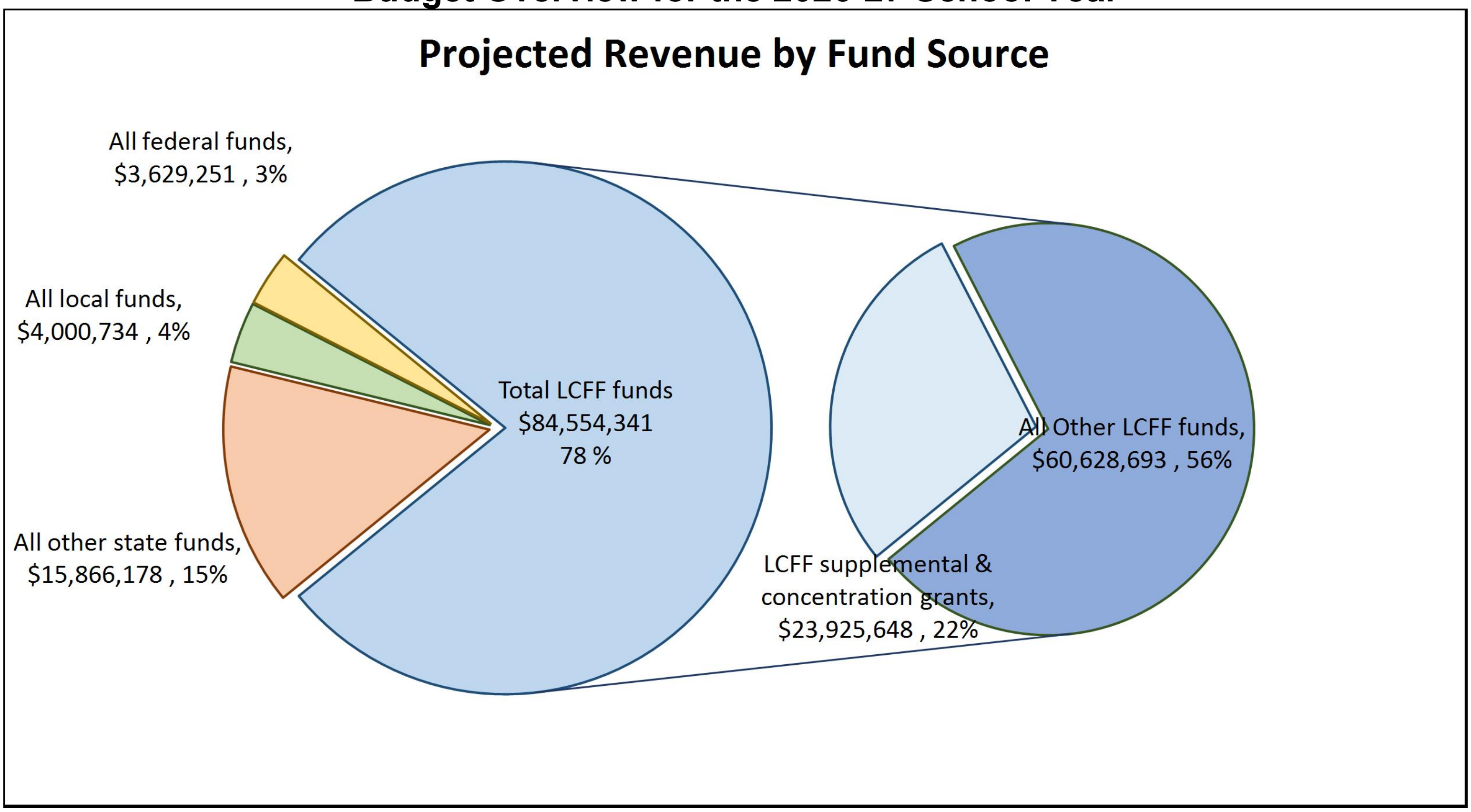
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kerman Unified School District
CDS Code: 10-73999-1033430
School Year: 2026-27
LEA contact information:
Gordon Pacheco
Superintendent
Gordon.Pacheco@KermanUSD.com
(559) 843 - 9001

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

Budget Overview for the 2026-27 School Year

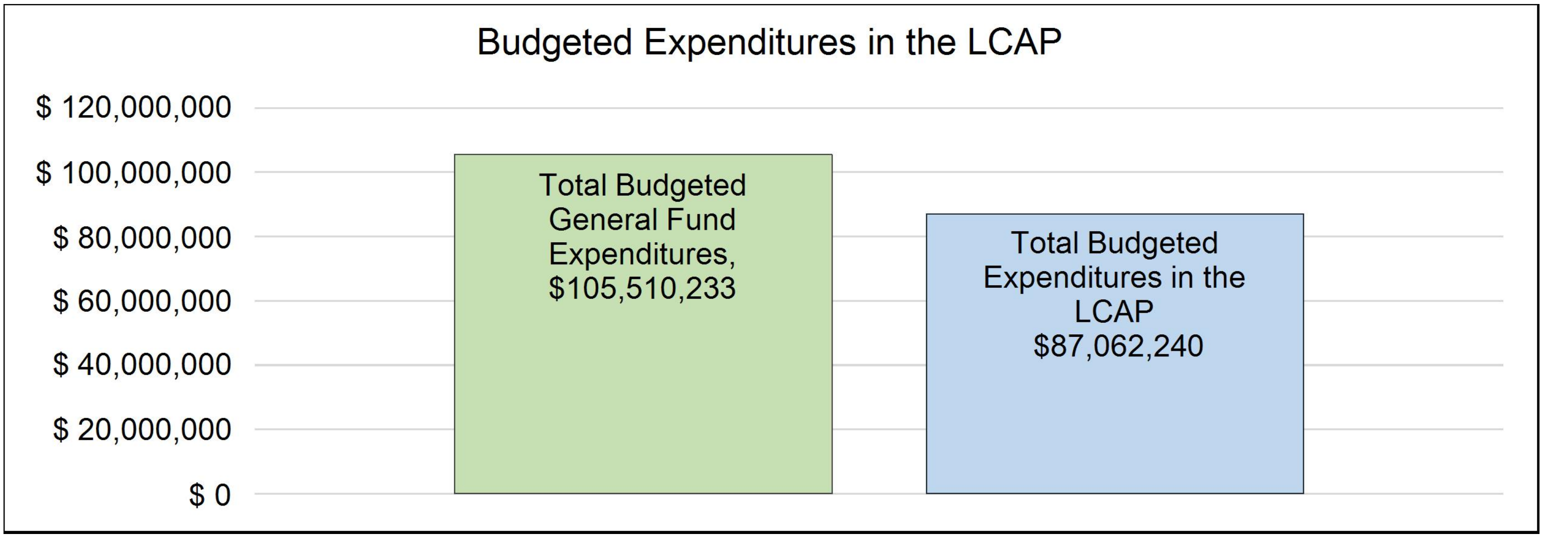


This chart shows the total general purpose revenue Kerman Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Kerman Unified School District is $108,050,504, of which $84,554,341 is Local Control Funding Formula (LCFF), $15,866,178 is other state funds, $4,000,734 is local funds, and $3,629,251 is federal funds. Of the $84,554,341 in LCFF Funds, $23,925,648 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 2026-27. 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 $105,510,233 for the 2026-27 school year. Of that amount, $87,062,240.00 is tied to actions/services in the LCAP and $18,447,993 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

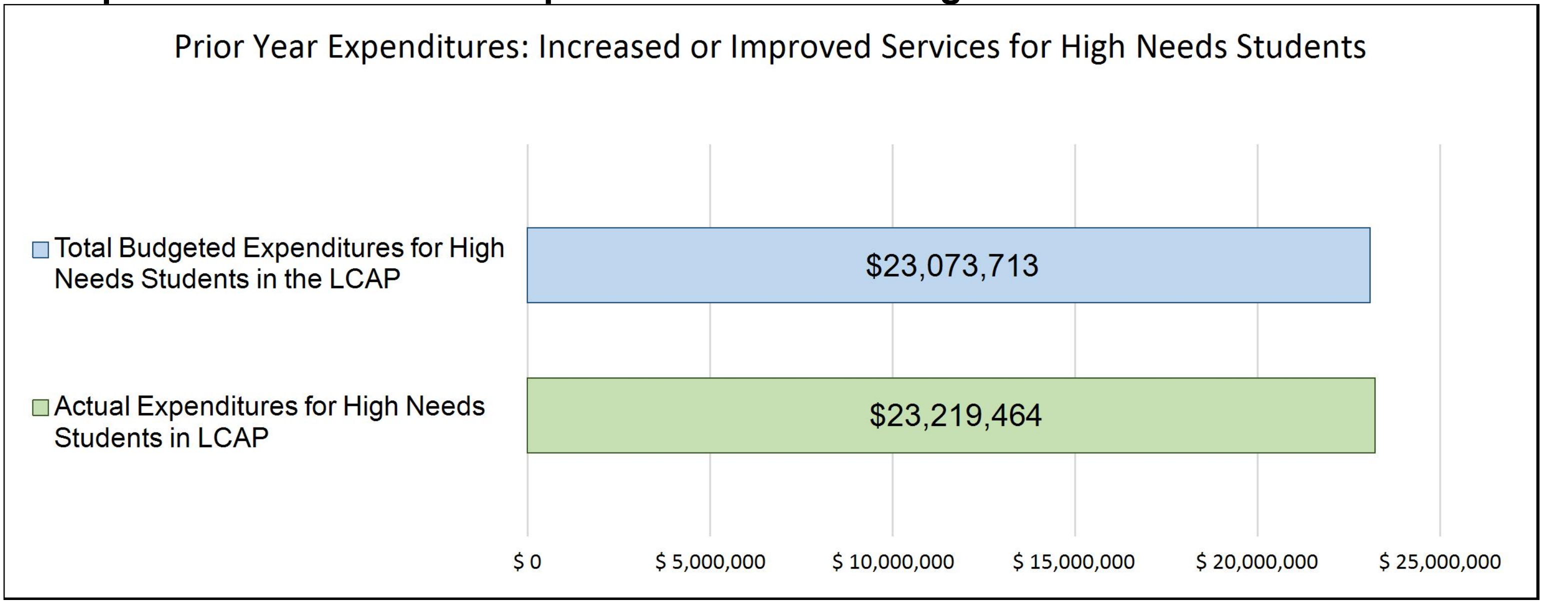
Not all of the district's General Fund spending is included in the Local Control and Accountability Plan (LCAP). Some costs, such as districtwide operational expenses, required savings (reserves), and services that are not directly connected to specific LCAP goals, are not counted in the LCAP totals. While these expenses are important for keeping schools running safely and responsibly, they are separate from the funding that directly supports the goals and actions outlined in the LCAP, which focus on improving student outcomes.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Kerman Unified School District is projecting it will receive $23,925,648 based on the enrollment of foster youth, English learner, and low-income students. Kerman Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Kerman Unified School District plans to spend $23,925,648 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 2025-26



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 2025-26, Kerman Unified School District's LCAP budgeted $23,073,713 for planned actions to increase or improve services for high needs students. Kerman Unified School District actually spent $23,219,464 for actions to increase or improve services for high needs students in 2025-26.

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 [2026-27]

General Information

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

Kerman Unified School District is located in the heart of the San Joaquin Valley, approximately 17 miles west of Fresno. The City of Kerman, incorporated in 1946, is situated 225 miles north of Los Angeles and 185 miles south of San Francisco. Kerman offers convenient access to major interstate highways, rail lines, and air transportation serving West Coast markets. As a family-oriented agricultural community, Kerman has become one of the fastest-growing communities in the Central Valley.

Established in 1983, Kerman Unified School District is governed by a five-member Board of Education and employs approximately 600 staff members. According to the California Dashboard, the district serves 5,358 students across eight schools. These include five TK–6 elementary schools—Kerman-Floyd Elementary School, Sun Empire Elementary School, Liberty Elementary School, Goldenrod Elementary School, and Harvest Elementary School; one 7–8 campus, Kerman Middle School; one comprehensive 9–12 campus, Kerman High School; one alternative 9–12 campus, Enterprise High School; and one 9–12 online program, Kerman Unified Online School. The district also operates a state preschool program serving approximately 120 students.

Student enrollment in Kerman Unified School District is composed of 89.4% Hispanic students, 5.8% White, 3.3% Asian, 0.3% African American, and 2.0% identifying as other ethnicities. Additionally, 88.4% of students are socioeconomically disadvantaged, 24.1% are English learners, 11.1% are students with disabilities, 3.0% are experiencing homelessness, and fewer than 0.3% are foster youth.

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

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

Reflections: Annual Performance

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

Kerman 2025 Successes:
Increase in academic achievement in Math and ELA.
Increase in Graduation Rate.
Increase in the College/Career Readiness rate measured by "prepared."
Improved School Attendance- Overall reduction in Chronic Absenteeism and increase in Attendance Rate.
Increase School Connectedness for students, specifically secondary students and parents (elementary and secondary).

Kerman 2025 Challenges:
English Learner (EL) students making progress towards English Language Proficiency.
Decreasing the percentage of LTEL students.
Maintain a strong focus on increasing academic performance in Math and ELA.

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

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

The Learning Recovery Block Grant (LREBG) funds are captured in the LCAP.
Kerman received LREBG funds as part of the 25-26 Budget Act:
The LEA will also received 1,565,764
-$615,182 unspent through 2025-26
-$475,291 for 26-27
-$475,291 for 27-28.

2026-2027 Needs (Based on Needs Assessment):
According to the needs assessment, Kerman High School students require additional learning time and targeted academic support in both English Language Arts (ELA) and Mathematics. Particular areas of need were identified among Students with Disabilities, English Learners, Long-Term English Learners (LTELs), and Socioeconomically Disadvantaged students. Students with Disabilities need enhanced support to improve achievement in both ELA and Math, while English Learners and LTELs require focused academic interventions and language acquisition support to strengthen their performance in these content areas. Additionally, Socioeconomically Disadvantaged students were identified as needing increased academic support, particularly in Mathematics. These findings highlight the need for expanded intervention opportunities, differentiated instruction, and additional learning time to improve academic outcomes and address achievement gaps among Kerman High School's highest-need student groups. Research shows that Learning Directors play a key role in identifying and addressing learning loss by analyzing student performance data and coordinating targeted interventions. These student groups will also receive attendance support, as consistent school attendance is critical to academic success and improving student outcomes. These findings highlight the need for expanded intervention opportunities, differentiated instruction, additional learning time, and attendance interventions to improve academic achievement and address achievement gaps among Kerman High School's highest-need student groups. They collaborate with teachers, families, and support staff to ensure students receive the academic and emotional support needed to recover and thrive. The Needs Assessment identifies the need for support to address learning loss and meet the specific needs of students.

LREBG-funded actions may be found in Goal 1, Action 5.
High School Learning Directors will implement evidence-based learning supports to accelerate student achievement in English Language Arts and Mathematics through diagnostic assessment, progress monitoring, individualized intervention planning, and collaboration with teachers to address unfinished learning. Learning Directors will also coordinate attendance interventions and connect students with appropriate academic and social-emotional supports to reduce barriers to learning. These services align with the Learning Recovery Emergency Block Grant allowable uses for accelerating progress to close learning gaps, providing additional academic services through diagnostic and progress monitoring assessments, and integrating evidence-based pupil supports to improve student outcomes.

LEA-wide state and local data were reviewed to determine where the greatest academic and attendance needs exist across the district.

State Assessments:
Based on the California Department of Education (CDE) Dashboard, Kerman High School has identified its LTELs as the lowest-performing student group in ELA. In addition, both ELs and LTELs are identified as student groups requiring additional support in academic areas.

ELA Local LEA Assessments:
Kerman High School demonstrates a significantly greater level of student need than the district overall (LEA). While the district saw a modest increase in students identified as High Risk (+2 percentage points, from 45% to 47%), Kerman High experienced a much larger increase of 13 percentage points, rising from 51% to 64% of students classified as High Risk. These results indicate that Kerman High has a substantially higher concentration of students requiring intensive academic support than the LEA overall and should be prioritized for targeted interventions and resource allocation.

Math Local Assessments:

Kerman High School continues to demonstrate substantially greater need in mathematics than the district overall (LEA). Although the district experienced a 3 percentage point increase in students identified as High Risk (from 60% to 63%), Kerman High remained at an exceptionally high level, increasing the percentage of students in the High Risk category. Both the district and Kerman High saw declines in the Some Risk category, reflecting movement of students into other performance levels; however, Kerman High continues to have a much larger proportion of students requiring intensive academic intervention. The data indicates that Kerman High's mathematics achievement remains a significant area of need and warrants continued targeted support.

Data identifies Homeless students, Students with Disabilities, English Learners, and Socioeconomically Disadvantaged students as student groups experiencing the highest levels of chronic absenteeism at Kerman High School. Compared with other schools in Kerman Unified School District, Kerman High School's overall chronic absenteeism rate of 24.7% is among the higher rates in the district. While chronic absenteeism remains a districtwide priority, the data indicate that Kerman High School experiences greater attendance challenges than most Kerman Unified schools, making targeted attendance supports essential for improving academic achievement.

Kerman High School was selected for the Learning Recovery Emergency Block Grant because both state Dashboard and local assessment data indicate that the school demonstrates greater academic need than the district overall. Kerman High has the highest concentration of students identified as High Risk in both ELA and Mathematics based on local assessments and serves student groups identified on the California School Dashboard as among the lowest performing, including Long-Term English Learners in ELA. Additionally, Kerman High experiences one of the highest rates of chronic absenteeism in the district. These combined state and local data support prioritizing Learning Recovery Emergency Grant resources at Kerman High School to maximize the impact of targeted academic and attendance interventions.

Additionally, Learning Recovery Emergency Grant funds are appropriate for Kerman High School because current high school students experienced significant disruptions to in-person instruction during the pandemic at a critical stage in their academic development. These disruptions resulted in unfinished learning that continues to affect students' success in grade-level coursework. Grant funds will enable high school Learning Directors to provide targeted academic interventions, progress monitoring, individualized learning plans, and collaboration with teachers to identify and address learning gaps. Through evidence-based support in Math, ELA, and Attendance, Learning Directors will accelerate learning to improve academic achievement.

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

To address the 2023 California Dashboard Indicators, our District continues to work through several lingering challenges, including:
Lowest Performance (Red) Dashboard indicators for a student group within the LEA:
*A dip in the overall graduation rate, especially for SWD (RED on the Dashboard)

*Academic achievement, especially in the area of ELA and Math for our Students with Disabilities (RED on the Dashboard), and Math for our homeless students (RED on the Dashboard)
*The number of students who graduate college/career-ready, especially for EL, homeless, and SWD (RED on the Dashboard)
*Suspension Rate for homeless students (RED on the Dashboard)

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

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

Reflections: Technical Assistance

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

KUSD qualified for Differentiated Assistance for Two Subgroups based on the 2025 Dashboard.

As part of the Differentiated Assistance process, Kerman Unified School District has continued to engage in ongoing collaboration with FCSS to examine student outcome data, identify areas of need, and support continuous improvement efforts. Through data analysis, root cause exploration, stakeholder engagement, and improvement planning discussions, the district and FCSS have worked together to identify English Learner outcomes at Kerman Unified Online School as a potential focus area for future Differentiated Assistance support.

Based on preliminary review and analysis, improving the English Language Development (ELD) program and its implementation at Kerman Unified Online School emerged as a significant opportunity to strengthen services and outcomes for English Learners. This focus area will guide continued inquiry and improvement planning efforts during the upcoming school year.

In August 2026, FCSS and district staff will engage in a structured technical assistance process designed to deepen understanding of the current ELD context and inform future improvement strategies. Planned activities include a review of the online school's English Learner population, including Long-Term English Learners (LTELs), and a comprehensive analysis of three years of student outcome data, including SBAC ELA performance, English Learner Progress Indicator (ELPI) growth, and reclassification rates. Student-level data will also be reviewed to identify trends, patterns, and potential areas of need.

Additional technical assistance will focus on examining assessment and progress-monitoring structures, including assessment windows, reporting cycles, Professional Learning Community (PLC) schedules, and current reclassification eligibility. FCSS will support the district in reviewing existing systems and practices to better understand how student progress is monitored and how data are used to inform instructional decision-making.

The collaborative process will also include development and refinement of improvement goals related to English Learner progress, including identification of measurable outcomes and indicators of success. To support capacity building and continuous improvement, FCSS will facilitate discussions regarding foundational districtwide ELD systems and practices, professional learning structures, instructional resources, and designated ELD implementation within the online school setting.

The district and FCSS teams will work together to identify, prioritize, and monitor key implementation strategies that have the greatest potential to improve outcomes for English Learners. Through ongoing consultation, reflection, and progress monitoring, the Differentiated Assistance process will continue to support the district's efforts to strengthen systems, build organizational capacity, and implement data-informed improvement strategies aligned with student needs.

1. Long-Term English Learners (LTELs)
-English Learner Progress Indicator (ELPI)
-Suspension Rate

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

Kerman Unified has implemented the following initiatives to address these subgroups:
*Continue to provide secondary programs with professional development and coaching focused on language acquisition specifically designed for LTELs (Action 4.2)
*Continued EL Improvement Team and designated ELD training for EL site leads (Action 4.1, 4.2, and 4.3)
*Continue with the 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	Meetings at each site are as follows: Harvest Elementary School: 2/18/26 Goldenrod Elementary School: 4/8/26 Kerman-Floyd Elementary School: 4/22/26 Sun Empire Elementary School: 4/22/26 Liberty Elementary School: 4/7/26 Kerman Middle School: 4/14/26 Kerman High School: 4/20/26 Enterprise High School: 4/8/26 (Equity Multiplier) Kerman Unified Online School: 4/8/26 (Equity Multiplier) District Meetings for Staff: 4/8/26 Topics Discussed: Attendance incentives, positive behavior supports, and academic achievement; after-school tutoring programs; professional development opportunities; technology resources; online educational support subscriptions; and additional planning days.
Principals	ALL Principals: 1/14/26, 2/18/26, 4/15/26 Elementary Principals: 2/11/26 Topics Discussed: Maintaining current technology resources; facility upkeep and improvements; professional development opportunities; and targeted intervention programs.
Administrators	1/14/26 2/18/26 4/15/26 Topics Discussed: Academic progress/CDE 2025 Dashboard Results, chronic absenteeism, suspension rates, social-emotional well-being

Educational Partner(s)	Process for Engagement
Other School Personnel	Harvest Elementary School: 2/24/26 Goldenrod Elementary School: 4/8/26 Kerman-Floyd Elementary School: 4/8/26, Sun Empire Elementary School: 4/22/26 Liberty Elementary School: 4/7/26 Kerman Middle School: 4/23/26 Kerman High School: 4/30/26 Enterprise High School: 4/2/26 Kerman Unified Online School: 4/2/26 Topics Discussed: Professional development for classified, technology, and supplemental programs
Local Bargaining Units	Kerman Unified Teachers' Association (KUTA): 2/4/26 Kerman Classified Association (CSEA): 4/8/26, 5/6/26 Topics Discussed: Professional development for classified staff; support for paraprofessional staff.
Parents	Harvest Elementary School: 3/6/26 Goldenrod Elementary School: 4/29/26 Kerman-Floyd Elementary School: 4/28/26 Sun Empire Elementary School: 4/21/26 Liberty Elementary School: 5/4/26 Kerman Middle School: 4/23/26 Kerman High School: 2/26/2026 Enterprise High School: 4/13/26 (Equity Multiplier) Kerman Unified Online School: 4/13/26 (Equity Multiplier) District Town Hall Meeting: 4/8/2026 (English 5:00pm & Spanish 5:30pm) Topics Discussed: Increased access to supplemental resources in SDC classes; expanded intervention supports and after-school tutoring opportunities; additional funding to support educational field trips and enrichment activities. LCAP Parent Survey: April 9, 2026 to April 15, 2026
Students	Kerman Middle School: 4/15/26 Kerman High School: 4/22/26 Enterprise High School: 4/10/26 Kerman Unified Online School: 4/9/26

Educational Partner(s)	Process for Engagement
	District Meeting (students were part of the PAC): 4/15/2026, 5/6/2026, 5/19/2026 (final DRAFT presented), Topics Discussed: incentives for good attendance (not just improvement), funds for student activities, educational field trips
PAC (includes secondary students)	Meeting #1: 4/15/26 Meeting #2: 5/6/26 Meeting #3/Final Meeting: 5/28/26 (final DRAFT presented) Topics Discussed: After-school tutoring, funding for field trips, chronic absenteeism, and social-emotional learning support, grading platform *There were NO questions for the superintendent, which would have been answered in writing as required.
DELAC	11/19/25 2/11/26 5/28/26- Final Draft Presented Topics Discussed: support for EL students in all academic areas. *There were NO questions for the superintendent, which would have been answered in writing as required.
Equity Multiplier Meetings	Kerman Online School: 4/8/26 (Equity Multiplier, Teachers & Staff), 4/8/26 (Equity Multiplier, Parents) Enterprise High School: 4/8/26 (Equity Multiplier, Teachers & Staff), 4/8/26 (Equity Multiplier, Parents) Topics Discussed: College and career readiness indicator opportunities, EL support, CTE courses, math support, LTEL support
SELPA Meetings	9/11/25 10/14/25 11/12/25 1/20/26 2/19/26 4/16/26 Topics Discussed: Compliance, Funding, Transportation, Upcoming Legislation, Private School Proportionate Share Assurance, Professional Development, SEIS/CALPAD/Compliance Reporting, Kerman Unified LEA Targeted Level 2 for Disproportionality, Targeted Level 3 for Disproportionality discussed with FCSS and District's case managers. District team to help with the CIM Plan for the 2026-2029 Cohort.

Educational Partner(s)	Process for Engagement
MIdYear Report Presented at the School Board Meeting	February 19, 2026 As per Board Senate Bill 114 (2023) added a requirement for LEAs to present a report on the annual update of the Local Control and Accountability Plan (LCAP) and the Budget Overview for Parents (BOP) on or before February 28 of each year at a regularly scheduled meeting of the governing board of the LEA.
Public Hearing	The Public Hearing, as per Ed. Code 52062 (b)(1) was held on June 9, 2026.
Public Comment	The Public Comment period was from June 9, 2026 through June 18, 2026, as per Ed. Code 52062 (a)(3). The Draft LCAP was available online (on the KUSD website) and in person at each school site and the District Office, as communicated to the community via Parent Square and social media.
Adoption by the Governing Board	June 18, 2026 - The final LCAP was approved by the KUSD governing board as per Ed. Code 52062 (b) (2)
Budget Adoption and Local Indicator Report to Governing Board	June 18, 2026 - as per Ed Code 52062 (b) (2) the LCAP must be adopted with the Annual Budget and Local Indicators Report

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

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

Goal 1: The District will provide a high-quality educational system emphasizing equity and access for all students, including all subgroups. To achieve this goal, highly qualified staff, up-to-date technology, and research-based educational programs will be implemented and maintained.
*Continue with supplemental materials/supplies/subscriptions to support ELA, math, access to the state standards. Educational partners strongly recommended that TeachTown be used as a supplemental program. (Teachers)
*Staff emphasized the importance of ongoing professional learning, including continued training for teachers to effectively implement the newly adopted math curriculum. (Teachers)
*There is also a need to provide targeted professional development for classified paraprofessionals, aligned with identified needs from recent survey feedback. (Staff)
*Parents highlighted the value of sustained academic support for students and encouraged the continuation of both in-school interventions and after-school tutoring programs to support diverse learning needs. (DELAC)

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

*Continue to provide curriculum and professional development for counselors. (Staff)
*Continue MTSS framework development for both academics and SEL. (Teachers, DELAC, Parents)
*Maintaining District facilities. (Staff)
*Continue providing funding for field trips and offering more secondary field trips to colleges and universities on a rotation. (PAC, Students, Staff)

Goal 3: All parents will have access to resources, services, workshops, and training. Parents will have opportunities to provide input in decision-making practices at both the district and school site levels, especially parents of English Learners, Low Income, Special Education, and Foster Youth students.
*Continue Parent Training sessions in partnership with Success Together. Parents appreciating the family learning labs offered. (Parents)
*Continue with parent volunteer opportunities at field trips and school activities and events. (PAC, Parents)

Goal 4: Within three years, the percentage of newcomer EL students who improve at least two levels or reach level 4 on the summative ELPAC will increase by 6%, the percentage of LTEL students in Kerman Unified will decrease by 6%, and English learners will progress toward grade level proficiency as measured by the SBAC ELA and Math assessments.
*Practicing for Success: ELPAC Essentials—a research-based, standards-aligned program—will be implemented in grades K–8. The program is designed to support English learners (ELs) in developing proficiency across the four assessed domains. (DELAC, Teachers).
*Continue newcomer support - Maintain intervention teachers at each site. (Staff, DELAC)
*Continue LTEL professional development and program support. (Staff, DELAC)

Goal 5 (Equity Multiplier Goal): Within three years, all Hispanic and low-income students at Kerman Unified Online and Enterprise High School sites will increase their postsecondary readiness as measured by the California College and Career metric and graduation rate on the dashboard.
*Continue to fund the College/Career Counselors at KUOS and EHS. (Staff)
*Field trips to colleges and universities that are not local. (PAC, Students)

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

Summary:
-Parents expressed appreciation for current investments in after-school tutoring, intervention teachers, student incentives, field trips, and facility improvements. They also recommended expanding college field trip opportunities, providing more hands-on supplemental materials for Special Education classrooms.
-Staff emphasized the need for increased professional development for the newly adopted Math curriculum tailored to teachers' needs, along with more dedicated grade level (elementary) and department (secondary) planning time. They also supported continued investments in facility improvements, upgraded classroom furniture, and student incentives that promote academic achievement, positive behavior, and

participation in state assessments. Teachers voiced strong concerns regarding the implementation of Practicing for Success: ELPAC Essentials, a research-based, standards-aligned program designed for grades K–8.
-Students voiced strong support for maintaining incentives tied to attendance, academic success, testing, and positive behavior, as well as continued funding for student activities such as assemblies, rallies, activity days, etc. They also expressed interest in more educational and engaging field trips that are closely connected to classroom learning and visits to colleges and universities.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately assigned teachers who are not on PIP/STSP, as reported by the KUSD HR Department, and the percentage of teachers with CLEAR credentials, as reported by TAMO	6 teachers on PIP/STSP out of 249 teachers Data Year: 2023-2024 Data Source: HR Department	4 teachers on PIP/STSP out of 258 teachers Data Year: 2024-2025 Data Source: HR Department	2 teachers on PIP/STSP out of 251 teachers Data Year: 2025-2026 Data Source: HR Department	No teachers on PIP/STSP. 96% of teaching with CLEAR credentials	1.62% improvement from baseline for teachers in PIP/STSP 1.7% improvement in percent of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Percent of teachers with CLEAR credentials: 86.9% Data Source: Teaching Assignment Monitoring Outcomes by FTE (TAMO) Data Year: 2023 Dashboard	Percent of teachers with CLEAR credentials: 87.3% Data Source: Teaching Assignment Monitoring Outcomes by FTE (TAMO) Data Year: 2024 Dashboard	Percent of teachers with CLEAR credentials: 88.6% Data Source: Teaching Assignment Monitoring Outcomes by FTE (TAMO) Data Year: 2025 Dashboard		teachers with CLEAR credentials
1.2	Access to standards aligned instructional materials	100% of classes have sufficient instructional materials Data Year: 2023-2024 (for the 2022-2023 school year) Data Source: SARC	100% of classes have sufficient instructional materials Data Year: 2024-2025 (for the 2023-2024 school year) Data Source: SARC	100% of classes have sufficient instructional materials Data Year: 2025-2026 (for the 2024-2025 school year) Data Source: SARC	100% of classes have sufficient instructional materials	No change from baseline
1.3	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	State Standards are implemented in 100% of classrooms. 100% of the classes with EL students have access to the State Standards, including the ELD standards Data Year: 2023-2024 Data Source: State Reflection Tool	State Standards are implemented in 100% of classrooms. 100% of the classes with EL students have access to the State Standards, including the ELD standards	State Standards are implemented in 100% of classrooms. 100% of the classes with EL students have access to the State Standards, including the ELD standards	State Standards are implemented in 100% of classrooms. 100% of the classes with EL students have access to the State Standards, including the ELD standards	No change from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Year: 2024-2025 Data Source: State Reflection Tool	Data Year: 2025-2026 Data Source: State Reflection Tool		
1.4	SBAC ELA Distance from Standard	ALL: 24.6 points below standard EL: 54.9 points below standard LTEL: No Data for 2023 LI: 30.9 points below standard FY: NA SWD: 101.8 points below standard Homeless: 61.2 points below standard Data Year: 2023 Data Source: California Dashboard Distance from Standard	ALL: 26.7 points below standard EL: 54.9 points below standard LTEL: 96.5 points below standard LI: 32.1 points below standard FY: NA SWD: 94.2 points below standard Homeless: 68.4 points below standard Data Year: 2024 Data Source: California Dashboard Distance from Standard	ALL: 23.9 points below standard EL: 53.1 points below standard LTEL: 109.1 points below standard LI: 30 points below standard FY: NA SWD: 91.7 points below standard Homeless: 89.5 points below standard Data Year: 2025 Data Source: California Dashboard Distance from Standard	ALL: 14.6 points below standard EL: 44.9 points below standard LTEL: 75 points below standard LI: 20.9 points below standard SWD: 91.8 points below standard Homeless: 51.2 points below standard	ALL: 0.7 points closer to the standard EL: 1.8 points closer to the standard LTEL: N/A LI: 0.9 points closer to the standard FY: NA SWD: 10.1 points closer to standard Homeless: 28.3 points further from the standard
1.5	SBAC Math Distance from Standard	ALL: 70.6 points below standard EL: 87.3 points below standard LTEL: No Data for 2023 LI: 76.8 points below standard FY: NA SWD: 133.6 points below standard	ALL: 66.8 points below standard EL: 87.5 points below standard LTEL: 150.5 points below standard LI: 72.5 points below standard FY: NA	ALL: 59.9 points below standard EL: 83.2 points below standard LTEL: 163.9 points below standard LI: 65.9 points below standard FY: NA	ALL: 60.6 points below standard EL: 77.3 points below standard LTEL: 120 points below standard LI: 66.8 points below standard	ALL: 10.7 points closer to the standard EL: 4.1 points further from standard LTEL: N/A LI: 10.9 points closer to the standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: 99.1 points below standard Data Year: 2023 Data Source: California Dashboard Distance from Standard	SWD: 121.2 points below standard Homeless: 100.8 points below standard Data Year: 2024 Data Source: California Dashboard Distance from Standard	SWD: 124.7 points below standard Homeless: 125.2 points below standard Data Year: 2025 Data Source: California Dashboard Distance from Standard	SWD: 123.6 points below standard Homeless: 89.1 points below standard	FY: NA SWD: 8.9 points closer to the standard Homeless: 26.1 points further from the standard
1.6	CAST statewide assessment for all, EL, LI, FY, SWD, and homeless students as measured by percent proficient	All: 17.45% EL: 1.08% LI: 16.53% FY: Not enough students SWD: 2.08% Homeless: 12.73% Data Year: 2022-2023 Data Source: Dataquest	All: 18.57% EL: 0.36% LI: 16.74% FY: Not enough students SWD: 3.06% Homeless: 10.34% Data Year: 2023-2024 Data Source: Dataquest	All: 21.39% EL: 0.40% LI: 19.52% FY: Not enough students SWD: 3.03% Homeless: 6.25% Data Year: 2024-2025 Data Source: Dataquest/CAASPP	All: 27% EL: 10% LI: 26% FY: Not enough students SWD: 12% Homeless: 22%	All: 3.94% improvement EL: 0.68% decrease LI: 2.99% improvement FY: Not enough students SWD: 0.95% improvement Homeless: 6.48% decrease
1.7	% of students scoring "ready" or higher on the ELA EAP.	56.13% Data Year: 2022-2023 Data Source: Dataquest	55.73% Data Year: 2023-2024 Data Source: Dataquest	41.27% Data Year: 2024-2025 Data Source: Dataquest/CAASPP	66%	14.86% decrease
1.8	% of students scoring "ready" or higher on the Math EAP	14.96% Data Year: 2022-2023 Data Source: Dataquest	27.90% Data Year: 2023-2024	26.88% Data Year: 2024-2025	25%	11.92% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: Dataquest	Data Source: Dataquest/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: 2022-2023 Data Source: CDE/DataQuest	All students: 38.5% EL: 17% LI: 37.6% Foster Youth: Under 15 students SWD: 11.4% Homeless: 18.8% Data Year: 2023-2024 Data Source: CDE/DataQuest	All students:42.6% EL: 14.2% LI: 41.3% Foster Youth: under 15 students SWD: 13.7% Homeless: 15.4% Data Year: 2024-2025 Data Source: CDE/Dataquest	All students: 50% EL: 14.% LI: 48% Foster Youth: Under 15 students SWD: 16% Homeless: 15%	All students: 2.6% increase EL: 10.5% increase LI: 3.3% increase Foster Youth: Under 15 students SWD: 7.3% increase Homeless: 4.7% increase
1.10	CTE pathway completion rate for all, EL, LI, FY, SWD, and homeless students.	All students: 36.8% EL: 17.6% LI: 36.9% FY: not enough students SWD: 23.4% Homeless: 5.2% Data Year: 2022-2023 Data Source: CalPads	All students: 32.3% EL: 24.7% LI: 31.9% FY: not enough students SWD: 18.2% Homeless: 12.5% Data Year: 2023-2024 Data Source: CalPads/Dashboard	All students: 33.3% EL: 15.8% LI: 31.3% FY: not enough students SWD: 25% Homeless: 0% Data Year: 2024-2025 Data Source: CalPads/Dashboard	All students: 47% EL: 28% LI: 47% FY: not enough students SWD: 33% Homeless: 8%	All students: 3.5% decrease EL: 1.8% decrease LI: 5.6% decrease FY: not enough students SWD: 1.6% increase Homeless: 5.2% decrease
1.11	A-G and CTE completion rate for all, EL, LI, SWD, and homeless students.	All students: 19.8% EL: 2.9% LI: 16% SWD: 5.1% Homeless: 0% Data Year: 2022-2023	All students: 14.7% EL: 6.0% LI: 14.4% SWD: 4.5% Homeless: 9.4%	All students: 13.3% EL: 5.3% LI: 12.1 % SWD: 3.9 % Homeless: 0%	All students: 25% EL:10% LI: 20% SWD: 10% Homeless: 5%	All students: 6.5% decrease EL: 2.4% increase LI: 3.9% decrease SWD: 1.2% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: CalPads	Data Year: 2023-2024 Data Source: CalPads/Dashboard	Data Year: 2024-2025 Data Source: CalPads/Dashboard		Homeless: No change
1.12	% of pupils scoring 3 or higher on the AP exam	57.8% of the pupils scored three or higher on the AP exam Data Year: 2022-2023 Data Source: College Board	44.44% of the pupils scored three or higher on the AP exam Data Year: 2023-2024 Data Source: College Board	42.9% of the pupils scored three or higher on the AP exam Data Year: 2024-2025 Data Source: College Board	65% of the pupils scored three or higher on the AP exam	14.9% decrease
1.13	Middle school dropout rate for all, EL, LI, FY, SWD, and homeless students.	All students: 0% EL: 0% LI: 0% SWD: 0% Homeless: 0% Data Year: 2022-2023 Data Source: Calpads	All students: 0% EL: 0% LI: 0% SWD: 0% Homeless: 0% Data Year: 2023-2024 Data Source: Calpads	All students: 0% EL: 0% LI: 0% SWD: 0% Homeless: 0% Data Year: 2024-2025 Data Source: Calpads	All students: 0% EL: 0% LI: 0% SWD: 0% Homeless: 0%	No change from baseline
1.14	High school dropout rate for all, EL, LI, FY, SWD, and homeless students.	All students: 0.6% EL: 1.1% LI: 0.7% SWD: 0.6% Homeless: 2.5% Data Year: 2022-2023 Data Source: Calpads	All students: 0.7% EL: 2.0% LI: 0.8% SWD: 0.6% Homeless: 1.2% Data Year: 2023-2024 Data Source: Calpads	All students: 0.01% EL: 0.43% LI: 0% SWD: 0% Homeless: 0% Data Year: 2024-2025 Data Source: Calpads	All Students: less than 0.5% EL: less than 1.0% LI: less than 0.5% SWD: less than 0.5% Homeless: less than 1.0%	All students: 0.59% decrease EL: 0.67% decrease LI: 0.7% decrease SWD: 0.6% decrease Homeless: 2.5% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	High school graduation rate for all, EL, LI, FY, SWD, and homeless students.	All students: 89.7% LI: 90.0% EL: 72.5% Foster Youth: under 15 students Students with Disabilities: 51.0% Homeless: 83.3% Data Year: 2023 Data Source: California Dashboard	All students: 91.4% LI: 91.1% EL: 82% Foster Youth: under 15 students Students with Disabilities: 65.9% Homeless: 75% Data Year: 2024 Data Source: California Dashboard	All students: 93.5% LI: 93.4% EL: 89.4% Foster Youth: under 15 students Students with Disabilities: 68.6% Homeless: 88.5% Data Year: 2025 Data Source: California Dashboard	All students: 95% LI: 95.0% EL: 80.5% Foster Youth: under 15 students Students with Disabilities: 55.0% Homeless: 88%	All students: 3.8% increase LI: 3.4% increase EL: 9.5% increase Foster Youth: under 15 students Students with Disabilities: 17.6% increase Homeless: 5.2% increase
1.16	College/Career Readiness rate for all, EL, LI, FY, SWD, and homeless students as measured by percent "prepared".	All students: 35% EL:1.8% LI: 34.8% Foster Youth: under 15 students SWD: 2% Homeless Students: 6.7% Data Year: 2023 Data Source: California Dashboard	All students: 40.9% EL:17.5% LI: 34.8% Foster Youth: under 15 students SWD: 7.5% Homeless Students: 13.8% Data Year: 2024 Data Source: California Dashboard	All students: 46% EL:17.6% LI: 44.9% Foster Youth: under 15 students SWD: 16.7% Homeless Students: 8.5% Data Year: 2025 Data Source: California Dashboard	All students: 45% EL:12% LI: 45% Foster Youth: under 15 students SWD: 12% Homeless Students: 17%	All students: 11.0% increase EL:15.8% increase LI: 10.1% increase Foster Youth: under 15 students SWD: 14.7% increase Homeless Students: 1.8% increase
1.17	SBAC ELA Distance from Standard for SWD at Goldenrod Elementary School and Kerman Floyd Elementary School	Goldenrod Elementary School All students: 32 points below standard SWD: 124.8 points below standard Kerman-Floyd Elementary School	Goldenrod Elementary School All students: 24.5 points below standard SWD: 90.6 points below standard	Goldenrod Elementary School All students: 18.4 points below standard SWD: 75.7 points below standard	Goldenrod Elementary School All: 20 points below standard SWD: 114.8 below standard Kerman-Floyd Elementary School	Goldenrod Elementary School All students: 13.6 points closer to standard SWD: 49.1 points closer to standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All: 49.3 points below standard SWD: 108.2 points below standard Data Year: 2023 Data Source: California Dashboard Distance from Standard	Kerman-Floyd Elementary School All: 42.2 points below standard SWD: 106.5 points below standard Data Year: 2024 Data Source: California Dashboard Distance from Standard	Kerman-Floyd Elementary School All: 28 points below standard SWD: 103.4 points below standard Data Year: 2025 Data Source: California Dashboard Distance from Standard	All: 35 points below standard SWD: 98.2 below standard	Kerman-Floyd Elementary School All: 21.3 points closer to standard SWD: 4.8 points closer to standard
1.18	SBAC Math Distance from Standard at Kerman-Floyd Elementary School, Sun Empire Elementary School, Kerman Middle School, and Kerman High School	Kerman-Floyd Elementary School All students: 68.2 points below standard SWD: 113.6 points below standard Sun Empire Elementary School All students: 32.6 points below standard SWD: 105.5 points below standard Kerman Middle School All students: 78.5 points below standard SWD: 145.7 points below standard Kerman High School All students: 101.7 points below standard	Kerman-Floyd Elementary School All students: 64 points below standard SWD: 124.5 points below standard Sun Empire All students: 36.2 points standard SWD: 75 points below standard Kerman Middle School All students: 73.8 points below standard SWD: 141.3 points below standard	Kerman-Floyd Elementary School All students: 53.8 points below standard SWD: 119 points below standard Sun Empire All students: 36.3 points below standard SWD: 91 points below standard Kerman Middle School All students: 75.9 points below standard SWD: 157.5 points below standard	Kerman-Floyd Elementary School All students: 58.2 points below standard SWD: 112.6 Sun Empire Elementary School All students: 22 points below standard SWD: 65 point below standard Kerman Middle School All students: 68.5 points below standard SWD: 135.7	Kerman-Floyd Elementary School All students: 14.4 points closer to standard SWD: 5.4 points further from standard Sun Empire Elementary School All students: 3.7 points further from standard SWD: 14.5 points closer to standard Kerman Middle School All students: 2.6 points closer to standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 192.9 points below standard Data Year: 2023 Data Source: California Dashboard Distance from Standard	Kerman High School All students: 110.6 points below standard SWD: 117.4 points below standard Data Year: 2024 Data Source: California Dashboard Distance from Standard	Kerman High School All students: 81.7 points below standard SWD: 178.9 points below standard Data Year: 2025 Data Source: California Dashboard Distance from Standard	Kerman High School All students: 91.7 points below standard SWD: 182.9	SWD: 11.8 points further from standard Kerman High School All students: 20.0 closer to the standard SWD: 14.0 points closer to the standard
1.19	College/Career Readiness rate for SWD, EL and Homeless students at Kerman High School as measured by percent "prepared".	Kerman High School All students: 43.5% prepared SWD: 2.6% prepared EL: 2.9% prepared Homeless: 5.9% prepared Data Year: 2023 Data Source: California Dashboard	Kerman High School All students: 53.3% prepared SWD: 12% prepared EL: 23.1% prepared Homeless: 25% prepared Data Year: 2024 Data Source: California Dashboard	Kerman High School All students: 54.4% prepared SWD: 19.5% prepared EL: 22.2% prepared Homeless: 9.1% prepared Data Year: 2025 Data Source: California Dashboard	Kerman High School All students: 33.5% prepared SWD: 13% prepared EL: 13% prepared Homeless: 30% prepared	Kerman High School All students: 10.9% increase SWD: 16.9% increase EL: 19.3% increase Homeless: 3.2% increase
1.20	Graduation Rate for KHS for SWD.	All students: 92.6% SWD: 59% Data Year: 2023 Data Source: California Dashboard	All students: 95.1% SWD: 69.2% Data Year: 2024 Data Source: California Dashboard	All students: 95.5% SWD: 68.3% Data Year: 2025 Data Source: California Dashboard	All students: 97% SWD: 75%	All students: 2.9% increase SWD: 9.3% increase

Goal Analysis [2025-26]

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

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

Action 1.1- Kerman Unified fully implemented Action 1.1 as planned. The district provided certified, classified, and administrative staff to support student achievement, ensuring properly credentialed certificated staff with no misassignments or vacancies, locally certified classified staff, support teachers for new teachers during their first two years, and participation in the CASC program for new administrators. There were no substantive differences between the planned action and the actual implementation. Successes for this action included progress in reducing the number of teachers on PIP/STSP and improvements in the percentage of teachers with CLEAR credentials. No challenges were noted for this action.

Action 1.2- Kerman Unified fully implemented Action 1.2 as planned. The district provided certified, classified, and other administrative staff to support student achievement for English Learners, Long-Term English Learners, Foster Youth, and Low-Income students through additional targeted instruction and intervention. A substantive difference in the implementation of this action was experienced with bilingual tutor positions, as the district faced turnover and challenges in filling open vacancies throughout the year. Successes for this action included the positive impact of the Behavior Analyst, campus liaisons, and counselors, as well as an increase in the A-G completion rate for all, EL, LI, FY, SWD, and homeless students. A challenge experienced with this action was the ongoing difficulty with recruitment and retention of bilingual staff.

Action 1.3- Kerman Unified fully implemented Action 1.3 as planned. The district provided professional development training, books, supplies, and materials for staff to support the implementation of new adoption materials. Ongoing professional development was provided for core content areas, including designated and integrated ELD training for staff and paraprofessionals. The district continued its partnerships with organizations such as the San Joaquin Valley Mathematics Project for Cognitive Guided Instruction (CGI), Thinking Maps, English Learner Group, and Kagan for certificated staff. Tutors were also encouraged to attend the MTSS Symposium. There were no substantive differences between the planned action and the actual implementation. Successes for this action included positive feedback from staff on specific professional development offerings, such as CGI, Kagan, and ELD training. Additionally, the MTSS Symposium proved effective for paraprofessionals, as the participation rate increased from previous years. No challenges were noted for this action.

Action 1.4- Kerman Unified fully implemented Action 1.4 as planned. The district provided all students with instructional books, supplies, materials, textbooks, and technology devices to support student learning. Technology systems, infrastructure, networks, and software were maintained and supported to ensure that students and employees had access to adequate technology to increase student engagement and achievement. All purchases were aligned with and supported the implementation of the State Standards. There were no substantive differences between the planned action and the actual implementation. Successes for this action included all students having access to standards-aligned instructional materials and successful technology upgrades and infrastructure improvements across the district. No challenges were noted for this action.

Action 1.5- Kerman Unified partially implemented Action 1.5. The district allocated funds to support ELA and Math instruction through after-school tutoring by teachers and bilingual tutors, professional collaboration outside of contracted hours, data analysis, progress monitoring of intervention programs, and the purchase of intervention and supplemental materials, supplies, subscriptions, and technology-based supplemental instructional programs. Transportation was also provided for students attending after-school programs. LREBG-funded supports, including the Kerman Floyd counselor, Secondary Transfer Counselor, Learning Directors, and Kerman Online School support in ELA and Math, were implemented as planned. A substantive difference in the implementation of this action was that not all part-time intervention teacher and part-time newcomer teacher positions were filled at the beginning of the school year due to challenges with recruitment to fill these part-time positions. Successes for this action included the effectiveness of the Secondary Transfer Counselor and Learning Directors, which contributed to an increase in the College/Career Readiness rate for all, EL, LI, FY, and homeless students as measured by the percent "prepared." A challenge experienced with this action was the ongoing difficulty with recruiting part-time intervention teachers at the elementary sites.

Action 1.6- Kerman Unified fully implemented Action 1.6 as planned. The district provided support for middle and high school ROP/CTE courses through supplemental materials and supplies, professional development, and educational field trips to enhance student learning and career readiness. New course offerings were made available to high school students, including Introduction to Firefighting, Introduction to Music Production, Introduction to Videography, ROP Music Production, and ROP Videography. There were no substantive differences between the planned action and the actual implementation. Successes for this action included strong student enrollment and interest in the new CTE course offerings, such as Firefighting, Music Production, and Videography. Additionally, the district made meaningful progress in addressing the RED indicators for EL and Homeless students in College/Career readiness, as evidenced by an increase in the College/Career Readiness rate for EL and Homeless students at Kerman High School as measured by the percent "prepared." No challenges were noted for this action.

Action 1.7- Kerman Unified fully implemented Action 1.7 as planned. The district provided specialized and targeted support to students with disabilities as outlined in their Individualized Education Plans (IEPs). All students with an IEP had access to specialized academic instruction and other designated instructional services to ensure equity and access to district programming and a free appropriate public education. The district increased collaboration between Special Education and General Education teachers through LRE PLCs, provided professional development and coaching for Special Education tutors, and worked toward adopting a more rigorous curriculum for SWD. There were no substantive differences between the planned action and the actual implementation. Successes for this action included progress in improving ELA and Math scores for SWD on the SBAC at the LEA level, with SWD scoring 10.1 points closer to standard in ELA and 8.9 points closer to standard in Math. At the site level, Goldenrod SWD scored 49.1 points closer to standard in ELA, and Kerman-Floyd SWD scored 4.8 points closer to standard in ELA. In Math, Kerman-Floyd SWD scored 14.4 points closer to standard, Sun Empire SWD scored 14.5 points closer to standard, and Kerman High School SWD scored 20.0 points closer to standard. A challenge experienced with this action was that Kerman Middle School SWD did not make progress on the Math SBAC, scoring 11.8 points further from standard.

Overall SUCCESSES for Goal One:
Kerman Unified demonstrated strong overall progress across LCAP actions, showing improvements in staffing stability, student outcomes, instruction, and program access. The district maintained a fully staffed workforce/full-time teachers with no misassignments or vacancies, reduced teachers on PIP/STSP, and increased CLEAR credential attainment (Action 1.1). Student groups, including English Learners, Low-Income, Foster Youth, Students with Disabilities, and Homeless students, showed improved outcomes through higher A–G completion rates and increased College and Career Readiness, supported by targeted interventions and student support services such as counselors, Behavior Analysts, campus liaisons, and Learning Directors (Actions 1.2 and 1.5). Professional development was positively received, particularly CGI, Kagan, and ELD training, with increased participation in MTSS opportunities (Action 1.3), and all students maintained

equitable access to instructional materials and updated technology infrastructure (Action 1.4). In addition, CTE pathways expanded successfully with strong enrollment in new courses like Firefighting, Music Production, and Videography, further supporting College and Career readiness—especially for English Learners and Homeless students (Action 1.6). Students with disabilities also demonstrated academic growth in SBAC ELA and Math across multiple sites, indicating continued progress toward state standards (Action 1.7).

Overall CHALLENGES for Goal One:
The district experienced ongoing challenges related to staffing and recruitment, particularly in securing and retaining bilingual tutors and filling part-time intervention and newcomer teacher positions. These shortages contributed to limited or delayed service coverage in some intervention programs, especially earlier in the school year, resulting in inconsistent staffing for targeted supports. In addition, while most sites demonstrated academic gains for students with disabilities, Kerman Middle School showed a decline in Math SBAC performance, indicating a site-specific area for continued focus and improvement.

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.

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

Action 1.2- There was no material difference observed between the budgeted amount and the actual expenditures for Action 1.2.

Action 1.3- There was no material difference observed between the budgeted amount and the actual expenditures for Action 1.3.

Action 1.4- There was no material difference observed between the budgeted amount and the actual expenditures for Action 1.4.

Action 1.5- There was no material difference observed between the budgeted amount and the actual expenditures for Action 1.5.

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

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

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

Action 1.1- Action 1.1 has been moderately effective in making progress toward Goal 1. The district's investment in ensuring properly credentialed certificated and classified staff has yielded steady, measurable gains. Overall, Action 1.1 is making steady progress toward Goal 1 by maintaining foundational conditions of learning while gradually improving teacher credentialing. The action is effective in sustaining baseline performance on instructional materials and standards implementation, and moderately effective in advancing credentialing outcomes.

Action 1.2- Action 1.2 has demonstrated varied levels of effectiveness across the aligned metrics and student groups. The action has been most effective in several key areas, including College and Career Readiness, where strong gains were observed for All students (+11.0%), English Learners (EL) (+15.8%), Low-Income (LI) students (+10.1%), and Students with Disabilities (SWD) (+14.7%). Similarly, Chronic Absenteeism showed notable improvement, with reductions for All students (+4.3%), EL (+4.0%), LI (+4.8%), Foster Youth (FY) (+14.8%), and Homeless students (+11.4%). Positive trends were also evident in MySAEBRS outcomes, with increases for All students (+3%), EL (+2%), LI (+4%), and especially Homeless students (+26.01%). Graduation rates improved across multiple groups, including All students (+3.8%), EL (+9.5%), LI (+3.4%), SWD (+17.6%), and Homeless students (+5.2%), while High School Dropout Rates decreased across all reported groups. However, the action has been less effective or ineffective in other areas. In SBAC ELA, Homeless students moved 28.5 points further from the standard, and gains for LI students were minimal at just 0.9 points. In SBAC Math, EL students declined slightly, moving 0.2 points further from the standard, while Homeless students experienced a significant decline of 26.1 points. Suspension rates also increased for several groups, including All students (+0.4%), EL students (+1.1%), and LI students (+0.3%), indicating a need for closer examination of behavioral supports. Data limitations further complicate the analysis, as Long-Term English Learner (LTEL) data is largely unavailable or not disaggregated across most metrics, making it difficult to assess the action's effectiveness for this subgroup. Where LTEL data is available, particularly in SBAC ELA and Math, it highlights substantial academic gaps requiring urgent attention. Additionally, Foster Youth data is often unavailable due to small sample sizes. Moving forward, the district will continue strengthening targeted academic interventions, particularly for EL students in Math, Homeless students in both ELA and Math, and LTEL students across all academic areas. The observed increase in suspension rates among EL and LI students suggests a need to review and enhance behavioral support strategies. Furthermore, the district will improve data disaggregation for LTEL students in areas such as suspension rates, chronic absenteeism, and MySAEBRS in future reporting cycles to ensure that this vulnerable subgroup is effectively monitored and supported.

Action 1.3- Action 1.3 has demonstrated mixed effectiveness in making progress toward Goal 1. The district's investment in professional development—including CGI training, integrated ELD strategies, MTSS Symposium, Thinking Maps, and Kagan Structures—has supported instructional capacity and standards implementation, though the impact on student academic outcomes varies. Overall, Action 1.3 is effective in maintaining standards implementation (Metric 1.3) and in supporting math gains for All Students, LI, and SWD (Metric 1.5), likely due to CGI training and instructional coaching. However, the action has been less effective in producing ELA gains across most student groups (Metric 1.4), and ineffective in addressing the academic needs of Homeless students in both ELA and Math. The district's decision to discontinue BetterLesson for paraprofessionals and elevate sessions at the MTSS Symposium reflects a responsive approach to educational partner feedback. Moving forward, professional development will be refined to better address ELA instruction and to incorporate strategies that specifically support EL students in math and Homeless students across content areas.

Action 1.4- Action 1.4 has been effective in making progress toward Goal 1 by maintaining the foundational conditions necessary for high-quality instruction. Overall, Action 1.4 is performing as intended. The district remains current with technology and instructional materials across all sites, as demonstrated by successful WASC and Williams visits. This action provides the essential infrastructure upon which other Goal 1 actions depend, and its continued effectiveness is critical to sustaining progress across all metrics.

Action 1.5- Action 1.5 has demonstrated effectiveness in improving Math outcomes for All Students and LI students but has been ineffective or highly ineffective for EL and Homeless students in Math. In ELA, the action has produced only minimal gains across all measured groups. Given that this action specifically targets the RED indicator for Homeless students in Math at the LEA level, the 26.1-point regression for this group is a significant concern that warrants immediate attention and a re-evaluation of the strategies being employed. Similarly, the lack of progress for EL students in Math suggests that current interventions are not meeting the linguistic and academic needs of this population in mathematics. The district will consider more targeted, differentiated math interventions for both EL and Homeless student groups, as well as

examining whether barriers such as housing instability, inconsistent attendance, or language accessibility are limiting the effectiveness of the current supports.
Effectiveness regarding LREBG funds- Action 1.5 has demonstrated effectiveness in making progress toward Goal 1 for several student groups, particularly SWD in ELA and Math, and EL students in A-G completion. However, the action has been ineffective for Homeless students in both ELA and Math, and for LI students in A-G and CTE completion. The district will continue to refine its approach, particularly by strengthening targeted supports for Homeless and LI students, while maintaining the strategies that have proven effective for SWD and EL students.

Action 1.6- Action 1.6 has demonstrated strong overall effectiveness in advancing progress toward Goal 1, particularly in the area of College and Career Readiness as measured by the College/Career Indicator (CCI) at both the LEA level (Metric 1.16) and at Kerman High School (Metric 1.19). The most notable gains have been observed among English Learner (EL) students, who showed a 15.8% increase at the LEA level and an even higher 19.3% increase at Kerman High School. These results directly address the RED indicators identified on the 2023 Dashboard and suggest that the combination of strategies—including supplemental CTE/ROP materials, professional development for counselors, middle school CTE exploration courses, educational field trips, and the aligned counselor supports from Action 1.2—are working together to produce meaningful and measurable improvements for EL students. All students also demonstrated strong progress, with gains of 11.0% at the LEA level and 10.9% at Kerman High School, with the LEA-level outcome already surpassing the Year 3 target. Despite these successes, some areas require continued attention. Homeless students experienced positive but comparatively modest gains, with increases of 1.8% at the LEA level and 3.2% at Kerman High School. While this upward trend is encouraging, the pace of improvement is significantly lower than that of EL students and the overall student population. Given that Homeless students were also identified as a RED indicator group on the 2023 Dashboard for College and Career Readiness, the district should consider strengthening individualized supports for this group. This may include more frequent and targeted counseling focused on postsecondary planning, priority access to CTE pathways, additional educational field trip opportunities with structured follow-up activities, and stronger coordination between school counselors and the Child Welfare and Attendance Officer to ensure continuity of services despite housing instability. Foster Youth data remains unavailable at both the LEA and site levels due to small sample sizes, limiting the ability to assess outcomes for this group. As data becomes available, the district should continue monitoring Foster Youth performance and ensure equitable access to CTE/ROP coursework, counseling supports, and enrichment opportunities. Additionally, the introduction of new CTE courses—such as Introduction to Firefighting, Introduction to Music Production, Introduction to Videography, ROP Music Production, and ROP Videography—represents a proactive effort to expand access and engagement for all students, including EL, Low-Income, and Homeless populations. Moving forward, the district will closely monitor enrollment and completion data for these courses, disaggregated by student group, to determine whether they are effectively reaching and benefiting the unduplicated student populations this action is designed to serve.

Action 1.7- Action 1.7 has demonstrated strong effectiveness in making progress toward Goal 1 for Students with Disabilities across most metrics, with notable site-level variation in math performance.
Overall, Action 1.7 is highly effective in advancing outcomes for SWD at the LEA level across ELA (Metric 1.4), Math (Metric 1.5), Graduation Rate (Metric 1.15), and CCI (Metric 1.16). The 17.6% increase in graduation rate and 14.7% increase in CCI for SWD are among the most significant gains in the entire LCAP. At the site level, Goldenrod Elementary's 49.1-point gain in ELA for SWD (Metric 1.17) is exceptional and may offer best practices that could be replicated at other sites. Kerman High School also showed strong improvement across all metrics for SWD (Metrics 1.18, 1.19, 1.20).
However, the action is not effective in improving math performance for SWD at Kerman-Floyd Elementary (5.4 points further from standard per Metric 1.18) and Kerman Middle School (11.8 points further from standard per Metric 1.18). These site-level declines are concerning and

indicate that the math intervention strategies at these two sites need to be re-examined and strengthened. The district will consider replicating the successful strategies used at Kerman High School and Sun Empire, where SWD showed strong math gains, to address the needs at Kerman-Floyd and Kerman Middle School.

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

Action 1.1- No changes

Action 1.2- No changes

Action 1.3- Based on feedback from our educational partners, we have decided not to pursue a contract with the San Joaquin Valley Mathematics Project for Cognitive Guided Instruction (CGI) at this time. Instead, our efforts will be focused on the effective implementation of the newly adopted mathematics curriculum to ensure consistency and maximize impact across our programs. The focus 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 English Learner Group for certificated staff. Tutors are encouraged to attend the MTSS Symposium, which features a variety of breakout professional development sessions tailored to support their roles.

Action 1.4- No changes

Action 1.5- KUSD will use LREBG Funds in 2026-2027 to support Learning Directors to support ELA and Math for EL, LTEL, SWD, and socio-economically disadvantaged student groups. Learning Directors duties are directly aligned to accelerating student learning and improving attendance outcomes. LREBG funds are intended to support academic recovery, student engagement, and services that address learning loss. At the high school level, Learning Directors can support these goals by coordinating instructional interventions, monitoring student academic progress, overseeing credit recovery systems, and leading attendance improvement efforts such as outreach, tracking chronic absenteeism, and connecting students and families to supports. The effectiveness of this funding will be evaluated using Metrics 1.4, 1.5, 1.9, and 1.11 for all student groups identified in the metrics section.

The following positions will NOT be funded with LREBG funds in 2026-2027:
-KUSD will use LREBG Funds to support part-time elementary intervention teachers to support ELA and Math for SWD and EL student groups. Part-time intervention teachers for ELA and Math align with our needs assessment findings and with the allowable use of funds by supporting targeted academic interventions aimed at closing achievement gaps. These teachers will provide personalized support to struggling students, addressing specific needs identified in the needs assessment. This action is expected to improve student outcomes in ELA and Math by delivering focused, data-driven instruction tailored to students' learning needs. The effectiveness of these funds will continue to be measured using metrics 1.4 & 1.5 for all student groups identified in the metric section. In addition, based on feedback from our educational partners, TeachTown will be implemented as a supplemental program that supports students with diverse learning needs through interactive lessons in academics, communication, social skills, and adaptive behavior. It combines technology-based and teacher-led instruction to provide targeted support and monitor student progress.

-KUSD will use LREBG Funds to support part-time intervention teachers for newcomer students in ELA and Math for the EL student group. This aligns with the allowable use of LREBG funds by addressing the unique academic needs of English Learners, promoting language acquisition, and improving foundational skills. These teachers will focus on targeted interventions, helping newcomer students overcome language and academic barriers, ensuring their successful integration into the classroom. This action directly supports the needs of newcomer students, enhancing their academic performance in key subject areas and promoting equity in educational access. The effectiveness of these funds will continue to be measured using metrics 1.4 & 1.5 for the EL student group.

-KUSD will use LREBG funds to support a counselor at Kerman Floyd, focusing on ELA and Math for EL and SWD students groups. Research shows that addressing students' social and emotional needs is essential for academic progress. The Needs Assessment identifies the need for additional support to address learning loss and meet the specific needs of students. The effectiveness of this funding will be evaluated using Metrics 1.4 and 1.5 for all student groups identified in the metrics section.

-KUSD will use LREBG Funds to support a Secondary Transfer Counselor to support ELA & Math for EL, LTEL, SWD, and socio-economically disadvantaged student groups. A Secondary Transfer Counselor supports students transitioning between schools by identifying and addressing learning gaps through targeted academic planning and coordinating with teachers. They provide guidance and resources to ensure students stay on track academically and emotionally during periods of disruption or learning loss. The Needs Assessment identifies the need for additional support to address learning loss and meet the specific needs of students. The effectiveness of this funding will be evaluated using Metrics 1.4, 1.5, 1.9, and 1.11 for all student groups identified in the metrics section.

-KUSD will use LREBG Funds to support Kerman Online School in ELA and Math for the socio-economically disadvantaged student group. At our online school, dedicated teachers and leadership staff work collaboratively to address learning loss in ELA and Math through targeted instruction, data-driven interventions, and personalized student support. By leveraging digital tools and regular progress monitoring, we ensure every student receives the guidance they need to achieve academic growth and success. The Needs Assessment identifies the need for additional support to address learning loss and meet the specific needs of students. The effectiveness of this funding will be evaluated using Metrics 1.4 and 1.5 for all student groups identified in the metrics section.

Action 1.6- Based on feedback from our educational partners, TeachTown will be implemented as a supplemental program that supports students with diverse learning needs through interactive lessons in academics, communication, social skills, and adaptive behavior. It combines technology-based and teacher-led instruction to provide targeted support and monitor student progress.

Action 1.7- Compliance Improvement Monitoring (CIM)- The District is in Targeted Level 3 due to Disproportionality of ID students in the Hispanic subgroup. In 2026-2027, an internal audit file review with CDE will be conducted and completed to discover how the District can improve in this area. A team has been established to help with the CIM Plan for the 2026-2029 Cohort.

KUSD qualified for Differentiated Assistance for Two Subgroups based on the 2025 Dashboard: LTEL and Homeless. Kerman Unified School District, in partnership with FCSS, is using the Differentiated Assistance process to review student data and identify needs, with a focus on improving English Learner outcomes at Kerman Unified Online School. Preliminary analysis points to strengthening the English Language Development (ELD) program as a key area for improvement. In August 2026, FCSS and district staff will conduct technical assistance to review three years of data (including SBAC ELA, ELPI growth, and reclassification rates), analyze student-level trends, and examine systems such as assessment practices, PLC schedules, and reclassification processes. The work will also include refining improvement goals, strengthening ELD instruction and professional learning, and improving how student progress is monitored and used for instruction. Ongoing collaboration will focus on implementing data-driven strategies to better support English Learners and improve outcomes

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Fully Credentialed Teachers, Admin, and other staff	Kerman Unified will provide certified, classified, and administrative staff to support student achievement. KUSD will ensure properly Credentialed Certificated Staff with no misassignments or vacancies & locally certified Classified Staff for all students, including low-income, English learners, and foster youth students. New teachers will be assigned support teachers for their first two years. New administrators will participate in the CASC (Clear Administrative Services Credential) program through FCSS to earn their full credentials while getting support. Classified staff must pass a test to be eligible to apply for positions.	$61,905,422.00	No
1.2	Fully Credentialed Teachers, Admin, and other staff that support EL, LTEL, FY, and LI.	Kerman Unified will provide certified, classified, and other administrative staff to support student achievement for EL, LTELs, LI, and FY through additional targeted instruction and intervention.	$16,292,628.00	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 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 English Learner Group for certificated staff. Tutors are encouraged to attend the MTSS Symposium, which features a variety of breakout professional development sessions tailored to support their roles.	$115,000.00	No

Action #	Title	Description	Total Funds	Contributing
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.	$50,000.00	No
1.5	Additional Academic Support	KUSD will use funds to support ELA and Math instruction during after school tutoring by teachers and bilingual tutors. Funds will also be used for professional collaboration (outside of contracted hours) among grade levels. The extra help will be for staff planning days and after school tutoring. This is intended to provide professional development, collect and analyze data, and progress monitor intervention programs. Yearly intervention and supplemental materials/supplies/subscriptions to support ELA, math, access to the state standards will be purchased. TeachTown is a supplemental program that supports students with diverse learning needs through interactive lessons in academics, communication, social skills, and adaptive behavior. It combines technology-based and teacher-led instruction to provide targeted support and monitor student progress. Additional funds will be used for technology-based supplemental instructional programs in ELA and Math. Transportation will be provided for students that attend After School Program if needed. This action will address the following red (lowest performance level) indicators on the 2023 CA Dashboard. LEA-level Math: Homeless KUSD will use LREBG Funds to support Action 1.5. KUSD will use LREBG Funds ($475,291) to support Learning Directors to support ELA and Math for EL, LTEL, SWD, and socio-economically disadvantaged student groups. Learning Directors duties are directly aligned to accelerating student learning and improving attendance outcomes. LREBG funds are intended to support academic recovery, student engagement, and services that address learning loss. At the high school level, Learning Directors can support these goals by coordinating instructional interventions, monitoring student academic progress, overseeing credit recovery systems, and	$5,007,461.00	Yes

Action #	Title	Description	Total Funds	Contributing
		leading attendance improvement efforts such as outreach, tracking chronic absenteeism, and connecting students and families to supports. The effectiveness of this funding will be evaluated using Metrics 1.4, 1.5, 1.9, and 1.11 for all student groups identified in the metrics section. High School Learning Directors will implement evidence-based learning supports to accelerate student achievement in English Language Arts and Mathematics through diagnostic assessment, progress monitoring, individualized intervention planning, and collaboration with teachers to address unfinished learning. Learning Directors will also coordinate attendance interventions and connect students with appropriate academic and social-emotional supports to reduce barriers to learning. These services align with the Learning Recovery Emergency Block Grant allowable uses for accelerating progress to close learning gaps, providing additional academic services through diagnostic and progress monitoring assessments, and integrating evidence-based pupil supports to improve student outcomes.		
1.6	College Career Readiness	This action will provide the following for middle and high school ROP/CTE courses Non-personnel: Supplemental Materials and Supplies Professional development Educational Field trips This action will address the following red (lowest performance level) indicators on the 2023 CA Dashboard. LEA-level College/Career: EL, Homeless School-level Kerman High School College/Career: EL	$468,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Special Education	The district will provide specialized and targeted support to students with disabilities as outlined in their Individualized Education Plans (IEPs). All students with an IEP will have access to this specialized academic 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. Compliance Improvement Monitoring (CIM)- The District is in Targeted Level 3 due to Disproportionality of ID students in the Hispanic subgroup. In 2026-2027, an internal audit file review with CDE will be conducted and completed to discover how the District can improve in this area. A team has been established to help with the CIM Plan for the 2026-2029 Cohort. This action will address the following red (lowest performance level) indicators on the 2023 CA Dashboard. SWD scored in the RED in the following areas at the district level: *ELA *Math *Graduation Rate *College/Career In addition to district needs, the following sites were in the RED on the Dashboard for SWD: *GES - SWD ELA *KHS - SWD Math, College/Career, and Graduation Rate *KMS - SWD Math *KFE - SWD ELA and Math This action will meet the requirements of Differentiated Assistance. KUSD qualified for Differentiated Assistance for Two Subgroups based on the 2025 Dashboard. As part of the Differentiated Assistance process, Kerman Unified School District has continued to engage in ongoing collaboration with FCSS to examine student outcome data, identify areas of need, and support continuous improvement efforts. Through data analysis, root cause	$200,000.00	No

Action #	Title	Description	Total Funds	Contributing
		exploration, stakeholder engagement, and improvement planning discussions, the district and FCSS have worked together to identify English Learner outcomes at Kerman Unified Online School as a potential focus area for future Differentiated Assistance support. Based on preliminary review and analysis, improving the English Language Development (ELD) program and its implementation at Kerman Unified Online School emerged as a significant opportunity to strengthen services and outcomes for English Learners. This focus area will guide continued inquiry and improvement planning efforts during the upcoming school year. In August 2026, FCSS and district staff will engage in a structured technical assistance process designed to deepen understanding of the current ELD context and inform future improvement strategies. Planned activities include a review of the online school's English Learner population, including Long-Term English Learners (LTELs), and a comprehensive analysis of three years of student outcome data, including SBAC ELA performance, English Learner Progress Indicator (ELPI) growth, and reclassification rates. Student-level data will also be reviewed to identify trends, patterns, and potential areas of need. Additional technical assistance will focus on examining assessment and progress-monitoring structures, including assessment windows, reporting cycles, Professional Learning Community (PLC) schedules, and current reclassification eligibility. FCSS will support the district in reviewing existing systems and practices to better understand how student progress is monitored and how data are used to inform instructional decision-making. The collaborative process will also include development and refinement of improvement goals related to English Learner progress, including identification of measurable outcomes and indicators of success. To support capacity building and continuous improvement, FCSS will facilitate discussions regarding foundational districtwide ELD systems and practices, professional learning structures, instructional resources, and designated ELD implementation within the online school setting. The district and FCSS teams will work together to identify, prioritize, and monitor key implementation strategies that have the greatest potential to		

Action #	Title	Description	Total Funds	Contributing
		improve outcomes for English Learners. Through ongoing consultation, reflection, and progress monitoring, the Differentiated Assistance process will continue to support the district's efforts to strengthen systems, build organizational capacity, and implement data-informed improvement strategies aligned with student needs. 1. Long-Term English Learners (LTELs) -English Learner Progress Indicator (ELPI) -Suspension Rate 2. Homeless -English Language Arts -Mathematics -College/Career Readiness		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities maintained in good repair	100% of the facilities measure "good" or "exemplary" rating in the FIT audit Data Year: 2023-2024 Data Source: FIT Report	100% of the facilities measure "good" or "exemplary" rating in the FIT audit Data Year: 2024-2025	75% of the facilities measure "good" rating on the FIT audit. 25% of the facilities measure a "fair" rating.	100% of the facilities measure "good" or "exemplary" rating in the FIT audit	25% below baseline of the facilities measuring "good" or "exemplary" rating in the FIT audit

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: FIT Report	Data Year: 2025-2026 Data Source: FIT Report		
2.2	Attendance Rate	89.91% Data Year: 2022-2023 Data Source: Aeries Average Daily Attendance Summary (No data is available on Dataquest)	93.6% Data Year: 2023-2024 Data Source: Aeries Average Daily Attendance Summary (No data is available on Dataquest)	92.51% Data Year: 2023-2024 Data Source: Aeries Average Daily Attendance Summary (No data is available on Dataquest)	94%	2.6% improvement
2.3	Chronic Absenteeism	ALL Students K-8: 19.1% EL: 15.4% LI: 19.7% FY: 25.0% Homeless: 29.2% Data Year: 2022-2023 Data Source: Dashboard	ALL Students K-8: 15.7% EL: 12.5% LI: 16.6% FY: 20.8% Homeless: 17.8% Data Year: 2023-2024 Data Source: Dashboard	ALL Students K-8: 14.3% EL: 11.4% LI: 14.9% FY: 0% Homeless: 14.4% Data Year: 2024-2025 Data Source: Dashboard	ALL Students K-8: 14.1% EL: 11.4% LI: 14.7% FY: 20.0% Homeless: 24.2%	ALL Students K-8: 4.9% improvement EL: 4.0% improvement LI: 5.0% improvement FY: 25.0% improvement Homeless: 5.0% improvement
2.4	Suspension Rate	All: 3.2% EL: 2.9% LI: 3.4% FY: 7.9% Homeless: 5.9% Data Year: 2022-2023 Data Source: Dashboard	All: 2.9% EL: 2.6% LI: 3.1% FY: 0% Homeless: 4.9% Data Year: 2023-2024 Data Source: Dashboard	All: 3.6% EL: 4% LI: 3.7% FY: 0% Homeless: 5.7% Data Year: 2024-2025 Data Source: Dashboard	All: 2.2% EL: 1.9% LI: 2.4% FY: 5.9% Homeless: 3.9%	All: 0.4% increase EL: 1.1% increase LI: 0.3% increase FY: 7.9% decrease Homeless: 0.2% decrease
2.5	Expulsion Rate	All: 0%	All: 0.1%	All: 0%	All: 0%	All: No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 0% LI: 0% FY: 0% Data Year: 2022-2023 Data Source: Dataquest	EL: 0.1% LI: 0.1% FY: 0% Data Year: 2023-2024 Data Source: Dataquest	EL: 0% LI: 0% FY: 0% Data Year: 2024-2025 Data Source: Dataquest	EL: 0% LI: 0% FY: 0%	EL: No difference LI: No difference FY: No difference
2.6	Access to and Enrollment in a Broad Course of Study	100% of the schools offer English/ELA, Math, Social Studies, Science, PE, Visual and Performing Arts, Health, and electives (7-12) Data Year: 2023-2024 Data Source: Instructional Minutes, Daily Schedule, Master Schedule for Secondary	100% of the schools offer English/ELA, Math, Social Studies, Science, PE, Visual and Performing Arts, Health, and electives (7-12) Data Year: 2024-2025 Data Source: Instructional Minutes, Daily Schedule, Master Schedule for Secondary	100% of the schools offer English/ELA, Math, Social Studies, Science, PE, Visual and Performing Arts, Health, and electives (7-12) Data Year: 2025-2026 Data Source: Instructional Minutes, Daily Schedule, Master Schedule for Secondary	100% of the school offer English/ELA, Math, Social Studies, Science, PE, Visual and Performing Arts, Health, and electives (7-12)	no change from baseline
2.7	Outcomes of a broad course of study for all EL, LI, FY, and homeless students, as measured by the percentage of students promoted to the next grade level at the elementary and middle school levels and	Elementary Sites: Less than 1% retained Middle School: Less than1% retained High School: 89.7% graduation rate Data Year: 2023-2024 Data Source: Retention List; graduation rate on the Dashboard	Elementary Sites: 0.3% retained Middle School: 0% retained High School: 91.4% graduation rate Data Year: 2024-2025	Elementary Sites: 0.5% retained Middle School: 0% retained High School: 93.5% graduation rate Data Year: 2025-2026	Elementary Sites: Less than 1% retained Middle School: Less than1% retained High School: 95% graduation rate	Elementary Sites: no change from baseline Middle School: no change from baseline High School: 3.8% increase in graduation rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	graduation rate for the secondary levels.		Data Source: Retention List; graduation rate on the Dashboard	Data Source: Retention List; graduation rate on the Dashboard		
2.8	Social-emotional well-being for all, EL, LI, FY, and homeless students, as measured by the percentage of students who score "low risk" on the MYSAEBRS Assessment	MYSAEBRS Assessment Results - LOW RISK All: 71% EL: 64% LI: 70% FY: too few to report SWD: 54% Homeless: 41.99% Data Year: 2023-2024 Data Source: Fastbridge/Illuminate	MYSAEBRS Assessment Results - LOW RISK All: 74% EL: 68% LI: 74% FY: 46% SWD: 54% Homeless: 68% Data Year: 2024-2025 Data Source: Fastbridge/Illuminate	MYSAEBRS Assessment Results - LOW RISK All: 74% EL: 66% LI: 74% FY: 53% SWD: 54% Homeless: 58% Data Year: 2025-2026 Data Source: Fastbridge/Illuminate	MYSAEBRS Assessment Results All: 77% EL:70% LI: 76% FY: 70% SWD: 60% Homeless: 60%	MYSAEBRS Assessment Results - :LOW RISK All: +3% EL: +2% LI: +4% FY: No comparison data SWD: No change Homeless: 26.01%
2.9	Sense of Safety and School Connectedness	Percentage of students surveyed who felt safe at school: Elementary Students: 75% Middle School Students: 61% High School Students: 57% Percentage of staff surveyed who feel school is safe for staff: 60% Percentage of staff surveyed who feel	Percentage of students surveyed who felt safe at school: Elementary Students: 88% Middle School Students: 64% High School Students: 68.5% Percentage of staff surveyed who feel school is safe for staff: 61%	Percentage of students surveyed who felt safe at school: Elementary Students: 49% Middle School Students: 94% High School Students: 86% Percentage of staff surveyed who feel school is safe for staff: 46%	Percentage of students surveyed who felt safe at school: Elementary Students: 80% Middle School Students: 66% High School Students: 62% Percentage of staff surveyed who feel school is safe for staff: 65%	Elementary Students: 5% increase Middle School Students: 5% increase High School Students: 5% increase Percentage of staff surveyed who feel school is safe for staff: 5% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		school is safe for students: 65% Percentage of parents surveyed who feel the school is safe: 40% Percentage of students surveyed who felt a high level of connectedness to school: Elementary Students: 72% Middle School Students: 59% High School Students: 50% Percentage of staff surveyed who think there are caring adult relationships that support students: 57% Percentage of parents surveyed who feel a strong connection to the school: 43% Data Year: 2023-2024 Data Source: Healthy Kids Survey	Percentage of staff surveyed who feel school is safe for students: 61% Percentage of parents surveyed who feel the school is safe: 43% Percentage of students surveyed who felt a high level of connectedness to school: Elementary Students: 81% Middle School Students: 60% High School Students: 56% Percentage of staff surveyed who think there are caring adult relationships that support students: 54% Percentage of parents surveyed who feel a strong connection to the school: 50%	Percentage of staff surveyed who feel school is safe for students: 52% Percentage of parents surveyed who feel the school is safe: 42% Percentage of students surveyed who felt a high level of connectedness to school: Elementary Students: 76% Middle School Students: 62% High School Students: 63% Percentage of staff surveyed who think there are caring adult relationships that support students: 50% Percentage of parents surveyed who feel a strong connection to the school: 56%	Percentage of staff surveyed who feel school is safe for students: 70% Percentage of parents surveyed who feel the school is safe: 50% Percentage of students surveyed who felt a high level of connectedness to school: Elementary Students: 80% Middle School Students: 69% High School Students: 60% Percentage of staff surveyed who think there are caring adult relationships that support students: 65% Percentage of parents surveyed who feel a strong	Percentage of staff surveyed who feel school is safe for students: 5% decrease Percentage of parents surveyed who feel the school is safe: 10% increase Percentage of students surveyed who felt a high level of connectedness to school: Elementary Students: 8% increase Middle School Students: 10% increase High School Students: 10% increase Percentage of staff surveyed who think there are caring adult relationships that support students: 8% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Year: 2024-2025 Data Source: Healthy Kids Survey	Data Year: 2025-2026 Data Source: Healthy Kids Survey	connection to the school: 50%	Percentage of parents surveyed who feel a strong connection to the school: 7% increase
2.10	Suspension Rate for homeless students at Goldenrod Elementary School	All students: 1.9% Homeless: 8.9% Data Year: 2023 Data Source: CA Dashboard	All students: 1.1% Homeless: 2.2% Data Year: 2024 Data Source: CA Dashboard	All students: 2.5% Homeless: 0% Data Year: 2025 Data Source: CA Dashboard	All students: Less than 1.9% Homeless: 4.9%	All students: 0.6% increase Homeless: 8.9% decrease
2.11	Chronic Absenteeism rate for White Students at Kerman Middle School	All students: 18.1% White Students: 20.8% Data Year: 2023 Data Source: CA Dashboard/Local Data	All students: 18.8% White Students: 17% Data Year: 2024 Data Source: CA Dashboard/Local Data	All students: 14.3% White Students: 24.4% Data Year: 2025 Data Source: CA Dashboard/Local Data	All groups 10% or less	All students: 3.8% decrease White Students: 3.6% increase

Goal Analysis [2025-26]

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

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

Action 2.1- Kerman Unified fully implemented Action 2.1. Kerman Unified partially implemented Action 2.1 by providing school environments that supported the social, emotional, behavioral, and academic needs of EL, Foster Youth, and Low-Income students. Funds were used to purchase materials and supplies to enhance student support, including flexible seating and resources for SEL-focused spaces and classrooms.

Successes for this action included the effective use of materials and supplies to support students’ social, emotional, and academic needs

Action 2.2- Kerman Unified fully implemented Action 2.2 as planned. The district provided support for CTE/ROP and elective courses, including VAPA, world languages, and new CTE offerings such as Introduction to Firefighting, Introduction to Music Production, Introduction to Videography, ROP Music Production, and ROP Videography. There were no substantive differences between the planned action and the actual implementation. Successes for this action included strong student enrollment and interest in the new CTE/ROP course offerings, as well as the effectiveness of VAPA and world language courses in supporting student engagement. No challenges were noted for this action.

Action 2.3- Kerman Unified fully implemented Action 2.3 as planned. The district utilized a PBIS framework and incentive program to promote positive behavior across all sites. Materials and supplies were used as incentives for students who followed rules and demonstrated excellent character. School-wide activities were implemented to educate students about making good choices. A counselor provided a vape education program on Saturdays to educate students about the dangers of nicotine and its effects on their health. Professional development was provided to train counselors to better support students' social and emotional needs and decrease suspension and expulsion rates. For LEA-wide homeless students, especially at Goldenrod Elementary School, school counselors met with students regularly and provided SEL support, including Tier II support groups specifically for homeless students. There were no substantive differences between the planned action and the actual implementation.
Successes for this action included the effectiveness of the PBIS framework and incentive program in promoting positive behavior across all sites, the positive impact of the vape education program on student awareness and behavior, and the impact of professional development on counselors' ability to support students' social and emotional needs. No challenges were noted for this action.

Action 2.4- Kerman Unified fully implemented Action 2.4 as planned. The district used funds to support improving the rate of chronic absenteeism by providing incentives and activities to promote good attendance. Materials and supplies for clubs and recess activities were purchased to increase students' desire to attend school. Professional development in the area of student engagement was provided, and assemblies, including motivational speakers, were held to promote student engagement and attendance. Additionally, LREBG-funded counselors were utilized to support chronic absenteeism at the middle school level by providing targeted support to improve student engagement, well-being, and school attendance. There were no substantive differences between the planned action and the actual implementation. Successes for this action included the positive impact of incentives and activities on improving chronic absenteeism rates, the effectiveness of clubs and recess activities in increasing students' desire to attend school, and progress in reducing chronic absenteeism for specific student groups, including EL, LI, FY, and Homeless students. No challenges were noted for this action.

Action 2.5- Kerman Unified fully implemented Action 2.5 as planned. The district provided materials, supplies, and resources to support extracurricular activities, including VAPA, sports, clubs, and academic field trips. There were no substantive differences between the planned action and the actual implementation. Successes for this action included the effectiveness of sports programs, including the provision of equipment, uniforms, and transportation, in supporting student participation. Additionally, clubs and academic field trips had a positive impact on student attendance and behavior. The district also made progress in reducing chronic absenteeism across student groups. No challenges were noted for this action.

Action 2.6- Kerman Unified fully implemented Action 2.6 as planned. The district provided counselors with professional development, utilized the MAC and CHAMPS behavior management programs, implemented the Positivity Project district-wide, and supported the MTSS framework to meet the mental health needs of students. There were no substantive differences between the planned action and the actual implementation. Successes for this action included the effectiveness of professional development for counselors, such as Hatching Results, and the guidance and leadership provided by the Coordinator of Social and Emotional Learning. The Positivity Project was effective in building student character and problem-solving skills across all sites. Additionally, the MTSS framework had a positive impact in addressing students' mental health needs. No challenges were noted for this action.

Action 2.7- Kerman Unified partially implemented Action 2.7. The Child Welfare and Attendance Officer spent additional time at Kerman Middle School working one-on-one with identified chronically absent White students to resolve ongoing attendance issues. However, site administration needs to increase and maintain regular and consistent contact with families to discuss attendance concerns, which is an area the district identified as needing greater focus moving forward. This was noted as a substantive difference, as the chronic absenteeism rate for White students at Kerman Middle School increased by 3.6% from baseline. Successes for this action included the effectiveness of the Child Welfare and Attendance Officer in working one-on-one with identified students. A challenge experienced with this action was difficulty engaging families of chronically absent White students.

Overall SUCCESSES for Goal Two:
Kerman Unified demonstrated strong success across most Goal 2 actions, particularly in student engagement, behavior support, and enrichment opportunities. Fully implemented programs such as CTE/ROP and elective courses saw strong student enrollment and interest, especially in new offerings like Firefighting, Music Production, and Videography (Action 2.2). Districtwide systems including PBIS, MTSS, counseling services, SEL programs, attendance incentives, and extracurricular activities effectively improved student behavior, engagement, and attendance across multiple student groups, including EL, Low-Income, Foster Youth, and Homeless students (Actions 2.3–2.6). Additionally, professional development for staff and counselors, along with programs such as the Positivity Project, contributed to improved student character development, mental health supports, and overall school climate.

Overall CHALLENGES s for Goal Two:
The district experienced key challenges in two primary areas. In Action 2.1, facility conditions declined, with 25% of schools receiving a “fair” FIT rating rather than meeting “good” or “exemplary” standards, indicating a need for improved facility maintenance and upkeep. In Action 2.7, efforts to reduce chronic absenteeism for White students at Kerman Middle School were less effective, as attendance rates increased despite targeted interventions by the Child Welfare and Attendance Officer. This highlighted ongoing challenges in consistent family engagement and sustained site-level implementation of attendance supports.

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.

Action 2.1- Action 2.1 was overspent due to an overestimation of the costs needed to support school environments that address students’ social, emotional, and behavioral needs.

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

Action 2.3- Action 2.3 was overspent due to estimation cost of programs, materials, and supplies need to decrease suspension and expulsion rates.

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

Action 2.5- There was no material difference observed between the budgeted amount and the actual expenditures for Action 2.5.

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

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

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

Action 2.1- Action 2.1 has demonstrated varied levels of effectiveness across the aligned metrics and student groups in making progress toward Goal 2. The action has been most effective in improving social-emotional well-being, as reflected in MySAEBRS results (Metric 2.8), where gains were observed for All students (+3%), English Learner (EL) students (+2%), and Low-Income (LI) students (+4%). These outcomes suggest that the creation of supportive physical environments is contributing positively to students' social-emotional development, particularly for LI students. Additionally, the action appears to have supported strong gains in SBAC Math (Metric 1.5) for All students (+10.7 points) and LI students (+10.9 points), indicating that improved learning environments may foster better focus and collaboration in math instruction. A modest but positive trend was also observed for Foster Youth (FY), who experienced a slight decrease in suspension rates (-0.2%). However, the action has shown limited or no effectiveness in other areas. In SBAC ELA (Metric 1.4), gains were minimal for All students (+0.7 points) and LI students (+0.9 points), suggesting that environmental improvements alone have not significantly impacted literacy outcomes, although EL students did show a somewhat stronger gain (+4.1 points). In SBAC Math for EL students, performance declined slightly, with EL students moving 0.2 points further from the standard, indicating that additional targeted supports are needed to address their specific academic challenges. Suspension rates (Metric 2.4) also increased for All students (+0.4%) and LI students (+0.3%), demonstrating that improved physical environments alone are not sufficient to reduce behavioral incidents for these groups. Moving forward, the district should continue investing in supportive learning environments as part of a broader, comprehensive strategy to address the academic, behavioral, and social-emotional needs of EL, FY, and LI students. However, the data indicate that these environmental improvements should be treated as a foundational component rather than a standalone solution. To maximize impact, they must be complemented by targeted instructional interventions, culturally responsive behavioral supports, and individualized social-emotional learning strategies, particularly for the unduplicated student groups this action is designed to serve.

Action 2.2- Action 2.2 has been effective in making progress toward Goal 2 by maintaining access to a broad course of study and contributing to college/career readiness gains. Overall, Action 2.2 is performing as intended by ensuring that all students have access to a broad and enriching course of study. The expansion of CTE/ROP and elective offerings, including VAPA and world languages, has contributed to the district's strong gains in college/career readiness. This action provides the foundational course access upon which other Goal 1 and Goal 2 actions depend.

Action 2.3- Action 2.3 has demonstrated mixed effectiveness in making progress toward Goal 2. The data show slight increases in suspension rates for All Students (0.4% increase, Metric 2.4), EL students (1.1% increase, Metric 2.4), and LI students (0.3% increase, Metric 2.4) at the LEA level, suggesting that current PBIS practices, incentive systems, and schoolwide activities are primarily maintaining stable outcomes for these groups but have not yet resulted in meaningful decreases. The 1.1% increase for EL students is the most notable regression among the monitored groups and may warrant additional attention to ensure that behavioral supports are culturally and linguistically responsive to the needs of EL students. The actions have been more effective for FY and Homeless students. FY students showed a 7.9% decrease from baseline (Metric 2.4), and Homeless students showed a 0.2% decrease from baseline (Metric 2.4) at the LEA level. These gains suggest that the targeted supports—including additional check-ins from site administrators and counselors, small group social skills groups, and ongoing communication with families—are having a positive impact on these student groups. The most significant success is at Goldenrod Elementary School (Metric 2.10), where Homeless students experienced an 8.9% decrease from baseline, reaching a 0% suspension rate. This dramatic improvement demonstrates that Goldenrod's commitment to providing homeless students with extra support from site administrators and counselors to learn coping and problem-solving strategies has been highly effective. The site-level approach of regular SEL support, Tier II intervention groups specifically designed for homeless students, and consistent engagement with families has proven to be a strong model for addressing the unique behavioral needs of this student group. At the same time, All Students at Goldenrod experienced a 0.6% increase from baseline (Metric 2.10), indicating that while the targeted homeless student supports have been successful, broader schoolwide behavioral supports may need refinement to benefit the general student population. Moving forward, the district will continue the strategies that have proven effective for FY and Homeless students while examining ways to strengthen PBIS implementation, the vape education program, professional development for counselors, and culturally responsive behavioral supports to address the slight increases in suspension rates for All Students, EL students, and LI students at the LEA level.

Action 2.4- Action 2.4 has demonstrated strong effectiveness in making progress toward Goal 2. All monitored student groups showed meaningful improvement in chronic absenteeism rates from baseline (Metric 2.3), indicating that the combination of attendance incentives, club and recess materials, professional development in student engagement, motivational assemblies, and LREBG-funded counseling support is having a positive district-wide impact. The most significant gains were among the district's most vulnerable student populations. FY students showed a remarkable 25.0% improvement from baseline (Metric 2.3), and Homeless students showed an 14.8% improvement from baseline (Metric 2.3). These substantial decreases suggest that the targeted supports—including counselors working with at-risk students to identify and address underlying social, emotional, and academic barriers contributing to absenteeism—are particularly effective for students facing the greatest challenges with attendance. The LREBG-funded counselors appear to be playing a key role in fostering a positive school environment and addressing the root causes of absenteeism for these student groups. LI students also demonstrated strong progress with a 4.8% improvement from baseline (Metric 2.3), the highest improvement among the broader student groups. This suggests that the incentives, activities, and engagement strategies are resonating with LI students and helping to increase their motivation to attend school regularly. EL students showed a 4.0% improvement from baseline (Metric 2.3), and All Students showed a 4.3% improvement from baseline (Metric 2.3). While these gains are positive and meaningful, EL students showed the smallest improvement among the monitored groups. This may indicate a need to examine whether attendance barriers unique to EL students—such as language accessibility of communications with families or cultural considerations—are being fully addressed through the current strategies. Overall, the variety of approaches employed through this action—including attendance incentives, club and recess activities to increase students' desire to attend school, professional development to enhance student engagement, and motivational speakers—combined with the LREBG-funded counseling support, has created a comprehensive and effective strategy for reducing chronic absenteeism. The district will continue scaling the supports that have driven success for FY and Homeless students while making targeted adjustments to further support EL and LI students in maintaining and building upon the positive attendance trends.

Action 2.5- Action 2.5 has demonstrated strong effectiveness in reducing chronic absenteeism and mixed effectiveness in reducing suspension rates, contributing to overall progress toward Goal 2. The chronic absenteeism data (Metric 2.3) reflects meaningful improvement across all monitored student groups, with the most vulnerable populations showing the greatest gains. FY students demonstrated a remarkable 25.0% improvement from baseline (Metric 2.3), and Homeless students showed an 14.8% improvement from baseline (Metric 2.3). These substantial decreases suggest that providing VAPA assemblies, sports equipment (including uniforms and transportation), club resources (including uniforms, entry fees, and materials), and academic field trips is having a particularly powerful impact on the attendance of students who face the greatest barriers to school engagement. By alleviating financial obstacles—such as entry fees, uniforms, and transportation costs—and providing meaningful extracurricular opportunities, this action is effectively increasing these students' desire and ability to attend school regularly. LI students also showed strong progress with a 4.8% improvement from baseline (Metric 2.3), reinforcing the finding that removing financial barriers to participation in extracurricular activities positively impacts attendance for students from lower socio-economic backgrounds. EL students showed a 4.0% improvement from baseline (Metric 2.3), and All Students showed a 4.3% improvement from baseline (Metric 2.3). While these gains are positive, EL students showed the smallest improvement among the monitored groups, which may indicate a need to ensure that extracurricular opportunities are accessible and welcoming for EL students, including considerations around language and cultural responsiveness. The suspension rate data (Metric 2.4) presents a more mixed picture. FY students showed a 7.9% decrease from baseline (Metric 2.4), and Homeless students showed a 0.2% decrease from baseline (Metric 2.4), indicating that the extracurricular supports are contributing to improved behavioral outcomes for these student groups. The engagement provided through sports, clubs, VAPA, and field trips appears to be helping FY and Homeless students develop stronger connections to school, which in turn may be reducing behavioral incidents that lead to suspension. However, All Students experienced a 0.4% increase from baseline (Metric 2.4), and LI students experienced a 0.3% increase from baseline (Metric 2.4). These slight regressions suggest that while extracurricular activities are effective in supporting attendance and engagement, they alone may not be sufficient to address the behavioral factors that contribute to suspensions for the broader student population and LI students. This indicates that the extracurricular supports provided through this action work most effectively when complemented by the behavioral and social-emotional interventions provided through other actions within Goal 2, such as the PBIS framework (Action 2.3) and the MTSS and SEL programs (Action 2.6). Overall, the strategic investment in VAPA, sports, clubs, and academic field trips has proven to be a highly effective approach for reducing chronic absenteeism, particularly among the district's most vulnerable student groups. It is critical to continue these supports to maintain momentum and close remaining equity gaps. The district will continue investing in attendance initiatives through extracurricular engagement while also ensuring that these efforts are paired with trauma-informed practices, social-emotional learning, and restorative discipline strategies to address the slight increases in suspension rates for All Students and LI students.

Action 2.6- Action 2.6 has demonstrated overall effectiveness in making progress toward Goal 2, with strong gains in chronic absenteeism and social-emotional well-being and mixed results in suspension rates. The social-emotional well-being data (Metric 2.8) reflects positive improvement across all monitored groups. LI students showed the strongest gains with a 4% increase from baseline (Metric 2.8), followed by All Students with a 3% increase (Metric 2.8), and EL students with a 2% increase from baseline (Metric 2.8). These gains suggest that the combination of professional development for counselors through Hatching Results, the implementation of MAC and CHAMPS behavior management structures in classrooms, the Positivity Project's focus on building character and problem-solving skills, and the MTSS framework's tiered approach to social-emotional support is positively impacting students' overall well-being. The stronger gains for LI students indicate that these programs are particularly effective for traditionally underserved populations. The chronic absenteeism data (Metric 2.3) also reflects meaningful improvement. FY students showed a remarkable 25.0% improvement from baseline (Metric 2.3), LI students showed a 4.8% improvement (Metric 2.3), and All Students showed a 4.3% improvement from baseline (Metric 2.3). These results suggest that addressing students' mental health and social-emotional needs through the MTSS framework and counselor-led supports is contributing to improved attendance, particularly for FY students who often face unique challenges that impact their ability to attend school regularly. For suspension rates (Metric 2.4), FY students showed a 7.9% decrease from baseline (Metric 2.4), indicating that the social-emotional supports are having a positive behavioral impact for this student group. However, All Students experienced a 0.4% increase from baseline (Metric 2.4), and LI students experienced a 0.3% increase from baseline (Metric 2.4). These slight regressions suggest that while the SEL programs and MTSS framework are improving overall well-being and attendance, additional refinements may be needed to translate those gains into reduced suspension rates for the broader student population and LI students. Overall, the district-wide strategies around social-emotional learning, behavior management, and the MTSS framework are driving meaningful improvements in student well-being and attendance. The district will continue building on these positive outcomes while examining ways to strengthen restorative discipline practices and behavior management implementation to drive more substantial decreases in suspension rates for All Students and LI students.

Action 2.7- Action 2.7 has been ineffective in making progress toward Goal 2. This action was developed in response to the RED indicator on the 2023 Dashboard for White students' chronic absenteeism at Kerman Middle School. The action provides additional time from a Child Welfare and Attendance Officer to work one-on-one with identified students and maintains regular contact between site administration and families. Overall, Action 2.7 is not effective in reducing chronic absenteeism for White students at Kerman Middle School. Despite the assignment of a Child Welfare and Attendance Officer and regular family contact from site administration, the chronic absenteeism rate for White students has increased by 3.6% from baseline. This indicates that the current approach—focused primarily on one-on-one student support and family communication—is not sufficient to address the root causes of chronic absenteeism for this student group. The district will consider conducting a deeper root cause analysis to identify additional barriers to attendance for White students at KMS and explore alternative or supplemental strategies, such as mentoring programs, peer support, family engagement initiatives, or targeted incentives, to reverse this trend.

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

Action 2.1- No changes

Action 2.2- No changes

Action 2.3- No changes

Action 2.4- The following positions will NOT be funded with LREBG funds in 2026-2027: Counselors to support chronic absenteeism.

Action 2.5- No changes

Action 2.6- No changes

Action 2.7- No changes

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Infrastructure	KUSD will provide environments at schools where EL, FY and LI students' social, emotional, behavioral, and academic needs are met, including health needs. Funds will be used for materials and supplies, including flexible seating options to support the students' needs and funds.	$263,975.00	Yes
2.2	Broad Course of Study	Provide support for CTE/ROP and elective courses, including VAPA, world languages, and new CTE offerings include Introduction to Firefighting, Introduction to Music Production, Introduction to Videography, ROP Music Production, and ROP Videography.	$5,000.00	No
2.3	Decrease Suspension Rates	The District will utilize a PBIS framework and incentive program to promote good behavior. Materials and supplies will be used as incentives for following rules and demonstrating excellent character. Also, school wide activities will be implemented to educate students about making good choices. In addition, a counselor (extra help on Saturdays) will provide a vape education program to educate students. Funds will also be used for professional development to train counselors to better support the students social and emotional needs and decrease KUSD's suspension and expulsion rates. For LEA-wide homeless students, especially homeless students at Goldenrod Elementary School, the school counselors will meet with the students regularly and provide SEL support as needed. Tier II support groups will be created specifically for homeless students. This action will address the following RED indicators on the 2023 Dashboard: Suspension Rate for Homeless students LEA-wide and at Goldenrod Elementary.	$203,631.00	Yes
2.4	Attendance	KUSD will use funds to support improving the rate of chronic absenteeism by providing incentives and activities to promote good attendance. Materials and supplies for clubs and recess activities will be purchased to increase students' desire to attend school. We will also provide professional development in the area of student engagement and	$116,166.00	Yes

Action #	Title	Description	Total Funds	Contributing
		assemblies, such as motivational speakers for students to promote engagement to attend school.		
2.5	Student Support Systems	The district will will provide materials, supplies, and resources to support the following extracurricular activities: VAPA, sports, clubs, and academic field trips	$1,556,452.00	Yes
2.6	Social Emotional Learning	Kerman will provide counselors with professional development, utilize the MAC and CHAMPS behavior management programs, implement the Positivity Project district-wide, and support the MTSS framework to meet the mental health needs of our students.	$227,198.00	Yes
2.7	Attendance (KMS White Students)	When looking at site level data, we discovered White students at Kerman Middle School have a high chronic absenteeism rate as noted by the red on the 2023 Dashboard. Based on a root cause analysis, it was determined that there is a need to increase staff, student, and parent relationships for chronically absent White students at KMS. To better support white students at KMS, a Child Welfare and Attendance Officer will spend additional time at KMS to work with the identified students one-on-one to resolve on-going attendance issues. Site administration will also stay in contact with families to discuss attendance concerns with them.	$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Feeling of School Connectedness	Percentage of parents surveyed who feel a strong connection to the school: 43% Data Year: 2023-2024 Data Source: Healthy Kids Survey	Percentage of parents surveyed who feel a strong connection to the school: 50% Data Year: 2024-2025 Data Source: Healthy Kids Survey	Percentage of parents surveyed who feel a strong connection to the school: 56% Data Year: 2025-2026 Data Source: Healthy Kids Survey	Percentage of parents surveyed who feel a strong connection to the school: 60% Data Year: 2026-2027 Data Source: Healthy Kids Survey	13% increase
3.2	Seek Parent Input and Promote Parental	5/5 (full implementation)	5/5 (full implementation)	5/5 (full implementation)	5/5 (full implementation)	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Participation in Programs for Unduplicated Students and Students with Exceptional Needs	Data Year: 2023-2024 Data Course: Self-Evaluation Tool (Local Indicators)	Data Year: 2024-2025 Data Course: Self-Evaluation Tool (Local Indicators)	Data Year: 2025-2026 Data Course: Self-Evaluation Tool (Local Indicators)	Data Year: 2026-2027 Data Course: Self-Evaluation Tool (Local Indicators)	

Goal Analysis [2025-26]

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

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

Action 3.1- Kerman Unified fully implemented Action 3.1 as planned. The district promoted increased parental involvement and communication between the school, parents, and students by providing Parental Support Systems to improve school-to-home communication and parental access to student information systems. The district began transitioning from PIQE to Success Together, which offers parents classes designed to provide a fun, safe, and engaging learning environment for parents/guardians and students. A substantive difference was noted in the implementation of this action, as the transition from PIQE to Success Together represented a new partnership, and family schedules and extracurricular activities impacted parent participation. Successes for this action included the effectiveness of EL Parent Information Nights at school sites and progress in increasing the percentage of parents who feel connected to the school. A challenge experienced with this action was parent participation due to scheduling conflicts with family extracurricular activities.

Overall SUCCESSES for Goal Three:
Increased family engagement through EL Parent Information Nights and improved parent perception of connection to schools through enhanced communication and support systems (Action 3.1).

Overall CHALLENGES s for Goal Three:
Parent participation was limited due to scheduling conflicts and extracurricular family commitments, alongside the transition from PIQE to Success Together impacting initial engagement levels.

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.

Action 3.1- There was no material difference observed between the budgeted amount and the actual expenditures for Action 3.1.

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

Action 3.1- Action 3.1 has demonstrated strong effectiveness in making progress toward Goal 3. The 13% increase from baseline in parent connectedness (Metric 3.1) is a significant and encouraging gain, indicating that the combination of improved school-to-home communication tools, expanded parent training opportunities, and increased accessibility through virtual and in-person formats is resonating with families. The transition to Success Together from PIQE, along with Parent University offerings and EL Parent Information Nights, appears to be creating meaningful opportunities for parents—particularly EL, FY, and LI parents—to engage with their children's schools and feel a stronger sense of belonging within the school community. The district also maintained full implementation (5/5) on the Self-Evaluation Tool for seeking parent input and promoting parental participation for unduplicated students and students with exceptional needs (Metric 3.2), demonstrating a sustained commitment to inclusive decision-making practices at both the district and school site levels. The district will continue strengthening parent-school partnerships through these communication and engagement strategies to sustain and build upon the positive momentum reflected in the data.

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

Action 3.1- The District has transitioned to “Success Together” from PIQE effective the 2025–2026 school year and will continue its partnership with Success Together to provide meaningful and engaging parent training and family engagement opportunities.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parental Support Systems	To promote overall increased parental involvement and communication between the school, parents, and students, KUSD will provide Parental Support Systems to improve school-to-home communication and parental access to student information systems. The District is transitioning to ‘Success Together" effective the 2025-2026 school year from PIQE which offers parents classes designed to provide a fun, safe, and engaging learning environment for parents/guardians and students. These parent classes will increase awareness of nutrition, parenting styles, and problem-solving, and create a space for fostering community and a sense of belonging.	$172,694.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Newcomer progress on the summative ELPAC	EL Students enrolled less than 12 months: Level 4 (Well Developed): 7.85% Level 3 (Moderately Developed): 27.23% Level 2 (Somewhat Developed): 34.03%	EL Students enrolled less than 12 months: Level 4 (Well Developed): 6.22% Level 3 (Moderately	EL Students enrolled less than 12 months: Level 4 (Well Developed): 4.84% Level 3 (Moderately	EL Students enrolled less than 12 months: Level 4 (Well Developed): 10% Level 3 (Moderately Developed): 32%	EL Students enrolled less than 12 months: Level 4 (Well Developed): 3.01% fewer Level 3 (Moderately

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Level 1 (Minimally Developed):: 30.89% Data Year: 2022-2023 Data Source: CAASPP	Developed): 17.41% Level 2 (Somewhat Developed): 25.42% Level 1 (Minimally Developed):: 50.95% Data Year: 2023-204 Data Source: CAASPP	Developed): 21.77% Level 2 (Somewhat Developed): 25.00% Level 1 (Minimally Developed): 48.39% Data Year: 2024-2025 Data Source: CAASPP	Level 2 (Somewhat Developed): 30 % Level 1 (Minimally Developed): 28% Data Year: 2025-2026 Data Source: CAASPP	Developed): 5.46% fewer Level 2 (Somewhat Developed): 9.03% fewer Level 1 (Minimally Developed): 17.5% more
4.2	Percentage of LTEL students	12.6% Data Year: 2022-2023 Data Source: DataQuest	19.1% Data Year: 2023-2024 Data Source: DataQuest	12.2% Data Year: 2024-2025 Data Source: Dataquest	8.6%	0.4% decrease
4.3	SBAC progress in ELA and Math for EL and LTEL students.	EL Students ELA: 54.9 points below standard Math: 87.3 points below standard LTEL Students ELA: 81.1 points below standard Math: 150 points below standard Data Year: 2023 Data Source: CA Dashboard	EL students ELA: 57.1points below standard Math: 87.5 points below standard LTEL students ELA: 96.5 points below standard Math: 150.5 points below standard Data Year: 2024	EL students ELA: 53.1 points below standard Math: 83.2 points below standard LTEL students ELA: 109.1 points below standard Math: 163.9 points below standard Data Year: 2025 Data Source: CA Dashboard	EL Students ELA: 40 points below standard Math: 70 points below standard LTEL Students ELA: Math	EL Students: ELA: 1.8 points closer to the standard Math: 4.1 points closer to the standard LTEL Students: ELA: 28.0 points further from standard Math: 13.9 points further from standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	EL and LTEL students making progress toward English Proficiency	EL Students 55.3% of EL students are making progress towards English language proficiency. Data Year: 2023 Data Source: California Dashboard Summative ELPAC Results Level 4 (Well Developed): 19.6% Level 3 (Moderately Developed): 42.13% Level 2 (Somewhat Developed): 27.75% Level 1 (Minimally Developed): 10.52% Data Year: 2023 Data Source: CAASPP LTEL Students: 52.1% of LTEL students are making progress towards English Language proficiency Data Year: 2023 Data Source: 2024 Dashboard Summative ELPAC Results	EL Students 48.9% of EL students are making progress towards English language proficiency. Data Year: 2024 Data Source: California Dashboard Summative ELPAC Results Level 4 (Well Developed): 14.63% Level 3 (Moderately Developed): 32.78% Level 2 (Somewhat Developed): 28.67% Level 1 (Minimally Developed):: 23.93% Data Year 2024 Data Source: CAASPP LTEL Students: 47.3% of LTEL students are	EL Students 44.9% of EL students are making progress towards English language proficiency. Data Year: 2025 Data Source: California Dashboard Summative ELPAC Results Level 4 (Well Developed) 15.68% Level 3 (Moderately Developed): 41.27% Level 2 (Somewhat Developed): 27.03% Level 1 (Minimally Developed): 16.02% Data Year 2025 Data Source: CAASPP LTEL Students: 44.7% of LTEL students are	EL Students 60% of EL students are making progress towards English language proficiency. Data Year: 2026 Data Source: California Dashboard Summative ELPAC Results Level 4 (Well Developed): 25% Level 3 (Moderately Developed): 45% Level 2 (Somewhat Developed): 20% Level 1 (Minimally Developed): 10% Data Year: 2026 Data Source: CAASPP LTEL Students 55% of LTEL students are making progress toward English Language proficiency	EL Students 10.4% fewer EL students are making progress towards English language proficiency. Summative ELPAC Results Level 4 (Well Developed): 3.92% fewer Level 3 (Moderately Developed): 0.86% fewer Level 2 (Somewhat Developed): 0.72% fewer Level 1 (Minimally Developed):5.50% more LTEL Students: 7.4% fewer LTEL students are making progress toward English Language proficiency Summative ELPAC

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Level 4 (Well Developed)21.55% Level 3 (Moderately Developed): 38.38% Level 2 (Somewhat Developed): 29.29% Level 1 (Minimally Developed): 10.77% Data Year: 2022-2023 Data Source CAASPP	making progress towards English Language proficiency Data Year: 2024 Data Source: California Dashboard Summative ELPAC Results Level 4 (Well Developed) 20.62% Level 3 (Moderately Developed): 46.3% Level 2 (Somewhat Developed): 27.63% Level 1 (Minimally Developed):: 5.45% Data Year: 2023-2024 Data Source: CAASPP Data Source CAASPP	making progress towards English Language proficiency Data Year: 2025 Data Source: California Dashboard Summative ELPAC Results Level 4 (Well Developed): 17.65% Level 3 (Moderately Developed): 41.18% Level 2 (Somewhat Developed): 30.10% Level 1 (Minimally Developed): 11.07% Data Year: 2024-2025	Summative ELPAC Results Level 4 (Well Developed): 30% Level 3 (Moderately Developed): 50% Level 2 (Somewhat Developed): 15% Level 1 (Minimally Developed): 5% Data Year: 2026 Data Source: CAASPP	Level 4 (Well Developed): 3.90% fewer Level 3 (Moderately Developed): 2.80% more Level 2 (Somewhat Developed): 0.81% more Level 1 (Minimally Developed): 0.30% more
4.5	EL reclassification as measured by prior year numbers of reclassified students	10.8% EL reclassification rate Data Year: 2022-2023	21.0% EL reclassification rate	20.0% EL reclassification rate	13.8% EL reclassification rate	9.2% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Calpads/Illuminate	Data Year: 2023-2024 Data Source: Calpads/Illuminate	Data Year: 2024-2025 Data Source: Calpads/Illuminate		
4.6	Percentage of LTEL students that met or exceeded standard in ELA and Math on the CAASPP.	2023 ELA 7.64% met or exceeded standard 2023 Math 1.92% met or exceeded standard Data Year: 2022-2023 Data Source: CAASPP	2024 ELA 7.30% met or exceeded standard 2024 Math 2.92% met or exceeded standard Data Year: 2023-2024 Data Source: CAASPP	2025 ELA 5.14% met or exceeded standard 2024 Math 0.57% met or exceeded standard Data Year: 2024-2025 Data Source: CAASPP	5% increase in ELA and Math	2.50% decrease in ELA 1.35% decrease in Math
4.7	Percentage of LTEL students that progressed on or more levels on the summative ELPAC as recorded by the ELPI.	No Data	47.3% making progress Data Year: 2023-2024 Data Source: CDE Dashboard	44.7% making progress Data Year: 2024-2025 Data Source: CDE Dashboard	52% making progress	2.6% decrease

Goal Analysis [2025-26]

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

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

Action 4.1- Kerman Unified fully implemented Action 4.1 as planned. The district implemented a research-based program in the third through twelfth grades to meet the unique needs of newcomer students. The program promoted a welcoming and supportive environment by focusing on students' social-emotional well-being through school-based counseling services and family outreach opportunities. Workshops were designed for immigrant families to emphasize parent involvement and resources provided by the school and community to support student success. Professional development and in-classroom coaching were provided for teachers, site leaders, and bilingual tutors to strengthen instructional practices such as scaffolding techniques, differentiation, and culturally responsive approaches. Supplemental learning opportunities and access to educational resources and technology specifically designed for newcomers were provided, along with formative assessment practices and progress monitoring tools to track language proficiency growth. There were no substantive differences between the planned action and the actual implementation. Successes for this action included the effectiveness of the research-based newcomer program in supporting language acquisition for newcomer students. No challenges were noted for this action.

Action 4.2- Kerman Unified partially implemented Action 4.2. The district continued to provide secondary programs with professional development and coaching focused on language acquisition specifically designed for LTELs. On a rotation basis, content area staff at all levels received ongoing integrated ELD professional development and coaching. The Language Acquisition Program was implemented to specifically meet the needs of LTELs. Additionally, the district strengthened PLC implementation and the improvement cycle process with a continued focus on LTEL student progress. However, the LTEL NIC, a new professional development opportunity offered by the county office of education, was not offered during the school year in the capacity we thought it would be, which prevented secondary-level staff from participating as planned. This was noted as a substantive difference in the implementation of this action. To address the needs of LTEL students mid-year, the district added ELPAC Essentials as an additional support for LTEL students. Successes for this action included the effectiveness of integrated ELD professional development and coaching for content area staff, the positive impact of ELPAC Essentials on supporting LTEL students, and progress in reducing the percentage of LTEL students. A challenge experienced with this action was the LTEL NIC not being offered by the county office of education, which limited the professional development opportunities available for secondary-level staff to gain strategies that support students in achieving language proficiency.

Action 4.3- Kerman Unified fully implemented Action 4.3 as planned. The district provided all English Learners with integrated and designated English Language Development instruction. Additionally, professional development specific to addressing the needs of English learners was provided. The District EL Improvement Team, which included staff from the County Office of Education, supported and facilitated site huddles with administrative teams to address the specific needs of each site, including integrated ELD. EL site leads engaged in more hands-on work at school sites to assist teachers in meeting the needs of their EL students, and alignment meetings, facilitated by County Office of Education staff, helped refine PLC practices and better serve EL students. There were no substantive differences between the planned action and the actual implementation. Successes for this action included the positive impact of the EL Improvement Team on supporting site-level needs, the effectiveness of site huddles facilitated by County Office of Education staff, the impact of EL site leads engaging in hands-on work at school sites, and progress in EL reclassification rates. No challenges were noted for this action.

Overall SUCCESSES for Goal Four:
The research-based newcomer program effectively supported language acquisition and student social-emotional needs; integrated and designated ELD instruction, EL Improvement Team support, and coaching strengthened instructional practices and contributed to increased EL reclassification and LTEL progress (Actions 4.1–4.3).

Overall CHALLENGES s for Goal Four:
Limited participation in LTEL-focused professional development due to the county-level LTEL NIC not being offered as expected, reducing planned training opportunities for secondary staff (Action 4.2).

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.

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

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

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

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

Action 4.1- Action 4.1 has demonstrated limited effectiveness to date in making progress toward Goal 4, with declines observed across both the overall EL population and the newcomer student group. However, the data must be interpreted within the context of the significant increase in newcomer enrollment over the past two years, which has shifted the overall composition of the EL student population. For all EL students (Metric 4.4), the shifts toward lower proficiency levels are concerning. The 3.92% decrease at Level 4 and the 0.86% decrease at Level 3 from baseline indicate fewer students are performing at the higher proficiency levels. The 5.50% increase at Level 1 from baseline is particularly notable, as it suggests a growing number of EL students are performing at the lowest proficiency level. The slight decrease of 0.72% at Level 2 from baseline indicates relative stability at the mid-low performance level. For Newcomer students (Metric 4.1), the declines are more pronounced. Level 4 decreased 3.01% from baseline, Level 3 decreased 5.46% from baseline, and Level 2 decreased 9.03% from baseline. The most significant shift is the 17.5% increase at Level 1 from baseline, indicating that a substantially larger proportion of newcomers are performing at the lowest proficiency level. These trends likely reflect the influx of newly enrolled newcomer students who are in the earliest stages of English language acquisition. While the current data does not yet reflect measurable gains, the district and educational partners believe that the K-12 EL Improvement Team, the research-based newcomer program, and the comprehensive supports—including counseling services, family outreach, professional development, supplemental learning opportunities, and formative assessments—are building a strong foundation for future progress. Language development is a long-term process, and the continued implementation of these strategies is expected to yield positive results as students have more time to benefit from the supports in place. The district will continue to purchase suitable materials and supplies to supplement instruction and refine its approach based on ongoing data analysis.

Action 4.2- Action 4.2 has demonstrated limited effectiveness to date in making progress toward Goal 4. While the percentage of ELs identified as LTELs showed a slight 0.4% decrease from baseline (Metric 4.2), indicating modest progress in reducing the LTEL population, the academic and language proficiency data present ongoing challenges. The CAASPP data for LTELs (Metric 4.6) shows declines in both ELA (2.50% decrease from baseline) and Math (1.35% decrease from baseline), indicating that fewer LTEL students are meeting or exceeding grade-level standards. These regressions suggest that the current professional development, coaching, and Language Acquisition Program, while building staff awareness and capacity, have not yet translated into measurable academic gains for LTEL students. For ELPAC progress (Metric 4.7), while no baseline comparison is available, the Year 2 Outcome of 44.7% making progress represents a decline from the Year 1 Outcome of 47.3%, suggesting that LTEL students' progress toward English language proficiency has slowed. Despite these challenges, the language acquisition program implemented during the 2024-2025 school year, combined with continued professional development, in-class coaching, site PLC protocols, and rigorous progress monitoring of LTELs, has been effective in increasing staff awareness of the support needed for LTEL students. The district will continue to refine its approach by participating in the LTEL NIC through the county office of education, strengthening PLC implementation, and initiating more rigorous progress monitoring approaches, including student engagement and goal setting, to better support LTELs and students at risk of becoming LTELs.

Action 4.3- Action 4.3 has demonstrated mixed effectiveness in making progress toward Goal 4. The most notable success is the EL reclassification rate (Metric 4.5), which showed a 5.9% increase from baseline, indicating that the integrated and designated ELD instruction, combined with professional development and the EL Improvement Team's work, is helping more students meet reclassification criteria. EL students also showed modest gains on the SBAC, moving 1.8 points closer to the standard in ELA and 4.1 points closer in Math from baseline (Metric 4.3). These gains, while incremental, suggest that the professional development focused on integrated ELD strategies across content areas is beginning to have a positive academic impact for EL students. However, several areas of concern remain. The ELPI data (Metric 4.4) shows 10.4% fewer EL students making progress toward English proficiency from baseline, and 7.4% fewer LTEL students making progress from baseline. The Summative ELPAC results (Metric 4.4) also reflect a shift toward lower proficiency levels, with Level 4 decreasing 3.90% from baseline while Levels 1, 2, and 3 showed slight increases. Additionally, LTEL students showed significant regression on the SBAC, moving 28.0 points further from the standard in ELA and 13.9 points further in Math from baseline (Metric 4.3). These mixed results indicate that while the professional development and EL Improvement Team efforts are yielding some positive outcomes—particularly in reclassification and modest SBAC gains for EL students—the approach needs refinement to better address the needs of LTELs and to reverse the declining ELPI trends. The district will continue strengthening its approach through county office-facilitated site huddles, increased hands-on support from EL site leads, and alignment meetings to refine PLC practices and better serve all EL students.

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

Action 4.1- No changes

Action 4.2- We chose not to pursue participation in the LTEL Math NIC with our county office of education, as the opportunity was not offered in a capacity that aligned with our expectations or instructional priorities.

Action 4.3- Based on feedback from our educational partners, Practicing for Success: ELPAC Essentials—a research-based, standards-aligned program—will be implemented in grades K–8. The program is designed to support English learners (ELs) in developing proficiency across the four assessed domains.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Newcomer Support	Kerman Unified will implement a research-based program in the third through twelfth grades using a program to meet the unique needs of newcomer students. Practicing for Success: ELPAC Essentials will be	$15,684.00	Yes

Action #	Title	Description	Total Funds	Contributing
		implemented to support English learners (ELs) in developing proficiency across the four assessed domains.		
4.2	LTEL Professional Development and Language Acquisition Program	Kerman Unified will support LTEL students' reclassification to Fluent English Proficient (FEP) by continuing to provide secondary programs with: Additional professional development and coaching focused on language acquisition specifically designed for LTELs. On a rotation basis, content area staff at all levels will receive ongoing integrated ELD professional development and coaching to support the Language Acquisition Program to specifically meet the needs of our LTELs. The District will allow secondary-level staff professional learning opportunities to gain strategies that support students in achieving language proficiency. Metrics 4.6 (Percentage of LTEL students that met or exceeded standard in ELA and Math on the CAASPP) and 4.7 (Percentage of LTEL students that progressed on or more levels on the summative ELPAC as recorded by the ELPI) have been added.	$44,700.00	Yes
4.3	EL Professional Development and Language Acquisition Program	Kerman Unified will provide all English Learners with integrated and designated English Language Development instruction. Additionally, professional development specific to addressing the specific needs of English learners will be provided. The District EL Improvement Team include the following: Staff from our County Office of Education will support and facilitate site huddles with administrative teams to address the specific needs of each site, including integrated ELD; EL site leads will engage in more hands-on work at school sites to assist teachers in meeting the needs of their EL students; and alignment meetings, facilitated by County Office of Education staff, will help refine PLC practices and better serve EL students. Practicing for Success: ELPAC Essentials—a research-based, standards-aligned program—will be implemented in grades K–8. The program is designed to support English learners (ELs) in developing proficiency across the four assessed domains.	$32,050.00	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 Graduation rate and 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.

Kerman Online
2025 Dashboard
ELPI Yellow: 45.5% students making progress/ maintained 1.8% (33 students)
CCI: Yellow: 18.2% prepared/ increased 8% (55 students)
Graduation Rate: Green: 90.8% graduated/increase of 11.8% (65 students)
Suspension Rate: Green: .04% suspended at least one day/increase of .4% (262 students)

Kerman Online
During feedback meetings with educational partners for the 2026-2027 LCAP, there was a strong emphasis on offering field trips to colleges and universities.

Enterprise High School
2025 Dashboard
Graduation Rate: Orange: 83.3% graduated/decline 13.6% (30 students) - Orange SED Students 83.3%/ declined 13.6%
Suspension Rate: Yellow: 1.2% suspended at least one day/increase of 1.3% (86 students)
2025-2026 LCAP: Enterprise High School has no reds on the 2024 Dashboard.

Enterprise High School Online
During feedback meetings with educational partners for the 2026-2027, there was a strong emphasis on offering field trips to colleges and universities. Continue to provide more support for LTEL students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Percentage of All, LI, and Hispanic students at Enterprise High School and Kerman Unified Online School who graduate College/Career ready as reported on the Dashboard	Enterprise High School All students: 0% prepared LI: 0% prepared Hispanic: 0% prepared Kerman Unified Online School All students: 6.5% prepared LI: 6.6% prepared Hispanic: 5.4% prepared Data Year: 2022-2023 Data Source: CA Dashboard	Enterprise High School All students: 6.1% prepared LI: 6.1% prepared Hispanic: 6.9% prepared Kerman Unified Online School All students: 10.2% prepared LI: 10.5% prepared Hispanic: 12% prepared Data Year: 2023-2024 Data Source: CA Dashboard	Enterprise High School All students: 6.9% prepared LI: 6.9% prepared Hispanic: 7.7% prepared Kerman Unified Online School All students: 18.2% prepared LI: 18.5% prepared Hispanic: 18.8% prepared Data Year: 2024-2025 Data Source: CA Dashboard	Enterprise High School All: 5% prepared LI: 5% prepared Hispanic: 5% prepared Kerman Unified Online School All: 11% prepared LI: 11% prepared Hispanic: 10% prepared	Enterprise High School All students: 6.9% prepared LI: 6.9% prepared Hispanic: 7.7% prepared Kerman Unified Online School All students: 11.7% increase LI: 11.9% increase Hispanic: 13.4% increase
5.2	Percentage of All, LI, and Hispanic students at Enterprise High School and Kerman Unified Online School with successful a-g course completion	Enterprise High School All students: 0% LI: 0% Hispanic: 0% Kerman Unified Online School All students: 15% LI: 15% Hispanic: 14% Data Year: 2022-2023	Enterprise High School All students: 0% LI: 0% Hispanic: 0% Kerman Unified Online School All students: 17.9% LI: 17.2% Hispanic: 17.5%	Enterprise High School All students: 0% LI: 0% Hispanic: 0% Kerman Unified Online School All students: 17.9% LI: 16.1% Hispanic: 14.29%	Enterprise High School All: 5% LI: 5% Hispanic: 5% Kerman Unified Online School All: 25% LI:25% Hispanic: 24%	Enterprise High School All students: no change from baseline LI: no change from baseline Hispanic: no change from baseline Kerman Unified Online School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Local Data: Aeries/site administrator	Data Year: 2023-2024 Data Source: Local Data: Aeries/site administrator	Data Year: 2024-2025 Data Source: Local Data: Aeries/site administrator		All students: 2.9% increase LI: 1.1% increase Hispanic: 0.29% increase
5.3	Percentage of all LI and Hispanic students at Enterprise High School and Kerman Unified Online School who have successfully completed the CTE pathway.	Enterprise High School All students: 0% LI: 0% Hispanic: 0% Kerman Unified Online School All students: 8% LI: 5% Hispanic: 3% Data Year: 2022-2023 Data Source: Aeries/site administrator	Enterprise High School All students: 0% LI: 0% Hispanic: 0% Kerman Unified Online School All students: 1.1% LI: 1.1% Hispanic: 0% Data Year: 2023-2024 Data Source: Aeries/site administrator	Enterprise High School All students: 0% LI: 0% Hispanic: 0% Kerman Unified Online School All students: 0% LI: 0% Hispanic: 0% Data Year: 2024-2025 Data Source: Aeries/site administrator	Enterprise High School All: 5% LI: 5% Hispanic: 5% Kerman Unified Online School All: 15% LI: 10% Hispanic: 10% Data Year: 2026-2027 Data Source:	Enterprise High School All students: no change from baseline LI: no change from baseline Hispanic: no change from baseline Kerman Unified Online School All students: 8% decrease LI: 5% decrease Hispanic: 3 decrease
5.4	Graduation Rate	N/A: New metric for the 26-27 LCAP	N/A: New metric for the 26-27 LCAP	Enterprise High School All students: 83.3% LI: 83.3% Kerman Unified Online School All students: 90.8% LI: 92.2% Hispanic: 91.1%	Enterprise High School All students: 88.5% LI: 88.5% Kerman Unified Online School All students: 95.8% LI: 97.2% Hispanic: 96.1%	N/A: New metric for the 26-27 LCAP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Data Year: 2024-2025 Data Source: CA Dashboard	Data Year: 2026-2027 Data Source: CA Dashboard	

Goal Analysis [2025-26]

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

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

Action 5.1- Kerman Unified fully implemented Action 5.1 as planned. The district continued to fund an additional full-time college/career counselor for Kerman Online and an additional part-time counselor for Enterprise. These counselors worked directly with Kerman Online School and Enterprise High School students to help them plan their schedules so that they were college/career-ready, as indicated on the Dashboard. Kerman Unified also ensured that as many courses as possible offered at EHS and KUOS were approved, and students had access to a CTE pathway through KHS, EHS, or online. There were no substantive differences between the planned action and the actual implementation. Successes for this action included the effectiveness of the full-time college/career counselor at Kerman Online School in supporting students' college and career readiness. A challenge experienced with this action was limited CTE course access for students at Enterprise High School.

Overall SUCCESSES for Goal Five:
Full implementation of additional college/career counseling supports improved student planning and readiness, with the Kerman Online School counselor contributing positively to college and career outcomes and pathway access (Action 5.1).

Overall CHALLENGES s for Goal Five:
Limited access to CTE course offerings for students at Enterprise High School restricted full pathway opportunities for some students.

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

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

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

Action 5.1- Action 5.1 has proven highly effective in improving college and career readiness as measured by the College/Career Indicator (CCI) (Metric 5.1) at both Enterprise High School and Kerman Unified Online School. All student groups at both sites have exceeded their

Year 3 targets, with especially strong gains among Hispanic students, who increased by 7.7% at Enterprise and 13.4% at Kerman Unified Online School, and socioeconomically disadvantaged (SED) students, who improved by 6.9% at Enterprise and 11.9% at Kerman Unified Online School. A key factor in this success appears to be the addition of dedicated college and career counselors who work closely with students on course planning, scheduling, and meeting CCI criteria, representing a highly impactful and transformative support. Despite these successes, the action has been ineffective in improving A-G completion (Metric 5.2) and CTE pathway completion (Metric 5.3) at both sites. At Enterprise High School, A-G and CTE pathway completion rates have remained at 0% for All students, Hispanic students, and SED students across all three years, indicating no measurable progress from baseline. At Kerman Unified Online School, A-G completion showed only modest gains, with increases of 2.9% for All students, 1.1% for Low-Income students, and 0.29% for Hispanic students, while CTE pathway completion declined to 0% for all student groups, reflecting decreases of 8% for All students, 5% for Low-Income students, and 3% for Hispanic students. The stark contrast between strong CCI gains and stagnant or declining A-G and CTE pathway completion rates suggests that students are meeting college and career readiness criteria through alternative measures, such as state assessments, dual enrollment, or military pathways, rather than through traditional A-G coursework or CTE pathway completion. While this highlights the effectiveness of counselors in helping students identify multiple avenues to readiness, it also underscores the need for the district to prioritize increasing A-G and CTE pathway completion rates to ensure students have access to the widest possible range of postsecondary opportunities.

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

Action 5.1- The new Graduation Rate metric (Metric 5.4) will provide important additional context in future years, particularly for Enterprise High School, where the 2025 Dashboard shows a concerning decline.
-The goal was updated to included Graduation Rate
-An explanation of why the LEA has developed this goal: This prompt was updated to reflect the 2025 Dashboard outcomes and new educational partner feedback
-Metrics: Added metric 5.4: Graduation Rate
-Funding: Funding was updated to reflect the allocations received for our EM sites to spend during the 2026-2027 school year

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	College/Career Counseling	After looking at the data for each student group, we discovered a common need amongst LI and Hispanic students One common need is increased counseling. Kerman Unified will continue to fund an additional full-time college/career counselor for Kerman Online and an additional part-time	$327,879.00	No

Action #	Title	Description	Total Funds	Contributing
		counselor for Enterprise. These counselors will work directly with Kerman Online School and Enterprise High School students to help them plan their schedules so that they are college/career-ready, as indicated on the Dashboard. Kerman Unified will ensure that as many courses as possible offered at EHS and KUOS are approved, and students will have access to a CTE pathway through KHS, EHS, or online. This action will address the following subgroups that are in the RED on the 2023 Dashboard & the lowest performance areas on the 2025 Dashboard. Enterprise High School ($95,636.00) All, Hispanic, and SED in the area of college/career readiness Kerman Unified Online School ($232,243.00) All, Hispanic, and SED in the area of college/career readiness Enterprise and Kerman Online may have carry-over dollars for 2025-26 that will be used towards this Action.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Kerman Online
2025 Dashboard
ELPI Yellow: 45.5% students making progress/ maintained 1.8% (33 students)
CCI: Yellow: 18.2% prepared/ increased 8% (55 students)
Graduation Rate: Green: 90.8% graduated/increase of 11.8% (65 students)
Suspension Rate: Green: .04% suspended at least one day/increase of .4% (262 students)

Kerman Online
During feedback meetings with educational partners in 2025-2026 for the 2026-2027 LCAP, there was s strong emphasis on offering field trips to colleges and universities.

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Percentage of All and LTEL students at Kerman Unified Online School who demonstrate progress toward English language proficiency, as measured by the English Learner Progress Indicator (ELPI) on the Dashboard.	All EL students: 43.6% making progress LTELS: 39.1% making progress	NEW GOAL/METRIC	All EL students: 45.5% making progress LTELS: 48.4% making progress Data Year: 2024-2025 Data Source: CA Dashboard	All EL students: 50.0% making progress LTELS: 45.0% making progress	All EL student: 1.9% increase making progress LTELS: 9.3% increase making progress
6.2	Percentage of All and socio-economically disadvantaged students at Kerman Unified Online School who demonstrate improvement in math performance as measured by the Math Indicator on the Dashboard.	All: 192.1 points below standard LI: 187 points below standard	NEW GOAL/METRIC	All: 185.5 points below standard LI: 185.5 points below standard Data Year: 2024-2025 Data Source: CA Dashboard	All: 180.0 points below standard LI: 177.0 points below standard	All: 6.6 points improvement LI: 1.5 points improvement

Goal Analysis [2025-26]

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

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

Action 6.1- Kerman Unified fully implemented Action 6.1 as planned. The district used Equity Multiplier funds to support LTELs at Kerman Unified Online School by hiring staff to support students towards language proficiency. Evidence-based strategies such as differentiated instruction, targeted small group interventions, and progress monitoring were implemented to accelerate achievement for LTEL students. Focused and sustained interventions were provided to re-engage LTEL students in language-rich instruction and scaffolded academic content, integrating both academic vocabulary and literacy skills across content areas. There were no substantive differences between the planned action and the actual implementation. Successes for this action included progress in increasing the percentage of LTEL students making progress toward English language proficiency at Kerman Unified Online School. No challenges were noted for this action.

Action 6.2- Kerman Unified fully implemented Action 6.2 as planned. The district used Equity Multiplier funds to support low-income students at Kerman Unified Online School by hiring staff to provide extra help in math. Evidence-based strategies such as differentiated instruction, targeted small group interventions, and progress monitoring were implemented to accelerate achievement for socio-economically disadvantaged students. These strategies were designed to address systemic barriers, including limited access to resources, academic supports, and enrichment opportunities that are often exacerbated in virtual learning environments. There were no substantive differences between the planned action and the actual implementation. Successes for this action included progress in improving math performance for socio-economically disadvantaged students at Kerman Unified Online School as measured by the Math Indicator on the Dashboard. No challenges were noted for this action.

Overall SUCCESSES for Goal Six:
Improved LTEL progress toward English language proficiency and increased math performance for socio-economically disadvantaged students at Kerman Unified Online School through targeted staffing, small-group instruction, and evidence-based interventions (Actions 6.1–6.2).

Overall CHALLENGES s for Goal Six:
No significant challenges were identified for these actions.

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.

Action 6.1- There was no material difference observed between the budgeted amount and the actual expenditures for Action 6.1.

Action 6.2- There was no material difference observed between the budgeted amount and the actual expenditures for Action 6.2

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

Action 6.1- Action 6.1 has demonstrated moderate effectiveness in making progress toward Goal 6. This action uses Equity Multiplier funds to hire staff to support LTELs toward language proficiency at Kerman Unified Online School. The action is grounded in research-based practices, including targeted language development that integrates academic vocabulary and literacy skills across content areas, differentiated instruction, targeted small group interventions, and progress monitoring. Action 6.1 is moderately effective in making progress toward Goal 6 for the ELPI component. The LTEL gain of 5.9% from baseline demonstrates that targeted ELD support is having a meaningful impact on this historically underserved student group. The All EL gain of 1.9% is positive but more modest. The district will continue this action and consider intensifying supports to accelerate progress toward the Year 3 targets, particularly for the broader EL population.

Action 6.2- Action 6.2 has demonstrated moderate effectiveness in making progress toward Goal 6. This action uses Equity Multiplier funds to hire staff to provide extra help in math for Low-Income students at Kerman Unified Online School. The action is grounded in research on opportunity gaps (Jensen, 2009; Reardon, 2013), which highlights that students from low-income backgrounds often face systemic barriers including limited access to resources, academic supports, and enrichment opportunities—disparities that are often exacerbated in virtual learning environments. Overall, Action 6.2 is moderately effective in making progress toward Goal 6 for the Math component. The LI/SED gain of 10.0 points from baseline is the strongest result and demonstrates that targeted math support in the online environment is having a meaningful impact on the student group for whom the action is principally directed. The All Students gain of 6.6 points is also positive and indicates broader improvement at the site. The district will continue this action and consider whether additional math support staff, expanded tutoring hours, or enhanced digital math intervention tools could further accelerate progress, particularly given the significant distance from standard that remains.

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

Action 6.1- Funding was updated to reflect the allocation received for Kerman Online during the 2026-2027 school year.

Action 6.2- Funding was updated to reflect the allocation received for Kerman Online during the 2026-2027 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	ELD Support	KUSD will use Equity Multiplier funds to support LTELs by hiring staff to support students towards language proficiency.	$39,000.00	No

Action #	Title	Description	Total Funds	Contributing
		This goal was developed in alignment with research-based practices to address the specific academic and language development needs of student groups at Kerman Unified Online School. According to the California Department of Education (CDE) Dashboard, Long-Term English Learners (LTELs) were identified as a RED performance group, indicating significant challenges in making adequate progress toward English language proficiency. Research shows that LTELs benefit most from targeted language development that integrates both academic vocabulary and literacy skills across content areas (Olsen, 2010). Therefore, focused and sustained interventions are necessary to re-engage these students in language-rich instruction and scaffolded academic content. This goal aims to implement evidence-based strategies such as differentiated instruction, targeted small group interventions, and progress monitoring to accelerate achievement for LTEL students.		
6.2	Math Support	KUSD will use Equity Multiplier funds to support Low Income students by hiring staff to provide extra help in math. Socio-economically disadvantaged students at Kerman Unified Online School were designated as a RED performance group in mathematics. According to studies on opportunity gaps (Jensen, 2009; Reardon, 2013), students from low-income backgrounds often face systemic barriers, including limited access to resources, academic supports, and enrichment opportunities. These disparities are often exacerbated in virtual learning environments, where student engagement and individualized instruction can be more challenging to maintain without deliberate structures in place. This goal aims to implement evidence-based strategies such as differentiated instruction, targeted small group interventions, and progress monitoring to accelerate achievement for socio-economically disadvantaged students.	$19,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$23,925,648	$3,079,347

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
40.042%	0.000%	$0.00	40.042%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Fully Credentialed Teachers, Admin, and other staff that support EL, LTEL, FY, and LI. **Need:** Data Statement: According to the state assessments, The EL and LI students in Kerman Unified continue to lag behind all students in academic performance state assessments.	The following staff that support and implement all contributing actions in this LCAP are funded through this action: Certificated: Classroom Teachers: -An additional K-3 teacher for each elementary site and a high school math teacher for Kerman High School will lower class sizes in the	SBAC ELA Distance from Standard All Students EL LI LTEL FY SBAC Math Distance from Standard

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

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

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	enhanced experiential learning and skill development and greater access to ROP/CTE courses and trips. **Scope:** LEA-wide	hired to work directly with students to guide them in an appropriate 4-year plan, A-G courses, and other CCI criteria. Due to this being personnel, it is in Action 1.2. High school students will have access to a variety of new courses designed to enhance learning and support career readiness, including Introduction to Firefighting, Introduction to Music Production, Introduction to Videography, ROP Music Production, and ROP Videography. Justification for Wide Application This action has been designed to meet the specific needs of the EL, LI, Homeless, and FY students by providing additional opportunities to meet the college/career readiness criteria by ensuring they are placed in the appropriate classes and supported in those classes so that they will be better prepared to graduate from high school. However, because we believe that other students who are not considered prepared for college/career will benefit from these services, this action will be implemented on an LEA-wide basis. The district expects to see greater gains on the CCI for EL, LI, Foster and Homeless students as compared to all students in order to close this performance gap.	
2.1	**Action:** Infrastructure **Need:** Data Statement According to the state assessments, The EL and LI, students in Kerman Unified continue to	Attributes: Supplemental Materials and Supplies: -Academic: Creating areas with seating that is conducive to focused individual work and other areas that support collaborative group activities.	SBAC ELA Distance from Standard: All Students EL LI

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	When looking at the data, we discovered an even greater need to support low-income students, particularly Homeless students, due to high suspension rates. Additionally, when looking at site-level data, we discovered that Homeless students at Goldenrod Elementary School have a higher suspension rate than all students. Root cause Based on an internal needs assessment to better support all students including LI, FY, and homeless students students, our students need more support to better meet the students social and emotional needs. When conducting a root cause analysis, we found a common need among LI and FY at the LEA level and homeless at Goldenrod. The need for individualized behavior support and monitoring. Unique need A local needs assessment and educational partner feedback indicate an ongoing need for FY and LI students for social-emotional learning and the implementation of supplemental programs designed to decrease behaviors of FY and LI, and homeless students, leading to school suspension.	-Materials and supplies will support the implementation of a schoolwide PBIS reward system designed to reinforce positive behavior and improve student engagement, attendance, and overall school climate. The reward system will be used consistently to recognize and incentivize students who demonstrate expected behaviors aligned with schoolwide expectations, including respect, responsibility, and readiness to learn. -The PBIS rewards will be targeted toward all students, with a specific emphasis on English Learners (EL), Foster Youth (FY), and Low-Income (LI) students, who may benefit most from structured positive reinforcement systems. Rewards will be designed to be student-friendly, meaningful, and motivating, ensuring equitable access and engagement across all student groups. -Implementation will occur on a regular and ongoing basis, with staff recognizing and distributing rewards daily and/or weekly depending on the setting (classroom, grade level, or schoolwide events). This frequent reinforcement cycle is intended to strengthen the connection between positive behavior and immediate recognition. -The PBIS reward system is directly connected to desired behavioral outcomes by reinforcing clear expectations and encouraging students to consistently demonstrate positive behaviors. By acknowledging appropriate behavior in real time, the system supports improved attendance, reduced behavioral incidents, increased student engagement, and a more positive and productive school environment.	Goldenrod Elementary School Suspension Rate All Students Homeless

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	In addition, homeless students at Goldenrod were suspended at a higher rate than all students at the site. The site level needs assessment at Goldenrod Elementary School revealed that homeless students are in need of extra support from site administrators and counselors to learn coping and problem-solving strategies to make better choices. **Scope:** LEA-wide	-Rewards will be selected based on clearly defined criteria aligned with the PBIS framework. Selection will prioritize items and incentives that reinforce schoolwide expectations, promote intrinsic motivation, and support student engagement rather than serving as standalone prizes or giveaways. Consideration will be given to rewards that encourage positive behaviors, such as improved attendance, participation, respectful interactions, and academic effort. Staff input and student interest data will also inform reward selection to ensure relevance and effectiveness. Activities: -Providing students with interactive and engaging assemblies and activities that promote good behavior and choice by linking activities to real life experience and scenarios. -Inviting inspiring speakers who can mentor students through their personal stories and experiences. Vape education program: -Tailor awareness by providing age-appropriate content to students that explains and focuses on the dangers of nicotine and the effects on their health, and providing more detailed information on the chemicals in vape products and their long-term consequences. Professional development -Providing counselors with professional development on how to effectively meet the social and emotional needs of the students and provide them with coping skills to make good choices.	

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	student group. While not at the same rates, the increase in suspensions, specifically for FY and homeless students, is equally concerning and significantly higher when compared to the all student group. Root cause Local data shows that extracurricular activities as a complementary strategy to in-classroom learning strongly impact the improvement of cognitive and behavioral learning and teach life and learning skills that translate to better success inside and outside the classroom, particularly for students in lower socio-economic situations. Unique need After conducting a local needs assessment, local data revealed that when LI, FY, or homeless students are more involved in school activities, including sports, clubs, visual and performing arts, and field trips, they are more likely to attend school regularly and have fewer behavior issues. Educational partner feedback also included a recommendation for more student support systems, including sports and clubs. **Scope:** LEA-wide	Providing assemblies and opportunities to expose students to visual and performing arts. Sports: Providing students with equipment, uniforms, and transportation to competitions to alleviate any obstacles they may have to impede participation. Clubs: Providing students opportunities to join clubs, using funds to cover entry fees, uniforms, and materials and supplies needed to successfully execute a club. Academic Field Trip: Providing entry fees and transportation for students who may have the financial barriers to attend field trips. Justification for Wide Application While this action has been designed to meet the specific needs of LI, FY, and homeless students, it is expected that all students struggling with attendance or behavior will benefit; this action will be implemented district-wide	Suspension Rates All Students LI FY Homeless
2.6	**Action:** Social Emotional Learning **Need:**	Professional Development: All counselors will participate in Hatching Results (a 3-year program) to learn strategies to meet the unique needs of EL, LI, and FY students.	Suspension Rates All Students LI FY

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.1	**Action:** Parental Support Systems **Need:** Data Statement Local data shows that only 50% of parents who participated in the Healthy Kids Survey feel a strong connection to the school. Educational partner feedback, particularly EL parents, also indicates a need for more opportunities for parent participation and more training for parents regarding school issues such as grades, behavior, college readiness, etc. Root cause: EL parents need more opportunities and support to help them gain a sense of connectedness. Unique need We need to provide additional training opportunities for parents to feel engaged and connected to the school **Scope:** LEA-wide	To promote overall increased parental involvement and communication between the school, parents, and students, KUSD will provide Parental Support Systems to improve school-to-home communication and parental access to student information systems (i.e., how to use the Parent Portal). Attributes: -The District will update the website to provide easier access and up-to-date information regarding school events. -The District will also implement Class Dojo in TK-6 grades to keep parents informed on the daily activities in their children's classrooms. -KUSD will expand the actions of this goal by providing elementary and secondary site-based parent training programs specific to each site's needs to allow parents to assist their students in their educational needs. -Training (Success Together, which replaces PIQE starting the 2025-2026 school year, and Parent University) and meetings will include in-person and virtual to enable more families to participate. -An EL Parent Information Night will be scheduled at each school site. Justification for Wide Application This action is expected to meet the needs of EL parents; however, since it will benefit all parents, it is being implemented district-wide.	School Connectedness Percentage of parents feel connected (Healthy Kids Survey)
4.3	**Action:**	What is purchased/provided: EL Professional development and coaching	EL proficiency on the SBAC ELA and Math, EL

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		ELs through Integrated ELD instruction. The following attributes will be emphasized: providing targeted scaffolded support engaging learners in daily opportunities to interact in meaningful ways and practice academic discourse encouraging learners to access their home language to help clarify or process information, and using formative assessment practices and routine comprehension checks to ensure student understanding. Designated ELD teachers will provide instruction based on the ELD standards that is targeted to the students' levels of English proficiency. English learners will receive instruction that addresses their precise language needs and builds upon content lessons. Justification for Wide Application This action is expected to meet the needs EL students; however, this will benefit all students.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.1	**Action:** Newcomer Support	What is purchased/provided A research-based newcomer program will be implemented to address the unique needs of this	ELPAC Summative: ELs: Level 4

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

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

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

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

N/A

Additional Concentration Grant Funding

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

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

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

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

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

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

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

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

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$59,750,846	$23,925,648	40.042%	0.000%	40.042%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$56,838,336.00	$24,684,708.00	$2,183,469.00	$3,355,727.00	$87,062,240.00	$77,592,154.00	$9,470,086.00

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					$61,905,422.00	$0.00	$32,747,688.00	$23,618,538.00	$2,183,469.00	$3,355,727.00	$61,905,422.00	0
1	1.2	Fully Credentialed Teachers, Admin, and other staff that support EL, LTEL, FY, and LI.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$14,345,345.00	$1,947,283.00	$16,292,628.00	$0.00	$0.00	$0.00	$16,292,628.00	0
1	1.3	Professional Development	All	No					$0.00	$115,000.00	$115,000.00	$0.00	$0.00	$0.00	$115,000.00	0
1	1.4	Sufficient Instructional Materials to Implement the State Standards	All	No					$0.00	$50,000.00	$50,000.00	$0.00	$0.00	$0.00	$50,000.00	0
1	1.5	Additional Academic Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$1,007,456.00	$4,000,005.00	$4,532,170.00	$475,291.00	$0.00	$0.00	$5,007,461.00	0
1	1.6	College Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$468,300.00	$468,300.00	$0.00	$0.00	$0.00	$468,300.00	0
1	1.7	Special Education	Students with Disabilities	No			All Schools Specific Schools: Goldenrod Elementary, Kerman High School, Kerman Middle School, Kerman-Floyd Elementa		$0.00	$200,000.00	$0.00	$200,000.00	$0.00	$0.00	$200,000.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							ry all grades									
2	2.1	Infrastructure	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$263,975.00	$263,975.00	$0.00	$0.00	$0.00	$263,975.00	0
2	2.2	Broad Course of Study	All	No					$0.00	$5,000.00	$0.00	$5,000.00	$0.00	$0.00	$5,000.00	0
2	2.3	Decrease Suspension Rates	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$68,216.00	$135,415.00	$203,631.00	$0.00	$0.00	$0.00	$203,631.00	0
2	2.4	Attendance	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income			$13,666.00	$102,500.00	$116,166.00	$0.00	$0.00	$0.00	$116,166.00	0
2	2.5	Student Support Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$1,556,452.00	$1,556,452.00	$0.00	$0.00	$0.00	$1,556,452.00	0
2	2.6	Social Emotional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$227,198.00	$227,198.00	$0.00	$0.00	$0.00	$227,198.00	0
2	2.7	Attendance (KMS White Students)	Homeless	No			Specific Schools: Kerman Middle School 7-8		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
3	3.1	Parental Support Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$1,354.00	$171,340.00	$172,694.00	$0.00	$0.00	$0.00	$172,694.00	0
4	4.1	Newcomer Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$15,684.00	$15,684.00	$0.00	$0.00	$0.00	$15,684.00	0
4	4.2	LTEL Professional Development and Language Acquisition Program	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	Specific Schools: Kerman MIddle School, Kerman		$0.00	$44,700.00	$44,700.00	$0.00	$0.00	$0.00	$44,700.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					s)		High School, Enterprise High School, Kerman Unified Online School 7-12									
4	**4.3**	EL Professional Development and Language Acquisition Program	English Learners	Yes	LEA-wide	English Learners			$0.00	$32,050.00	$32,050.00	$0.00	$0.00	$0.00	$32,050.00	0
5	**5.1**	College/Career Counseling	Hispanic and Socio-Economically Disadvantaged	No			Specific Schools: Enterprise High School and Kerman Unified Online School 9-12		$250,695.00	$77,184.00	$0.00	$327,879.00	$0.00	$0.00	$327,879.00	0
6	**6.1**	ELD Support	LTEL and Socio-Economically Disadvantaged	No			Specific Schools: Kerman Unified Online School 9-12		$0.00	$39,000.00	$0.00	$39,000.00	$0.00	$0.00	$39,000.00	0
6	**6.2**	Math Support	LTEL and Socio-Economically Disadvantaged	No			Specific Schools: Kerman Unified Online School 9-12		$0.00	$19,000.00	$0.00	$19,000.00	$0.00	$0.00	$19,000.00	0

2026-27 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
$59,750,846	$23,925,648	40.042%	0.000%	40.042%	$23,925,648.00	0.000%	40.042 %	**Total:**	$23,925,648.00
								LEA-wide Total:	$23,865,264.00
								Limited Total:	$60,384.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.2**	Fully Credentialed Teachers, Admin, and other staff that support EL, LTEL, FY, and LI.	Yes	LEA-wide	English Learners Foster Youth Low Income		$16,292,628.00	0
1	**1.5**	Additional Academic Support	Yes	LEA-wide	English Learners Foster Youth Low Income		$4,532,170.00	0
1	**1.6**	College Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income		$468,300.00	0
2	**2.1**	Infrastructure	Yes	LEA-wide	English Learners Foster Youth Low Income		$263,975.00	0
2	**2.3**	Decrease Suspension Rates	Yes	LEA-wide	English Learners Foster Youth Low Income		$203,631.00	0
2	**2.4**	Attendance	Yes	LEA-wide	Foster Youth Low Income		$116,166.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.5	Student Support Systems	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,556,452.00	0
2	2.6	Social Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income		$227,198.00	0
3	3.1	Parental Support Systems	Yes	LEA-wide	English Learners Foster Youth Low Income		$172,694.00	0
4	4.1	Newcomer Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$15,684.00	0
4	4.2	LTEL Professional Development and Language Acquisition Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Kerman MIddle School, Kerman High School, Enterprise High School, Kerman Unified Online School 7-12	$44,700.00	0
4	4.3	EL Professional Development and Language Acquisition Program	Yes	LEA-wide	English Learners		$32,050.00	0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$87,348,605.00	$90,986,913.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Fully Credentialed Teachers, Admin, and other staff	No	$60,766,553.00	$64,901,506.00
1	**1.2**	Fully Credentialed Teachers, Admin, and other staff that support EL, LTEL, FY, and LI.	Yes	$14,658,150.00	$14,993,661.00
1	**1.3**	Professional Development	No	$495,190.00	$514,222.00
1	**1.4**	Sufficient Instructional Materials to Implement the State Standards	No	$807,375.00	$737,738.00
1	**1.5**	Additional Academic Support	Yes	$5,477,611.00	$5,021,197.00
1	**1.6**	College Career Readiness	Yes	$455,476.00	$413,646.00
1	**1.7**	Special Education	No	$200,000.00	$200,000.00
2	**2.1**	Infrastructure	Yes	$287,590.00	$382,113.00
2	**2.2**	Broad Course of Study	No	$419,835.00	$425,890.00
2	**2.3**	Decrease Suspension Rates	Yes	$183,957.00	$224,595.00
2	**2.4**	Attendance	Yes	$290,577.00	$297,147.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.5**	Student Support Systems	Yes	$2,245,213.00	$1,771,313.00
2	**2.6**	Social Emotional Learning	Yes	$298,932.00	$321,449.00
2	**2.7**	Attendance (KMS White Students)	No	$0.00	$0.00
3	**3.1**	Parental Support Systems	Yes	$191,762.00	$210,808.00
4	**4.1**	Newcomer Support	Yes	$34,411.00	$33,176.00
4	**4.2**	LTEL Professional Development and Language Acquisition Program	Yes	$15,812.00	$16,209.00
4	**4.3**	EL Professional Development and Language Acquisition Program	Yes	$37,300.00	$39,382.00
5	**5.1**	College/Career Counseling	No	$365,545.00	$365,545.00
6	**6.1**	ELD Support	No	$58,552.00	$58,552.00
6	**6.2**	Math Support		$58,764.00	$58,764.00

2025-26 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)
$23,219,464	$23,073,713.00	$23,219,464.00	($145,751.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.2**	Fully Credentialed Teachers, Admin, and other staff that support EL, LTEL, FY, and LI.	Yes	$14,658,150.00	$14,993,661.00	0	
1	**1.5**	Additional Academic Support	Yes	$4,958,652.00	$4,515,965.00	0	
1	**1.6**	College Career Readiness	Yes	$455,476.00	$413,646.00	0	
2	**2.1**	Infrastructure	Yes	$287,590.00	$382,113.00	0	
2	**2.3**	Decrease Suspension Rates	Yes	$183,957.00	$224,595.00	0	
2	**2.4**	Attendance	Yes	$104,763.00	$297,147.00	0	
2	**2.5**	Student Support Systems	Yes	$1,846,908.00	$1,771,313.00	0	
2	**2.6**	Social Emotional Learning	Yes	$298,932.00	$321,449.00	0	
3	**3.1**	Parental Support Systems	Yes	$191,762.00	$210,808.00	0	
4	**4.1**	Newcomer Support	Yes	$34,411.00	$33,176.00	0	
4	**4.2**	LTEL Professional Development and Language Acquisition Program	Yes	$15,812.00	$16,209.00	0	
4	**4.3**	EL Professional Development and Language Acquisition Program	Yes	$37,300.00	$39,382.00	0	

2025-26 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)
$58,084,457	$23,219,464	0%	39.975%	$23,219,464.00	0.000%	39.975%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32627(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32627(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32627(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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