



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kerman Unified School District

CDS Code: 10-73999-1033430

School Year: 2024-25

LEA contact information:

Gordon Pacheco

Superintendent

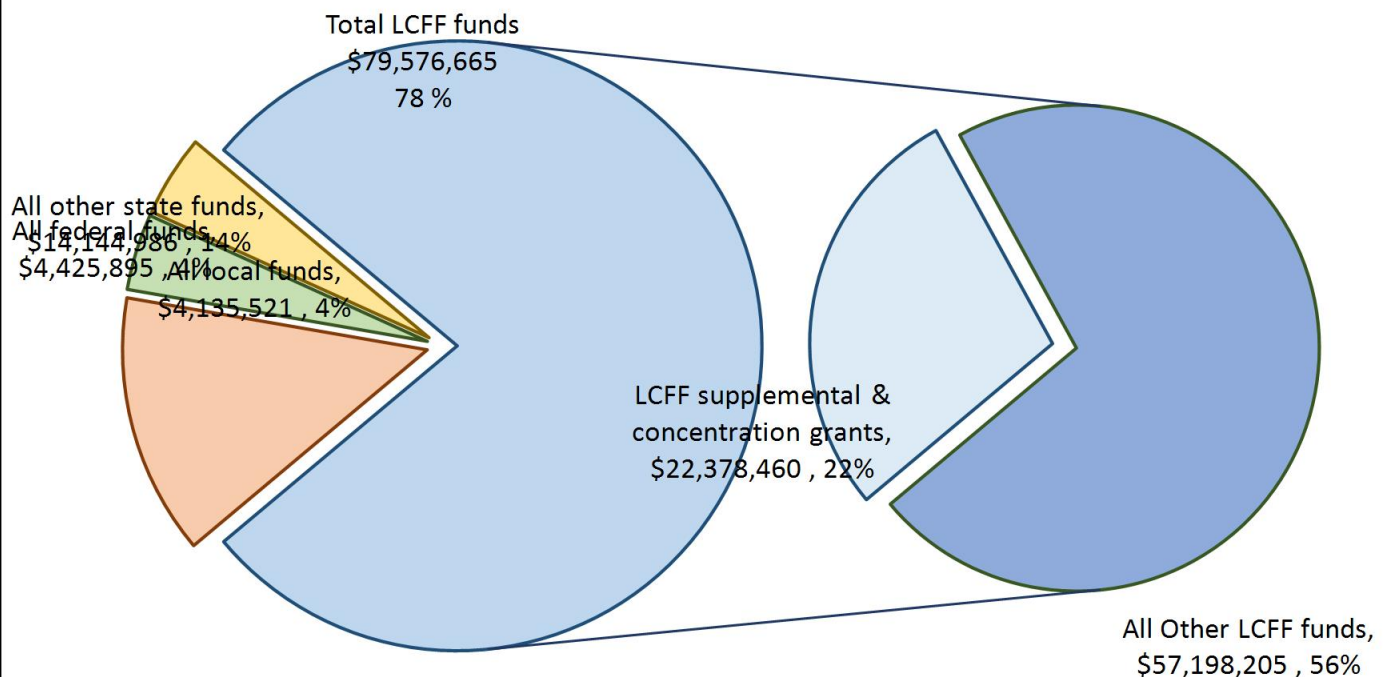
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(559) 843 - 9001

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 2024-25 School Year

Projected Revenue by Fund Source

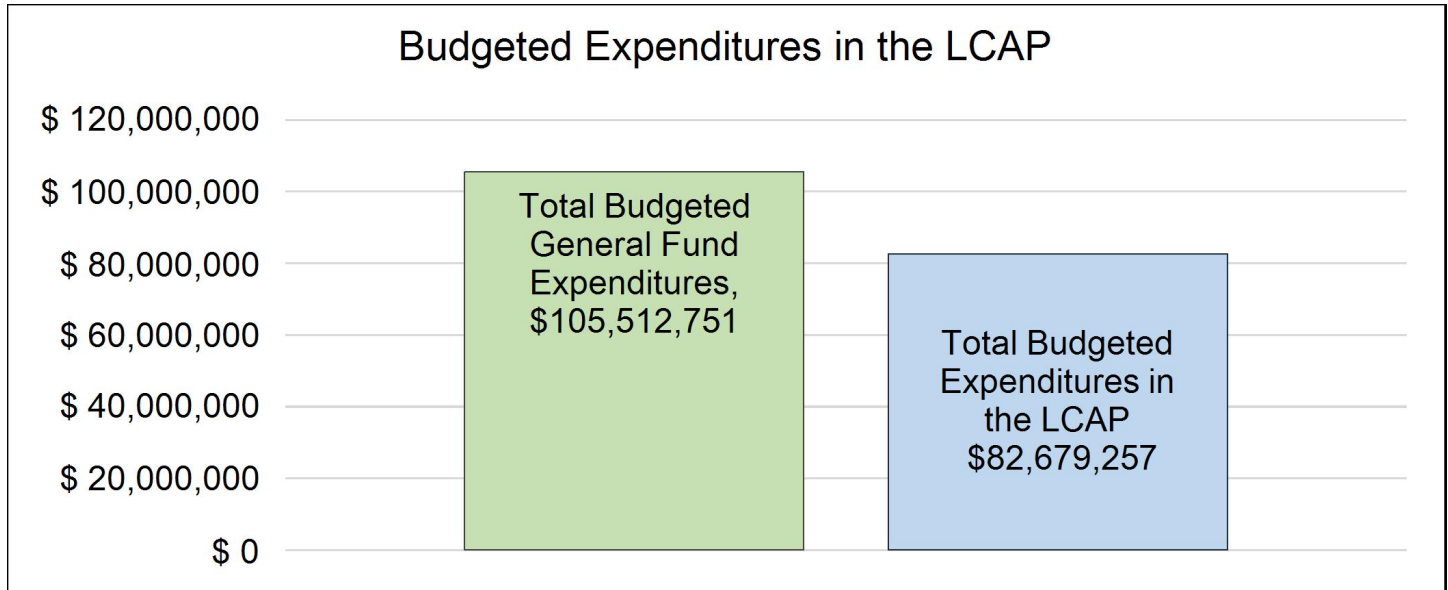


This chart shows the total general purpose revenue Kerman Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Kerman Unified School District is \$102,283,067, of which \$79,576,665 is Local Control Funding Formula (LCFF), \$14,144,986 is other state funds, \$4,135,521 is local funds, and \$4,425,895 is federal funds. Of the \$79,576,665 in LCFF Funds, \$22,378,460 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 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Kerman Unified School District plans to spend \$105,512,751 for the 2024-25 school year. Of that amount, \$82,679,257 is tied to actions/services in the LCAP and \$22,833,494 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

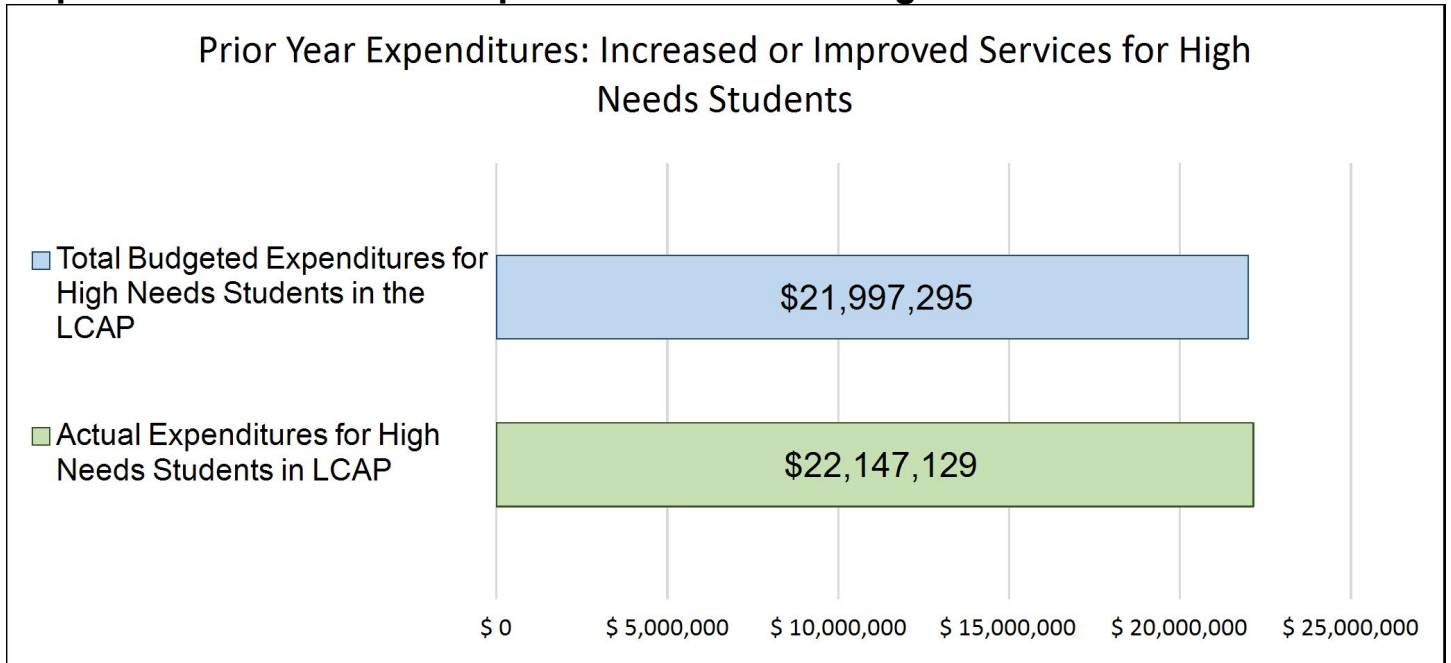
District overhead costs, reserve requirements and services not allocated to a goal and action within the LCAP have not been included in the total expenditures.

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

In 2024-25, Kerman Unified School District is projecting it will receive \$22,378,460 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 \$22,378,460 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2023-24, Kerman Unified School District's LCAP budgeted \$21,997,295 for planned actions to increase or improve services for high needs students. Kerman Unified School District actually spent \$22,147,129 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kerman Unified School District	Gordon Pacheco Superintendent	gordon.pacheco@kermanusd.com (559) 843 - 9001

Goals and Actions

Goal

Goal #	Description
1	The District will provide a high quality educational system that provides equity and access for all students, including all subgroups through the implementation of the core curriculum and effective instructional strategies, including the use of technology. All students will demonstrate continued and improved academic achievement in order to emerge college and career ready. The District will attract, train, and retain employees as well as develop educational leaders who embrace the vision and values of our district.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately assigned and fully credentialed teachers.	1.2% not fully credentialed (3 teachers on PIP) out of 237 total teachers. All teachers are appropriately assigned. Data Year: 2020-2021 Data Source: SARC/HR department	0.85% not fully credentialed (2 teachers on PIP/STSP) out of 238 total teachers. All teachers are appropriately assigned. Data Year: 2021-2022 Data Source: HR department	4% not fully credentialed. 9 teachers on PIP/STSP out of a total of 249 teachers. Data Year: 2022-2023 Data Source: HR Department	2% not fully credentialed. 6 teachers on PIP/STSP out of 249 teachers Data Year: 2023-2024 Data Source: HR Department	100% of the teachers appropriately assigned and fully credentialed.
Sufficient core instructional materials.	100% of the classes will have sufficient instructional materials Data Year: 2020-2021 SARC (for the 2019-2020 school year) Data Source: SARC	100% of classes have sufficient instructional materials Data Year: 2021-2022 (for the 2020-2021 school year) Data Source: SARC	100% of classes have sufficient instructional materials Data Year: 2022-2023 (for the 2021-2022 school year) Data Source: SARC	100% of classes have sufficient instructional materials Data Year: 2023-2024 (for the 2022-2023 school year) Data Source: SARC	100% of the classes will have sufficient instructional materials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Standards implemented.	State Standards will be implemented in 100% of classrooms. Data Year: 2020-2021 Data Source: State Reflection Tool	State Standards are implemented in 100% of classrooms. Data Year: 2021-2022 Data Source: State Reflection Tool	State Standards are implemented in 100% of classrooms. Data Year: 2022-2023 Data Source: State Reflection Tool	State Standards are implemented in 100% of classrooms. Data Year: 2023-2024 Data Source: State Reflection Tool	State Standards will be implemented in 100% of classrooms.
EL access to the State Standards, including the ELD standards	100% of the classes with EL students have access to the State Standards, including the ELD standards Data Year: 2020-2021 Data Source: State Reflection Tool	100% of the classes with EL students have access to the State Standards, including the ELD standards Data Year: 2021-2022 Data Source: State Reflection Tool	100% of the classes with EL students have access to the State Standards, including the ELD standards Data Year: 2022-2023 Data Source: State Reflection Tool	100% of the classes with EL students have access to the State Standards, including the ELD standards Data Year: 2023-2024 Data Source: State Reflection Tool	100% of the classes with EL students have access to the State Standards, including the ELD standards
Smarter Balanced ELA scores percent proficient for all students, low income, English Learners, foster, and SWD ELA local benchmarks will be used until Smarter Balanced ELA results become available.	All Students: 45.72% LI: 42.27% EL: 14.62% FY: not enough students SWD: 14.47% Data Year: 2019 - No 2020 data due to COVID Data Source: Data Quest LOCAL ASSESSMENTS Met or exceeded standards: All: 39%	All Students: 39.61% LI: 37.87% EL: 12.38% FY: not enough students SWD: 7.91% Data Year: 2021 Data Source: Data Quest LOCAL ASSESSMENTS Met or exceeded standards: All: 46% LI: 36% EL: 21%	All Students: 41.12% LI: 38.2% EL: 13.71% FY: NA SWD: 8.56% Data Year: 2022 Data Source: Data Quest LOCAL ASSESSMENTS Met or exceeded standards: All: 40% LI: 31% EL: 2.4% SWD: 0.9%	All Students: 39.77% LI: 37.09% EL: 9.54% FY: NA SWD: 10.00% Data Year: 2023 Data Source: Data Quest LOCAL ASSESSMENTS Met or exceeded standards: All: 34.81% LI: 32.96% EL: 9.94% SWD: 10.82%	10% increase in all students 20% increase in each subgroup LOCAL ASSESSMENTS Increase the percentage of students who met or exceeded standards to: All: 60% LI: 50% EL: 30% SWD: 20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	LI: 23% EL: 7% SWD: 0.6% Data Year: 2020-2021 Data Source: Illuminate	SWD: 11% Data Year: 2021-2022 Data Source: Illuminate	Data Year: 2022-2023 Data Source: Illuminate ADDED: Distance from Standard ALL: -27 (Low) LI: -32.6 (Low) EL: -51 (Low) FY: -64.1 (Low) SWD: -97.3 (Very Low) Data Year: 2022 Data Source: California Dashboard	Data Year: 2023-2024 Data Source: Illuminate ADDED: Distance from Standard ALL: -24.6 (Low/ORANGE) LI: -30.9- (Low/ORANGE) EL: -54.9 (Low/ORANGE)) FY: NA - not enough for a color SWD: -101.8 (Very Low/RED) Data Year: 2023 Data Source: California Dashboard	
Smarter Balanced Math scores percent proficient for all students, low-income English Learners, foster, and SWD. Math local benchmarks will be used until Smarter Balanced Math results become available.	All Students: 34.03% LI: 30.74% EL: 14.43% FY: not enough students SWD: 14.03% Data Year: 2019 - No 2020 data due to COVID Data Source: Data Quest LOCAL ASSESSMENTS	All Students: 20.27% LI: 19.53% EL: 7.23% FY: not enough students SWD: 4.67% Data Year: 2021 Data Source: Data Quest LOCAL ASSESSMENTS Met or exceeded standards: All: 46%	All Students: 23.09% LI: 20.49% EL: 8.81% FY: NA SWD: 6.73% Data Year: 2022 Data Source: Data Quest LOCAL ASSESSMENTS Met or exceeded standards: All: 40% LI: 32%	All Students: 24.14% LI: 21.48% EL: 8.22% FY: NA SWD: 5.56% Data Year: 2023 Data Source: Data Quest LOCAL ASSESSMENTS Met or exceeded standards: All: 39.90% LI: 35.70%	10% increase in all students 20% increase in subgroup LOCAL ASSESSMENTS Increase the percentage of students who met or exceeded standards to: All: 65% LI: 55% EL: 40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Met or exceeded standards: All: 42% LI: 24.4% EL: 9% SWD: 1% Data Year: 2020-2021 Data Source: Illuminate	LI: 36% EL: 27% SWD: 13% Data Year: 2021-2022 Data Source: Illuminate	EL: 4.7% SWD: 1% Data Year: 2022-2023 Data Source: Illuminate ADDED: Distance from Standard ALL: -73.2 (Low) LI: -79 (Low) EL: -88.1 (Low) FY: -115.3 (Very Low) SWD: -127.7 (Very Low) Data Year: 2022 Data Source: California Dashboard	EL: 17.06% SWD: 14.15% Data Year: 2023-2024 Data Source: Illuminate ADDED: Distance from Standard ALL: -70.6 (Medium/YELLOW) LI: -76.8 (Low/ORANGE) EL: -87.3 (Low/ORANGE) FY: NA - not enough for a color FY: -133.6 (Very Low/RED) Data Year: 2023 Data Source: California Dashboard	SWD: 20%
EL students making progress toward English Proficiency	45.7% of EL students are making progress towards English language proficiency Data Year: 2019 - the 2020 data is limited to a small percentage of students Data Source: California Dashboard	Refer to the data below in place of no ELPI per suspended 2020 ELPAC Level 4: 16.51% Level 3: 39.58% Level 2: 28.74% Level 1: 15.17% Data Year: 2021	50.3% of EL students are making progress towards English language proficiency. Data Year: 2022 Data Source: California Dashboard Summative ELPAC Results Level 4: 16.92% Level 3: 41.92% Level 2: 29.93%	55.3% of EL students are making progress towards English language proficiency. Data Year: 2023 Data Source: California Dashboard Summative ELPAC Results Level 4: 16.50% Level 3: 33.77% Level 2: 29.4%	65% or higher of EL students making progress towards English language proficiency.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Source Illuminate (pulled from CERS)	Level 1: 11.23% Data Year: 2022 Data Source CDE CAASPP Website	Level 1: 20.33% Data Year: 2023 Data Source CDE CAASPP Website	
EL reclassification as measured by prior year numbers of reclassified students	12.8% EL reclassification rate Data Year: 2020 Data Source: Dataquest	10.3% EL reclassification rate Data Year: 2021 Data Source: Dataquest	11.8% EL reclassification rate Data Year: 2022 Data Source: Calpads/Illuminate	10.8% EL reclassification rate Data Year: 2023 Data Source: Calpads/Illuminate	20% EL reclassification rate and/or maintain above the State average
Physical Fitness Testing % of students in Healthy Fitness Zone	5th grade: 81.9% 7th grade: 87.4% 9th grade: 95.3% Data Year: 2019 - No 2020 data due to COVID Data Source: Dataquest	No data available as testing was not completed in 2020-2021	Test Completion Results only: 5th grade: 100% 7th grade: 100% 9th grade: 100% Data Year: 2021-2022 Data Source: Aeries	Test Completion Results only: 5th grade: 98.8% 7th grade: 99.5% 9th grade: 96.9% Data Year: 2022-2023 Data Source: Aeries	3% increase in each grade level.
a-g percent of pupils with successful course completion for all, LI, EL, FY, and SWD students.	All students: 35.4% EL: 8.0% LI: 22.3% Foster Youth: Not enough students SWD: 1.1% Data Year: 2020 Data Source: CalPads	All students: 25.2% EL: 7.7% LI: 25.4% Foster Youth: Not enough students SWD: 2.1% Data Year: 2021 Data Source: CalPads	All students: 34.7% EL: 7.1% LI: 33.4% Foster Youth: Not enough students SWD: 1.9% Data Year: 2022 Data Source: CDE	All students: 40% EL: 3.7% LI: 38% Foster Youth: Not enough students SWD: 6.4% Data Year: 2023 Data Source: CDE/DataQuest	Increase the percentage of a-g completers to: All students: 60% EL: 20% LI: 40% Foster Youth: Not enough students SWD: 5%
% of students CTE pathway completers	All students: 21% EL: 0% LI: 9.2%	All students: 20% EL: 5.1% LI: 19%	All students: 19.5% EL: 8.1% LI: 19.1%	All students: 36.8% EL: 17.6% LI: 36.9%	Increase the percentage of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
for all students, LI, EL, FY, and SWD	FY: not enough students SWD: 0.0% Data Year: 2020 Data Source: Local data/Calpads	FY: not enough students SWD: 5.1% Data Year: 2020 Data Source: Local data/Calpads	FY: not enough students SWD: 11.1% Data Year: 2022 Data Source: CDE	FY: not enough students SWD: 23.4% Data Year: 2023 Data Source: CalPads	pathway completers to: All students: 40% EL: 12% LI: 30% FY: not enough students SWD:10%
% of pupils scoring 3 or higher on the AP exam	59% of the pupils scored 3 or higher on the AP exam Data Year: 2020 Data Source: College Board	39% of the pupils scored 3 or higher on the AP exam Data Year: 2021 Data Source: College Board	42% of the pupils scored 3 or higher on the AP exam Data Year: 2022 Data Source: College Board	57.8% of the pupils scored 3 or higher on the AP exam Data Year: 2023 Data Source: College Board	71% of pupils score 3 or higher on the AP Exam
% of students scoring "ready" or higher on the ELA EAP.	58.61% Data Year: 2019 - No 2020 data due to COVID Data Source: CAASPP	47.07% Data Year: 2021 Data Source: CAASPP	44.45% Data Year: 2022 Data Source: CAASPP	56.13% Data Year: 2023 Data Source: CAASPP	65% of students will score "ready" or higher on the ELA EAP.
% of students scoring "ready" or higher on the Math EAP	22.55% Data Year: 2019 - No 2020 data due to COVID Data Source: CAASPP	15.31% Data Year: 2021 Data Source: CAASPP	11.99% Data Year: 2022 Data Source: CAASPP	14.96% Data Year: 2023 Data Source: CAASPP	28% of students will score "ready" or higher on the Math EAP.
High School Dropout Rate	6.6% Data Year: 2020 Data Source: Calpads	4.8% Data Year: 2021 Data Source: Calpads	3% Data Year: 2022 Data Source: Calpads	5% Data Year: 2023 Data Source: Calpads	Decrease by at least 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Graduation Rate for all students LI, EL, foster youth and for students with disabilities	All students: 88.5% LI: 88.1% EL: 75% Foster Youth: under 10 students Students with Disabilities: 75% Data Year: 2020 Data Source: California Dashboard	All students: 94.2% LI: 94.2% EL: 88.5% Foster Youth: under 10 students Students with Disabilities: 74.5% Data Year: 2021 Data Source: California Dashboard	All students: 94.1% LI: 93.9% EL: 89.9% Foster Youth: under 10 students Students with Disabilities: 75.9% Data Year: 2022 Data Source: California Dashboard	All students: 89.7% LI: 90.0% EL: 72.5% Foster Youth: under 10 students Students with Disabilities: 51.0% Data Year: 2023 Data Source: California Dashboard	All students: 96% or above LI: 96% or above EL: 92% or above Foster Youth: under 10 students Students with Disabilities: 95% or above
% of high school graduates who are college/career ready (CCI)	All students: 30.3% LI: 26.6% EL: 7.5% SWD: 9.4% Foster Youth: under 10 students Homeless Students: 17.6% Data Year: 2020 Data Source: California Dashboard	No Data available on the Dashboard Other indicators of CCI include: CTE pathway completers (see above) AP results (see above) a-g results (see above) Dual Enrollment: 11.5% of high school students took a dual enrollment course Data Year: 2021 Data Source: Dataquest & Aeries	No Data available on the Dashboard Other indicators of CCI include: CTE pathway completers (see above) AP results (see above) a-g results (see above) Dual Enrollment: 11.5% of high school students took a dual enrollment course Data Year: 2022 Data Source: Dataquest & Aeries	All students: 35% LI: 34.8% EL: 1.8% SWD: 2% Foster Youth: under 10 students Homeless Students: 6.7% Data Year: 2023 Data Source: California Dashboard	A 30% increase in all students, and 15% increase in each subgroup.
% of students who successfully complete both a-g requirements and CTE pathway requirements.	All students: 2.1% Data Year: 2020 Data Source: Aeries & Calpads	All students: 7.3% Data Year: 2021 Data Source: Aeries & Calpads	All students: 8.8% Data Year: 2022 Data Source: CDE	All students: 19% Data Year: 2023 Data Source: CalPads	Increase by a minimum of 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout Rate	All students: 0% Data Year: Fall 2020 Data Source: Calpads	All students: 0% Data Year: Fall 2021 Data Source: Calpads	All students: 0.1% Data Year: Fall 2022 Data Source: Calpads	All students: 0% Data Year: Fall 2023 Data Source: Calpads	Maintain 0%

Goal Analysis

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

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

All actions in Goal One were implemented as written.

Action 1 - All positions were filled with qualified staff whenever possible. Any interns hired received additional support through a mentor teacher. All new administrators received support from the CASC program. Whenever there was a classified opening, the position was filled in a timely manner. The partnership with the Rural Residency Program enables the district to hire qualified elementary teachers who have the opportunity to student teach for the entire school year.

Action 2 - The professional development plan has been fully implemented. A few sessions had to be rescheduled due to a lack of substitutes.

Action 3 - Textbooks are available for all students at all sites. All students have access to technology, both in school and at home. Hotspots are provided for families in need.

Action 4 - All professional development is standards-based. Math and Science teachers at the 7-12 grade levels attend PLCs/NICs through the office of the Fresno County Superintendent of Schools. Elementary teachers have or are receiving support in the areas of Math and Science.

Action 5—Teachers in all grade levels continue to receive PD or site support for designated and integrated ELD. The District has an EL Improvement Team that meets regularly to ensure the needs of EL students are being met districtwide.

Action 6 - All school sites provide intervention based on student needs in the area of ELA. Programs such as Heggerty and BookNook provide intensive ELA support. Each elementary site has added two part-time reading specialists to work with the neediest students. The Paper tutoring program offers support for 3-12 grade students in the areas of reading and writing. KUSD has one of the highest participation rates in the country. All 3-6 grade teachers and 7-12 grade English teachers are participating in SBAC training, which includes intensive sessions on the Tools for Teachers website.

Action 7 - All school sites provide intervention based on student needs in the area of math. Programs such as CGI and Happy Numbers provide intensive math support. The Paper tutoring program offers support for 3-12 grade students in various areas, including math. Students can log on and work with a live tutor on math problems, at any time, day or night. KUSD has one of the highest participation rates in the country. All 3-6 grade teachers and 7-12 grade Math teachers are participating in SBAC training, which includes intensive sessions on the Tools for Teachers website.

Action 8 - High School counselors have participated in additional training in the area of a-g completion and 4-year plans. Programs such as Major Clarity and CCGI have been implemented. All counselors K-12 just started the Hatching Results program, which will run for 3 years. It will build our college-career readiness from kindergarten until the students graduate from college. Our EL coordinator has been working with the counselors and teachers in order to increase the number of students who earn the Seal of Biliteracy.

Action 9 - Kinder camp was held in early August, which was a success for those students who attended. Additional staff were hired to work with EL, FY, and LI students. More bilingual tutors were hired at each site, and all tutors worked 7 hours instead of the previous 5 or 6. The continuation high school now has a bilingual tutor in each class; previously the site only had a bilingual tutor for the English class. Assistant principals keep track of the progress of EL, FY, and LI students, and ensure they get the extra tutoring during the day or after school. Bus transportation is provided for students who stay after school for tutoring. Secondary teachers also added 30 minutes before school three days a week to help students academically.

Action 10 - KUSD created two improvement teams to address the needs of SWD. One team is working at the secondary level with the primary goal of improving graduation rates for SWD. The team has implemented a more rigorous curriculum and is following a designated group of students to determine if they can be successful with it. The goal is to have the students on a graduation track rather than a certificate of completion track. The second improvement team works at the elementary level. The primary goals are to increase and correlate the rigor with the regular classroom and increase the collaboration and communication between general education and special education teachers. The Director of Pupil Personnel Services meets regularly with the Special Education Department to review IEP expectations and student services. She also works with the school psychologists, counselors, and nurses to support any social emotional, or health needs of SWD.

The overall successes of Goal 1 implementation include increasing opportunities for intensive intervention, implementing the Paper tutoring program, establishing a rigorous professional development schedule for teachers and classified staff, and creating EL and SWD Improvement Teams to address the unique needs of the student group.

One challenge of Goal 1 implementation was KinderCamp, which was great for those students who attended; however, the turnout was minimal, and many of the students who could have benefited from Kinder Camp did not attend. Another challenge was addressing the needs of SWD. Changing the mindset of staff to understand that SWD can be challenged was difficult and took time.

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

There were no material differences between the planned expenditures and the estimated actual expenditures.

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

Action 1.1 addresses the following metric: appropriately assigned and fully credentialed teachers. Although the district did not hit its goal of 100% fully credentialed teachers, the action was effective in that the percentage of fully credentialed teachers improved by 2% from the Year 2 outcome to the Year 3 outcome. A support provider/mentor teacher provides assistance to intern teachers. The district attends job fairs, posts positions on Edjoin, and works with the Rural Residency Program.

Action 1.2 addresses the following metrics: Appropriately assigned and fully credentialed teachers, EL access to the state standards, Smarter Balanced scores for ELA and Math, EL students making progress toward English proficiency. The action was effective, as staff continues to be trained on effective integrated and designated ELD strategies, which resulted in a 10% increase in the number of EL students who are making progress toward English proficiency. The three-year goal of 65% was not met, however, the percentage of students making progress continues to grow. The Smarter Balanced ELA and Math scores did not meet the 3-year goal, but the addition of SBAC Ecosystems PD should be reflected in the 2023-2024 scores.

Action 1.3 addresses the following metrics: Sufficient textbooks and materials. This action was effective in that all students have access to technology/devices at home and at school to support instruction. Paper is a supplemental program implemented to support students (24/7) with homework and assignments. This program has been very well-received and utilized by students in all grade spans.

Action 1.4 addresses the following metrics: Implementation of State Standards. This action was effective, as all professional development is standards-based. Training attendance was good, with very few cancellations. In the past, there were more cancellations due to substitute teacher shortages.

Action 1.5 addresses the following metrics: Access to EL Standards, EL students making progress toward English Proficiency, and EL reclassification rate. The action was effective, as students are making progress toward EL proficiency improved. Teachers in all grade levels continue to receive PD or site support for designated and integrated ELD. The District has an EL Improvement Team that meets regularly with EL site lead teachers to ensure the needs of EL students are being met districtwide.

Action 1.6 addresses the following metrics: Smarter Balanced ELA scores. Even though the 2022-2023 assessment results did not meet the original goal, the action was effective as the results indicate that students are recovering from the learning loss due to COVID-19, as indicated by Distance From Standard (DFS) on the ELA SBAC assessment. The addition of SBAC Ecosystems PD provided needed training to teachers on how to prepare students for the SBAC. All school sites provide intervention based on student needs in ELA. All of the elementary school sites hired two part-time intervention teachers to support students in small groups with targeted intensive support in reading. Also, students had opportunities to attend after-school tutoring for additional academic support throughout the school year. Students

were also provided with expanded learning opportunities through the Winter Academic/Enrichment Program and the Summer Academic/Enrichment Program.

Action 1.7 addresses the following metrics: Smarter Balanced Math scores. Even though the 2022-2023 assessment results did not meet the original goal, the results indicate that the action was effective steadily from 2021 through 2023 and that students are steadily recovering from the learning loss due to COVID-19 as measured by Distance From Standard (DFS) on the SBAC Mathematics assessment. The addition of SBAC Ecosystems PD provided needed training to teachers on how to prepare students for the SBAC. All school sites provide intervention based on student needs in the area of math. At some sites, part-time intervention teachers are utilized to provide targeted and intensive small-group support in Math. In addition, students had opportunities to attend after-school tutoring for additional academic support throughout the school year. Students were also provided with expanded learning opportunities through the Winter Academic/Enrichment Program and the Summer Academic/Enrichment Program.

Action 1.8 addresses the following metrics: A-G completion, CTE pathway completers, AP results, ELA EAP and Math EAP, high school dropout rate, middle school dropout rate, graduation rate, college career readiness rate, and successful completion of A-G AND a CTE pathway. The action was effective as the percentage of students who completed the A-G requirements increased from 35.5% in the first year, to 40% in the third year, which did not meet the desired outcome, but shows that the action is working. CTE pathway completers also increased by 15.8% over three years. High School counselors have participated in additional training in the area of A-G completion and 4-year plans.

Action 1.9 addresses the following metrics: EL students making progress toward proficiency. This action has been effective, as the ELPI results have risen consistently over the past three years, starting at 45.7% prepared in 2019 to 56.3% in 2023. Additional staff were hired to work with EL, FY, and LI students. Additional bilingual tutors were hired at each site, and all tutors worked 7 hours instead of the previous 5 or 6 to be available to provide support for the entire school day. The continuation high school now has a bilingual tutor in each class; previously the site only had a bilingual tutor for the English class. Assistant principals also keep track of the progress of EL, FY, and LI students, and ensure they get the extra tutoring during the day or after school. Bus transportation is provided for students who stay after school for tutoring; therefore, transportation is not a barrier for any students. Secondary teachers also added 30 minutes before school three days a week to help students academically.

Action 1.10: The increased focus on SWD at all school sites has shined a light on the needs of the students. The implementation of the improvement teams at the secondary level outlined in this action were effective in resulting in a more rigorous curriculum and higher expectations for the students. The creation of the LRE improvement team at the elementary level has resulted in more collaboration between Special Education and General education teachers. The improvements are not necessarily reflected in the metrics yet; however, the District experts to see positive movement as it moves forward.

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

Overall, the district believes that the goals and actions were effective over the three-year period. Educational partners agree. Based on the parent survey regarding the current LCAP goals, the majority of the parents believe that the district is addressing the needs of the students effectively. 91% of the parents who participated in the survey strongly agree or agree that their child's academic needs are being met, and 96% of them strongly agree or agree that their child's teachers are highly qualified, while 93% know that there is tutoring available if their child is struggling. Students surveyed also indicate that the district is addressing the needs of the students. 97% of the students who participated in the survey believe their academic needs are being met, while 95% see their teachers as highly qualified. Teachers also indicated that they felt the goals were effective in meeting the needs of the students. Although some scores dropped (primarily due to the COVID-19 learning loss), staff believes that the district is heading in a positive direction.

The two areas of concern are SWD and EL students. The new LCAP will focus more on SWD and set a new goal for EL students. Action 1.6 will address the needs of SWD in the areas of ELA, Math, College/Career Readiness, and Graduation Rate. Goal 4 will address the needs of newcomers (Action 4.1), LTELs (Action 4.2), and recently reclassified RFEPS (Action 4.3).

The district will take a strengthened approach in the area of SWD, especially in academics, graduation, and college/career readiness. Practices have been implemented to increase ongoing and meaningful collaboration between special education teachers and general education teachers. In addition, there has been an increase in the level of rigor in the curriculum with appropriate pacing to meet the needs of SWD. The hours of Special Education Tutors were increased to 7 hours instead of the previous 5 or 6 to be more available to provide support for the entire school day. Three sessions of training have been offered to all Special Education Tutors (Relationships and Social Awareness, Developing Multiple Checks for Understanding, and Tracking Student Data for Growth). Additional training will be offered in the 2024-2025 school year with 1:1 coaching in the classroom.

The district will strengthen its approach to meet the needs of EL students by adding an additional focus goal. The goal will have three actions: newcomer support, LTEL support, and newly reclassified RFEP support. The district believes this separate goal and its actions will highlight the unique needs of these EL groups.

The district determined that by combining SBAC scores into one action will provide more flexibility to teachers to combine effective teaching strategies and programs that address both ELA and Math. Science was also added to the action, as it will be a Dashboard indicator in the future.

While kinder camp was well-received by those who attended, based on feedback from staff and parents, it was determined that those students who would benefit most from attending did not attend, due to a variety of reasons. Therefore, kinder camp will be moved to the first three days of school. The kinder students will leave right after lunch instead of staying all day. This will give them the opportunity to acclimate to school and learn the routines before they start full days.

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

Goals and Actions

Goal

Goal #	Description
2	The District will provide all students, including all subgroups, an equal access to a broad course of study by supporting co-curricular and extra-curricular opportunities for students. Kerman Unified will also provide a safe, healthy, clean, and attractive environment by maintaining all facilities to achieve social, emotional, and academic success for students, staff, and parents.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to and enrollment in a broad course of study for all students, EL and LI students.	<p>Students enrolled in advanced academic courses: All: 20% EL: 0.3% SWD: 0.1% LI: 18%</p> <p>Students enrolled in VAPA course: All: 31% EL: 4.1% SWD: 3.1% LI: 28.7%</p> <p>Students enrolled in a CTE/ROP course: All: 69% EL: 9.2% SWD: 6.1% LI: 63%</p>	<p>Students enrolled in advanced academic courses: All: 15% EL: 0.14% SWD: 0.14% LI: 10%</p> <p>Students enrolled in VAPA course: All: 30% EL: 3.4% SWD: 3.3% LI: 25%</p> <p>Students enrolled in a CTE/ROP course: All: 81% EL: 6.5% SWD: 3.1% LI: 71%</p>	<p>Students enrolled in advanced academic courses: All: 20% EL: 0.6% SWD: 0.14% LI: 15%</p> <p>Students enrolled in VAPA course: All: 31% EL: 3.9% SWD: 3.4% LI: 27%</p> <p>Students enrolled in a CTE/ROP course: All: 68% EL: 8% SWD: 4.5% LI: 58%</p>	<p>Students enrolled in advanced academic courses: All: 16% EL: 0.2% SWD: 0.1% LI: 12%</p> <p>Students enrolled in VAPA course: All: 23% EL: 13.5% SWD: 31% LI: 22%</p> <p>Students enrolled in a CTE/ROP course: All: 60% EL: 40.6% SWD: 40% LI: 57.8%</p>	<p>Students enrolled in advanced academic courses: All: 30% EL: 3% SWD: 1% Low-income: 18%</p> <p>Students enrolled in VAPA course: All: 40% EL: 7% SWD: 6% Low-income: 38%</p> <p>Students enrolled in a CTE/ROP course: All: 75% EL: 12% SWD: 10% Low-income: 70%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Year: 2020-2021 Data Source: CalPads Fall #2	Data Year: 2021-2022 Data Source: CalPads Fall #2	Data Year: 2022-2023 Data Source: CalPads Fall #2	Data Year: 2023-2024 Data Source: CalPads Fall #2	Data Year: 2023-2024 Data Source: CalPads Fall #2
Suspension Rate for All students, EL, LI, and FY.	All: 2.2% EL: 2.1% SWD: 5.8% LI: 2.4% FY: 11.9% Data Year: 2019-2020 Data Source: Data Quest	All: 0.1% EL: 0.1% SWD: 0.5% LI: 0.2% FY: 0% Data Year: 2020-2021 Data Source: Data Quest	All: 3.6% EL: 3.1% SWD: 4.8% LI: 3.9% FY: 14% Data Year: 2021-2022 Data Source: Data Quest	All: 3.2% EL: 2.9% SWD: 3.8% LI: 3.4% FY: 7.9% Data Year: 2022-2023 Data Source: Data Quest	Suspension rate: All: At or below 1.5% EL: At or below 1.5% SWD: At or below 1.5% LI: At or below 1.5% FY: At or below 2.0%
Expulsion Rate for All students, EL, SWD, LI, and foster youth.	All: 0.2% EL: 0.2% SWD: 0.7% LI: 0.2% FY: 0% Data Year: 2019-2020 Data Source: Dataquest	All: 0% EL: 0% SWD: 0% LI: 0% FY: 0% Data Year: 2020-2021 Data Source: Dataquest	All: 0% EL: 0% SWD: 0% LI: 0% FY: 0% Data Year: 2021-2022 Data Source: Dataquest	All: 0% EL: 0% SWD: 0% LI: 0% FY: 0% Data Year: 2022-2023 Data Source: Dataquest	Expulsion rate decrease by 0.1% in all subgroups.
Average Daily Attendance	96.2% Data Year: 2018-2019 (no data available in 2019-2020) Data Source: Dataquest	95.19% Data Year: 2020-2021 Data Source: Aeries Average Daily Attendance Summary (No data is available on Dataquest)	90.0% Data Year: 2021-2022 Data Source: Aeries Average Daily Attendance Summary (No data is available on Dataquest)	89.91% Data Year: 2022-2023 Data Source: Aeries Average Daily Attendance Summary (No data is available on Dataquest)	Average Daily Attendance of 98% or higher.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate (K-8) for All students, EL, LI, and FY	<p>ALL Students K-8: 8.2%</p> <p>EL: 6.1%</p> <p>FY: 17.2%</p> <p>LI: 8.6%</p> <p>SWD: 13.1%</p> <p>Data Year: 2018-2019 (no data available in 2019-2020)</p> <p>Data Source: Dataquest</p>	<p>ALL Students K-8: 9.8%</p> <p>EL: 10.7%</p> <p>FY: 23.2%</p> <p>LI: 10.2%</p> <p>SWD: 15.8%</p> <p>Data Year: 2020-2021</p> <p>Data Source: Dataquest</p>	<p>ALL Students K-8: 34.2%</p> <p>EL: 31.9%</p> <p>FY: 41.9%</p> <p>LI: 34.9%</p> <p>SWD: 45.4%</p> <p>Data Year: 2021-2022</p> <p>Data Source: Dashboard</p>	<p>ALL Students K-8: 19.1%</p> <p>EL: 15.4%</p> <p>FY: 25.0%</p> <p>LI: 19.7%</p> <p>SWD: 26.0%</p> <p>Data Year: 2022-2023</p> <p>Data Source: Dashboard</p>	Chronic Absenteeism Rate decrease by 3% in all subgroups.
Facilities	<p>100% of the facilities measure a "good" or "exemplary" rating in the FIT audit</p> <p>Data Year: 2020-2021</p> <p>Data Source: FIT Report</p>	<p>100% of the facilities measure a "good" or "exemplary" rating in the FIT audit</p> <p>Data Year: 2021-2022</p> <p>Data Source: FIT Report</p>	<p>100% of the facilities measure a "good" or "exemplary" rating in the FIT audit</p> <p>Data Year: 2022-2023</p> <p>Data Source: FIT Report</p>	<p>100% of the facilities measure a "good" or "exemplary" rating in the FIT audit</p> <p>Data Year: 2023-2024</p> <p>Data Source: FIT Report</p>	Maintain 100% "good" or "exemplary" rating at all sites.
School Climate - School Connectedness	<p>Students: 66% of students surveyed felt a high level of connectedness to school.</p> <p>Parents: 41% of parents surveyed felt welcome to participate in the school</p> <p>Staff: 50% of staff surveyed strongly</p>	<p>Students: 63.3% of students surveyed felt a high level of connectedness to school.</p> <p>Parents: 26% of parents surveyed felt welcome to participate in the school</p> <p>Staff: 48% of staff surveyed strongly</p>	<p>Students: 63.3% of students surveyed felt a high level of connectedness to school.</p> <p>Parents: 26% of parents surveyed felt welcome to participate in the school</p> <p>Staff: 48% of staff surveyed strongly</p>	<p>Students: 69.25% of students surveyed felt a high level of connectedness to school.</p> <p>Parents: 43% of parents surveyed felt welcome to participate in the school</p> <p>Staff: 52% of staff surveyed strongly</p>	Increase high feeling of school connectedness by 12%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	agree that there is a positive staff working environment Data Year: 2019-2020 Data Source: Healthy Kids Survey	agree that there is a positive staff working environment Data Year: 2021-2022 Data Source: Healthy Kids Survey	agree that there is a positive staff working environment Data Year: 2021-2022 Data Source: Healthy Kids Survey	agree that there is a positive staff working environment Data Year: 2023-2024 Data Source: Healthy Kids Survey	
School Climate - School Safety	Students: 72% of students surveyed felt very safe at school Parents: 43% of parents surveyed felt their children were safe at school Staff: 59% of staff surveyed strong agree that staff was safe at school; 57% felt that students were safe at school Data Year: 2019-2020 Data Source: Healthy Kids Survey	69% of students surveyed felt very safe at school Parents: 36% of parents surveyed felt their children were safe at school Staff: 54% of staff surveyed strong agree that staff was safe at school; 52% felt that students were safe at school Data Year: 2021-2022 Data Source: Healthy Kids Survey	69% of students surveyed felt very safe at school Parents: 36% of parents surveyed felt their children were safe at school Staff: 54% of staff surveyed strong agree that staff was safe at school; 52% felt that students were safe at school Data Year: 2021-2022 Data Source: Healthy Kids Survey	68.25% of students surveyed felt very safe at school Parents: 40% of parents surveyed felt their children were safe at school Staff: 60% of staff surveyed strong agree that staff was safe at school; 52% felt that students were safe at school Data Year: 2023-2024 Data Source: Healthy Kids Survey	Increase in very safe feeling at school by 12%.

Goal Analysis

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

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

All actions in Goal 2 were implemented as written.

2.1 - Infrastructure: Calming rooms have been added to most school sites. School counselors and intern counselors are available throughout the day to meet with students who are having social-emotional difficulties. The KUSD MTSS Team has established Tier I, 2, and 3 interventions. Tier 1 takes place in all classes throughout the District. Students take a mental health survey to determine if they need Tier 2

interventions. Small groups are formed at each site based on the needs of the students. All sites have made space available for the interventions. The nurse's station at one elementary school was expanded to make sufficient room for students and health care workers. Each school has an EL Site lead to help teachers and students work toward fluency.

2.2—Broad Course of Study: All district athletic coaches have been properly trained and certified. Students can attend after-school tutoring even if they take the bus, as a late bus is available after tutoring. The new courses at the middle school and high school have been successfully implemented.

2.3 - Decrease Suspension and Expulsion Rates: The Vape Educate program continues to be successful. Of the 24 students caught vaping for the first time this year, none of them repeated the offense after completing the Vape Educate program. School sites have implemented counseling intervention groups for students with behavior issues. The district has two behavior specialists who work closely with families with students who have more serious behavior issues.

2.4 - Attendance: The chronic absenteeism rate dropped dramatically from 2021-2022 to 2022-2023. The child welfare officers have focused more on the students who are at risk of becoming chronically absent. Site staff, including administrators and classified personnel, have made it a priority to make connections with families who have attendance issues. The counselors are working with students through the MTSS model to address any underlying issues with students coming to school. The implementation of the Positivity Project districtwide has led to a more welcoming and inclusive school culture.

2.5—Student Support Systems: Our FY, LI, and EL students have access to a variety of co- and extracurricular activities, including chess club, Academic Decathlon, Odyssey of the Mind, school field trips, and sports at all levels, without worrying about the cost.

2.6 - Social-Emotional Learning: The social-emotional well-being of our students, especially our EL, FY, and LI students, has been one of the primary goals of KUSD. All school sites have spent time and money to ensure students are getting the support they need. This is accomplished throughout the MTSS model. All students are receiving Tier 1 support through the Positivity Project. Counselors are working with Tier 2 students in small groups, based on the needs of the students. Our two behavior specialists work one-on-one with the Tier 3 students. The effectiveness is evident in the data collected from the Healthy Kids Survey; more students feel connected to school than two years ago.

The overall successes of this goal include the Vape Educate Program, which has had a positive impact on the suspension rate, and the MTSS program, which has captured students in need of mental health resources.

The overall challenges of this goal include the chronic absenteeism rate. The percentage has decreased significantly from 2022 to 2023; however, the number is still much higher than the base year.

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

There was a material difference between the budgeted expenses and the estimated actual expenditures for action 2.5: Student Support Systems. The district had an increase in student involvement in clubs and sports programs. Students were able to attend a wide variety of extracurricular activities, such as Arts for All Day, Sports Saturdays, and winter and summer enrichment/academic programs. Students went on a variety of field trips including Monterey Bay Aquarium, Columbia, Sacramento, and visits to colleges. Membership fees uniforms, and transportation were provided to various clubs, such as the Chess Club and Odyssey of the Mind. Two Odyssey of the Mind teams even made it to the State Finals.

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

Action 2.1—Infrastructure supported all metrics such as facilities, suspension rate, etc. This action was effective in that all facilities continue to get high ratings on the FIT report, and the suspension rate and chronic absenteeism rate have dropped.

Action 2.2 - Broad Course of Study supported the metric referring to access to and enrollment in a broad course of study for all students, EL, and LI students. This action was effective in that there was a significant jump in the number of EL and SWD students enrolled in CTE programs.

Action 2.3—Decrease Suspension and Expulsion Rates: This action was effective. The metrics indicate a decrease in the rate of Suspensions and Expulsions after an increase from COVID-19. Behaviors increased upon returning from distance learning. However, during the 2023-2024 school year, the LCAP actions resulted in a steady decrease. The district believes continuing this action will result in continued decreases in suspensions and expulsions.

Action 2.4 - Attendance supported the Average Daily Attendance and Chronic Absenteeism metrics. This action was effective. There was a significant decrease in chronic absenteeism from 2021-2023 to 2022-2023. The district will continue to strengthen its approach to addressing chronic absenteeism in the 2024-2025 LCAP

Action 2.5- The Student Support System supported the chronic absenteeism and suspension/expulsion metrics. This action was effective, as the chronic absenteeism rate dropped from 34.2% in 2021-2022 to 19.1% in 2022-2023. The suspension rate also dropped, from 3.6% in 2021-2023 to 3.2% in 2022-2023. The expulsion rate was maintained at 0%.

Action 2.6- Social-Emotional Learning supported the following metrics: academic success among EL, LI, and FY students, a decrease in absenteeism, and a rise in the number of EL, LI, and FY students who feel connected at school. The action was effective in the area of SBAC ELA assessment results, measured by Distance From Standard (DFS). LI students improved by 2 points. There were not enough FY students in 2023 to warrant Dashboard results. While EL students dropped a few points on the ELA assessment, the group improved by 1 point in Math, while LI students improved by 2 points in math. In the area of chronic absenteeism. EL students dropped from 31.9% in 2021-2022 to 15.4% in 2022-2023. LI students dropped from 34.9% to 19.7%, and FY dropped from 41.9% to 25% chronically absent. For "school connectedness", the data was not disaggregated until 2023, so there are no comparisons available. Overall, however, students feel more

connected in 2023-2024 (69.25%) versus 2021-2022 (63.3%). The district will strengthen its approach to this action by adding an SEL metric. The results of the SEL assessment will inform small group or one-on-one interventions for students scoring “at-risk” in any particular area. In addition, a MTSS framework is implemented to support students’ SEL needs.

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

The district believes that the actions in Goal 2 were successful, based on the metric analysis. Parents who responded to the survey agreed. 92% agree that there are many co- and extracurricular opportunities for their children. 88% believe there is a good variety of electives offered. 83% think their children’s social-emotional needs are being met, and 93% agree that the campuses are clean and up-to-date. Students shared similar sentiments based on the student survey. 88% participate in some kind of co-or extracurricular activity. 85% like the elective choices. 77% feel they get sufficient SEL support, and 77% believe their campuses are well-maintained.

It was determined that a strengthened approach to social-emotional learning by adding an SEL metric to monitor the social-emotional well-being of the students, as noted in Action 2.6. Tier II and Tier III interventions will be in place to support the students. The District hired a Behavior Analyst who will be the Coordinator of Social and Emotional in the 2024-2025 school year to continue to guide the staff to support the Multi-Tiered Systems of Support (MTSS) framework. In addition, we offer an MTSS Symposium to all staff that has several breakout sessions and a keynote speaker to help staff learn and grow professionally in the area of meeting the students’ social and emotional needs.

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

Goals and Actions

Goal

Goal #	Description
3	All parents will have access to resources, services, workshops and activities, stakeholder engagement training, and input in decision-making practices at both the District and School Site, especially with English Learners, Low Income, Special Education, and Foster Youth parents.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Back to School Night Participation	45% of parents attended Back to School Night Data Year: 2020-2021 Data Source: Sign-in sheets	38% of parents attended Back to School Night Data Year: 2021-2022 Data Source: Sign-in sheets	44% of parents attended Back to School Night Data Year: 2022-2023 Data Source: Sign-in sheets	45% of parents attended Back to School Night Data Year: 2023-2024 Data Source: Sign-in sheets	A minimum of 60% of the parents attend Back to School Night
Parent-Teacher Conference Participation	94% of parents participated in Parent-Teacher Conferences Data Year: 2020-2021 Data Source: Sign-in Sheets	90% of parents participated in Parent-Teacher Conferences Data Year: 2021-2022 Data Source: Sign-in Sheets	93% of parents participated in Parent-Teacher Conferences Data Year: 2022-2023 Data Source: Sign-in Sheets	90% of parents participated in Parent-Teacher Conferences Data Year: 2023-2024 Data Source: Sign-in Sheets	A minimum of 95% of parents participate in Parent-Teacher Conferences.
ELAC and DELAC Participation	70% of ELAC and DELAC members attended meetings. Data Year: 2020-2021 Data Source: Sign-In Sheets	79% of ELAC and DELAC members attended meetings. Data Year: 2021-2022 Data Source: Sign-In Sheets	60% of ELAC and DELAC members attended meetings. Data Year: 2022-2023 Data Source: Sign-In Sheets	60% of ELAC and DELAC members attended meetings. Data Year: 2023-2024 Data Source: Sign-In Sheets	85% of ELAC and DELAC members attend meetings.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Workshop Opportunities	2 school sites offered parent workshops Data Year: 2020-2021 Data Source: Flyers, Aeries Communication Messages	1 school site offered 2 parent workshops 1 school site offered 1 parent workshop The District offered 2 parent workshops Data Year: 2021-2022 Data Source: Flyers, Aeries Communication Messages	All school sites offered parent workshops Kerman-Floyd: 3 Sun Empire: 2 Liberty: 5 Goldenrod: 5 Kerman Middle School: 4 Kerman High School: 4 Enterprise High School: 4 Kerman Unified Online School: 2 District Workshops: 11 Data Year: 2022-2023 Data Source: Flyers, Aeries Communication Messages	All school sites offered parent workshops Kerman-Floyd: 6 Sun Empire: 2 Liberty: 3 Goldenrod: 2 Kerman Middle School: 3 Kerman High School: 8 Enterprise High School: 2 Kerman Unified Online School: 2 District Workshops: 22 Data Year: 2023-2024 Data Source: Flyers, Aeries Communication Messages	ADJUSTED All 8 school sites offer at least 2 parent workshops per year. The District will offer at least 2 parent workshops per year
Parent Workshop Participation	32% of parents attended at least one workshop at Enterprise High School Data Year: 2020-2021 Data Source: Sign In Sheets	35% of Enterprise parents attended one of the workshops 20% of KMS parents attended a workshop 2% of KUSD Parents attended a District-offered workshop Data Year: 2021-2022 Data Source: Sign In Sheets	The percentage of parents who attended at least one workshop: Kerman-Floyd: 60% Sun Empire: 13% Liberty: 25% Goldenrod: 20% Kerman Middle School: 13% Kerman High School: 28% Enterprise High School: 60%	The percentage of parents who attended at least one workshop: Kerman-Floyd: 50% Sun Empire: 15% Liberty: 30% Goldenrod: 25% Kerman Middle School: 20% Kerman High School: 30% Enterprise High School: 50%	ADJUSTED A minimum of 30% of parents at each site attend at least one parent workshop per year. At minimum of 20% of the parents in the District attend at least one District workshop per year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Kerman Unified Online School: 30% District Workshops: 2% Data Year: 2022-2023 Data Source: Sign In Sheets	Kerman Unified Online School: 35% District Workshops: 5% Data Year: 2023-2024 Data Source: Sign In Sheets	

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

The planned actions were implemented as written:

3.1: Parent Support Systems—The number of parents who are involved in their children's education continues to rise slightly, due primarily to the fact that school sites and the district are offering more opportunities for parents to be involved. This is evident in the Healthy Kids Survey, which indicates that 43% of the parents surveyed feel welcome at school during the 2023-2024 school year, versus just 26% feeling welcome in 2021-2022.

3.2: Parent Workshops - The District continues to offer a wide variety of parent workshops through Parent University, double from last year. Sites are offering at least as many workshops as last year. PIQE began in January of 2024.

The overall successes of this goal include the addition of the Parent Institute of Quality Education (PIQE) program and an increase in opportunities and participation in schoolwide activities

The overall challenge of this goal is that site-specific parent workshops do not have as many participants as expected.

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

There were no material differences between the planned expenditures and the estimated actual expenditures.

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

Action 3.1 - Parental Support Systems addresses the following metrics: parent participation in Back to School Night, parent-teacher conferences, and ELAC/DELAC participation. Though this action was not as effective in increasing parent involvement as we had hoped, the participation rate in these events has been consistent over the past three years. Back to School Night has held at about 45% participation, while parent-teacher conferences have been a little over 90% each year. ELAC/DELAC participation dropped from the 70s to the 60s in involvement. After an analysis of parent feedback, we have determined that one cause of the ineffectiveness of this action is that some parents did not get the message the district sent out as reminders.

Action 3.2—Parent Workshops addresses the following metrics: 3.4 (Parent workshop opportunities) and 3.5 (parent workshop participation). This action was effective, as every school met the goal of offering at least two parent workshops during the school year. The participation percentage varied by school site; however, the overall percentage of parent participation increased from 27.9% in 2022-2023 to 28.9% in 2023-2024, which meets the district goal of 20%.

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

This LCAP goal in the new plan will have just one action that will focus on overall parent involvement.

The district will strengthen its approach to this goal by:

*Offering workshops at various times throughout the day and year.

*Adding an EL Parent Information Night at all school sites.

*Adding Coffee with the Counselor to all school sites.

*A greater focus on ensuring all parents are receiving the district and schoolwide messages to ensure access to parent involvement activities.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



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 [2024-25]

General Information

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

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 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. 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.

Reflections: Annual Performance

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

Kerman Unified is proud of the following:

- *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

Our District is still working through some lingering challenges, such as:

- *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)
- *Students with disabilities in the areas of ELA, Math, Graduation Rate, and College/Career Readiness
- *Suspension Rate for homeless students (RED on the Dashboard)

Some of our schools performed at the lowest level on state indicators as follows

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 2.4 (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:

Students with Disabilities (SWD)

ELA and Mathematics

Graduation Rate

College/Career Readiness

Homeless

English Language Arts

Mathematics

Suspension

College/Career Readiness

Kerman Unified has implemented the following initiatives to address these subgroups:

*SBAC Ecosystems: Professional Development on Tools for Teachers for ALL 3-6 grade teachers and ALL 7-12 ELA and Math teachers (Action 1.3)

*Continued integrated ELD training for Special Education, 2nd, 3rd, and 6th grade 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)

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	<p>Meetings at each site are as follows:</p> <ul style="list-style-type: none">• August 14, 2023, April 2, 2024 - Kerman High School in-person meeting• October 25, 2023, April 3, 2024 - Kerman-Floyd in-person meeting• November 15, 2023, April 3, 2024 - Sun Empire in-person meeting• January 31, 2024, April 3, 2024- Goldenrod in-person meeting• March 13, 2024, March 20, 2024, April 2, 2024 - Enterprise in-person meeting• April 2, 2024 - Kerman Unified Online School in-person meeting• April 2, 2024 - District Meeting for all secondary personnel Google Meets meeting• April 3, 2024 - District Meeting for all elementary personnel Google Meets meeting <p>Topics Discussed: Additional SEL support; additional newcomer support; needs of SWD, tutoring; planning time, professional development</p>
Principals	<ul style="list-style-type: none">• March 13, 2024 - in-person meeting with all principals• April 2, 2024 - in-person meeting with all principals• April 17, 2024 - in-person meeting with all principals

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> • April 26, 2024 - in-person meeting with all principals <p>Topics Discussed: Maintaining up-to-date technology; maintaining facilities; professional development; intensive interventions (e.g, reading, math, newcomer); kinder camp changes</p>
Administrators	<ul style="list-style-type: none"> • March 18, 2024 - all district administrators in person • March 21, 2024 - secondary counselors, learning directors, and principals in person • April 29, 2024 - all district administrators in person <p>Topics Discussed: Maintaining facilities; PD for counselors; additional counselors; PD for classified staff</p>
Other School Personnel	<ul style="list-style-type: none"> • October 3, 2023 - Kerman High School all-staff meeting in person • April 3, 2024- Goldenrod Elementary School in person • April 4, 2024- Liberty Elementary School in person • April 29, 2024- Kerman Middle School in person • April 3, 2024- Kerman-Floyd Elementary School in-person • November 15, 2023, April 3, 2024 - Sun Empire all-staff meeting in person • April 2, 2024 - District Meeting for all secondary personnel via Google Meets • April 3, 2024 - District Meeting for all elementary personnel via Google Meets <p>Topics Discussed: Professional development for classified</p>
Local Bargaining Units	<ul style="list-style-type: none"> • February 20, 2024 - Kerman Unified Teachers Association (KUTA) in-person • April 3, 2024 - Kerman's Classified Schools Employees Association (CSEA) in-person • May 1, 2024- Meet and Confer (CSEA) in-person <p>Topics Discussed: Professional development for classified; support for paraprofessional staff; training for campus liaisons</p>

Educational Partner(s)	Process for Engagement
Parents	<ul style="list-style-type: none"> • September 21, 2023 - Liberty Parent Meeting (English Learner Advisory Committee) in-person • September 24, 2023 - Liberty Parent Meeting (School Site Council) in-person • October 3, 2023 - Kerman High School Parent Meeting (School Site Council) in-person • December 7, 2023 - Sun Empire Parent Meeting (School Site Council) in-person • November 7, 2023 - Kerman High School Parent Meeting (English Learner Advisory Committee) in-person • December 13, 2023 - Goldenrod Parent Meeting (School Site Council and English Learner Advisory Committee) in-person • December 14, 2023 -Sun Empire Parent Meeting (English Learner Advisory Committee) in-person • February 28, 2024 - Parents of Students with Disabilities Meeting in-person • March 19, 2024 - An LCAP Parent Survey was distributed to all KUSD families via Google Forms <p>Topics Discussed: More collaboration between Special Ed and General Ed teachers, and updated district website; coffee chats for families of students with disabilities; improved communication regarding ELPAC; equal access for students to participate in music and extracurricular activities; structured recess activities, playground structure at Liberty; middle school expansion and safety at the middle school</p>
Students	<ul style="list-style-type: none"> • September 21, 2023, October 3, 2023- Kerman High School Student Meeting in-person • October 3, 2023 - Kerman High School Student Meeting in-person • April 3, 2024- Enterprise High School in-person • February 22, 2024- Kerman Middle School in-person • April 1, 2024 - Student survey sent to all 7-12 grade students in-person

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> • April 23, 2024 - PAC Meeting with student representatives in person • May 22, 2024 - PAC Meeting with student representatives in person <p>Topics Discussed: More communication regarding tutoring and Dual Enrollment, electives at the continuation school, clubs at the online school and the continuation school, more student input on the clubs offered, and more CTE courses.</p>
PAC (includes students)	<ul style="list-style-type: none"> • April 23, 2024 - PAC committee meeting (consisting of parents from each site representing EL, LI, FY, and SWD). Secondary students are also part of the PAC in-person <p>Topics discussed: The LCAP draft was shared. Each principal presented his/her proposed plan. PAC members did not have any questions or comments; they appreciated the professional for classified staff</p> <ul style="list-style-type: none"> • May 29, 2024 - Joint PAC and DELAC meeting to share complete LCAP Draft in person <p>Topics Discussed: The draft LCAP was provided and the PAC had the opportunity to provide comments or questions and receive a written response from the superintendent. No comments, nor questions were received.</p>
DELAC	<ul style="list-style-type: none"> • March 12, 2024 - DELAC Parent Meeting in person <p>Topics discussed: We reviewed the five proposed goals and provided a detailed discussion regarding how EL parents can be better informed about their children's progress. Parents suggested having an EL Parent Night at the beginning of the school year and adding "coffee with the counselor" meetings at every site.</p> <ul style="list-style-type: none"> • May 29, 2024 - PAC and DELAC meeting to share complete LCAP Draft in person <p>Topics Discussed: The draft LCAP was provided, and the DELAC members had the opportunity to provide comments or questions and</p>

Educational Partner(s)	Process for Engagement
	receive a written response from the superintendent. No comments or questions were received.
Equity Multiplier Meetings	<ul style="list-style-type: none"> • February 28, 2024 - Enterprise High School and Kerman Unified Online School Administrative Meeting in person • February 29, 2024 - Enterprise High School and Kerman Unified Online School Parent Meeting in person • February 29, 2024 - Parent Survey distributed to Enterprise High School and Kerman Unified Online School families via Google Forms • March 20, 2024- Enterprise High School and Kerman Unified Online School Staff Meeting in-person • April 11, 2024 - Met with principals from EHS and KUOS in-person <p>Topics discussed: College/Career Readiness indicator; solicited ideas on how to get more students, primarily Hispanic and SED students, college/career ready.</p>
SELPA Meetings	<ul style="list-style-type: none"> • Thursday, September 14, 2023- Fiscal Update, Alternative Pathway to High School Diploma, SEIS/CALPADS Redesign, Compliance Improvement Plan (CIM) • Thursday, October 19, 2023- Fiscal Update, Alternative Pathway to High School Diploma, IEP Implementation Monitoring, Desired Results Developmental Profile (DRDP), Professional Development, Special Education Bridge Authorization • Thursday, November 7, 2023- Master Agreement for County-Operated Program, Legislative Update, Monitor and Compliance Reporting, Alternative Pathway to High School Diploma, Small Local Educational Agencies Monitoring • Monday, January 22, 2024- FCSS Operated Program Updates, Maintenance-of-Effort Exemption Review, Maintenance-of-Effort Update for SEMA for 2022-23 and SEMB for 2023-24, SELPA 3-Year MOE Contribution Report, Compliance Improvement Monitoring (CIM)

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> Thursday, February 15, 2024- Status of Reimbursement Claims, Private School Proportionate Share Assurance, Maintenance-of-Effort SEMAI, Federal IDEA Expenditure Report, PIP & CIRCLE Ad Hoc Committee Outcomes, Kids Day, *Monitoring & Compliance Special Education & Differentiated Assistance Thursday, April 18, 2024- Private School Proportionate Share for 2023-24 Quarter 3, SELPA Annual Treasurer's Report, Professional Development, LCAP, IEP Implementation Tuesday, May 14, 2024- End of Year reminders for CalPADS, expenditure reports, and IEP data collection
MldYear Report Presented at the School Board Meeting	Thursday, February 15, 2024
Public Hearing	June 11, 2024
Public Comment	June 11, 2024 through June 20, 2024
Adoption by the Governing Board	Thursday, June 20, 2024
Budget Adoption and Local Indicator Report to Governing Board	Thursday, June 20, 2024

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.

*Additional intervention support

*Professional development

*Training for classified paraprofessionals

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.

*Curriculum and professional development for counselors

*MTSS framework development

*Adding new CTE/ROP course - Careers in Education

*Maintaining facilities

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.

- *Updated website

- *PIQE Parent training for all sites

- *Site-based parent workshops

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 Recently Reclassified English learners will progress toward grade level proficiency as measured by the SBAC ELA and Math assessments.

- *Newcomer support - adding an intervention teacher

- *EL Parent Night at all sites

Goal 5: 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

- *College/Career Counselor at KUOS and EHS

- *More electives at EHS

- *Music Program at EHS and KUOS

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.
100% 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.

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 credentialed teachers with limited misalignments and/or vacancies	2% not fully credentialed. 6 teachers on PIP/STSP out of 249 teachers Data Year: 2023-2024 Data Source: HR Department			0% not fully credentialed. No teachers on PIP/STSP. Data Year: 2026-2027 Data Source: HR Department	
1.2	Access to standards aligned instructional materials	100% of classes have sufficient instructional materials			100% of classes have sufficient	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2023-2024 (for the 2022-2023 school year) Data Source: SARC			instructional materials Data Year: 2026-2027 (for the 2025-2026 school year) Data Source: SARC	
1.3	Implementation of state standards for all students.	State Standards are implemented in 100% of classrooms. Data Year: 2023-2024 Data Source: State Reflection Tool			State Standards are implemented in 100% of classrooms. Data Year: 2026-2027 Data Source: State Reflection Tool	
1.4	ELA statewide assessment improvement for all, EL, LI, FY, SWD, and homeless students as indicated on the Dashboard	ALL: -24.6 (Low/ORANGE) EL: 54.9 (Low/ORANGE) LI: -30.9- (Low/ORANGE) FY: NA - not enough for a color SWD: -101.8 (Very Low/RED) Homeless: -61.2 (Low/ORANGE) Data Year: 2023 Data Source: California Dashboard			ALL: GREEN EL: GREEN LI: GREEN FY: GREEN SWD: GREEN Homeless: GREEN Data Year: 2026 Data Source: California Dashboard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Math statewide assessment improvement for all, EL, LI, FY, SWD, and homeless students as indicated on the Dashboard	<p>ALL: -70.6 (Medium/YELLOW) EL: - 87.3(Low/ORANGE) LI: -76.8 (Low/ORANGE) FY: NA - not enough for a color SWD: -133.6 (Very Low/RED) Homeless: -99.1 (Very Low/RED)</p> <p>Data Year: 2023 Data Source: California Dashboard</p>			<p>ALL: GREEN EL: GREEN LI: GREEN FY: GREEN SWD: GREEN Homeless: GREEN</p> <p>Data Year: 2026 Data Source: California Dashboard</p>	
1.6	CAST statewide assessment for all, EL, LI, FY, SWD, and homeless students as measured by percent proficient	<p>All: 17.45% EL: 1.08% LI: 16.53% FY: Not enough students SWD: 2.08% Homeless: 12.73%</p> <p>Data Year: 2023 Data Source: CAASPP</p>			<p>All: 27% EL: 10% LI: 26% FY: Not enough students SWD: 12% Homeless: 22%</p> <p>Data Year: 2026 Data Source: CAASPP</p>	
1.7	% of students scoring "ready" or higher on the ELA EAP.	<p>56.13%</p> <p>Data Year: 2023 Data Source: CAASPP</p>			<p>66%</p> <p>Data Year: 2026 Data Source: CAASPP</p>	

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: 2023 Data Source: CAASPP			25% Data Year: 2026 Data Source: CAASPP	
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: 2023 Data Source: CDE/DataQuest			All students: 50% EL: 14.% LI: 48% Foster Youth: Under 15 students SWD: 16% Homeless: 15% Data Year: 2026 Data Source: CDE/DataQuest	
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: 2023 Data Source: CalPads			All students: 47% EL: 28% LI: 47% FY: not enough students SWD: 33% Homeless: 8% Data Year: 2026 Data Source: CalPads	
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: 2023			All students: 25% EL:10% LI: 20% SWD: 10% Homeless: 5% Data Year: 2026	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: CalPads			Data Source: CalPads	
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: 2023 Data Source: College Board			65% of the pupils scored three or higher on the AP exam Data Year: 2026 Data Source: College Board	
1.13	Middle school dropout rate for all, EL, LI, FY, SWD, and homeless students.	All students: 0% Data Year: Fall 2023 Data Source: Calpads			All students: 0% Data Year: Fall 2026 Data Source: Calpads	
1.14	High school dropout rate for all, EL, LI, FY, SWD, and homeless students.	5% Data Year: 2023 Data Source: Calpads			2% Data Year: 2026 Data Source: Calpads	
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			All students: 95% LI: 95.0% EL: 80.5% Foster Youth: under 15 students Students with Disabilities: 55.0% Homeless: 88% Data Year: 2026	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: California Dashboard			Data Source: California Dashboard	
1.16	College/Career Readiness rate for all, EL, LI, FY, SWD, and homeless students as measured by percent "prepared".	<p>All students: 35% EL: 1.8% LI: 34.8% Foster Youth: under 15 students SWD: 2% Homeless Students: 6.7%</p> <p>Data Year: 2023 Data Source: California Dashboard</p>			<p>All students: 45% EL: 12% LI: 45% Foster Youth: under 15 students SWD: 12% Homeless Students: 17%</p> <p>Data Year: 2026 Data Source: California Dashboard</p>	
1.17	ELA Assessment for SWD at Goldenrod Elementary School and Kerman Floyd Elementary School as measured by performance color on the Dashboard.	<p>Goldenrod Elementary School All students: 32 points below standard, ORANGE SWD: 124.8 points below standard; RED</p> <p>Kerman-Floyd Elementary School All: 49.3 points below standard, ORANGE SWD: 108.2 points below standard, RED</p> <p>Data Year: 2023 Data Source: California Dashboard</p>			<p>Goldenrod Elementary School SWD: GREEN</p> <p>Kerman-Floyd Elementary School SWD: GREEN</p> <p>Data Year: 2026 Data Source: California Dashboard</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.18	Math Assessment for SWD at Kerman-Floyd Elementary School, Kerman Middle School, and Kerman High School as measured by performance color on the Dashboard.	<p>Kerman-Floyd Elementary School All students: 68.2 points below standard, ORANGE SWD: 113.6 points below standard, RED</p> <p>Kerman Middle School All students: 78.5 points below standard YELLOW SWD: 145.7 points below standard, RED</p> <p>Kerman High School All students: 101.7 points below standard, YELLOW SWD: 192.9 points below standard, RED</p> <p>Data Year: 2023 Data Source: California Dashboard</p>			<p>Kerman-Floyd Elementary School SWD: GREEN</p> <p>Kerman Middle School SWD: GREEN</p> <p>Kerman High School SWD: GREEN</p> <p>Data Year: 2026 Data Source: California Dashboard</p>	
1.19	College/Career Readiness rate for SWD and EL students at Kerman High School as measured by percent "prepared".	<p>Kerman High School All students: 43.5% prepared SWD: 2.6% prepared EL: 2.9% prepared</p> <p>Data Year: 2023 Data Source: California Dashboard</p>			<p>Kerman High School SWD: 13% prepared EL: 13% prepared</p> <p>Data Year: 2026 Data Source: California Dashboard</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.20	Graduation Rate for KHS for SWD.	All students: 92.6% SWD: 59% Data Year: 2023 Data Source: California Dashboard			SWD: 75% Data Year: 2026 Data Source: California Dashboard	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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	\$57,447,284.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
1.2	Fully Credentialed Teachers, Admin, and other staff that support EL, LI, and FY.	Kerman Unified will provide certified, classified, and other administrative staff to support student achievement for EL, LI, and FY through additional targeted instruction and intervention including Language Acquisition programs for English Learners. .	\$16,634,859.00	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, and Better Lesson for classified employees.	\$200,000.00	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.	\$174,000.00	No
1.5	Additional Academic Support	Kerman Unified will purchase curriculum resources for differentiated instruction and staff to provide Saturday school opportunities and one-on-	\$4,048,032.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>one/small group support for identified students in their areas of need in ELA, Math, and Science.</p> <p>This action will address the following red (lowest performance level) indicators on the 2024 CA Dashboard.</p> <p>LEA-level Math: Homeless</p>		
1.6	College Career Readiness	<p>Kerman Unified provides high school counselors, an assistant principal, materials and supplies for elective courses, professional development, a middle school ROP/CTE exploration course, ROP/CTE courses are the high school, and an elementary music teacher to increase access to meet the criteria for college/career readiness.</p> <p>This action will address the following red (lowest performance level) indicators on the 2024 CA Dashboard.</p> <p>LEA-level College/Career: EL, Homeless</p> <p>School-level Kerman High School College/Career: EL</p>	\$525,476.00	Yes
1.7	Special Education	<p>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 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.</p>	\$200,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>SWD scored in the RED in the following areas at the district level:</p> <ul style="list-style-type: none"> *ELA *Math *Graduation Rate *College/Career <p>In addition to district needs, the following sites were in the RED on the Dashboard for SWD:</p> <ul style="list-style-type: none"> *GES - SWD ELA *KHS - SWD Math, College/Career, and Graduation Rate *KMS - SWD Math *KFE - SWD ELA and Math <p>This action will meet the requirements of Differentiated Assistance.</p> <p>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.</p> <p>The SWD Improvement Team will adopt a more rigorous curriculum for the students.</p> <p>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 Differentiation techniques to Make Learning Accessible. Each Special Education will also receive one-on-one coaching.</p> <p>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.</p>		

Action #	Title	Description	Total Funds	Contributing

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.
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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 as reported by the FIT report	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: 2026-2027 Data Source: FIT Report	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Average daily attendance rates	89.91% Data Year: 2022-2023 Data Source: Aeries Average Daily Attendance Summary (No data is available on Dataquest)			94% Data Year: 2026-2027 Data Source: Aeries Average Daily Attendance Summary (No data is available on Dataquest)	
2.3	Chronic absenteeism rates for all EL, LI, FY, and homeless students, as indicated by performance color on the Dashboard.	ALL Students K-8: 19.1% (YELLOW) EL: 15.4% (YELLOW) LI: 19.7% (YELLOW) FY: 25.0% (ORANGE) Homeless: 29.2% (YELLOW) Data Year: 2022-2023 Data Source: Dashboard			ALL Students BLUE EL: BLUE LI: BLUE FY: GREEN Homeless: BLUE Data Year: 2026-2027 Data Source: Dashboard	
2.4	Pupil suspension rates for all EL, LI, FY, and homeless students as indicated by performance color on the Dashboard.	All: 3.2% (GREEN) EL: 2.9% (YELLOW) LI: 3.4% (GREEN) FY: 7.9% (YELLOW) Homeless: 5.9% (RED) Data Year: 2022-2023 Data Source: Dashboard			All: BLUE EL: BLUE LI: BLUE FY: BLUE Homeless: GREEN Data Year: 2026-2027 Data Source: Dashboard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Pupil expulsion rates for all, EL, LI, FY, and homeless students.	All: 0% EL: 0% LI: 0% FY: 0% Data Year: 2022-2023 Data Source: Dataquest			All: 0% EL: 0% LI: 0% FY: 0% Data Year: 2026-2027 Data Source: Dataquest	
2.6	Access to and enrollment in a broad course of study for all, EL, LI, FY, and homeless students.	100% of the schools meet the required instructional minutes. 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 meet the required instructional minutes. 100% of the school offer English/ELA, Math, Social Studies, Science, PE, Visual and Performing Arts, Health, and electives (7-12) Data Year: 2026-2027 Data Source: Instructional Minutes, Daily Schedule	
2.7	Outcomes of a broad course of study for all EL, LI, FY, and homeless students, as measured by the	Elementary Sites: Less than 1% retained Middle School: Less than 1% retained			Elementary Sites: Less than 1% retained	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	percentage of students promoted to the next grade level at the elementary and middle school levels and graduation rate for the secondary levels.	High School: 89.7% graduation rate Data Year: 2023-2024 Data Source: Retention List; graduation rate on the Dashboard			Middle School: Less than 1% retained High School: 95% graduation rate	
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 All: 77% EL: 70% LI: 76% FY: 70% SWD: 60% Homeless: 60% Data Year: 2026-2027 Data Source: Fastbridge/Illuminate	
2.9	School Climate: School Connectedness	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 students surveyed who felt a high level of connectedness to school: Elementary Students: 80% Middle School Students: 69% High School Students: 60%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Percentage of staff surveyed who think there are caring adult relationships that support students: 57%</p> <p>Data Year: 2023-2024 Data Source: Healthy Kids Survey</p>			<p>Percentage of staff surveyed who think there are caring adult relationships that support students: 65%</p> <p>Data Year: 2026-2027 Data Source: Healthy Kids</p>	
2.10	School Climate: School Safety	<p>Percentage of students surveyed who felt safe at school:</p> <p>Elementary Students: 75% Middle School Students: 61% High School Students: 57%</p> <p>Percentage of staff surveyed who feel school is safe for staff: 60%</p> <p>Percentage of staff surveyed who feel school is safe for students: 65%</p> <p>Data Year: 2023-2024</p>			<p>Percentage of students surveyed who felt safe at school:</p> <p>Elementary Students: 80% Middle School Students: 66% High School Students: 62%</p> <p>Percentage of staff surveyed who feel school is safe for staff: 65%</p> <p>Percentage of staff surveyed who feel school is safe for students: 70%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Healthy Kids Survey			Data Year: 2026-2027 Data Source: Healthy Kids Survey	
2.11	Suspension/Expulsion rate for homeless students at Goldenrod Elementary School as measured by the color on the Dashboard.	All students: 1.9% Homeless: 8.9% Data Year: 2023 Data Source: Dashboard			GREEN on the Dashboard Data Year: 2026 Data Source: Dashboard	
2.12	Chronic Absenteeism rate for white students who are LI at Kerman Middle School as measured by the percentage reported on DataQuest	All students: 18.1% LI students: 18.5% LI White Students 19.2% Data Year: 2023 Data Source: DataQuest			All groups 10% or less Data Year: 2026 Data Source: DataQuest	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Infrastructure	The District will provide space at schools where EL, FY, and LI students can access additional support in safe, welcoming, and confidential environments.	\$167,450.00	Yes
2.2	Broad Course of Study	Provide support for CTE/ROP and elective courses, including VAPA and world languages. A new CTE course - Careers in Education - will be added for the 2024-2025 school year.	\$1,080,049.00	No
2.3	Decrease Suspension & Expulsion Rates	<p>The District will utilize an MTSS framework and provide a vaping education program, including Saturday School with a counselor and online coursework, social-emotional learning, supplemental behavior programs, social-emotional support staff, school psychologist interns, classified and administrative staff, and assistant principals to support the implementation of the MTSS framework and decrease KUSD's suspension and expulsion rates.</p> <p>This action will address the following RED indicators on the Dashboard: Suspension Rate for Homeless students LEA-wide and at Goldenrod Elementary.</p> <p>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.</p>	\$202,851.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Attendance	<p>Kerman will support the two child welfare and attendance officers in their work with families and school sites to address issues causing chronic absenteeism.</p> <p>This action will address the following RED indicators on the Dashboard: white students who are chronically absent at Kerman Middle School. The school's strengthened approach includes working with students one-on-one to determine the root cause of chronic absenteeism. The child welfare and attendance officer will contact and conduct home visits to encourage students to attend school, providing transportation as needed. The chronic absenteeism indicator will measure the success of the action.</p>	\$113,617.00	Yes
2.5	Student Support Systems	Kerman Unified will provide school-based opportunities for the identified students to compete in school athletics and provide them with access to athletic competitions they otherwise would not have access to.	\$940,994.00	Yes
2.6	Social Emotional Learning	Kerman will provide counselors with professional development, a social-emotional learning coordinator, two behavior analysts, and utilize the MAC and CHAMPS behavior management programs and the Positivity Project, as well as an additional RN and counselors to meet the mental health needs of our students.	\$306,482.00	Yes

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.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School Climate for Parents - School Connectedness	Percentage of parents surveyed who feel a strong connection to the school: 43% Data Year: 2023-2024 Source: Healthy Kids Survey			Percentage of parents surveyed who feel a strong connection to the school: 50% Data Year: 2026-2027 Source: Healthy Kids Survey	
3.2	School Climate for Parents - School Safety	Percentage of parents surveyed who feel the school is safe: 40%			Percentage of parents surveyed who feel the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2023-2024 Source: Healthy Kids Survey			school is safe: 50% Data Year: 2026-2027 Source: Healthy Kids Survey	
3.3	Promotion of parent participation in school events and workshhops.	Number of events and workshops offered to parents at each school site: Kerman-Floyd: 6 Sun Empire: 2 Liberty: 3 Goldenrod: 1 Kerman Middle School: 3 Kerman High School: 8 Enterprise High School: 2 Kerman Unified Online School: 2 District Workshops: 22 Data Year: 2023-2024 Data Source: Flyers, Aeries Communication messages			Each site will offer a minimum of 8 events and/or workshops for parents. Data Year: 2026-2027 Data Source: Flyers, Aeries Communication message	
3.4	Parent input for programs helping EL, LI, FY, SWD, and homeless	The number of meetings addressing the needs of the following subgroups, during which parent input was given. EL: 9			The number of meetings addressing the needs of the following subgroups, during which parent input was given.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LI: 6 FY: 0 SWD: 2 Homeless: 0 Data Year: 2023-2024 Source: Surveys, minutes from ELAC, DELAC, SSC, and other parent meetings			EL: 10 LI: 8 FY: 4 SWD: 6 Homeless: 2 Data Year: 2026-2027 Source: Surveys, minutes from ELAC, DELAC, SSC, and other parent meetings	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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.	\$151,811.00	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 Recently Reclassified English learners will progress toward grade level proficiency as measured by the 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.

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 1: 42.42% Level 2: 28.22% Level 3: 20.46% Level 4: 8.91% Data Year: 2023 Data Source: CAASPP			EL Students enrolled less than 12 months: Level 1: 36.42% Level 2: 22.22% Level 3: 26.46% Level 4: 14.91% Data Year: 2026	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Data Source: CAASPP	
4.2	Percentage of LTEL students	12.6% Data Year: 2023 Data Source: DataQuest			8.6% Data Year: 2026 Data Source: DataQuest	
4.3	Distance from standard in ELA and Math for recently reclassified English learners, as reported on the Dashboard.	ELA: 10.1 points above standard Math: 36.5 points below standard Data Year: 2023 Data Source: Dashboard			ELA: 16. points above standard Math: 30 points below standard Data Year: 2026 Data Source: Dashboard	
4.4	EL access to the State Standards, including the ELD standards	100% of the classes with EL students have access to the State Standards, including the ELD standards Data Year: 2023-2024 Data Source: State Reflection Tool			100% of the classes with EL students have access to the State Standards, including the ELD standards Data Year: 2026-2027 Data Source: State Reflection Tool	
4.5	EL students making progress toward English Proficiency	55.3% of EL students are making progress towards English language proficiency.			60% of EL students are making progress towards English	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2023 Data Source: California Dashboard Summative ELPAC Results Level 4: 16.50% Level 3: 33.77% Level 2: 29.4% Level 1: 20.33% Data Year: 2023 Data Source CDE CAASPP Website			language proficiency. Data Year: 2026 Data Source: California Dashboard Summative ELPAC Results Level 1: 14.33% Level 2: 23.4% Level 3: 39.77% Level 4: 22.50% Data Year: 2026 Data Source CDE CAASPP Website	
4.6	EL reclassification as measured by prior year numbers of reclassified students	10.8% EL reclassification rate Data Year: 2023 Data Source: Calpads/Illuminate			13.8% EL reclassification rate Data Year: 2026 Data Source: Calpads/Illuminate	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Newcomer Support	Kerman Unified will implement a research-based program in the third through twelfth grades, taught by a part-time, fully credentialed newcomer teacher, using a program to meet the unique needs of newcomer students.	\$45,933.00	Yes
4.2	LTEL Support	Kerman Unified will support LTEL students' reclassification to Fluent English Proficient (FEP) by providing secondary designated ELD teachers with professional development and ongoing coaching. On a rotation basis, content area staff at the secondary level will receive ongoing integrated ELD professional development and ongoing coaching.	\$32,255.00	Yes
4.3	Recently Reclassified RFEP Support	Kerman Unified will support recently reclassified English learners in maintaining their academic progress by providing integrated ELD professional development and ongoing coaching for content area staff at the secondary level.	\$18,700.00	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, 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. 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			Enterprise High School All: 5% prepared LI: 5% prepared Hispanic: 5% prepared Kerman Unified Online School All: 11% prepared LI: 11% prepared	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 5.4% prepared Data Year: 2022-2023 Data Source: Dashboard			Hispanic: 10% prepared Data Year: 2026-2027 Data Source: Dashboard	
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: Aeries/site administrator			Enterprise High School All: 5% LI: 5% Hispanic: 5% Kerman Unified Online School All: 25% LI: 25% Hispanic: 24% Data Year: 2026-2027 Data Source:	
5.5	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			Enterprise High School All: 5% LI: 5% Hispanic: 5% Kerman Unified Online School All: 15% LI: 10% Hispanic: 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Aeries/site administrator			Data Year: 2026-2027 Data Source:	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	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. Therefore, Kerman Unified will hire 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	\$389,464.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>offered at EHS and KUOS are approved, and students will have access to a CTE pathway through KHS, EHS, or online.</p> <p>This action will address the following subgroups that are in the RED on the Dashboard:</p> <p>Enterprise High School All, Hispanic, and SED in the area of college/career readiness</p> <p>Kerman Unified Online School All, Hispanic, and SED in the area of college/career readiness</p> <p>Enterprise has budgeted \$116,840 Kerman Online has budgeted \$372,624</p>		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$22,378,460	\$\$2,862,650

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
39.968%	0.000%	\$0.00	39.968%

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).

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1.2	<p>Action: Fully Credentialed Teachers, Admin, and other staff that support EL, LI, and FY.</p> <p>Need: EL, LI, and FY students lag behind all students in both Math and ELA, according to the CAASPP results for 2023. Even though there are not enough FY students to generate scores, FY students tend to be behind academically compared to the all-student</p>	<p>Kerman Unified will provide certified staff, classified staff, and other administrative staff to support student achievement, specifically for EL, LI, FY, and SWD who are EL, LI, or FY students.</p> <p>This action will provide more opportunities for EL, LI, FY, and LI students who are also SWD to get the one-on-one and/or small-group instruction needed to succeed, especially in the primary grades. These additional supports include providing individualized instructional opportunities</p>	<p>The expected outcome will be an increase in the overall achievement gap as evidenced by ELA and Math state and local data between all students and EL, LI, and FY students.</p> <p>Metrics 1.4, 1.5</p>

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	<p>group. Based on a local needs assessment and educational partner feedback, EI, LI, and FY, need more targeted and differentiated support to address the performance gap in Math and ELA. Additionally, feedback identified the need to increase support in TK-3 to allow for early intervention in ELA and mathematics for grades K-12 to support foundational skills. Local data also revealed that it is essential that EL, LI, and FY have additional support at the secondary level to ensure that there is a caring adult on campus to monitor student success. Based on student data, support staff will provide increased communication about academic support between the identified student families and the school.</p> <p>Scope: LEA-wide</p>	<p>through increased language support, scaffolding, and targeted instruction to fill learning gaps. In our experience, it is essential to provide EI, LI, and FY students with more individualized instruction from their teachers that can target gaps in achievement on an ongoing basis before the identified students require more intensive support. In addition, supplemental programs, such as Age of Learning, will be implemented for ELA support, while Cognitive Guided Instruction (CGI) supports math.</p> <p>Based on additional data points, EL students need even more targeted and differentiated support to ensure that the additional scaffolds they receive support their unique language needs. To provide these extra supports, ELD teachers will assist English learner students in building English proficiency, refining their academic use of English, and providing students access to subject area content. In addition, the LEA will provide tutors with more targeted and differentiated support to ensure the additional scaffolds for the identified students.</p> <p>ELD teachers provide the support needed to actively engage students in learning English vocabulary and language structures in grades K-12. This support will allow students to comprehend daily lessons better and participate socially in school. Classified staff, such as bilingual tutors, will work directly with students to provide support in academic courses. Providing support for our ELs allows for more one-on-one and small group time with students and a better understanding of students' cultural and personal backgrounds. All tutors work seven hours daily to ensure students have support throughout the school day. Tutors</p>	

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		<p>are receiving training in the areas facilitating small group instruction. Each elementary site hired two additional bilingual tutors, and the secondary site hired one additional bilingual tutor. This allows for extra time for students to master standards and access another caring adult on campus. Each elementary school hired two part-time</p> <p>“Academic Intervention Teachers” and a part-time newcomer teacher to provide intensive and targeted intervention support to students based on their needs.</p> <p>In addition to best supporting EL students' ELA and math achievement, each site has designated the Assistant Principal to oversee the EL program. Research from the National Coalition for Parent Involvement in Education shares that “no matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, and have better social skills.</p> <p>The Assistant Principal and EL site lead provide teachers with ongoing professional development and support to ensure students receive high-quality ELD. This includes the continuing review of data, support in PLCs, and providing teachers with the tools and strategies necessary for students to be successful. This level of support will allow teachers to provide students with the targeted support they need to succeed in their classes and reduce barriers. The Assistant Principal will also serve as the site liaison for foster and homeless students. This will allow students to have an additional caring adult-student relationship on campus to advocate for their needs and ensure</p>	

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		<p>they receive the necessary social, emotional, and academic interventions. These supports include teacher training, referrals, and directly supporting students to provide the wrap-around services needed for students to be successful. Students can better manage their emotions and behaviors by being provided with the services and structures needed to succeed within the school environment.</p> <p>At the secondary level, data from EL, LI, and FY will be monitored to ensure they receive the academic support they need. An additional secretary was hired at the high school to work with the new counselors, who will work more closely with EL, LI, and FY students. These additional positions will ensure a clearly articulated MTSS system of support- these support positions will continually look at EL, FY, and LI students through the lens of the effectiveness of academic interventions, standards mastery, and improved student learning outcomes. As well as develop clear communication for its non-English speaking families. Translators/interpreters can bridge cultural divides in their communities and create stronger ties with students and parents. An additional custodian will be placed at the middle school to maintain a clean, healthy environment for EL, LI, and FY.</p> <p>We expect these actions to significantly improve reading and math assessment scores for EL, LI, and FY students. However, they will be provided on an LEA basis because all students reading below grade level and struggling in math can benefit from these opportunities to improve their skills.</p>	

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1.5	<p>Action: Additional Academic Support</p> <p>Need: According to state ELA and Math assessments, EL, LI, Homeless, and FY students lag behind all students.</p> <p>A local needs assessment indicated a need for targeted, differentiated support for the identified student groups to provide just-in-time instruction. These unique student groups require one-on-one and small-group instruction within and outside of the school day to close learning gaps.</p> <p>Feedback from educational partners during LCAP meetings indicates that parents and teachers believe that additional targeted instructional support for our EL, LI, Homeless, and FY to expedite the closing of these learning gaps..</p> <p>Scope: LEA-wide</p>	<p>To meet this need, Kerman Unified will provide the following support:</p> <p>*In-class intervention with a bilingual instructional paraprofessional (selection will be based on formative assessment data). This will be based on student needs and offered in class for EL, FY, Homeless, and LI students.</p> <p>*After-school tutoring with a certificated teacher focusing on the areas of need for each student (selection will be based on formative assessment data). The focus will be on providing scaffolds and just-in-time instruction to fill learning gaps.</p> <p>*Saturday School with a certificated teacher focusing on the areas of need for each student (selection will be based on formative assessment data).</p> <p>*Saturday School with a certificated teacher focusing on the NGSS science standards.</p> <p>*Ongoing support from classified paraprofessionals throughout the school day. This includes providing push-in and pull-out support for the identified students.</p> <p>*Based on the students' needs, Supplemental Tier II ELA materials, programs, and/or supplies will be purchased for the intervention and tutoring programs.</p> <p>*Additional Tier III ELA supplementary resources will be added to support our most at-risk EL, LI, Homeless, FY, and (choose the unduplicated group(s) that makes the most sense) who are also SWD. These added programs and materials would give students additional time in small groups or one-on-one to practice and master deficit skills</p>	<p>State ELA and Math DFS for All Students, EL, LI, Homeless, and FY.</p> <p>Metrics 1.4, 1.5</p>

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		<p>with the appropriate Tier III materials and strategies.</p> <p>*Summer school curriculum focusing on the NGSS science standards.</p> <p>*Transportation will be provided for students experiencing homelessness to provide full accessibility to after-school and Saturday school provided by credentialed teachers.</p> <p>Students experiencing homelessness at the district level are in the RED in math on the Dashboard. The district will strengthen its approach by providing in-class intensive math lessons and targeted small-group instruction. In addition, students experiencing homelessness will have the opportunity to get additional academic assistance after school and on Saturdays provided by credentialed teachers. Transportation will be provided for full accessibility. The expected outcome will be improved math scores as measured by the SBAC.</p> <p>This action is designed to meet the academic needs most associated with EL, LI, Homeless, and FY. However, because we expect that all students scoring below proficiency will benefit, this action is provided on an LEA-wide basis.</p>	
1.6	<p>Action: College Career Readiness</p> <p>Need:</p>	To meet this need, Kerman Unified will increase the number of options for EL, LI, Homeless, and FY students to meet the college/career readiness criteria by providing additional opportunities.	The expected outcome is an increase in college career readiness on the Dashboard for EL and homeless students districtwide and EL

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	<p>According to the 2023 Dashboard, the percentage of EL, LI, Homeless, and FY students who graduate from high school prepared for college/career is significantly lower than that of all students. EL students at Kerman High School also performed significantly lower than all students.</p> <p>Based on a local needs assessment and educational partner feedback, these unique student groups need more opportunities to meet the college/career readiness criteria.</p> <p>Scope: LEA-wide</p>	<p>*The high school counselors will work with the identified students' 4-year plan to ensure they enroll in CTE courses and a-g courses.</p> <p>*The high school will promote the State Seal of Biliteracy (especially for EL students already proficient in Spanish). Based on feedback from educational partners, the feedback and celebration of being bilingual are recognized and promoted through supporting students who demonstrate proficiency in English and another language and are eligible to earn a seal affixed to their high school diploma or transcript.</p> <p>*The high school's assistant principal oversees ROP/CTE and has scheduled regular meetings with the identified students to develop strategies for increasing the number of identified students who graduate as pathway completers.</p> <p>*Materials and supplies that support elective courses (VAPA, CTE/ROP) will be purchased. These additional materials and supplies will be strategically evaluated to ensure that they best support the needs of the identified students to ensure they can be successful in the college/career readiness courses and have access to additional resources and supports such as scaffolding and materials needed to be successful.</p> <p>*Professional development will be provided for counselors to work with the unique needs of the identified students on their class schedules and 4-year plans</p> <p>*The middle school will offer an introductory ROP/CTE exploration course to expose the identified students to ROP/CTE courses offered at the high school. More of the identified students are expected to sign up for ROP/CTE courses when they get to high school.</p>	<p>students at Kerman High School.</p> <p>Metrics: 1.16,1.19</p>

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		<p>*The District will hire an additional elementary music teacher, so there will be three instead of just two. More elementary students will have access to music and be better prepared to participate at the secondary level. The identified students will be provided instruments to participate in music courses (at all levels). Based on a local needs assessment and a report from the National Endowment for the Arts, the identified student groups with a high level of arts experience in school are more likely to pursue college, vote, and volunteer in their community. The VAPA program will encourage students to explore their emotions, expand their imagination, and help them develop their unique voices.</p> <p>At the District level, EL and homeless students scored in the RED on the College/Career indicator, as did the EL subgroup at Kerman High School. Data shows these groups are underrepresented in A-G, CTE, and dual enrollment courses. Kerman High School strengthened its approach to supporting these students by hiring a college and career counselor to work directly with EL and homeless students on a four-year graduation course of study. The counselor will meet regularly with the students, monitoring their progress and needs in A-G, CTE, and dual enrollment courses.</p> <p>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 graduate from high school). However, because we</p>	

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		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.	
2.1	<p>Action: Infrastructure</p> <p>Need: The EL, LI, and FY students in Kerman Unified continue to lag behind all students in academic performance and graduation rate, as indicated in the metrics for Goal 1. They are suspended at a slightly higher rate, are more chronically absent, and are under-represented in A-G, CTE, and dual enrollment courses, as shown in the metrics for Goal 2. During educational partner meetings, participants expressed the need for more significant connections to caring adults and engagement opportunities at school. Based on this input and academic partner meetings, it was expressed that the community would like to see an investment in additional confidential spaces at school sites. The accompanying spaces are necessary to support the behavioral, social-emotional, and academic needs of English learners, foster youth, and low-income students. In addition, post-pandemic educational partners continue to review the chronic absenteeism data more closely and have identified a need to continue to ensure health support is provided to a greater extent than before the pandemic for EL, FY, and LI students.</p>	<p>To meet this need, KUSD will provide extra space to provide small-group instruction and individual offices for mental health and social-emotional services for LI, EL, and FY, as well as comprehensive support to serve the whole child better. Based on an internal needs assessment to better support FY, EL, and LI students, our current schools need to create more deliberate spaces to support the Whole Child better — meaning our LI, EL, and FY students are not just supported in academics. Still, they learn in environments that make them feel safe, valued, engaged, challenged, and healthy. Kerman Unified will focus funds on improving the infrastructure in the District to provide more resources and support for EL, LI, and FY students. These expanded, and additional facilities (beyond what is required) will be developed and coordinated in partnership with community organizers, keeping EL, FY, and LI students' needs in mind first. This action is paying for the additional spaces and resources needed to provide a hub for EL, LI, and FY students and families and the facilities required for additional mental, physical, and academic support that these students and their families need to be successful.</p> <p>Integrated EL, FY, and LY student support will help students succeed by meeting their academic,</p>	<p>Because this action is meant to ensure that EL, LI, and FY receive the instruction and additional whole-child support that they need, it is expected that they will come to school more often and be suspended less frequently.</p> <p>Metrics: 2.3, 2.4</p>

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	<p>Scope: LEA-wide</p>	<p>physical, social-emotional, and mental health needs. Kerman Unified will upgrade and add infrastructure throughout the District. Additional rooms will be added for counselors and school psychologists to meet one-on-one with small groups of EL, LI, and FY students who are suspended, have attendance issues, or need mental health support. “Calming Centers” will be created at sites as a place for students who need to take a “time out” to calm down as an alternative to punitive measures. Additional classrooms will be created for an EL newcomer class so that students will receive instruction to help them learn English in a positive and supportive environment. Small group intensive academic intervention will provide more space for the low-performing EL, LI, and FY students.</p> <p>Upgrading and/or adding space for more CTE courses will provide EL, LI, and FY opportunities to participate in the programs. Adding classrooms for primary grades will lead to smaller class sizes that allow for more small groups and individual learning opportunities. The smaller class sizes will allow the teachers to work more closely with their EL, LI, and FY students. Research shows that students who can read by the third grade will do better academically through high school. It will also allow teachers and their instructional paraprofessionals to provide intensive interventions for smaller groups of students, thus ensuring that the unique needs of the students are met.</p> <p>The counseling space and calming rooms support EL, LI, and FY students. The EL newcomer class will have long-term effects on English Learners, as</p>	

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		<p>it is expected that students will reclassify at an earlier grade level with the extra support from the start of school. By the end of the sixth grade, reclassified students can take more electives in middle and high school, which means they can take advantage of the CTE courses offered. With additional counseling and health support (i.e., school nurse), the causes of excessive absences can be addressed early before the student reaches the chronically absent stage.</p> <p>Additional health offices will be created to address chronic absenteeism to provide a clean, positive, private place to support EI, FY, and LI students' health needs. Health services focus on better supporting the identified students' health needs so they can have the best educational opportunities and achieve their greatest potential. The COVID-19 pandemic further raised the critical importance of access to health care and expanded staff support. While COVID cases have decreased and state and local health restrictions have been lifted, the district anticipates continuing some mitigation and response efforts.</p> <p>While this action has been designed to meet the specific needs of LI, EL, and FY students, it is expected that all students who are struggling with academics or attendance or who are being suspended will benefit; this action will be implemented district-wide.</p>	
2.3	Action: Decrease Suspension & Expulsion Rates	Kerman will provide the following additional support to decrease the suspension rate:	This action's intended outcome is to decrease the suspension rates for

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	<p>Need: EL, LI, FY, and homeless students are suspended and expelled at a higher rate than all students. Additionally, Homeless students at Goldenrod Elementary School are suspended more than all students. A needs assessment and district experience suggest that MTSS strategies, such as one-on-one meetings with counselors, additional PD for counselors, and support and guidance from the coordinator of social-emotional learning, need to be implemented to decrease these rates. Goldenrod students who are homeless need additional support from the counselor to address the root cause of behaviors that lead to suspension.</p> <p>Scope: LEA-wide</p>	<p>Kerman will continue to provide the Vape Education Program to all first offenders caught vaping THC. Local data shows that the Vape Education Program is 90% successful, in that only 10% of the students who completed the program repeated the offense of vaping on campus. This program includes Saturday School with a counselor and completing an online course on the dangers of vaping. Research states that positive relationships with caring adults improve student connection with the school, better expression and management of emotions, and the ability to change self-defeating behaviors or habits. Implementing the Vape Educate Program has decreased the number of students recommended for expulsion, including some FY, EL, and LI students. A local needs assessment and educational partner feedback indicate an ongoing need for FY, LI, and EL students for social-emotional learning and the implementation of supplemental programs designed to decrease behaviors of FY, EL, and LI students, leading to school suspension and expulsion. The Vape Education implemented in 2019-2020 will continue to educate students on the dangers of vaping.</p> <p>SEL programs and supports improve students' social-emotional skills, attitudes about self and others, school connections, and positive social behavior. By educating students about successful behavior, including providing a common language, explicit behavior descriptors, and consistent expectations, students will better understand positive behaviors and know they have ongoing support from a caring adult.</p>	<p>EL, LI, FY, and homeless students districtwide, and homeless students at Goldenrod.</p> <p>Metrics: 2.4</p>

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		<p>In addition, Kerman Unified will continue to provide social-emotional intervention support staff, including counselors at each site, school psychologist interns (in addition to the permanent school psychologists on the team), and other related administrative and classified. Assistant principals at each location are assigned to work directly with EL, LI, FY, and homeless students to ensure they get the extra support needed to succeed in school. Training and resources will be provided to teachers and staff to support professional learning, improve student behavior, classroom management, and safety at our schools, and develop a framework of interventions through MultiTiered Systems of Support (MTSS) and social-emotional support. The action will include purchasing supplies, materials, and curriculum.</p> <p>Implementing these additional personnel and supplemental resources allows for more systematic behavior systems and Tier 2 and 3 positive behavior interventions, such as incentives, alternatives to suspension, counseling, and culturally appropriate intervention for EL, LI, FY, and homeless students.</p> <p>The additional personnel will work with the identified students to improve communication and social skills, assess students' emotional and behavioral needs, provide individual and group counseling, instruct on skills such as problem-solving, anger management, and conflict resolution, teach and reinforce positive coping skills and resilience, and make real-time referrals to parents and students to help coordinate</p>	

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		<p>community services provided in schools. This personnel is present before and after school, during breaks, lunch, and transition time when students most likely need real-time intervention and guidance.</p> <p>This behaviorally-based system and data-driven approach to enhancing the capacity of schools, families, and communities to design effective environments in which teaching and learning occur is focused on creating and sustaining school environments that improve lifestyle results for EL, LI, FY, and homeless students through uniformly implemented strategies and systems.</p> <p>The MTSS program supports students who are struggling with behavior due to mental health issues. This program supplies districtwide incentives to encourage and reinforce positive behavior.</p> <p>School counselors are engaging in ongoing professional development through the Hatching Results Program, and a social-emotional learning coordinator will be hired to provide additional districtwide support.</p> <p>To better support the homeless students at Goldenrod and decrease the suspension rate, the district will provide one-on-one support from the school counselor, weekly progress check-ins, Tier II MTSS support, and referrals to mental health counseling.</p> <p>This action is designed to meet the needs most associated with EL, LI, FY, and homeless</p>	

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		students; however, because we believe all students will benefit, this action is being provided on an LEA-wide basis.	
2.4	<p>Action: Attendance</p> <p>Need: The chronic absenteeism rate for K-8 decreased significantly during the 2022-2023 school year; however, it remains much higher than pre-COVID. The percentage of LI, FY, and homeless students who were chronically absent continues to be higher than that of all students. A needs assessment revealed a need for increased social-emotional and mental health support that addresses factors contributing to chronic absenteeism. Based on a deeper dive into subgroup data, a local needs assessment, and educational partner feedback, LI students and LI students who are white at Kerman Middle School need increased one-on-one support to determine the root cause of each chronically absent low-income student.</p> <p>Scope: LEA-wide</p>	<p>Kerman will provide the following additional attendance support:</p> <p>Child, Welfare, and Attendance Officer (2 FTE): The district child welfare and attendance officers will significantly increase the efforts to work with LI and FY families and homeless students regarding chronic absenteeism. One CWA officer will be assigned to the four elementary schools. The other CWA officer will work with the middle, high, continuation, and online schools. They will work closely with the administrators and attendance secretaries to keep updated on the identified students with attendance issues. They will make phone calls and home visits, bringing students to school if necessary. They will also facilitate SART and SARB meetings. When needed, the CWA officer will refer the identified students to school counselors to address mental health issues. The CWA officers expect to build relationships with families whose children have attendance issues and work together to decrease absences.</p> <p>School Counselors & Social-Emotional Learning Coordinator: The Hatching Results Program's professional development and hiring a social-emotional learning coordinator will equip schools with additional social-emotional and mental health support. Counselors will be trained on best practices, data-driven decision-making, and strategies to support the identified student's well-</p>	<p>The intended outcome of this action is a decrease in the percentage of chronically absent LI, FY, and homeless districtwide, in addition to LI, and LI white students at KMS. Metrics Addressed: 2.3 and 2.12 Metrics Addressed: 2.3 and 2.12</p>

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		<p>being and address their unique challenges. We believe these positions will foster a more inclusive, supportive environment, making EL and FY students feel understood and engaged, ultimately promoting regular school attendance. The social-emotional learning coordinator will provide additional districtwide support to the identified student groups.</p> <p>Positivity Project SEL program & Supplies/Incentives: All school sites have Implemented the Positivity Project SEL program. This program focuses on one SEL topic weekly, such as integrity, kindness, open-mindedness, and self-control, with lessons and activities appropriate for each grade level. The MTSS framework supports students who are struggling with attendance due to mental health issues. This framework supplies districtwide incentives to encourage and reinforce good attendance.</p> <p>To better support LI and LI white students at Kerman Middle School, the Child Welfare and Attendance Officer will spend additional time at the site to work with LI students one-on-one to determine the root cause of each student's lack of attendance. The officer will also contact and conduct home visits to encourage these students to attend school, providing transportation as needed.</p> <p>This action is expected to provide LI, FY, Homeless, and KMS LI, who are also white, with additional mental health and social-emotional support. It is designed to meet the needs most associated with the identified students; however,</p>	

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		because we believe all students, including all white students at Kerman Middle School, will benefit, this action is being provided on an LEA-wide basis.	
2.5	<p>Action: Student Support Systems</p> <p>Need: The chronic absenteeism rate for LI, FY, and homeless remains high, as reported on the Dashboard. While not at the same rates, the increase in suspensions, specifically for FY and homeless students, is equally concerning. After conducting a local needs assessment, local data revealed that when LI, FY, or homeless students are more involved in school activities, including sports, music, clubs, 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.</p> <p>Scope: LEA-wide</p>	<p>Removing barriers to co-and extracurricular opportunities creates an equitable environment for participation for the identified students. This includes the availability of LI, FY, and homeless students to participate in activities during the school day. This removes the barrier for identified students who need more availability to stay after school. Local data and several studies have shown that when LI, FY, SWD who are LI, or FY, and homeless students engage in extracurricular activities, they are more likely to engage in healthy behaviors and feel connected to the school. Kerman will continue to provide school-based opportunities for the identified students to compete in school athletics and provide them with access to athletic competitions they otherwise would not have access to. The sports and clubs offered will be based on the interests expressed by the identified students. They will be structured to promote team-building skills, cooperative learning, social tools, and other strategies to support inclusive practices and build a greater sense of community.</p> <p>Based on student feedback, sometimes students choose to avoid attending a field trip based on the cost. Even though the school district will pay for anyone who cannot afford to attend field trips, the students are sometimes ashamed to ask for help.</p>	<p>We expect to see a decrease in chronic absenteeism and suspension rates for LI, FY, and homeless students.</p> <p>Metrics: 2.3, 2.4</p>

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		<p>The action was developed so that LI, FY, and homeless students have equal opportunities to experience new and creative learning outside the four walls of the classroom. Because of the Kerman investment, the costs and limiting factors associated with educational enrichment trips will be eliminated.</p> <p>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. All trips are designed to align with the instructional schedules to allow teachers and students to maximize instruction while taking advantage of an enrichment trip. Site administrators and counselors will reach out to LI, FY, and homeless students to encourage them to participate in an activity that interests them.</p> <p>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.</p>	
2.6	<p>Action: Social Emotional Learning</p> <p>Need:</p>	The district will hire health professionals to address mental health issues, including LVNs, RNs, counselors, and a districtwide coordinator of social-emotional learning. It will also provide supplemental school psychology services to	Chronic absenteeism rate, suspension/expulsion rate, and academic progress on the CASPP ELA and Math assessments.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Students continue to experience mental health issues at an alarming rate. School counselors reported an increase in the number of students (especially EL, LI, FY, and homeless students) who come to them with anxiety, depression, or other mental health issues. There has been an increase in risk assessments, referrals to counseling, and participation in drug cessation programs. The concern for students' social-emotional well-being was discussed during educational feedback meetings. Parents want more access to counselors and training on the social-emotional needs of their children. Staff also expressed a need for more SEL support. A deep dive determined that students with mental health needs tend to be absent more and have behavior issues, including the use of drugs to self-medicate, in addition to struggling academically.</p> <p>Scope: LEA-wide</p>	<p>develop and help implement a plan to address social-emotional well-being.</p> <p>All counselors will participate in the three-year Hatching Results professional development, during which they will learn research-based strategies for best meeting students' social-emotional needs.</p> <p>A social-emotional learning coordinator will be hired to work with two behaviorists assigned to the neediest (Tier III) EL, LI, FY, and homeless students at school sites. The coordinator will facilitate the KUSD MTSS model for behavior. The MAC and CHAMPS behavior management programs were implemented in all TK classrooms. 9-12 grade classes implemented the ACHIEVE behavior management program in the 2023-2024 school year. The Tier 1 program, The Positivity Project, was executed at all school sites.</p> <p>All 3-12 grade students take the mySAEBRS mental health assessments and have been placed in Tier 2 small group counseling sessions as appropriate.</p> <p>The funds for this action will also provide an additional RN for the District and counselors so each site has one full-time counselor. Three intern school psychologists and counseling interns serve EL, LI, FY, and homeless students as needed throughout the District. By providing one-on-one counseling and weekly check-ins, students will learn to manage their emotions better and develop strategies to change self-defeating behaviors or habits to meet their social and emotional needs.</p>	<p>Metrics: 2.3, 2.4, 1.4, 1.5</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>This action has been designed to meet these students' specific needs. However, since it would benefit all students experiencing mental health issues, it is being implemented district-wide.</p>	
3.1	<p>Action: Parental Support Systems</p> <p>Need: Local data shows that our EL, LI, and FY students need their parents to be more involved in increasing their academic achievement, which is lower than our overall district achievement levels. Research shows that the more involved parents are, the more likely students are to do well in school. Parent participation for the 2023-2024 school year showed the district continues to have a stable number of parent participation. Back to School Night attendance increased from 44% to 45%, and parent-teacher conference attendance remained steady at 90% participation. ELAC and DELAC attendance remained at 60%. Input from educational partners and district data shows that when parents of EL, FY, and LI students are more involved in their student's educational experience, the students experience more excellent academic proficiency, as evidenced by state and local ELA and Math assessments. Parent feedback also indicates that parents need access to up-to-date information regarding school events,</p>	<p>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). 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 and meetings will include in-person and virtual to enable more families to participate. Based on parent feedback, the District will add meetings and workshops specifically for identified subgroups. An EL Parent Information Night will be scheduled at each school site. Special Education Parent Townhall meetings will be held at least once a quarter. The district will hold parent information meetings for foster families and families experiencing homelessness. Each school site will add "Coffee with the Counselor" sessions. The district will make personal calls to EL, LI, FY</p>	<p>The District expects this action to effectively increase the percentage of EL, LI, FY, and homeless parents attending meetings and workshops, thereby increasing parental participation and home/school communication.</p> <p>Metrics: 3.3</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>which currently cannot be found on the district website.</p> <p>Scope: LEA-wide</p>	<p>SWD, and homeless families, inviting them to learn how to use the Parental Support Systems in the District.</p> <p>While this action has been designed to specifically meet the needs of EL, LI, and FY students, all students with lower academic achievement are expected to benefit; therefore, this action will be implemented LEA-wide.</p>	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.1	<p>Action: Newcomer Support</p> <p>Need: Over the past few years, the percentage of newcomers enrolling in Kerman Unified has increased significantly. Newcomer students need help academically, especially those with limited school experience. This has created a need, especially at the secondary level, to provide additional support to ensure the students graduate from high school prepared for college or career.</p> <p>Scope:</p>	<p>Newcomer teachers will work in small groups as pull-outs (at the elementary levels) or push-ins (at the secondary levels) to help support academic needs. This is in addition to the students' designated ELD class, and will focus on supporting core subjects. It will be provided LEA-wide, as all sites have a newcomer population. A research-based newcomer program will be implemented to address the unique needs of this student group.</p>	<p>The expected outcome for newcomer students is progress toward English proficiency as measured by the Summative ELPAC.</p> <p>Metric 4.1, 4.5</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
4.2	<p>Action: LTEL Support</p> <p>Need: The percentage of Long-Term English Learners (LTELs) has been consistent over the past few years. Students who are not reclassified by 7th grade miss out on elective courses. By 9th grade, LTELs have more difficulty enrolling in A-G and elective courses, making it challenging to be college/career prepared by the end of 12th grade.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>LTEL students have unique needs that must be addressed in all courses.</p> <p>The district will develop a program for LTELs that includes instructional strategies to meet their academic needs and accelerate their English proficiency skills.</p> <p>Through LTEL professional development opportunities, ELD teachers will provide students with high-quality ELD instruction based on the ELD standards to ensure they progress towards full proficiency in English as measured by the ELPAC.</p> <p>Research shows that more than designated ELD is needed to maximize LTEL student outcomes. To ensure LTELs can meaningfully access all content curricula, core teachers at the secondary level will be trained in integrated ELD strategies to provide appropriate scaffolding, facilitate academic discourse, and monitor student progress using formative assessment practices.</p> <p>Teachers will receive appropriate supplemental materials, supplies, and resources to enhance instruction.</p> <p>In collaboration with Learning Directors and other content area teachers, the ELD teachers will monitor students' academic progress toward reclassification using state and local assessment data.</p>	Metrics: 4.2, 4.4, 4.5, 4.6

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.3	<p>Action: Recently Reclassified RFEP Support</p> <p>Need: This past year, recently reclassified students demonstrated less academic progress on state assessments. Reclassified students must be monitored for four years to ensure they are making sufficient progress toward grade-level achievement.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Recently reclassified students have unique needs that must continue to be addressed in all courses. Through professional development opportunities, classroom teachers will provide recently reclassified students with high-quality, standards-based instruction. Teachers will implement the most appropriate integrated ELD strategies to enable students to access all content curricula meaningfully and demonstrate college and career readiness.</p> <p>Teachers will receive appropriate supplemental materials, supplies, and resources to enhance instruction.</p> <p>The classroom teachers, in collaboration with site administrators and support staff, will monitor students' academic progress, behavior, and attendance as documented on the Reclassification Monitoring Form.</p>	Metric 4.3

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.

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 high concentration of EL, LI, and/or FY students. 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

Goal 1.6: College/Career Readiness

- *An additional elementary music teacher who will be split between two elementary sites

Goal 2.1: Infrastructure

- *An additional custodian at Kerman Middle School to ensure the school is safely maintained

Goal 2.4: Attendance - to improve attendance for FY and LI students.

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

Goal 2.6: Social-Emotional Learning

- * An "opportunities" teacher at Kerman Middle School to work with behavior issues will provide a smaller environment and more intensive instruction.
- * 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.

Goal 4.1 Support for Newcomers

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

Goals 4.2 and 4.2

- * An English Learner site lead at each school to work with LTELs and newly reclassified 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		
Staff-to-student ratio of certificated staff providing direct services to students		

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$55,990,943	\$22,378,460	39.968%	0.000%	39.968%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$61,274,049.00	\$16,414,925.00	\$1,755,448.00	\$3,234,835.00	\$82,679,257.00	\$74,082,143.00	\$8,597,114.00

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					\$57,447,284.00	\$0.00	\$38,217,540.00	\$14,239,461.00	\$1,755,448.00	\$3,234,835.00	\$57,447,284.00	
1	1.2	Fully Credentialed Teachers, Admin, and other staff that support EL, LI, and FY.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$16,634,859.00	\$0.00	\$16,634,859.00				\$16,634,859.00	
1	1.3	Professional Development	All	No					\$0.00	\$200,000.00		\$200,000.00			\$200,000.00	
1	1.4	Sufficient Instructional Materials to Implement the State Standards	All	No					\$0.00	\$174,000.00		\$174,000.00			\$174,000.00	
1	1.5	Additional Academic Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$4,048,032.00	\$3,398,032.00	\$650,000.00			\$4,048,032.00	
1	1.6	College Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$525,476.00	\$525,476.00				\$525,476.00	
1	1.7	Special Education	Students with Disabilities	No			All Schools Specific Schools: Goldenrod Elementary, Kerman High School, Kerman Middle School, Kerman-Floyd Elementary		\$0.00	\$200,000.00		\$200,000.00			\$200,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							ry all grades									
2	2.1	Infrastructure	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$167,450.00	\$167,450.00				\$167,450.00	
2	2.2	Broad Course of Study	All	No					\$0.00	\$1,080,049.00	\$678,049.00	\$402,000.00			\$1,080,049.00	
2	2.3	Decrease Suspension & Expulsion Rates	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$202,851.00	\$202,851.00				\$202,851.00	
2	2.4	Attendance	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income			\$0.00	\$113,617.00	\$113,617.00				\$113,617.00	
2	2.5	Student Support Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$940,994.00	\$940,994.00				\$940,994.00	
2	2.6	Social Emotional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$306,482.00	\$146,482.00	\$160,000.00			\$306,482.00	
3	3.1	Parental Support Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$151,811.00	\$151,811.00				\$151,811.00	
4	4.1	Newcomer Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$0.00	\$45,933.00	\$45,933.00				\$45,933.00	
4	4.2	LTEL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Kerman Middle School, Kerman High School, Enterprise High School, Kerman Unified Online		\$0.00	\$32,255.00	\$32,255.00				\$32,255.00	

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
							School 7-12									
4	4.3	Recently Reclassified RFEP Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$0.00	\$18,700.00	\$18,700.00				\$18,700.00	
5	5.1	College/Career Counseling	Hispanic and Socio-Econonimically Disadvantaged	No			Specific Schools: Enterprise High School and Kerman Unified Online School 9-12		\$0.00	\$389,464.00		\$389,464.00			\$389,464.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$55,990,943	\$22,378,460	39.968%	0.000%	39.968%	\$22,378,460.00	0.000%	39.968 %	Total:	\$22,378,460.00
								LEA-wide Total:	\$22,281,572.00
								Limited Total:	\$96,888.00
								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, LI, and FY.	Yes	LEA-wide	English Learners Foster Youth Low Income		\$16,634,859.00	
1	1.5	Additional Academic Support	Yes	LEA-wide	English Learners Foster Youth Low Income		\$3,398,032.00	
1	1.6	College Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income		\$525,476.00	
2	2.1	Infrastructure	Yes	LEA-wide	English Learners Foster Youth Low Income		\$167,450.00	
2	2.3	Decrease Suspension & Expulsion Rates	Yes	LEA-wide	English Learners Foster Youth Low Income		\$202,851.00	
2	2.4	Attendance	Yes	LEA-wide	Foster Youth Low Income		\$113,617.00	

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 (%)
2	2.5	Student Support Systems	Yes	LEA-wide	English Learners Foster Youth Low Income		\$940,994.00	
2	2.6	Social Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income		\$146,482.00	
3	3.1	Parental Support Systems	Yes	LEA-wide	English Learners Foster Youth Low Income		\$151,811.00	
4	4.1	Newcomer Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$45,933.00	
4	4.2	LTEL Support	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	\$32,255.00	
4	4.3	Recently Reclassified RFEP Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$18,700.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$76,278,348.00	\$81,239,433.86

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, other staff	No	\$53,090,053.00	\$57,921,247.82
1	1.2	Professional Development	No	\$120,000.00	\$120,057.50
1	1.3	Sufficient Instructional Materials	No	\$530,000.00	\$530,000.00
1	1.4	Implementation of State Standards	No	\$50,000.00	\$45,000.00
1	1.5	Supplemental Support for EL Access to State Standards	Yes	\$375,225.00	\$423,654.17
1	1.6	Smarter Balanced Scores for ELA	Yes	\$801,586.00	\$768,521.20
1	1.7	Smarter Balanced Scores for Mathematics	Yes	\$669,208.00	\$529,460.61
1	1.8	College/Career Readiness	Yes	\$524,537.00	\$560,161.86
1	1.9	Fully Credentialed Teachers, Admin, other staff that support EL, LI, and FY students	Yes	\$8,165,000.00	\$9,538,482.44
1	1.10	Special Education	No	\$191,000.00	\$191,000.00
2	2.1	Infrastructure	Yes	\$9,825,069.00	\$8,608,084.56

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	2.2	Broad Course of Study	No	\$300,000.00	\$285,000.00
2	2.3	Decrease Suspension & Expulsion Rates	Yes	\$207,613.00	\$194,055.00
2	2.4	Attendance	Yes	\$211,957.00	\$198,571.56
2	2.5	Student Support Systems	Yes	\$797,000.00	\$977,007.73
2	2.6	Social-Emotional Learning	Yes	\$241,300.00	\$190,728.29
3	3.1	Parental Support Systems	Yes	\$117,600.00	\$107,433.92
3	3.2	Parent Workshops	Yes	\$61,200.00	\$50,967.20

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$22,147,129	\$21,997,295.00	\$22,147,129.00	(\$149,834.00)	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	1.5	Supplemental Support for EL Access to State Standards	Yes	\$375,225.00	423,654	0	
1	1.6	Smarter Balanced Scores for ELA	Yes	\$801,586.00	768,521	0	
1	1.7	Smarter Balanced Scores for Mathematics	Yes	\$669,208.00	529,461	0	
1	1.8	College/Career Readiness	Yes	\$524,537.00	560,162	0	
1	1.9	Fully Credentialed Teachers, Admin, other staff that support EL, LI, and FY students	Yes	\$8,165,000.00	9,538,482	0	
2	2.1	Infrastructure	Yes	\$9,825,069.00	\$8,608,085	0	
2	2.3	Decrease Suspension & Expulsion Rates	Yes	\$207,613.00	194,055	0	
2	2.4	Attendance	Yes	\$211,957.00	198,572	0	
2	2.5	Student Support Systems	Yes	\$797,000.00	977,008	0	
2	2.6	Social-Emotional Learning	Yes	\$241,300.00	190,728	0	
3	3.1	Parental Support Systems	Yes	\$117,600.00	\$107,434	0	
3	3.2	Parent Workshops	Yes	\$61,200.00	50,967	0	

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$56,007,710	\$22,147,129	0	39.543%	\$22,147,129.00	0.000%	39.543%	\$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.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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