supportive school climate for all students. Providing professional development on Hatching Results for all counselors, along with materials and supplies to implement MACS, CHAMPS, the Positivity Project, and the MTSS program, had a positive impact on students.
2.7- Student Groups/Metrics: Attendance for Kerman Middle School White students

Data Statement: The attendance rate for White students at Kerman Middle School decreased by 3.8%.

Analysis Statement: The site will continue to foster strong relationships between staff, students, and parents, particularly for chronically absent White students. To address this, the school will continue receiving support from a Child Welfare and Attendance Officer to work one-on-one with these students to address ongoing attendance challenges.

Overall Successes:
Reduction in chronic absenteeism and improvement in overall attendance rates.
Continued commitment to maintaining safe, clean, and functional school facilities.
Decrease in suspension rates.

Enhanced sense of safety and school connectedness among students.
Strong implementation of a Multi-Tiered System of Supports (MTSS) that addresses students' social and emotional needs.
Strengthened student feelings of belonging and connection to school.

Overall Challenges:
More improvement in chronic absenteeism and attendance rates.

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.

2.1- No changes.

2.2- Additional CTE/ROP courses will be offered to High school students, who will have the opportunity to explore a diverse range of new elective courses to enrich their education and prepare them for future careers. These new offerings include Introduction to Firefighting, Introduction to Music Production, Introduction to Videography, ROP Music Production, and ROP Videography.

2.3- No changes.

2.4- KUSD will use LREBG Funds to fund counselors to support chronic absenteeism. Hiring counselors to address chronic absenteeism in middle school students aligns with the allowable use of LREBG funds by providing targeted support to improve student engagement, well-being, and school attendance. Counselors will work with at-risk students to identify and address underlying issues contributing to absenteeism, including social, emotional, and academic barriers. This intervention supports the needs of students by fostering a positive school environment and helping to reduce absenteeism, which is critical for improving student outcomes. The effectiveness of these funds will continue to be measured using metrics 2.3 for each identified student group.

2.5- No changes.

2.6- No changes.

2.7- No changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Infrastructure	KUSD will provide environments at schools where EL, FY and LI students' social, emotional, behavioral, and academic needs are met, including health needs. Funds will be used for materials and supplies to support the students' needs and funds will be used for seating options.	$287,590.00	Yes
2.2	Broad Course of Study	Provide support for CTE/ROP and elective courses, including VAPA, world languages, and new CTE offerings include Introduction to Firefighting, Introduction to Music Production, Introduction to Videography, ROP Music Production, and ROP Videography.	$419,835.00	No
2.3	Decrease Suspension Rates	The District will utilize a PBIS framework and incentive program to promote good behavior. Materials and supplies will be used as incentives for following rules and demonstrating excellent character. Also, school wide activities will be implemented to educate students about making good choices. In addition, a counselor (extra help on Saturdays) will provide a vape education program to educate students. Funds will also be used for professional development to train counselors to better support the students social and emotional needs and decrease KUSD's suspension and expulsion rates. For LEA-wide homeless students, especially homeless students at Goldenrod Elementary School, the school counselors will meet with the students regularly and provide SEL support as needed. Tier II support groups will be created specifically for homeless students. This action will address the following RED indicators on the 2023 Dashboard: Suspension Rate for Homeless students LEA-wide and at Goldenrod Elementary.	$183,957.00	Yes
2.4	Attendance	KUSD will use funds to support improving the rate of chronic absenteeism by providing incentives and activities to promote good attendance. Materials and supplies for clubs and recess activities will be purchased to increase students' desire to attend school. We will also provide professional development in the area of student engagement and	$290,577.00	Yes

Action #	Title	Description	Total Funds	Contributing
		assemblies, such as motivational speakers for students to promote engagement to attend school. KUSD will use LREBG Funds to fund counselors to support chronic absenteeism. Hiring counselors to address chronic absenteeism in middle school students aligns with the allowable use of LREBG funds by providing targeted support to improve student engagement, well-being, and school attendance. Counselors will work with at-risk students to identify and address underlying issues contributing to absenteeism, including social, emotional, and academic barriers. This intervention supports the needs of students by fostering a positive school environment and helping to reduce absenteeism, which is critical for improving student outcomes. The effectiveness of these funds will continue to be measured using metrics 2.3 for each identified student group.		
2.5	Student Support Systems	The district will will provide materials, supplies, and resources to support the following extracurricular activities: VAPA, sports, clubs, and academic field trips	$2,245,213.00	Yes
2.6	Social Emotional Learning	Kerman will provide counselors with professional development, utilize the MAC and CHAMPS behavior management programs, implement the Positivity Project district-wide, and support the MTSS framework to meet the mental health needs of our students.	$298,932.00	Yes
2.7	Attendance (KMS White Students)	When looking at site level data, we discovered White students at Kerman Middle School have a high chronic absenteeism rate as noted by the red on the 2023 Dashboard. Based on a root cause analysis, it was determined that there is a need to increase staff, student, and parent relationships for chronically absent White students at KMS. To better support white students at KMS, a Child Welfare and Attendance Officer will spend additional time at KMS to work with the identified	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		students one-on-one to resolve on-going attendance issues. Site administration will also stay in contact with families to discuss attendance concerns with them.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All parents will have access to resources, services, workshops, and training. Parents will have opportunities to provide input in decision-making practices at both the district and school site levels, especially parents of English Learners, Low Income, Special Education, and Foster Youth students.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Research has shown that parent involvement has a positive impact on student achievement. The actions focus on parent support systems, such as how parents can navigate the school systems such as the Parent Portal, understanding grades, and the importance of attendance. Another action will provide training for parents on the educational system and effective parenting skills. As parents become more educated in the education system it is expected that they will become more involved in school by attending Back to School Night, parent-teacher conferences, and parent committees, such as the School Site Council and ELAC or DELAC. These opportunities will allow parents to feel more connected to the school to increase parental participation in programs, especially for EL, LI, FY, and SWD student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Feeling of School Connectedness	Percentage of parents surveyed who feel a strong connection to the school: 43% Data Year: 2023-2024 Data Source: Healthy Kids Survey	Percentage of parents surveyed who feel a strong connection to the school: 50% Data Year: 2024-2025 Data Source: Healthy Kids Survey		Percentage of parents surveyed who feel a strong connection to the school: 60% Data Year: 2026-2027 Data Source: Healthy Kids Survey	7% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Seek Parent Input and Promote Parental Participation in Programs for Unduplicated Students and Students with Exceptional Needs	5/5 (full implementation) Data Year: 2023-2024 Data Course: Self-Evaluation Tool (Local Indicators)	5/5 (full implementation) Data Year: 2024-2025 Data Course: Self-Evaluation Tool (Local Indicators)		5/5 (full implementation) Data Year: 2026-2027 Data Course: Self-Evaluation Tool (Local Indicators)	No difference

Goal Analysis [2024-25]

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

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

3.1- Kerman Unified fully implemented action 3.1. To promote increased parental involvement and communication between the school, parents, and students, the District provided Parental Support Systems that improved school-to-home communication and enhanced parental access to student information systems. There was no substantive difference between planned action and actual implementation.

Overall Successes:
Expanded opportunities for parent involvement, including more parent workshops and engagement events.

Overall Challenges:
Scheduling (time) to meet parents needs.

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

3.1- Action 3.1 was overspent due to estimation cost of programs, materials, and supplies needed.

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

3.1- Student Group/Metric: All parents in the area of school connectedness

Data Statement: According to the most recent Healthy Kids Survey results, there was a 7% increase in the proportion of parents who report feeling strongly connected to the school community. Based on feedback from our educational partners, these opportunities are highly valued and appreciated.

Analysis Statement: To maintain this progress, the District will continue communication by updating the website and implementing Class Dojo for TK–6. Continuing these actions to strengthen parent-school partnership will increase parents' connectedness to the school sites. Kerman Unified School District is enhancing communication and family engagement through several key initiatives. Kerman Unified School District enhanced communication and family engagement through several key initiatives. The district updated its website to provide easier access to current information about school events. To strengthen classroom-to-home communication, Class Dojo was implemented in TK-6 classrooms, allowing parents to receive daily updates on their children's activities. Additionally, KUSD expanded site-based parent training programs at both elementary and secondary levels, tailored to the specific needs of each school. These trainings—such as PIQE and Parent University—were offered in both in-person and virtual formats to increase accessibility for families. Each school site also hosted an English Learner (EL) Parent Information Night to further support family involvement in student success.

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.

3.1- The District is transitioning to 'Success Together: from PIQE,' which offers parents classes designed to provide a fun, safe, and engaging learning environment for parents/guardians and students. These parent classes will increase awareness of nutrition, parenting styles, and problem-solving, and create a space for fostering community and a sense of belonging.

3.2- Added Metric

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parental Support Systems	To promote overall increased parental involvement and communication between the school, parents, and students, KUSD will provide Parental Support Systems to improve school-to-home communication and parental access to student information systems. The District is transitioning to 'Success Together: from PIQE, which offers parents classes designed to provide a fun, safe, and engaging learning environment for parents/guardians and students. These parent classes will increase awareness of nutrition, parenting styles, and problem-solving, and create a space for fostering community and a sense of belonging.	$191,762.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Within three years, the percentage of newcomer EL students who improve at least two levels or reach level 4 on the summative ELPAC will increase by 6%, the percentage of LTEL students in Kerman Unified will decrease by 6% and English Learners will progress towards English language proficiency as measured by the ELPAC and SBAC ELA and Math assessments.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Although our ELPI percentages are rising, the number of newcomer students enrolling in KUSD has steadily increased over the past two years, and our EL students continue to lag in the areas of ELA, Math, Graduation Rate, and College/Career readiness. The percentage of LTEL students has not improved, and the RFEP students did not perform as well on last year's SBAC Assessment as in the past. This goal is a priority for KUSD based on the needs by the feedback from our educational partners and the Dashboard Data. The actions attached to this goal will focus on improving English language proficiency for EL, Newcomer, and LTEL student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Newcomer progress on the summative ELPAC	EL Students enrolled less than 12 months: Level 4: 7.85% Level 3: 27.23% Level 2: 34.03% Level 1: 30.89% Data Year: 2022-2023	EL Students enrolled less than 12 months: Level 4: 6.22% Level 3: 17.41% Level 2: 25.42% Level 1: 50.95%		EL Students enrolled less than 12 months: Level 4: 10% Level 3: 32% Level 2: 30 % Level 1: 28%	EL Students enrolled less than 12 months: Level 4: 1.63% fewer Level 3: 9.82% fewer

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: CAASPP	Data Year: 2023-204 Data Source: CAASPP		Data Year: 2025-2026 Data Source: CAASPP	Level 2: 8.61% fewer Level 1: 20.06% more
4.2	Percentage of LTEL students	12.6% Data Year: 2022-2023 Data Source: DataQuest	19.1% Data Year: 2023-2024 Data Source: DataQuest		8.6%	6.5% increase
4.3	SBAC progress in ELA and Math for EL and LTEL students.	EL Students ELA: 54.9 points below standard Math: 87.3 points below standard LTEL Students ELA: 81.1 points below standard Math: 150 points below standard Data Year: 2023 Data Source: CA Dashboard	EL students ELA: 57.1points below standard Math: 87.5 points below standard LTEL students ELA: 96.5 points below standard Math: 150.5 points below standard Data Year: 2024		EL Students ELA: 40 points below standard Math: 70 points below standard LTEL Students ELA: Math	EL Students: ELA: 2.2 points further from standard Math: 0.2 points further from standard LTEL Students: ELA: 15.4 points further from standard Math: 0.5 points further from standard
4.4	EL and LTEL students making progress toward English Proficiency	EL Students 55.3% of EL students are making progress towards English language proficiency. Data Year: 2023 Data Source: California Dashboard	EL Students 48.9% of EL students are making progress towards English language proficiency. Data Year: 2024		EL Students 60% of EL students are making progress towards English language proficiency. Data Year: 2026	EL Students 6.4% fewer EL students are making progress towards English language proficiency.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Summative ELPAC Results Level 4: 19.6% Level 3: 42.13% Level 2: 27.75% Level 1: 10.52% Data Year: 2023 Data Source: CAASPP LTEL Students: 52.1% of LTEL students are making progress towards English Language proficiency Data Year: 2023 Data Source: 2024 Dashboard Summative ELPAC Results Level 4: 21.55% Level 3: 38.38% Level 2: 29.29% Level 1: 10.77% Data Year: 2022-2023 Data Source CAASPP	Data Source: California Dashboard Summative ELPAC Results Level 4: 14.63% Level 3: 32.78% Level 2: 28.67% Level 1: 23.93% Data Year 2024 Data Source: CAASPP LTEL Students: 47.3% of LTEL students are making progress towards English Language proficiency Data Year: 2024 Data Source: California Dashboard Summative ELPAC Results Level 4: 20.62% Level 3: 46.3% Level 2: 27.63% Level 1: 5.45% Data Year: 2023-2024		Data Source: California Dashboard Summative ELPAC Results Level 4: 25% Level 3: 45% Level 2: 20% Level 1: 10% Data Year: 2026 Data Source: CAASPP LTEL Students 55% of LTEL students are making progress toward English Language proficiency Summative ELPAC Results Level 4: 30% Level 3 50% Level 2: 15% Level 1: 5% Data Year: 2026 Data Source: CAASPP	Summative ELPAC Results Level 4: 4.97% fewer Level 3: 9.35% fewer Level 2: 0.92% fewer Level 1: 13.41% more LTEL Students: 4.8% fewer LTEL students are making progress toward English Language proficiency Summative ELPAC Level 4: 0.93% fewer Level 3: 7.92% more Level 2: 1.66 % fewer Level 1: 5.32% fewer Level 1: 13.41% more

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: CAASPP Data Source CAASPP			
4.5	EL reclassification as measured by prior year numbers of reclassified students	10.8% EL reclassification rate Data Year: 2022-2023 Data Source: Calpads/Illuminate	19.6% EL reclassification rate Data Year: 2023-2024 Data Source: Calpads/Illuminate		13.8% EL reclassification rate	8.8% increase
4.6	Percentage of LTEL students that met or exceeded standard in ELA and Math on the CAASPP.	2023 ELA 7.64% met or exceeded standard 2023 Math 1.92% met or exceeded standard Data Year: 2022-2023 Data Source: CAASPP	2024 ELA 7.30% met or exceeded standard 2024 Math 2.92% met or exceeded standard Data Year: 2023-2024 Data Source: CAASPP		5% increase in ELA and Math	0.34% decrease in ELA 1.00 increase in Math
4.7	Percentage of LTEL students that progressed on or more levels on the summative ELPAC as recorded by the ELPI.	No Data	47.3% making progress Data Year: 2023-2024 Data Source: CDE Dashboard		52% making progress	N/A

Goal Analysis [2024-25]

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

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

4.1- Kerman Unified fully implemented action 4.1. The District implemented a research-based program that was developed over several months of meetings in partnership with the EL experts the county office and using the improvement science methodology and support to meet the unique needs of newcomer students. There was no substantive difference between planned action and actual implementation.

4.2- Kerman Unified fully implemented action 4.2. The District supported LTEL students' reclassification to Fluent English Proficient (FEP) by continuing to provide secondary programs with additional professional development and coaching focused on language acquisition, designed explicitly for LTELs. On a rotation basis, content area staff at all levels received ongoing integrated ELD professional development and coaching. A Language Acquisition Program was implemented to meet the needs of LTELs specifically. There was no substantive difference between planned action and actual implementation.

4.3- Kerman Unified fully implemented action 4.3. The District provided all English Learners with integrated and designated English Language Development instruction. Additionally, professional development specific to addressing the needs of English learners was provided. There was no substantive difference between planned action and actual implementation.

Overall Successes:
District-wide collaboration increased with the the EL Improvement Team.

Overall Challenges:
Finding professional development opportunities designed specially to meet the needs of the LTEL student group.

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

4.1- There was no material difference observed between the budgeted amount and the actual expenditures for Action 4.1

4.2- There was no material difference observed between the budgeted amount and the actual expenditures for Action 4.2.

4.3- There was no material difference observed between the budgeted amount and the actual expenditures for Action 4.3

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

4.1- Student Groups/Metrics: ELPAC Summative - ELs: Level 4, Level 3, Level 2, Level 1; ELPAC Summative for Newcomers (less than 12 months in US schools) - Level 4, Level 3, Level 2, Level 1

Data Statement: Both English Learners (ELs) and Newcomers experienced a decline in academic performance from baseline to Year 1, with notable shifts toward lower proficiency levels.
For English Learners (ELs), students performing at higher levels decreased: Level 4 dropped by 4.97% and Level 3 by 9.35%. Level 2 slightly decreased by 0.92%, indicating relative stability in mid-low performance. However, Level 1 saw a significant increase of 13.41%, suggesting that more students are now performing at the lowest proficiency level.
For Newcomers, performance declines were more pronounced across all levels above Level 1: Level 4 decreased by 1.63%, Level 3 by 9.82%, and Level 2 by 8.61%. A dramatic increase of 20.06% in Level 1 indicates that a substantial portion of newcomers are struggling to meet academic standards

Analysis Statement: The District and educational partners believe that the K-12 EL Improvement Team is supporting the needs of newcomer students. The continuation of the work by the team will lead to an increase in language acquisition for newcomers as the students need more time to show progress. The sites will continue to purchase suitable materials and supplies to supplement instruction. Providing school-based counseling services, family outreach workshops for immigrant families, professional development opportunities for staff, supplemental learning support for newcomers, and ongoing formative assessments to track language proficiency was well received and appreciated by educational partner with the understanding that language development takes time.

4.2- Student Groups/Metrics: Monitor the percentage of ELs identified as LTELs; Monitor the percentage of LTEL students that met or exceeded standard on CAASPP in ELA and Math; Monitor the percentage of LTEL students that progressed one or more levels on the summative ELPAC.

Data Statement: The data show a slight decrease on the ELA CAASPP assessment and a slight increase in the Math CAASPP assessment. While the number of LTELS increased by 6.5%, 47.3% made progress toward language acquisition based on the ELPI.

Analysis Statement: The language acquisition program that was implemented in the 2024-2025 school year, This mixed trend indicates continuation of instructional practices and support systems across content areas and for LTELS. Professional development, specially to meet the needs of the LTEL students will be continued to ensure all students, particularly LTELs, are being effectively served across disciplines. Providing continued professional development for teachers and in-class coaching in addition to using the site PLC protocol, and rigorous and routine progress monitoring of LTELs was effective in ensuring that staff is more aware of the support needed for LTEL students to progress with time.

4.3- Student Groups/Metrics: SBAC ELA and Math EL students, ELPI for EL students, Summative ELPAC progress, EL Reclassification Rate

Data Statement: Students scored, on average, 2.2 points further f om the standard in ELA compared to the baseline. There was a smaller decline of 0.2 points further from the standard in Math. The percentage of English Learner (EL) students making progress toward English proficiency (ELPI) dropped by 6.4%. A concerning shift toward lower language proficiency levels was noted on the Summative ELPAC. Despite declines in ELPI and ELPAC performance, the reclassification rate increased by 8.8%.

Analysis Statement: The data indicates that the on-going professional development needs to be refined to better focus on the unique needs of English learners. Although the District increased its reclassification rate, the ELPAC, ELPI, and SBAC results show a greater need for an academic focus, which would indicate more integrated ELD strategies implemented in all content areas. Providing professional learning

opportunities through the improvement cycle and data analysis, along with targeted scaffolding and support based on ELD standards, proved effective in increasing staff awareness of the support needed for EL students to make ongoing progress.

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.

4.1- No changes.

4.2- The District will allow secondary-level staff participate in the LTEL NIC, a new professional development opportunity offered by our county office of education, to gain strategies that support students in achieving language proficiency. Metrics 4.6 (Percentage of LTEL students that met or exceeded standard in ELA and Math on the CAASPP) and 4.7 (Percentage of LTEL students that progressed on or more levels on the summative ELPAC as recorded by the ELPI) have been added.

4.3- Some enhancements being made to the District EL Improvement Team include the following: Staff from our County Office of Education will support and facilitate site huddles with administrative teams to address the specific needs of each site, including integrated ELD; EL site leads will engage in more hands-on work at school sites to assist teachers in meeting the needs of their EL students; and alignment meetings, facilitated by County Office of Education staff, will help refine PLC practices and better serve EL students.

Metric 4.3: Added LTEL data to all columns
Metric 4.4: Added LTEL data to all columns; Updated Target for Year 3 Outcome for EL students on the Summative ELPAC
Added Metric 4.6 and 4.7

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Newcomer Support	Kerman Unified will implement a research-based program in the third through twelfth grades using a program to meet the unique needs of newcomer students.	$34,411.00	Yes
4.2	LTEL Professional Development and	Kerman Unified will support LTEL students' reclassification to Fluent English Proficient (FEP) by continuing to provide secondary programs with:	$15,812.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Language Acquisition Program	Additional professional development and coaching focused on language acquisition specifically designed for LTELs. On a rotation basis, content area staff at all levels will receive ongoing integrated ELD professional development and coaching. Language Acquisition Program to specifically meet the needs of our LTELs. The District will allow secondary-level staff participate in the LTEL NIC, a new professional development opportunity offered by our county office of education, to gain strategies that support students in achieving language proficiency. Metrics 4.6 (Percentage of LTEL students that met or exceeded standard in ELA and Math on the CAASPP) and 4.7 (Percentage of LTEL students that progressed on or more levels on the summative ELPAC as recorded by the ELPI) have been added.		
4.3	EL Professional Development and Language Acquisition Program	Kerman Unified will provide all English Learners with integrated and designated English Language Development instruction. Additionally, professional development specific to addressing the specific needs of English learners will be provided. The District EL Improvement Team include the following: Staff from our County Office of Education will support and facilitate site huddles with administrative teams to address the specific needs of each site, including integrated ELD; EL site leads will engage in more hands-on work at school sites to assist teachers in meeting the needs of their EL students; and alignment meetings, facilitated by County Office of Education staff, will help refine PLC practices and better serve EL students.	$37,300.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Within three years, all students, Hispanic students and low-income students at Kerman Unified Online and Enterprise High School sites will increase their postsecondary readiness as measured by the California College and Career metric on the dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

During feedback meetings with educational partners in 2023-2024, it was determined that there was a need to increase the support for students to graduate college/career-ready from Enterprise High School and Kerman Unified Online School as both sites were RED on the Dashboard for CCI for All, Hispanic, and LI student groups. Students surveyed also expressed a desire for more assistance with college and career planning. . All students, particularly Hispanic and low-income at Kerman Unified Online and
Enterprise High School, lag behind all KUSD students on the California College Career Readiness dashboard indicator.

2025-2026 LCAP: Enterprise High School has no reds on the 2024 Dashboard.

Kerman Unified Online has no student groups in red based on the 2024 Dashboard for CCI. Educational partners want to continue to support CCI at the site level. EM funds not spent in the 2024-2025 school year will continue to support action 5.1

2024-2025 LCAP: During feedback meetings with educational partners, it was determined that there was a need to increase the support for students to graduate college/career-ready from Enterprise High School and Keman Unified Online School. Students surveyed also expressed a desire for more assistance with college and career planning. All students, particularly Hispanic and low-income at Kerman Unified Online and Enterprise High School, lag behind all KUSD students on the California College Career Readiness dashboard indicator.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Percentage of All, LI, and Hispanic students at Enterprise High School and Kerman Unified Online School who graduate College/Career ready as reported on the Dashboard	Enterprise High School All students: 0% prepared LI: 0% prepared Hispanic: 0% prepared Kerman Unified Online School All students: 6.5% prepared LI: 6.6% prepared Hispanic: 5.4% prepared Data Year: 2022-2023 Data Source: CA Dashboard	Enterprise High School All students: 6.1% prepared LI: 6.1% prepared Hispanic: 6.9% prepared Kerman Unified Online School All students: 10.2% prepared LI: 10.5% prepared Hispanic: 12% prepared Data Year: 2023-2024 Data Source: CA Dashboard		Enterprise High School All: 5% prepared LI: 5% prepared Hispanic: 5% prepared Kerman Unified Online School All: 11% prepared LI: 11% prepared Hispanic: 10% prepared	Enterprise High School All students: 6.1% increase LI: 6.1% increase Hispanic: 6.9% increase Kerman Unified Online School All students: 3.7% increase LI: 3.9% increase Hispanic: 6.6% increase
5.2	Percentage of All, LI, and Hispanic students at Enterprise High School and Kerman Unified Online School with successful a-g course completion	Enterprise High School All students: 0% LI: 0% Hispanic: 0% Kerman Unified Online School All students: 15% LI: 15% Hispanic: 14% Data Year: 2022-2023 Data Source: Local Data: Aeries/site administrator	Enterprise High School All students: 0% LI: 0% Hispanic: 0% Kerman Unified Online School All students: 17.9% LI: 17.2% Hispanic: 17.5% Data Year: 2023-2024		Enterprise High School All: 5% LI: 5% Hispanic: 5% Kerman Unified Online School All: 25% LI:25% Hispanic: 24%	Enterprise High School All students: no change from baseline LI: no change from baseline Hispanic: no change from baseline Kerman Unified Online School All students: 2.9% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: Local Data: Aeries/site administrator			LI: 2.2% increase Hispanic: 3.5% increase
5.3	Percentage of all LI and Hispanic students at Enterprise High School and Kerman Unified Online School who have successfully completed the CTE pathway.	Enterprise High School All students: 0% LI: 0% Hispanic: 0% Kerman Unified Online School All students: 8% LI: 5% Hispanic: 3% Data Year: 2022-2023 Data Source: Aeries/site administrator	Enterprise High School All students: 0% LI: 0% Hispanic: 0% Kerman Unified Online School All students: 1.1% LI: 1.1% Hispanic: 0% Data Year: 2023-2024 Data Source: Aeries/site administrator		Enterprise High School All: 5% LI: 5% Hispanic: 5% Kerman Unified Online School All: 15% LI: 10% Hispanic: 10% Data Year: 2026-2027 Data Source:	Enterprise High School All students: no change from baseline LI: no change from baseline Hispanic: no change from baseline Kerman Unified Online School All students: 6.9% decrease LI: 3.9% decrease Hispanic: 3% decrease Hispanic: 0%

Goal Analysis [2024-25]

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

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

5.1- Kerman Unified fully implemented action 5.1. The District hired an additional full-time college/career counselor for Kerman Online and a part-time counselor for Enterprise. These counselors worked directly with Kerman Online School and Enterprise High School students to assist them in planning their schedules to ensure they were college/career-ready, as reflected on the Dashboard. Kerman Unified also ensured that as many courses as possible offered at EHS and KUOS were approved, and students had access to a CTE pathway through KHS, EHS, or online. There was no substantive difference between planned action and actual implementation.

Overall Successes:
Counselors were hired and offered support to students in the area of CCI.

Overall Challenges:
A-g and CTE Course access for students at Enterprise.

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

5.1- There was no material difference observed between the budgeted amount and the actual expenditures for Action 5.1

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

5.1- Student Group/Metrics: Enterprise High School: All, Hispanic, and SED students in the areas of College/Career Readiness, successful a-g course completion, and successful CTE pathway completion; Kerman Unified Online School: All, Hispanic, and SED students in the areas of College/Career Readiness, successful a-g course completion, and successful CTE pathway completion

Data Statement: At Enterprise High School the percent of students who graduated “College/Career Ready” based on the CCI, increased by 6.1% for All students, 6.1% for SED students, and 6.9% for Hispanic students. Kerman Unified Online School had similar results, with an increase by 3.7% for All students, 3.9% for SED students, and 6.6% for Hispanic students. There was no change in baseline for a-g and CTE pathway completion for all student groups at Enterprise High School (still 0%). Kerman Unified Online School showed some changes as follows: a-g completion -All students 2.9% increase, SED 2.2% increase, Hispanic 3.5% increase; CTE pathway completion - All students 6.9% decrease, SED 3.9% decrease, Hispanic no change. Based on feedback from educational partners, there were not enough opportunities for students to visit college and university campuses. Refer to Action 2.5.

Analysis Statement: While the College/Career Indicator (CCI) demonstrated overall improvement, it is important to note that further progress in a–g and CTE pathway completion will require additional time. These pathways span multiple years and cannot be fully completed or reflected in a single academic cycle. As such, the current data likely represents the early stages of long-term student engagement in these programs. Providing additional counselor support had positive impact for students.

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.

5.1- No changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	College/Career Counseling	After looking at the data for each student group, we discovered a common need amongst LI and Hispanic students One common need is increased counseling. Kerman Unified will continue to fund an additional full-time college/career counselor for Kerman Online and an additional part-time counselor for Enterprise. These counselors will work directly with Kerman Online School and Enterprise High School students to help them plan their schedules so that they are college/career-ready, as indicated on the Dashboard. Kerman Unified will ensure that as many courses as possible offered at EHS and KUOS are approved, and students will have access to a CTE pathway through KHS, EHS, or online. This action will address the following subgroups that are in the RED on the 2023 Dashboard: Enterprise High School ($91,088.00) All, Hispanic, and SED in the area of college/career readiness Kerman Unified Online School ($212,176.00) All, Hispanic, and SED in the area of college/career readiness Enterprise and Kerman Online has carry-over dollars for 25-26 that will be used towards this Action.	$365,545.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	All Long-Term English Learner (LTEL) students at Kerman Unified Online School will demonstrate increased progress toward English language proficiency, as measured by the English Learner Progress Indicator (ELPI) on the Dashboard. Additionally, all socio-economically disadvantaged students at Kerman Unified Online School will improve their math performance, as measured by the Math Indicator on the Dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed to meet the needs of student groups at Kerman Unified Online School. LTEL students were a RED group on the CDE Dashboard and need support to increase progress toward English Language proficiency. In addition, socio-economically disadvantaged students were also a RED student group for Math on the CDE Dashboard. Based on the Educational Partners feedback with Kerman Online school, its was determined there was a need to support LTEL student and socio-economically disadvantaged students with more academic support and targeted interventions.

This goal was developed in alignment with research-based practices to address the specific academic and language development needs of student groups at Kerman Unified Online School. According to the California Department of Education (CDE) Dashboard, Long-Term English Learners (LTELs) were identified as a RED performance group, indicating significant challenges in making adequate progress toward English language proficiency. Research shows that LTELs benefit most from targeted language development that integrates both academic vocabulary and literacy skills across content areas (Olsen, 2010). Therefore, focused and sustained interventions are necessary to re-engage these students in language-rich instruction and scaffolded academic content.

Similarly, socio-economically disadvantaged students at Kerman Unified Online School were also designated as a RED performance group in mathematics. According to studies on opportunity gaps (Jensen, 2009; Reardon, 2013), students from low-income backgrounds often face systemic barriers, including limited access to resources, academic supports, and enrichment opportunities. These disparities are often exacerbated in virtual learning environments, where student engagement and individualized instruction can be more challenging to maintain without deliberate structures in place.

Educational Partner feedback—including input from teachers, parents, and support staff—corroborated the CDE data by identifying a clear need for additional academic interventions. Research supports the use of multi-tiered systems of support (MTSS) and data-driven interventions to address the diverse learning needs of at-risk student populations (Buffum, Mattos, & Weber, 2010). As a result, this goal aims to implement evidence-based strategies such as differentiated instruction, targeted small group interventions, and progress monitoring to accelerate achievement for LTEL and socio-economically disadvantaged students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Percentage of All and LTEL students at Kerman Unified Online School who demonstrate progress toward English language proficiency, as measured by the English Learner Progress Indicator (ELPI) on the Dashboard.	All EL students: 43.6% making progress LTELS: 39.1% making progress	NEW GOAL/METRIC		All EL students: 50.0% making progress LTELS: 45.0% making progress	NEW GOAL/METRIC
6.2	Percentage of All and socio-economically disadvantaged students at Kerman Unified Online School who demonstrate improvement in math performance as measured by the Math Indicator on the Dashboard.	All: 192.1 points below standard LI: 187 points below standard	NEW GOAL/METRIC		All: 180.0 points below standard LI: 177.0 points below standard	NEW GOAL/METRIC

Goal Analysis [2024-25]

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

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

NA

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.

NA

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

NA

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.

NA

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	ELD Support	KUSD will use Equity Multiplier funds to support LTELs by hiring staff to support students towards language proficiency. This goal was developed in alignment with research-based practices to address the specific academic and language development needs of student groups at Kerman Unified Online School. According to the California Department of Education (CDE) Dashboard, Long-Term English Learners (LTELs) were identified as a RED performance group, indicating significant challenges in making adequate progress toward English language proficiency. Research shows that LTELs benefit most from targeted language development that integrates both academic vocabulary and literacy skills across content areas (Olsen, 2010). Therefore, focused and sustained interventions are necessary to re-engage these students in language-rich instruction and scaffolded academic content. This goal aims to implement evidence-based strategies such as differentiated instruction, targeted small group interventions, and progress monitoring to accelerate achievement for LTEL students.	$58,552.00	No

Action #	Title	Description	Total Funds	Contributing
6.2	Math Support	KUSD will use Equity Multiplier funds to support Low Income students by hiring staff to provide extra help in math. Socio-economically disadvantaged students at Kerman Unified Online School were designated as a RED performance group in mathematics. According to studies on opportunity gaps (Jensen, 2009; Reardon, 2013), students from low-income backgrounds often face systemic barriers, including limited access to resources, academic supports, and enrichment opportunities. These disparities are often exacerbated in virtual learning environments, where student engagement and individualized instruction can be more challenging to maintain without deliberate structures in place. This goal aims to implement evidence-based strategies such as differentiated instruction, targeted small group interventions, and progress monitoring to accelerate achievement for socio-economically disadvantaged students.	$58,764.00	

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$23,073,713	$2,962,272

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
40.010%	0.000%	$0.00	40.010%

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
1.2	**Action:** Fully Credentialed Teachers, Admin, and other staff that support EL, LTEL, FY, and LI. **Need:** Data Statement: According to the state assessments, The EL and LI students in Kerman Unified continue to lag behind all students in academic performance state assessments.	The following staff that support and implement all contributing actions in this LCAP are funded through this action: Certificated: Classroom Teachers: -An additional K-3 teacher for each elementary site and a high school math teacher for Kerman High School will lower class sizes in the	SBAC ELA Distance from Standard All Students EL LI LTEL FY SBAC Math Distance from Standard

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
	For CCI, fewer EL and LI students graduated prepared compared to all students. Suspension rates are higher for LI and FY compared to all students. Fewer EL and LI students scored low risk on MySAEBRS compared to the “ALL” student group. Chronic absenteeism rates are higher for LI and FY compared to all students. Root Cause: Based on the review of the Dashboard data, EL, FY, LTELS, and LI students continue to lag academically. A deeper dive revealed the need for additional support to the meet the academic needs of the students. Unique Need: Based on a local needs assessment and educational partner feedback, schools need to provide staffing to create an environment where the unique social, emotional, behavioral, and academic needs, including health needs of our EL, FY, LTELS, and LI students are better met and supported. **Scope:** LEA-wide	primary grades so that students will have greater access to small group or one-on-one instruction. -Provide additional academic support and resources as needed such as After School Tutoring, Saturday School, etc. -Intervention teachers to support EL, LI, and FY students throughout the day via pull-out or push-in programs. -Part-time newcomer teachers will be hired at each site to work directly with newcomer students -An English Learner site lead at each school to work with LTELs and newly reclassified ELs CTE Teachers: -Expose the identified students with a variety of experiences that are designed to peak their interest and awareness of college and career options and increase their engagement in those at the high school level. Classified: -Bilingual instructional tutors support EL students 1:1 and in small group instruction. -Instructional technology staff supports online intervention programs for EL, FY, and LI students. -Child welfare and attendance specialist works with EL, FY, and LI students and families to address chronic absenteeism. -Office staff: Bilingual staff members such as LVNs provide verbal and written communication to support EL, FY, and LI students social, emotional, behavioral, and academic needs are met, including health needs. These tasks are above and beyond their LVN duties. -Campus Liaisons: Provide proactive support to decrease potential behavior issues and build	All Students EL LI LTEL FY CCI All Students EL LI LTEL FY Suspension Rates All Students EL LI LTEL FY Chronic Absenteeism (K-8) All Students EL LI LTEL FY MySAEBRS (Low Risk) All Students EL LI

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
		effective relationships with students to help them overcome the unique challenges that EL, FY, and LI students face. * An Additional secretary at Kerman High School to work with the counselors. Counselors: -Support the challenges that LI and FY students face such as offering counseling services to address the emotional and psychological stress that can come with financial instability. -Connect families and students with community resources. -Supporting Career and College Readiness by assisting with college application, financial aid, etc. -To support the site's need for EL students at Kerman High School, an additional counselor was hired to work directly with students to guide them in an appropriate 4-year plan, A-G courses, and other CCI criteria (Also referenced in Action 1.6). Coordinator of Social and Emotional Learning: -Helping El, FY, and LI students identify their unique problems and develop strategies to address and cope with them. -Working effectively with staff and families to support students' SEL development. Behavior Analyst: -A Behavior Analyst who will work directly with the students at the sites with the most challenging behavior issues. Learning Directors: -Supporting Career and College Readiness by assisting with college application, financial aid, etc.	LTEL FY

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
		-Provide guidance to EL, FY, and LI income students in selecting appropriate classes to support their post secondary plan. School Psychologists: -Assess situations, identify problems, and develop effective interventions and solutions for EL, FY, and LI students. These duties go above and beyond regular duties. -Additional Costs for Personnel Additional Costs for personnel to ensure that staff is compensated for extra duties to meet the needs of students such as field trips. Providing extra support to remove any obstacles for students to mitigate language barriers. Justification for Wide Application This action is designed to meet the identified needs most associated with EL, LI, and FY students. However, because we expect that all students will benefit from these supplemental positions, this action is provided on an LEA-wide basis. KUSD expects all LI, EI, and FY students will demonstrate progress on ELA and Math State Assessments, Suspension Rate, CCI, Chronic Absenteeism, and MYSAEBRS data to contribute to closing the academic achievement gap.	
1.5	**Action:** Additional Academic Support **Need:** Data Statement	What is purchased/provided KUSD will provide additional Academic Support for the identified students. Attributes: Bilingual Tutors:	CAASPP ELA All Students EL LI CAASPP Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	According to state ELA and Math assessments, EL, and LI students lag behind all students. When looking at the data, we discovered an even greater need to support low-income students, particularly Homeless students, in math. Root cause We found that the root cause of EL and LI students lagging behind all students in state ELA and Math assessments is a lack of targeted academic support and resources. We found that EL and LI students often face additional challenges, such as language barriers and economic disadvantages, which hinder their ability to achieve at the same level as their peers. A root cause analysis revealed that disparities in outcomes for homeless students are caused by factors such as limited access to resources, unstable living conditions, and lack of support systems, which hinder students' academic performance in state Math assessments. Unique need A local needs assessment indicated a need for targeted, differentiated support for the identified student groups. The teachers need time to plan, coordinate and assess data to meet the unique academic needs of the identified students. Also, time is needed to discuss and plan instructional	-Provide explanations to students for complex concepts in students' primary language. -Provide 1:1 or small group instruction to students. -Facilitate effective home to school communication with families on academic progress. -Working closely with teachers to assist with lesson planning. After-school Tutoring: -Providing students with extra support and reinforcement in addition to the learning during the school day. Supplemental ELA and Math materials, programs, and/or supplies: -Providing materials in both English and students' native languages can aid comprehension and learning. -Materials should cater to different learning styles (visual, auditory, kinesthetic) to meet diverse student needs. -Supplies for interactive learning activities, such as math manipulatives or science kits, can enhance engagement and understanding. *Transportation: -Providing transportation removes one of the primary obstacles for students who may not have reliable means to attend after-school programs. -Alleviates the logistical and financial burden on families who may struggle with transportation, allowing them to better support their children's education. *Professional Collaboration:	All Students EL LI Homeless

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
	planning and delivery. Professional development for teachers and bilingual paraprofessionals to better meet the academic needs of the identified students. Based on an internal needs assessment to better support FY, EL, and LI students, there is need for students to have more support from bilingual tutors, after school tutoring, supplemental materials and supplies for ELA and Math, transportation, and continuous improvement from the teachers on lesson design and delivery to better meet the academic needs of the identified students. In previous years, Homeless students did not attend the after school tutoring program due to obstacles with transportation. Feedback from educational partners during LCAP meetings indicates that parents and teachers believe additional tutoring and extra support available after school for our EL, LI, and Homeless to expedite the closing of these learning gaps. **Scope:** LEA-wide	-Tailoring instruction to meet the specific needs of each student, addressing their unique challenges and strengths. *Professional Development for teachers and bilingual paraprofessionals: -Providing staff with expertise in teaching ELs and working with low-income and homeless students. -Providing teachers with professional development on how to effectively use and integrate supplemental materials into their instruction. Justification for Wide Application This action is designed to meet the academic needs most associated with EL, LI, and Homeless students. However, because we expect that all students scoring below proficiency will benefit, this action is provided on an LEA-wide basis. KUSD expects all LI, EI, and Homeless students will demonstrate progress on ELA and Math state assessments to contribute to closing the academic achievement gap. Addressing Reds: Students experiencing homelessness at the district level are in the RED in Math on the Dashboard. The district will strengthen its approach by providing homeless students additional Math support after school. Transportation will be provided for full accessibility. The expected outcome will be improvement in the area of Math for homeless students.	
1.6	**Action:** College Career Readiness	What is purchased/provided This action will provide the following for middle and high school ROP/CTE courses Supplemental Materials and Supplies	College/Career Indicator All Students EL Homeless

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Data Statement According to the 2023 Dashboard, EL and Homeless students are less prepared for college/career and are significantly lower than all students. When doing a deep dive into the CCI indicator we discovered that EL students at Kerman High School also performed significantly lower than all students. Root cause Based on a root cause analysis we found that the low percentage of English Learners (EL) and homeless students (HOM) being college and career ready is primarily due to language barriers, educational instability, limited access to advanced coursework and resources. Unique need A district level needs assessment revealed that English Learners and homeless students need additional support to navigate their educational journey. A look into the homeless youth and EL data for the CCI indicator revealed a need to ensure college and career readiness through tailored resources and guidance, addressing the unique challenges they encounter by offering assistance with college applications, scholarship searches, and career exploration activities and trips.	Professional development Educational Field trips Attributes *Materials and supplies that support elective courses (CTE/ROP) will be purchased. Supplies for interactive learning activities that can enhance engagement and understanding for EL and Homeless students. Some examples include, but not limited to are visuals, graphics, manipulatives, etc. *Professional Development will be provided for counselors to ensure that they have the skills and tools to work with the unique needs of the students to make sure their schedule is customized so they meet the 4-year requirements. *The middle school will offer an introductory ROP/CTE exploration course to expose the identified students with a variety of experiences that are designed to peak their interest and awareness of college and career options and increase their engagement in those at the high school level. *Educational Field Trips will be designed to provide EL and Homeless students with mitigating factors such as cost and language barriers. Based on our experiences, the identified students have less resources and parental background knowledge and experiences that allow them to have an on-going awareness of college and career education and beyond.	Kerman High School All Students EL Homeless

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
	The site-level needs assessment at Kerman High School revealed that EL students need enhanced experiential learning and skill development and greater access to ROP/CTE courses and trips. **Scope:** LEA-wide	To support the site's need for EL students at Kerman High School, an additional counselor was hired to work directly with students to guide them in an appropriate 4-year plan, A-G courses, and other CCI criteria. Due to this being personnel, it is in Action 1.2. High school students will have access to a variety of new courses designed to enhance learning and support career readiness, including Introduction to Firefighting, Introduction to Music Production, Introduction to Videography, ROP Music Production, and ROP Videography. Justification for Wide Application This action has been designed to meet the specific needs of the EL, LI, Homeless, and FY students by providing additional opportunities to meet the college/career readiness criteria by ensuring they are placed in the appropriate classes and supported in those classes so that they will be better prepared to graduate from high school. However, because we believe that other students who are not considered prepared for college/career will benefit from these services, this action will be implemented on an LEA-wide basis. The district expects to see greater gains on the CCI for EL, LI, Foster and Homeless students as compared to all students in order to close this performance gap.	
2.1	**Action:** Infrastructure **Need:**	Attributes: Supplemental Materials and Supplies:	SBAC ELA Distance from Standard: All Students EL

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
	Data Statement According to the state assessments, The EL and LI, students in Kerman Unified continue to lag behind all students in academic performance and LI and FY are suspended at a slightly higher compared to the all-student group. Fewer EL and LI students scored low risk on MySAEBRS in comparison to all students. Root cause Based on an internal needs assessment to better support FY, EL, and LI students, our students need to be provided with environments at schools where EL, FY, and LI students' social, emotional, behavioral, and academic needs are met, including health needs. Unique need Based on a local needs assessment and educational partner feedback, schools need to create an environment where the unique social, emotional, behavioral, and academic needs, including health needs of our EL, FY, and LI students are be **Scope:** LEA-wide	-Academic: Creating areas with seating that is conducive to focused individual work and other areas that support collaborative group activities. -Academic: Ensuring that seating options are supportive, helping students to remain engaged in the learning process. -Social: Creating spaces that encourage positive social interactions and emotional well-being. -Designate areas with seating arrangements that facilitate group work and social interaction. Justification for Wide Application: -This action has been designed to meet the specific needs of the EL and Homeless students by providing environments at schools where their social, emotional, behavioral, and academic needs are met, including health needs however, because all students will benefit from these materials and supplies, we will provide them on an LEA-wide basis. The district expects to see greater gains in the areas of academic achievement (ELA and Math) for EL and LI, a reduction in suspensions for LI and FY students, and an increase in EL and LI students scoring "low risk" on MySAEBRS as compared to all students in order to close these performance gaps.	LI SBAC Math Distance from Standard: All Students EL LI Suspension Rates All Students LI FY MySAEBRS (Low Risk) All Students EL LI
2.3	**Action:** Decrease Suspension Rates **Need:**	What will be purchase /provided: Materials and supplies Activities Vape education program	Suspension Rate All Students EL LI

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
	Data Statement According to the CDE Dashboard LI and FY are suspended and expelled at a higher rate than all students. When looking at the data, we discovered an even greater need to support low-income students, particularly Homeless students, due to high suspension rates. Additionally, when looking at site-level data, we discovered that Homeless students at Goldenrod Elementary School have a higher suspension rate than all students. Root cause Based on an internal needs assessment to better support all students including LI, FY, and homeless students students, our students need more support to better meet the students social and emotional needs. When conducting a root cause analysis, we found a common need among LI and FY at the LEA level and homeless at Goldenrod. The need for individualized behavior support and monitoring. Unique need A local needs assessment and educational partner feedback indicate an ongoing need for FY and LI students for social-emotional learning and the implementation of supplemental programs designed to decrease	Professional development Attributes: Materials and supplies: -Reward system supplies for creating and distributing rewards to reinforce positive behavior. -Student friendly rewards that are motivating and desirable for students. -Ensuring that materials and supplies support the effective implementation of PBIS and contribute to a positive and productive school environment. Activities: -Providing students with interactive and engaging assemblies and activities that promote good behavior and choice by linking activities to real life experience and scenarios. -Inviting inspiring speakers who can mentor students through their personal stories and experiences. Vape education program: -Tailor awareness by providing age-appropriate content to students that explains and focuses on the dangers of nicotine and the effects on their health, and providing more detailed information on the chemicals in vape products and their long-term consequences. Professional development -Providing counselors with professional development on how to effectively meet the social and emotional needs of the students and provide them with coping skills to make good choices.	FY Homeless Goldenrod Elementary School Suspension Rate All Students Homeless

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
	behaviors of FY and LI, and homeless students, leading to school suspension. In addition, homeless students at Goldenrod were suspended at a higher rate than all students at the site. The site level needs assessment at Goldenrod Elementary School revealed that homeless students are in need of extra support from site administrators and counselors to learn coping and problem-solving strategies to make better choices. **Scope:** LEA-wide	Homeless Students LEA wide supports include additional documents check-ins from site administrators and counselors, small group social skills groups, and ongoing communication with families to address their unique needs. At Goldenrod Elementary School, we will provide the following additional support for Homeless students: Receive extra support from site administrators and counselors to learn coping and problem-solving strategies to make better choices. Justifications for Wide Applications: This action is designed to meet the needs most associated with, LI, FY, and homeless students; however, because we believe all students will benefit, this action is being provided on an LEA-wide basis. The district expects to see greater gains on the decrease for the Suspension Rate for FY, LI, and Homeless students as compared to all students in order to close this performance gap.	
2.4	**Action:** Attendance **Need:** Data Statement The chronic absenteeism rate for K-8 decreased significantly during the 2023-2024	What will be purchased /provided: Incentives and activities Materials and Supplies Professional development Assemblies Incentives and activities:	Chronic Absenteeism (K-8) All Students EL LI FY Homeless

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
	school year but, there is still a gap between all students and LI, FY, and Homeless students. Root cause Based on a root cause analysis, it was determined that increasing student engagement and activities will help support students to attend school regularly. In addition, teachers need some professional development to better engage students in the learning process. The district determined that students need more exposure to role models and motivational speakers that can share experiences and stories that they can relate to. Unique need A needs assessment revealed a need for increased incentives and activities, materials and supplies, professional development, and assemblies. **Scope:** LEA-wide	-Providing a variety of clubs, sports, and arts programs to cater to different interests. Materials and Supplies: -Materials for clubs and activities that engage students actively that can make learning more interesting. Professional development -Professional development on how to incorporate active learning strategies to increase student engagement. Assemblies -Motivational assemblies that emphasize the importance of school attendance. Justifications for Wide Applications: This action is expected to provide LI, FY, and Homeless with additional support to support student engagement and attendance. This action is designed to meet the needs most associated with these identified students; however, because we believe all students will benefit, this action is being provided on an LEA-wide basis. We anticipate to see decreasing chronic absenteeism rates for all these groups.	
2.5	**Action:** Student Support Systems **Need:** Data Statement	The district will provide materials, supplies, and resources to support the following extracurricular activities: VAPA, sports, clubs, and academic field trips. Attributes	Chronic Absenteeism (K-8) All Students EL LI FY

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
	The chronic absenteeism rate for LI, FY, and homeless remains high compared to the all student group. While not at the same rates, the increase in suspensions, specifically for FY and homeless students, is equally concerning and significantly higher when compared to the all student group. Root cause Local data shows that extracurricular activities as a complementary strategy to in-classroom learning strongly impact the improvement of cognitive and behavioral learning and teach life and learning skills that translate to better success inside and outside the classroom, particularly for students in lower socio-economic situations. Unique need After conducting a local needs assessment, local data revealed that when LI, FY, or homeless students are more involved in school activities, including sports, clubs, visual and performing arts, and field trips, they are more likely to attend school regularly and have fewer behavior issues. Educational partner feedback also included a recommendation for more student support systems, including sports and clubs. **Scope:** LEA-wide	VAPA: Providing assemblies and opportunities to expose students to visual and performing arts. Sports: Providing students with equipment, uniforms, and transportation to competitions to alleviate any obstacles they may have to impede participation. Clubs: Providing students opportunities to join clubs, using funds to cover entry fees, uniforms, and materials and supplies needed to successfully execute a club. Academic Field Trip: Providing entry fees and transportation for students who may have the financial barriers to attend field trips. Justification for Wide Application While this action has been designed to meet the specific needs of LI, FY, and homeless students, it is expected that all students struggling with attendance or behavior will benefit; this action will be implemented district-wide	Homeless Suspension Rates All Students LI FY Homeless

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
2.6	**Action:** Social Emotional Learning **Need:** Data Statement: The metrics above show that fewer EL and LI students in Kerman Unified score "low risk" as compared to the all-student group in social emotional needs (MySAEBRS/Fastbridge), fewer EL and LI students graduated prepared compared to all students on the CCI, and suspension and chronic absenteeism rates are higher for LI and FY compared to all students. Root Cause: Local data shows that students that have social and emotional issues tend to be absent more often,make poor choices, and perform low academically, particularly students that are EL, LI, and FY. Unique Need: Based on a local needs assessment and educational partner feedback, schools need to provide staffing to create an environment where the unique social, emotional, behavioral, and academic needs, including health needs of our EL, FY, and LI students are better met and supported. **Scope:** LEA-wide	Professional Development: All counselors will participate in Hatching Results (a 3-year program) to learn strategies to meet the unique needs of EL, LI, and FY students. Ongoing training for educators and staff on the MTSS framework, data interpretation, and implementation of interventions. Programs: The District will provide materials and supplies and training to implement MAC and CHAMPS (behavior management structures) in all classrooms. Positivity Project: This program will be utilized district-wide to help build character and learn problem solving and effective coping strategies. This program focuses on teaching and promoting positive character traits in schools and communities. MTSS Program: The MTSS framework will provide targeted support to students based on their needs. It integrates academic, behavioral, and social-emotional support into a comprehensive system that ensures all students receive the interventions they need to succeed. Justification for Wide Application This action is expected to meet these students' specific needs. However, since it would benefit all students experiencing mental health issues, it is being implemented district-wide	Suspension Rates All Students LI FY Chronic Absenteeism (K-8) All Students LI FY MySAEBRS/Fastbridge (Low Risk) All Students EL LI

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.1	**Action:** Parental Support Systems **Need:** Data Statement Local data shows that only 50% of parents who participated in the Healthy Kids Survey feel a strong connection to the school. Educational partner feedback, particularly EL parents, also indicates a need for more opportunities for parent participation and more training for parents regarding school issues such as grades, behavior, college readiness, etc. Root cause: EL parents need more opportunities and support to help them gain a sense of connectedness. Unique need We need to provide additional training opportunities for parents to feel engaged and connected to the school **Scope:** LEA-wide	To promote overall increased parental involvement and communication between the school, parents, and students, KUSD will provide Parental Support Systems to improve school-to-home communication and parental access to student information systems (i.e., how to use the Parent Portal). Attributes: -The District will update the website to provide easier access and up-to-date information regarding school events. -The District will also implement Class Dojo in TK-6 grades to keep parents informed on the daily activities in their children's classrooms. -KUSD will expand the actions of this goal by providing elementary and secondary site-based parent training programs specific to each site's needs to allow parents to assist their students in their educational needs. -Training (Success Together, which replaces PIQE, and Parent University) and meetings will include in-person and virtual to enable more families to participate. -An EL Parent Information Night will be scheduled at each school site. Justification for Wide Application This action is expected to meet the needs of EL parents; however, since it will benefit all parents, it is being implemented district-wide.	School Connectedness Percentage of parents feel connected (Healthy Kids Survey)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.3	**Action:** EL Professional Development and Language Acquisition Program **Need:** Data Statement Based on data from DataQuest, 30.4% of our students are identified as ELs. On the ELPAC assessment, 19.6% were at Level 4, 42.1% were at Level 3, 27.7% were at Level 2, and 10.5% were at Level 1. Root cause The district conducted an analysis of the data to determine that the current language acquisition program is not meeting the needs the students. Unique need The district conducted an analysis of the data and determined that our English Learners need a comprehensive language acquisition program to support ELL students to be reclassified and English proficient through professional development and a language based academic program. **Scope:** LEA-wide	What is purchased/provided: EL Professional development and coaching EL Language Acquisition Program including Integrated and Designated support The District EL Improvement Team include the following: Staff from our County Office of Education will support and facilitate site huddles with administrative teams to address the specific needs of each site, including integrated ELD; EL site leads will engage in more hands-on work at school sites to assist teachers in meeting the needs of their EL students; and alignment meetings, facilitated by County Office of Education staff, will help refine PLC practices and better serve EL students. Attributes: Professional Development: Administrators and Instructional staff will continue to: 1) engage in professional learning opportunities that emphasize their role in supporting language development through integrated and designated ELD settings 2) strengthen their understanding of the ELD standards and how to incorporate the most effective teaching practices to support English learners 3) utilize the improvement cycle in conjunction with data analysis tools to enhance PLC collaboration and inform daily instructional decision-making EL Language Acquisition Program including Integrated and Designated support	EL proficiency on the SBAC ELA and Math, EL reclassification rate, and progress on ELPAC.

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
		All teachers will implement strategies that build academic language and literacy development of ELs through Integrated ELD instruction. The following attributes will be emphasized: providing targeted scaffolded support engaging learners in daily opportunities to interact in meaningful ways and practice academic discourse encouraging learners to access their home language to help clarify or process information, and using formative assessment practices and routine comprehension checks to ensure student understanding. Designated ELD teachers will provide instruction based on the ELD standards that is targeted to the students' levels of English proficiency. English learners will receive instruction that addresses their precise language needs and builds upon content lessons. Justification for Wide Application This action is expected to meet the needs EL students; however, this will benefit all students.	

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
4.1	**Action:** Newcomer Support **Need:** Data Statement Over the past few years, the percentage of newcomers enrolling in Kerman Unified has increased significantly. In addition, newcomers score lower on the ELPAC than other EL students. Root cause An outcome of our root cause analysis of the data revealed that one significant reason newcomer students are experiencing lower scores on the summative ELPAC is because Newcomer students need help academically, especially those with limited school experience. Unique need This has created a need, especially at the secondary level, to provide additional support for language acquisition for newcomers. **Scope:** Limited to Unduplicated Student Group(s)	What is purchased/provided A research-based newcomer program will be implemented to address the unique needs of this student group such as materials and supplies, programs and supplemental texts, and professional development. Attributes Promote a welcoming and supportive environment by focusing on students' social-emotional well being through school-based counseling services and family outreach opportunities. Workshops designed for immigrant families will emphasize parent involvement and resources provided by the school and community to support student success. Partner with consultants to provide professional development and in-classroom coaching focused on the instructional needs of newcomer ELs. Teachers, site leaders, and bilingual tutors will participate in professional learning opportunities to strengthen instructional practices such as scaffolding techniques, differentiation, and being culturally responsive and asset-oriented. Accelerate the language development and academic progress of ELs at the emerging level by providing newcomer students with supplemental learning opportunities and access to educational resources and technology specifically designed for newcomers. Ensure teachers utilize formative assessment practices and progress monitoring tools on a	ELPAC Summative: ELs: Level 4 Level 3 Level 2 Level 1 ELPAC Summative: Newcomers (less than 12 months in US schools) Level 4 Level 3 Level 2 Level 1

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		routine basis to track language proficiency growth and differentiate instruction accordingly.	
4.2	**Action:** LTEL Professional Development and Language Acquisition Program **Need:** Data Statement Based on data from DataQuest, 19.1% of our EL students are identified as LTELs. On the CAASPP assessment, 7.30% of LTELs met or exceeded standards in ELA and 2.92% met or exceeded standards in Math. Root cause The district conducted an analysis of the data to determine likely root causes for these student outcomes. A likely root cause we identified when reviewing LTEL data is a need to ensure students are receiving the differentiated instruction needed to continue their academic language acquisition to become RFEP. Unique need Our internal needs assessment found that English Learners (ELs) often become Long-Term English Learners (LTELs) due to insufficient targeted language support in the classroom and a lack of consistent monitoring of their language development progress. Additionally, we found that our LTEL students have limited access to culturally responsive instructional practices and we need to	What is purchased/provided: LTEL Professional development and coaching LTEL Language Acquisition Program The District will allow secondary-level staff participate in the LTEL NIC, a new professional development opportunity offered by our county office of education, to gain strategies that support students in achieving language proficiency. Attributes: Continue professional development for teachers that focuses on high quality comprehensive ELD and emphasizes academic language development and strategies to improve students' literacy skills. Additional in-classroom coaching and planning sessions will help teachers refine essential instructional routines such as academic discussions, close reading strategies, and connections to ELPAC task types. Using the site EL protocol, strengthen PLC implementation and the improvement cycle process with continued focus on LTEL student progress. Interim assessments, local benchmarks, and other formative measures will be used for data collection and analysis. The EL Improvement team will support site collaboration and help identify ways to leverage the strengths and meet the needs of LTELs, including students at-risk of becoming LTEL.	Monitor the percentage of ELs identified as LTELs. Monitor the percentage of LTEL students that met or exceeded standard on CAASPP in ELA and Math. Monitor the percentage of LTEL students that progressed one or more levels on the summative ELPAC.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	increase training for educators in differentiated instruction for ELs and LTELs. Based on feedback from educational partners, it was determined that there needs to be more support for LTEL students to be reclassified and English proficient. **Scope:** Limited to Unduplicated Student Group(s)	Initiate more rigorous and routine progress monitoring approaches, including student engagement and goal setting, to support LTELs and students At-Risk of becoming LTEL across all sites. Site leadership teams will develop a process to collaborate with teachers and at-risk LTEL students quarterly to determine if additional support is needed.	

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.

All KUSD school sites have a concentration of EL, LI, and/or FY students above 55%. Upon review of the metrics, local data, educational partner feedback, and survey results, KUSD determined the best use of these funds is to add the following positions to provide direct services to the students:

Goal 1.2: Fully Credentialed Teachers, Admin. and other staff that support EL, LI, and FY students
* An additional K-3 teacher for each elementary site and a high school math teacher for Kerman High School will lower class sizes in the primary grades so that students will have greater access to small group or one-on-one instruction.
* An Additional secretary at Kerman High School to work with the counselors
* Two additional bilingual instructional tutors at each elementary site and one additional bilingual tutor at each secondary site will provide more support for EL, LI, and FY students

* An increase in hours for all instructional tutors from five or six to seven will allow more time for students to get extra support

* An additional Child Welfare and Attendance Officer to address the students with excessive absences

* A Behavior Analyst who will work directly with the students at the sites with the most challenging behavior issues.

* Two additional counselors/learning directors at Kerman High School to provide more support for students, as it will decrease the caseloads for counselors.

* Part-time newcomer teachers will be hired at each site to work directly with newcomer students

* An English Learner site lead at each school to work with LTELs and ELs.

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$57,669,251	23,073,713	40.010%	0.000%	40.010%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$31,515,360.00	$50,354,791.00	$2,011,748.00	$3,466,706.00	$87,348,605.00	$76,424,751.00	$10,923,854.00

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	Fully Credentialed Teachers, Admin, and other staff	All	No					$60,766,553.00	$0.00	$8,441,647.00	$46,846,452.00	$2,011,748.00	$3,466,706.00	$60,766,553.00	0
1	1.2	Fully Credentialed Teachers, Admin, and other staff that support EL, LTEL, FY, and LI.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$14,658,150.00	$0.00	$14,658,150.00				$14,658,150.00	0
1	1.3	Professional Development	All	No					$0.00	$495,190.00		$495,190.00			$495,190.00	0
1	1.4	Sufficient Instructional Materials to Implement the State Standards	All	No					$0.00	$807,375.00		$807,375.00			$807,375.00	0
1	1.5	Additional Academic Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$518,959.00	$4,958,652.00	$4,958,652.00	$518,959.00			$5,477,611.00	0
1	1.6	College Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$455,476.00	$455,476.00				$455,476.00	0
1	1.7	Special Education	Students with Disabilities	No			All Schools Specific Schools: Goldenrod Elementary, Kerman High School, Kerman Middle School, Kerman-Floyd Elementa		$0.00	$200,000.00		$200,000.00			$200,000.00	0

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
							ry all grades									
2	**2.1**	Infrastructure	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$287,590.00	$287,590.00				$287,590.00	0
2	**2.2**	Broad Course of Study	All	No					$0.00	$419,835.00		$419,835.00			$419,835.00	0
2	**2.3**	Decrease Suspension Rates	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$183,957.00	$183,957.00				$183,957.00	0
2	**2.4**	Attendance	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income			$185,814.00	$104,763.00	$104,763.00	$185,814.00			$290,577.00	0
2	**2.5**	Student Support Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$2,245,213.00	$1,846,908.00	$398,305.00			$2,245,213.00	0
2	**2.6**	Social Emotional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$298,932.00	$298,932.00				$298,932.00	0
2	**2.7**	Attendance (KMS White Students)	Homeless	No			Specific Schools: Kerman Middle School 7-8		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
3	**3.1**	Parental Support Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$191,762.00	$191,762.00				$191,762.00	0
4	**4.1**	Newcomer Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$34,411.00	$34,411.00				$34,411.00	0
4	**4.2**	LTEL Professional Development and Language Acquisition Program	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	Specific Schools: Kerman MIddle School, Kerman		$0.00	$15,812.00	$15,812.00				$15,812.00	0

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
					s)		High School, Enterprise High School, Kerman Unified Online School 7-12									
4	**4.3**	EL Professional Development and Language Acquisition Program	English Learners	Yes	LEA-wide	English Learners			$0.00	$37,300.00	$37,300.00				$37,300.00	0
5	**5.1**	College/Career Counseling	Hispanic and Socio-Economically Disadvantaged	No			Specific Schools: Enterprise High School and Kerman Unified Online School 9-12		$262,343.00	$103,202.00		$365,545.00			$365,545.00	0
6	**6.1**	ELD Support	LTEL and Socio-Economically Disadvantaged	No			Specific Schools: Kerman Unified Online School 9-12		$0.00	$58,552.00		$58,552.00			$58,552.00	0
6	**6.2**	Math Support					Specific Schools: Kerman Unified Online School 9-12		$32,932.00	$25,832.00		$58,764.00			$58,764.00	0

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$57,669,251	23,073,713	40.010%	0.000%	40.010%	$23,073,713.00	0.000%	40.010 %	**Total:**	$23,073,713.00
								LEA-wide Total:	$23,023,490.00
								Limited Total:	$50,223.00
								Schoolwide Total:	$0.00

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	1.2	Fully Credentialed Teachers, Admin, and other staff that support EL, LTEL, FY, and LI.	Yes	LEA-wide	English Learners Foster Youth Low Income		$14,658,150.00	0
1	1.5	Additional Academic Support	Yes	LEA-wide	English Learners Foster Youth Low Income		$4,958,652.00	0
1	1.6	College Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income		$455,476.00	0
2	2.1	Infrastructure	Yes	LEA-wide	English Learners Foster Youth Low Income		$287,590.00	0
2	2.3	Decrease Suspension Rates	Yes	LEA-wide	English Learners Foster Youth Low Income		$183,957.00	0
2	2.4	Attendance	Yes	LEA-wide	Foster Youth Low Income		$104,763.00	0

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 (%)
2	2.5	Student Support Systems	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,846,908.00	0
2	2.6	Social Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income		$298,932.00	0
3	3.1	Parental Support Systems	Yes	LEA-wide	English Learners Foster Youth Low Income		$191,762.00	0
4	4.1	Newcomer Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$34,411.00	0
4	4.2	LTEL Professional Development and Language Acquisition Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Kerman MIddle School, Kerman High School, Enterprise High School, Kerman Unified Online School 7-12	$15,812.00	0
4	4.3	EL Professional Development and Language Acquisition Program	Yes	LEA-wide	English Learners		$37,300.00	0

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$82,779,257.00	$84,342,952.00

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**	Fully Credentialed Teachers, Admin, and other staff	No	$57,447,284.00	$58,852,832.00
1	**1.2**	Fully Credentialed Teachers, Admin, and other staff that support EL and LI.	Yes	$16,634,859.00	$16,810,956.00
1	**1.3**	Professional Development	No	$200,000.00	$191,775.00
1	**1.4**	Sufficient Instructional Materials to Implement the State Standards	No	$174,000.00	$175,530.00
1	**1.5**	Additional Academic Support	Yes	$4,048,032.00	$4,001,194.00
1	**1.6**	College Career Readiness	Yes	$525,476.00	$485,970.00
1	**1.7**	Special Education	No	$200,000.00	$203,824.00
2	**2.1**	Infrastructure	Yes	$167,450.00	$176,532.00
2	**2.2**	Broad Course of Study	No	$1,080,049.00	$1,134,644.00
2	**2.3**	Decrease Suspension Rates	Yes	$202,851.00	$214,817.00
2	**2.4**	Attendance	Yes	$113,617.00	$122,026.00

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)
2	**2.5**	Student Support Systems	Yes	$940,994.00	$1,010,644.00
2	**2.6**	Social Emotional Learning	Yes	$306,482.00	$278,618.00
2	**2.7**	Attendance (KMS White Students)	No	$0.00	$0.00
3	**3.1**	Parental Support Systems	Yes	$151,811.00	$161,801.00
4	**4.1**	Newcomer Support	Yes	$45,933.00	$50,359.00
4	**4.2**	LTEL Professional Development and Language Acquisition Program	Yes	$32,255.00	$35,486.00
4	**4.3**	EL Professional Development and Language Acquisition Program	Yes	$18,700.00	$17,097.00
5	**5.1**	College/Career Counseling	No	$489,464.00	$418,847.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$22,537,777.00	$22,378,460.00	$22,537,777.00	($159,317.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Fully Credentialed Teachers, Admin, and other staff that support EL and LI.	Yes	$16,634,859.00	$16,810,956.00	0	0
1	1.5	Additional Academic Support	Yes	$3,398,032	$3,300,805.00	0	0
1	1.6	College Career Readiness	Yes	$525,476.00	$485,970.00	0	0
2	2.1	Infrastructure	Yes	$167,450.00	$176,532.00	0	0
2	2.3	Decrease Suspension Rates	Yes	$202,851.00	$214,817.00	0	0
2	2.4	Attendance	Yes	$113,617.00	$122,026.00	0	0
2	2.5	Student Support Systems	Yes	$940,994.00	$1,010,644.00	0	0
2	2.6	Social Emotional Learning	Yes	$146,482.00	$151,284.00	0	0
3	3.1	Parental Support Systems	Yes	$151,811.00	$161,801.00	0	0
4	4.1	Newcomer Support	Yes	$45,933.00	$50,359.00	0	0
4	4.2	LTEL Professional Development and Language Acquisition Program	Yes	$32,255.00	$35,486.00	0	0
4	4.3	EL Professional Development and Language Acquisition Program	Yes	$18,700.00	$17,097.00	0	0

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)

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$56,625,512	$22,537,777.00	0%	39.801%	$22,537,777.00	0.000%	39.801%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

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

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

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024