# LCFF Budget Overview for Parents

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

CDS Code: 10-73999-1033430

School Year: 2024-25
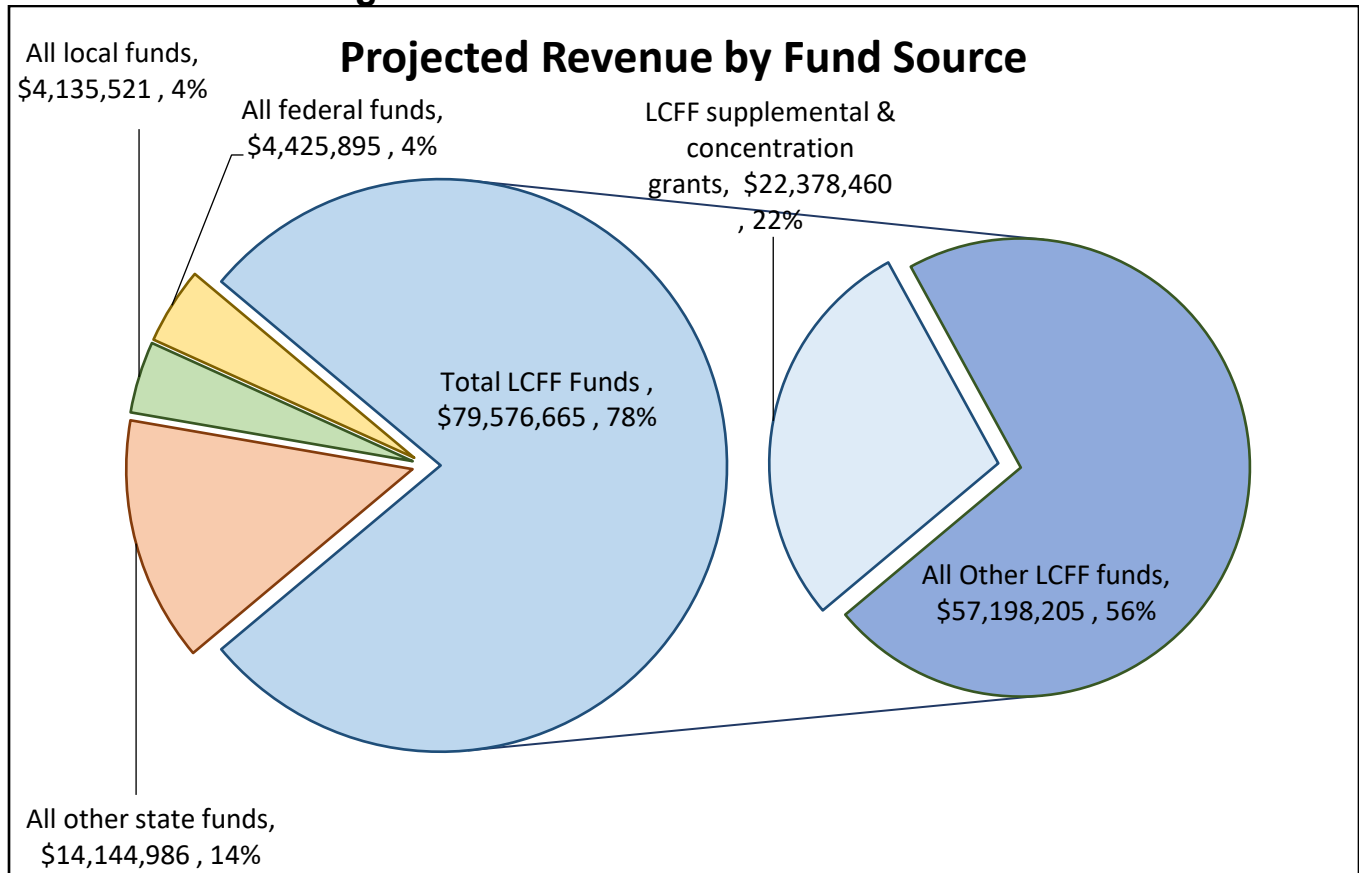
LEA contact information:

Gordon Pacheco

Superintendent

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).

## Projected Revenue by Fund Source

All local funds,
$4,135,521 , 4%

All federal funds,
$4,425,895 , 4%

LCFF supplemental &
concentration
grants,  $22,378,460
, 22%

Total LCFF Funds ,
$79,576,665 , 78%

All Other LCFF funds,
$57,198,205 , 56%

All other state funds,
$14,144,986 , 14%

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

The text description for the above chart is as follows: The total revenue projected for Kerman Unified School District is $102,283,067, of which $79,576,665 is Local Control Funding Formula (LCFF), $14,144,986 is other state funds, $4,135,521 is local funds, and $4,425,895 is federal funds.  Of the $79,576,665 in LCFF Funds, $22,378,460 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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

## Budgeted Expenditures in the LCAP
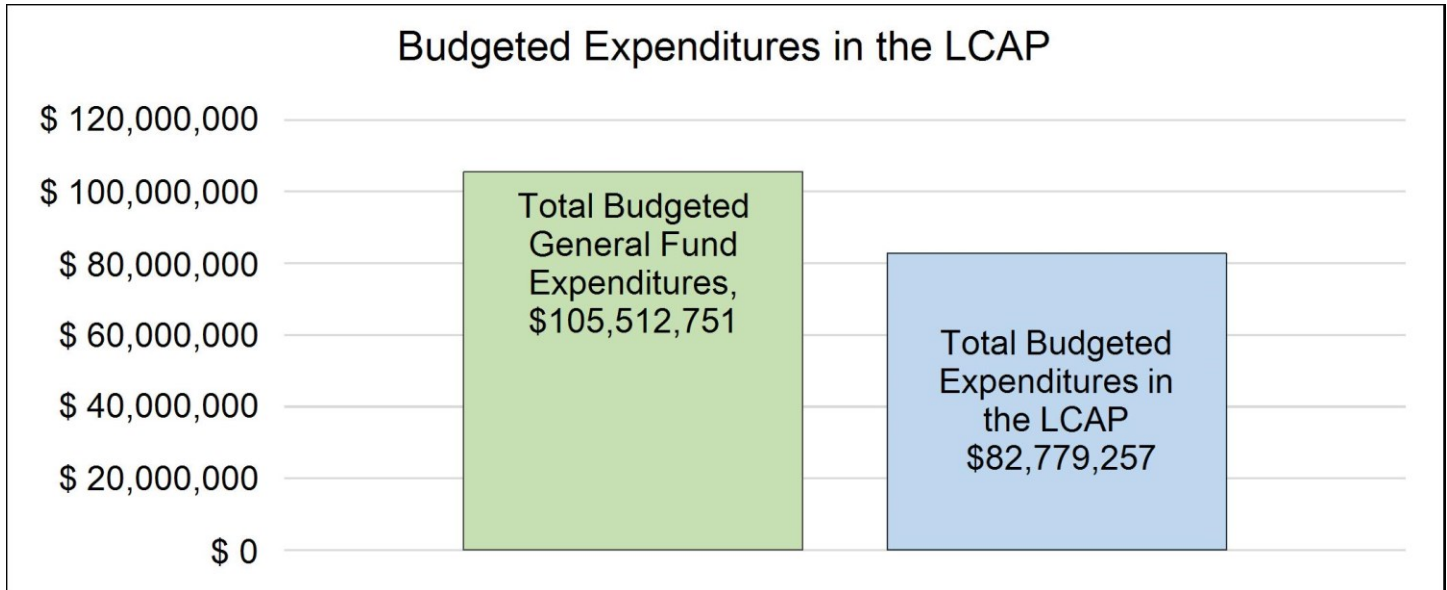


*This chart provides a quick summary of how much Kerman Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.*

The text description of the above chart is as follows: Kerman Unified School District plans to spend $105,512,751 for the 2024-25 school year. Of that amount, $82,779,257 is tied to actions/services in the LCAP and $22,733,494 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
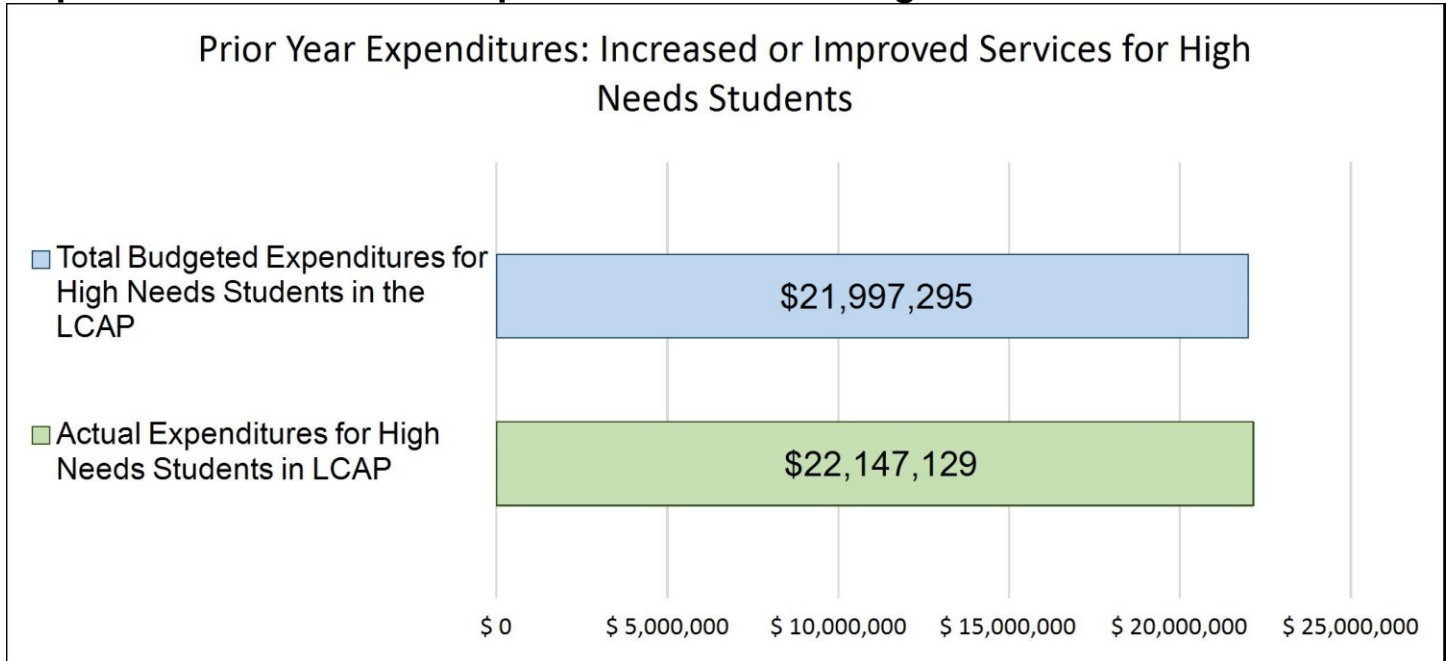
District overhead costs, reserve requirements and services not allocated to a goal and action within the LCAP have not been included in the total expenditures.

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

In 2024-25, Kerman Unified School District is projecting it will receive $22,378,460 based on the enrollment of foster youth, English learner, and low-income students. Kerman Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP.  Kerman Unified School District plans to spend $22,378,460 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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

### Prior Year Expenditures: Increased or Improved Services for High Needs Students

- ☐ Total Budgeted Expenditures for High Needs Students in the LCAP: **$21,997,295**
- ☐ Actual Expenditures for High Needs Students in LCAP: **$22,147,129**

(Horizontal axis: $0, $5,000,000, $10,000,000, $15,000,000, $20,000,000, $25,000,000)

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

The text description of the above chart is as follows: In 2023-24, Kerman Unified School District's LCAP budgeted $21,997,295 for planned actions to increase or improve services for high needs students. Kerman Unified School District actually spent $22,147,129 for actions to increase or improve services for high needs students in 2023-24.

# 2023–24 Local Control and Accountability Plan Annual Update

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

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

## Goals and Actions

### Goal

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

### Measuring and Reporting Results

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

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

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | All: 39%<br>LI: 23%<br>EL: 7%<br>SWD: 0.6%<br>Data Year: 2020-2021<br>Data Source: Illuminate | EL: 21%<br>SWD: 11%<br>Data Year: 2021-2022<br>Data Source: Illuminate | SWD: 0.9%<br>Data Year: 2022-2023<br>Data Source: Illuminate<br><br>Distance from Standard<br>ALL: -27 (Low)<br>LI: -32.6 (Low)<br>EL: -51 (Low)<br>FY: -64.1 (Low)<br>SWD: -97.3 (Very Low)<br>Data Year: 2022<br>Data Source: California Dashboard | SWD: 10.82%<br>Data Year: 2023-2024<br>Data Source: Illuminate<br><br>Distance from Standard<br>ALL: -24.6 (Low/ORANGE)<br>LI: -30.9- (Low/ORANGE)<br>EL: -54.9 (Low/ORANGE))<br>FY: NA - not enough for a color<br>SWD: -101.8 (Very Low/RED)<br>Data Year: 2023<br>Data Source: California Dashboard | |
| Smarter Balanced Math scores percent proficient for all students, low-income English Learners, foster, and SWD. Math local benchmarks will be used until Smarter Balanced Math results become available. | All Students: 34.03%<br>LI: 30.74%<br>EL: 14.43%<br>FY: not enough students<br>SWD: 14.03%<br>Data Year: 2019 - No 2020 data due to COVID<br>Data Source: Data Quest | All Students: 20.27%<br>LI: 19.53%<br>EL: 7.23%<br>FY: not enough students<br>SWD: 4.67%<br>Data Year: 2021<br>Data Source: Data Quest<br><br>LOCAL ASSESSMENTS | All Students: 23.09%<br>LI: 20.49%<br>EL: 8.81%<br>FY: NA<br>SWD: 6.73%<br>Data Year: 2022<br>Data Source: Data Quest<br><br>LOCAL ASSESSMENTS | All Students: 24.14%<br>LI: 21.48%<br>EL: 8.22%<br>FY: NA<br>SWD: 5.56%<br>Data Year: 2023<br>Data Source: Data Quest<br><br>LOCAL ASSESSMENTS | 10% increase in all students<br>20% increase in subgroup<br><br>LOCAL ASSESSMENTS<br>Increase the percentage of students who met or exceeded standards to: |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | LOCAL ASSESSMENTS Met or exceeded standards: All: 42% LI: 24.4% EL: 9% SWD: 1% Data Year: 2020-2021 Data Source: Illuminate | Met or exceeded standards: All: 46% LI: 36% EL: 27% SWD: 13% Data Year: 2021-2022 Data Source: Illuminate | Met or exceeded standards: All: 40% LI: 32% EL: 4.7% SWD: 1% Data Year: 2022-2023 Data Source: Illuminate<br><br>Distance from Standard ALL: -73.2 (Low) LI: -79 (Low) EL: -88.1 (Low) FY: -115.3 (Very Low) SWD: -127.7 (Very Low) Data Year: 2022 Data Source: California Dashboard | Met or exceeded standards: All: 39.90% LI: 35.70% EL: 17.06% SWD: 14.15% Data Year: 2023-2024 Data Source: Illuminate<br><br>Distance from Standard ALL: -70.6 (Medium/YELLOW) LI: -76.8 (Low/ORANGE) EL: -87.3(Low/ORANGE) FY: NA - not enough for a color FY: -133.6 (Very Low/RED) Data Year: 2023 Data Source: California Dashboard | All: 65% LI: 55% EL: 40% SWD: 20% |
| EL students making progress toward English Proficiency | 45.7% of EL students are making progress towards English language proficiency<br><br>Data Year: 2019 - the 2020 data is limited to | Refer to the data below in place of no ELPI per suspended 2020 ELPAC<br><br>Level 4: 16.51% Level 3: 39.58% | 50.3% of EL students are making progress towards English language proficiency. Data Year: 2022 Data Source: California Dashboard | 55.3% of EL students are making progress towards English language proficiency. Data Year: 2023 Data Source: California Dashboard | 65% or higher of EL students making progress towards English language proficiency. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | a small percentage of students<br>Data Source: California Dashboard | Level 2: 28.74%<br>Level 1: 15.17%<br><br>Data Year: 2021<br>Data Source Illuminate (pulled from CERS) | Summative ELPAC Results<br>Level 4: 16.92%<br>Level 3: 41.92%<br>Level 2: 29.93%<br>Level 1: 11.23%<br><br>Data Year: 2022<br>Data Source CDE CAASPP Website | Summative ELPAC Results<br>Level 4: 16.50%<br>Level 3: 33.77%<br>Level 2: 29.4%<br>Level 1: 20.33%<br><br>Data Year: 2023<br>Data Source CDE CAASPP Website | |
| EL reclassification as measured by prior year numbers of reclassified students | 12.8% EL reclassification rate<br>Data Year: 2020<br>Data Source: Dataquest | 10.3% EL reclassification rate<br>Data Year: 2021<br>Data Source: Dataquest | 11.8% EL reclassification rate<br>Data Year: 2022<br>Data Source: Calpads/Illuminate | 10.8% EL reclassification rate<br>Data Year: 2023<br>Data Source: Calpads/Illuminate | 20% EL reclassification rate and/or maintain above the State average |
| Physical Fitness Testing % of students in Healthy Fitness Zone | 5th grade: 81.9%<br>7th grade: 87.4%<br>9th grade: 95.3%<br>Data Year: 2019 - No 2020 data due to COVID<br>Data Source: Dataquest | No data available as testing was not completed in 2020-2021 | Test Completion Results only:<br><br>5th grade: 100%<br>7th grade: 100%<br>9th grade: 100%<br>Data Year: 2021-2022<br>Data Source: Aeries | Test Completion Results only:<br><br>5th grade: 98.8%<br>7th grade: 99.5%<br>9th grade: 96.9%<br>Data Year: 2022-2023<br>Data Source: Aeries | 3% increase in each grade level. |
| a-g percent of pupils with successful course completion for all, LI, EL, FY, and SWD students. | All students: 35.4%<br>EL: 8.0%<br>LI: 22.3%<br>Foster Youth: Not enough students | All students: 25.2%<br>EL: 7.7%<br>LI: 25.4%<br>Foster Youth: Not enough students | All students: 34.7%<br>EL: 7.1%<br>LI: 33.4%<br>Foster Youth: Not enough students | All students: 40%<br>EL: 3.7%<br>LI: 38%<br>Foster Youth: Not enough students | Increase the percentage of a-g completers to:<br>All students: 60%<br>EL: 20% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | SWD: 1.1%<br>Data Year: 2020<br>Data Source: CalPads | SWD: 2.1%<br>Data Year: 2021<br>Data Source: CalPads | SWD: 1.9%<br>Data Year: 2022<br>Data Source: CDE | SWD: 6.4%<br>Data Year: 2023<br>Data Source: CDE/DataQuest | LI: 40%<br>Foster Youth: Not enough students<br>SWD: 5% |
| % of students CTE pathway completers for all students, LI, EL, FY, and SWD | All students: 21%<br>EL: 0%<br>LI: 9.2%<br>FY: not enough students<br>SWD: 0.0%<br>Data Year: 2020<br>Data Source: Local data/Calpads | All students: 20%<br>EL: 5.1%<br>LI: 19%<br>FY: not enough students<br>SWD: 5.1%<br>Data Year: 2020<br>Data Source: Local data/Calpads | All students: 19.5%<br>EL: 8.1%<br>LI: 19.1%<br>FY: not enough students<br>SWD: 11.1%<br>Data Year: 2022<br>Data Source: CDE | All students: 36.8%<br>EL: 17.6%<br>LI: 36.9%<br>FY: not enough students<br>SWD: 23.4%<br>Data Year: 2023<br>Data Source: CalPads | Increase the percentage of pathway completers to:<br>All students: 40%<br>EL: 12%<br>LI: 30%<br>FY: not enough students<br>SWD:10% |
| % of pupils scoring 3 or higher on the AP exam | 59% of the pupils scored 3 or higher on the AP exam<br>Data Year: 2020<br>Data Source: College Board | 39% of the pupils scored 3 or higher on the AP exam<br>Data Year: 2021<br>Data Source: College Board | 42% of the pupils scored 3 or higher on the AP exam<br>Data Year: 2022<br>Data Source: College Board | 57.8% of the pupils scored 3 or higher on the AP exam<br>Data Year: 2023<br>Data Source: College Board | 71% of pupils score 3 or higher on the AP Exam |
| % of students scoring "ready" or higher on the ELA EAP. | 58.61%<br>Data Year: 2019 - No 2020 data due to COVID<br>Data Source: CAASPP | 47.07%<br>Data Year: 2021<br>Data Source: CAASPP | 44.45%<br>Data Year: 2022<br>Data Source: CAASPP | 56.13%<br>Data Year: 2023<br>Data Source: CAASPP | 65% of students will score "ready" or higher on the ELA EAP. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| % of students scoring "ready" or higher on the Math EAP | 22.55%<br>Data Year:  2019 - No 2020 data due to COVID<br>Data Source:  CAASPP | 15.31%<br>Data Year: 2021<br>Data Source:  CAASPP | 11.99%<br>Data Year:  2022<br>Data Source:  CAASPP | 14.96%<br>Data Year:  2023<br>Data Source:  CAASPP | 28% of students will score "ready" or higher on the Math EAP. |
| High School Dropout Rate | 6.6%<br>Data Year:  2020<br>Data Source:  Calpads | 4.8%<br>Data Year:  2021<br>Data Source:  Calpads | 3%<br>Data Year:  2022<br>Data Source:  Calpads | 5%<br>Data Year:  2023<br>Data Source:  Calpads | Decrease by at least 3% |
| High School Graduation Rate for all students LI, EL, foster youth and for students with disabilities | All students:  88.5%<br>LI:  88.1%<br>EL:  75%<br>Foster Youth:  under 10 students<br>Students with Disabilities:  75%<br>Data Year:  2020<br>Data Source:  California Dashboard | All students: 94.2%<br>LI:  94.2%<br>EL:  88.5%<br>Foster Youth:  under 10 students<br>Students with Disabilities:  74.5%<br>Data Year:  2021<br>Data Source:  California Dashboard | All students: 94.1%<br>LI:  93.9%<br>EL:  89.9%<br>Foster Youth:  under 10 students<br>Students with Disabilities:  75.9%<br>Data Year:  2022<br>Data Source:  California Dashboard | All students: 89.7%<br>LI:  90.0%<br>EL:  72.5%<br>Foster Youth:  under 10 students<br>Students with Disabilities:  51.0%<br>Data Year:  2023<br>Data Source:  California Dashboard | All students: 96% or above<br>LI:  96% or above<br>EL:  92% or above<br>Foster Youth:  under 10 students<br>Students with Disabilities:  95% or above |
| % of high school graduates who are college/career ready (CCI) | All students:  30.3%<br>LI: 26.6%<br>EL:  7.5%<br>SWD: 9.4%<br>Foster Youth: under 10 students<br>Homeless Students: 17.6%<br>Data Year:  2020 | No Data available on the Dashboard<br>Other indicators of CCI include:<br>CTE pathway completers (see above)<br>AP results (see above) | No Data available on the Dashboard<br>Other indicators of CCI include:<br>CTE pathway completers (see above)<br>AP results (see above) | All students: 35%<br>LI: 34.8%<br>EL:  1.8%<br>SWD: 2%<br>Foster Youth: under 10 students<br>Homeless Students: 6.7%<br>Data Year:  2023 | A 30% increase in all students, and 15% increase in each subgroup. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Data Source: California Dashboard | a-g results (see above)<br>Dual Enrollment: 11.5% of high school students took a dual enrollment course<br>Data Year: 2021<br>Data Source: Dataquest & Aeries | a-g results (see above)<br>Dual Enrollment: 11.5% of high school students took a dual enrollment course<br>Data Year: 2022<br>Data Source: Dataquest & Aeries | Data Source: California Dashboard | |
| % of students who successfully complete both a-g requirements and CTE pathway requirements. | All students: 2.1%<br>Data Year: 2020<br>Data Source: Aeries & Calpads | All students: 7.3%<br>Data Year: 2021<br>Data Source: Aeries & Calpads | All students:8.8%<br>Data Year: 2022<br>Data Source: CDE | All students: 19%<br>Data Year: 2023<br>Data Source: CalPads | Increase by a minimum of 15% |
| Middle School Dropout Rate | All students: 0%<br>Data Year: Fall 2020<br>Data Source: Calpads | All students: 0%<br>Data Year: Fall 2021<br>Data Source: Calpads | All students: 0.1%<br>Data Year: Fall 2022<br>Data Source: Calpads | All students: 0%<br>Data Year: Fall 2023<br>Data Source: Calpads | Maintain 0% |

## Goal Analysis

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

All actions in Goal One were implemented as written.

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

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

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

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

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

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

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

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

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

Action 10 - KUSD created two improvement teams to address the needs of SWD. One team is working at the secondary level with the primary goal of improving graduation rates for SWD. The team has implemented a more rigorous curriculum and is following a designated group of students to determine if they can be successful with it. The goal is to have the students on a graduation track rather than a certificate of completion track. The second improvement team works at the elementary level. The primary goals are to increase and correlate the rigor

with the regular classroom and increase the collaboration and communication between general education and special education teachers. The Director of Pupil Personnel Services meets regularly with the Special Education Department to review IEP expectations and student services. She also works with the school psychologists, counselors, and nurses to support any social emotional, or health needs of SWD.

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

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

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

1.5: The estimated actuals were more than the planned expenditures due to an influx of Newcomer and EL students in the district, increasing need and cost.

1.7: The estimated actuals were less than the planned expenditures because the cost of the program for the number of students was less than expected.

1.9: The estimated actuals were more than the planned expenditures due to salary increases and differences in staffing.

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

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

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

continues to grow. The Smarter Balanced ELA and Math scores did not meet the 3-year goal, but the addition of SBAC Ecosystems PD should be reflected in the 2023-2024 scores.

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

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

Action 1.5 addresses the following metrics: CAASPP ELA and Math for ELs, Local ELA and Math for ELs, Access to EL Standards, EL students making progress toward English Proficiency, and EL reclassification rate. Though state LEA and Math assessments do not indicate that EL students met the target cited in the action, local assessments in the metrics section do show that EL students made progress in both ELA and Math. Additionally, progress toward EL proficiency improved according the the ELPI. Based on local assessments and the growth in ELPI, this action has been effective. Teachers in all grade levels continue to receive PD or site support for designated and integrated ELD. The District has an EL Improvement Team that meets regularly with EL site lead teachers to ensure the needs of EL students are being met districtwide.

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

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

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

Action 1.9 addresses the following metrics:  Proficiently toward the Smarter Balanced ELA and Math and local ELA and Math assessments for EL, LI, and FY students. The expected outcome will be a decrease in the overall achievement gap as evidenced by ELA and Math state and local data between all students and EL, LI, FY.  This  action has been effective, as the ELPI results have risen consistently over the past three years, starting at 45.7% prepared in 2019 to 55.3% in 2023. Additional staff were hired to work with EL, FY, and LI students. Additional bilingual tutors were hired at each site, and all tutors worked 7 hours instead of the previous 5 or 6 to be available to provide support for the entire school day. The continuation high school now has a bilingual tutor in each class; previously the site only had a bilingual tutor for the English class. Assistant principals also keep track of the progress of EL, FY, and LI students, and ensure they get the extra tutoring during the day or after school. Bus transportation is provided for students who stay after school for tutoring; therefore, transportation is not a barrier for any students. Secondary teachers also added 30 minutes before school three days a week to help students academically.

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

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

## Measuring and Reporting Results

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

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Data Year: 2020-2021<br>Data Source: CalPads Fall #2 | Data Year: 2021-2022<br>Data Source: CalPads Fall #2 | Data Year: 2022-2023<br>Data Source: CalPads Fall #2 | Data Year: 2023-2024<br>Data Source: CalPads Fall #2 | Data Year: 2023-2024<br>Data Source: CalPads Fall #2 |
| Suspension Rate for All students, EL, LI, and FY. | All: 2.2%<br>EL: 2.1%<br>SWD: 5.8%<br>LI: 2.4%<br>FY: 11.9%<br><br>Data Year: 2019-2020<br>Data Source: Data Quest | All: 0.1%<br>EL: 0.1%<br>SWD: 0.5%<br>LI: 0.2%<br>FY: 0%<br><br>Data Year: 2020-2021<br>Data Source: Data Quest | All: 3.6%<br>EL: 3.1%<br>SWD: 4.8%<br>LI: 3.9%<br>FY: 14%<br><br>Data Year: 2021-2022<br>Data Source: Data Quest | All: 3.2%<br>EL: 2.9%<br>SWD: 3.8%<br>LI: 3.4%<br>FY: 7.9%<br><br>Data Year: 2022-2023<br>Data Source: Data Quest | Suspension rate:<br><br>All: At or below 1.5%<br>EL: At or below 1.5%<br>SWD: At or below 1.5%<br>LI: At or below 1.5%<br>FY: At or below 2.0% |
| Expulsion Rate for All students, EL, SWD, LI, and foster youth. | All: 0.2%<br>EL: 02%<br>SWD: 0.7%<br>LI: 0.2%<br>FY: 0%<br><br>Data Year: 2019-2020<br>Data Source: Dataquest | All: 0%<br>EL: 0%<br>SWD: 0%<br>LI: 0%<br>FY: 0%<br><br>Data Year: 2020-2021<br>Data Source: Dataquest | All: 0%<br>EL: 0%<br>SWD: 0%<br>LI: 0%<br>FY: 0%<br><br>Data Year: 2021-2022<br>Data Source: Dataquest | All: 0%<br>EL: 0%<br>SWD: 0%<br>LI: 0%<br>FY: 0%<br><br>Data Year: 2022-2023<br>Data Source: Dataquest | Expulsion rate decrease by 0.1% in all subgroups. |
| Average Daily Attendance | 96.2%<br>Data Year: 2018-2019 (no data available in 2019-2020) | 95.19%<br>Data Year: 2020-2021<br>Data Source: Aeries Average Daily Attendance Summary | 90.0%<br>Data Year: 2021-2022<br>Data Source: Aeries Average Daily Attendance Summary | 89.91%<br>Data Year: 2022-2023<br>Data Source: Aeries Average Daily Attendance Summary | Average Daily Attendance of 98% or higher. |

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

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | welcome to participate in the school<br>Staff: 50% of staff surveyed strongly agree that there is a positive staff working environment<br>Data Year: 2019-2020<br>Data Source: Healthy Kids Survey | welcome to participate in the school<br>Staff: 48% of staff surveyed strongly agree that there is a positive staff working environment<br>Data Year: 2021-2022<br>Data Source: Healthy Kids Survey | welcome to participate in the school<br>Staff: 48% of staff surveyed strongly agree that there is a positive staff working environment<br>Data Year: 2021-2022<br>Data Source: Healthy Kids Survey | welcome to participate in the school<br>Staff: 52% of staff surveyed strongly agree that there is a positive staff working environment<br>Data Year: 2023-2024<br>Data Source: Healthy Kids Survey | |
| School Climate - School Safety | Students:72% of students surveyed felt very safe at school<br>Parents: 43% of parents surveyed felt their children were safe at school<br>Staff: 59% of staff surveyed strong agree that staff was safe at school; 57% felt that students were safe at school<br>Data Year:  2019-2020<br>Data Source:  Health Kids Survey | 69% of students surveyed felt very safe at school<br>Parents: 36% of parents surveyed felt their children were safe at school<br>Staff: 54% of staff surveyed strong agreed that staff was safe at school; 52% felt that students were safe at school<br>Data Year:  2021-2022<br>Data Source:  Healthy Kids Survey | 69% of students surveyed felt very safe at school<br>Parents: 36% of parents surveyed felt their children were safe at school<br>Staff: 54% of staff surveyed strong agreed that staff was safe at school; 52% felt that students were safe at school<br>Data Year:  2021-2022<br>Data Source:  Healthy Kids Survey | 68.25% of students surveyed felt very safe at school<br>Parents: 40% of parents surveyed felt their children were safe at school<br>Staff: 60% of staff surveyed strong agreed that staff was safe at school; 52% felt that students were safe at school<br>Data Year:  2023-2024<br>Data Source:  Healthy Kids Survey | Increase in very safe feeling at school by 12%. |

# *Goal Analysis*

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

All actions in Goal 2 were implemented as written.

2.1 - Infrastructure:  Calming rooms have been added to most school sites. School counselors and intern counselors are available throughout the day to meet with students who are having social-emotional difficulties. The KUSD MTSS Team has established Tier I, 2, and 3 interventions. Tier 1 takes place in all classes throughout the District. Students take a mental health survey to determine if they need Tier 2 interventions. Small groups are formed at each site based on the needs of the students. All sites have made space available for the interventions. The nurse's station at one elementary school was expanded to make sufficient room for students and health care workers. Each school has an EL Site lead to help teachers and students work toward fluency.

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

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

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

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

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

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

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

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

2.1: The estimated actuals were less than the planned expenditures because infrastructure costs were lower than expected when the action was written.

2.2: The estimated actuals were less than the planned expenditures due to an error in the amount entered into the allocation. The estimated actuals are consistent with what the district intended to spend when writing the 2023-24 LCAP.

2.5: Student Support Systems. The estimated actuals were more than the planned expenditures because demand was higher and educational field trips and extra-curricular activities cost more than expected in this school year.

2.6: The estimated actuals were less than the planned expenditures because actual costs were lower than expected.

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

Action 2.1—Metrics include attendance rate and suspension rate for EL, LI, and FY students and the expected outcome is that EL, LI, and FY will come to school more often and will be suspended less frequently. This action was effective as attendance rate stayed stable and chronic absenteeism decreased for all groups.

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

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

Action 2.4 - Chronic Absenteeism for EL, LI, and FY students. The intended outcome of this action is a decrease in the percentage of chronically absent FY, EL, and LI. This action was effective. There was a significant decrease in chronic absenteeism from 2021-2023 to 2022-2023. The district will continue to strengthen its approach to addressing chronic absenteeism in the 2024-2025 LCAP

Action 2.5- Chronic absenteeism for EL, LI, and FY students. We expect to see a decrease in chronic absenteeism and suspension rates for EL, FY, and LI students. This action was effective, as the chronic absenteeism rate dropped from 34.2% in 2021-2022 to 19.1% in 2022-2023. The suspension rate also dropped, from 3.6% in 2021-2023 to 3.2% in 2022-2023. The expulsion rate was maintained at 0%.

Action 2.6- Social-Emotional Learning supported the following metrics: academic success among EL, LI, and FY students, a decrease in absenteeism, and a rise in the number of EL, LI, and FY students who feel connected at school. The action was effective in the area of SBAC ELA assessment results, measured by Distance From Standard (DFS). LI students improved by 2 points. There were not enough FY students in 2023 to warrant Dashboard results. While EL students dropped a few points on the ELA assessment, the group improved by 1 point in Math, while LI students improved by 2 points in math. In the area of chronic absenteeism. EL students dropped from 31.9% in 2021-2022 to 15.4% in 2022-2023. LI students dropped from 34.9% to 19.7%, and FY dropped from 41.9% to 25% chronically absent. For "school connectedness", the data was not disaggregated until 2023, so there are no comparisons available. Overall, however, students feel more connected in 2023-2024 (69.25%) versus 2021-2022 (63.3%). The district will strengthen its approach to this action by adding an SEL metric. The results of the SEL assessment will inform small group or one-on-one interventions for students scoring "at-risk" in any particular area. In addition, a MTSS framework is implemented to support students' SEL needs.

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

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

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

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

## Goals and Actions

### Goal

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

### Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Back to School Night Participation | 45% of parents attended Back to School Night<br>Data Year: 2020-2021<br>Data Source: Sign-in sheets | 38% of parents attended Back to School Night<br>Data Year: 2021-2022<br>Data Source: Sign-in sheets | 44% of parents attended Back to School Night<br>Data Year: 2022-20232<br>Data Source: Sign-in sheets | 45% of parents attended Back to School Night<br>Data Year: 2023-2024<br>Data Source: Sign-in sheets | A minimum of 60% of the parents attend Back to School Night |
| Parent-Teacher Conference Participation | 94% of parents participated in Parent-Teacher Conferences<br>Data Year: 2020-2021<br>Data Source: Sign-in Sheets | 90% of parents participated in Parent-Teacher Conferences<br>Data Year: 2021-2022<br>Data Source: Sign-in Sheets | 93% of parents participated in Parent-Teacher Conferences<br>Data Year: 2022-2023<br>Data Source: Sign-in Sheets | 90% of parents participated in Parent-Teacher Conferences<br>Data Year: 2023-2024<br>Data Source: Sign-in Sheets | A minimum of 95% of parents participate in Parent-Teacher Conferences. |
| ELAC and DELAC Participation | 70% of ELAC and DELAC members attended meetings.<br>Data Year: 2020-2021<br>Data Source: Sign-In Sheets | 79% of ELAC and DELAC members attended meetings.<br>Data Year: 2021-2022<br>Data Source: Sign-In Sheets | 60% of ELAC and DELAC members attended meetings.<br>Data Year: 2022-2023<br>Data Source: Sign-In Sheets | 60% of ELAC and DELAC members attended meetings.<br>Data Year: 2023-2024<br>Data Source: Sign-In Sheets | 85% of ELAC and DELAC members attend meetings. |

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

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

## *Goal Analysis*

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

The planned actions were implemented as written:

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

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

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

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

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

3.2: The estimated actuals were less than the planned expenditures due to lower than expected cost to provide the planned and implemented parent workshops.

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

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

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

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

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

The district will strengthen its approach to this goal by:

*Offering workshops at various times throughout the day and year.
*Adding an EL Parent Information Night at all school sites.
*Adding Coffee with the Counselor to all school sites.
*A greater focus on ensuring all parents are receiving the district and schoolwide messages to ensure access to parent involvement activities.

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

# *Instructions*

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

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

# Goals and Actions

## Goal(s)

**Description:**

Copy and paste verbatim from the 2023–24 LCAP.

## Measuring and Reporting Results

**Measuring and Reporting Results**

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

**Metric:**

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

**Baseline:**

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

**Year 1 Outcome:**

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

**Year 2 Outcome:**

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

**Year 3 Outcome:**

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

**Desired Outcome for 2023–24:**

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

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

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

## Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

# Local Control and Accountability Plan

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

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

# Plan Summary [2024-25]

## General Information

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

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

# Reflections: Annual Performance

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

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

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

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

Homeless
English Language Arts
Mathematics
Suspension
College/Career Readiness

Kerman Unified has implemented the following initiatives to address these subgroups:
*SBAC Ecosystems:  Professional Development on Tools for Teachers for ALL 3-6 grade teachers and ALL 7-12 ELA and Math teachers (Action 1.3)
*Continued integrated ELD training for Special Education, 2nd, 3rd, and 6th grade teachers (Action 1.3)
*Continued EL Improvement Team and designated ELD training for EL site leads (Action 4.1, 4.2, and 4.3)
*SWD Improvement Teams:  The  High School Team is improving the Graduation Rate, and the Elementary Team is working on collaboration between general education and special education teachers as a strengthened approach to address the RED indicators for SWD on the Dashboard.(Action 1.7)
*Regularly scheduled walkthroughs (Action 1.5)
*Attendance Incentives (Action 2.4)
*Create a tracking system for students experiencing homelessness that will monitor their attendance, academics, and behavior as a strengthened approach to address the RED indicators for students experiencing homelessness on the Dashboard). (Action 1.5, 2.3, 2.4)
*College/Career readiness - work with counselors on a process to track students' preparedness for college/career readiness. (Action 1.6)

# Comprehensive Support and Improvement

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

## *Schools Identified*

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

NA

### Support for Identified Schools

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

NA

### Monitoring and Evaluating Effectiveness

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

NA

# Engaging Educational Partners

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

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

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

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

| Educational Partner(s) | Process for Engagement |
|---|---|
| Teachers | Meetings at each site are as follows:<br>• August 14, 2023, April 2, 2024 - Kerman High School in-person meeting<br>• October 25, 2023, April 3, 2024 - Kerman-Floyd in-person meeting<br>• November 15, 2023, April 3, 2024 - Sun Empire in-person meeting<br>• January 31, 2024, April 3, 2024- Goldenrodin-person meeting<br>• March 13, 2024, March 20, 2024, April 2, 2024 - Enterprise in-person meeting<br>• April 2, 2024 - Kerman Unified Online School in-person meeting<br>• April 2, 2024 - District Meeting for all secondary personnel Google Meets meeting<br>• April 3, 2024 - District Meeting for all elementary personnel Google Meets meeting<br>Topics Discussed: Additional SEL support; additional newcomer support; needs of SWD, tutoring; planning time, professional development |
| Principals | • March 13, 2024 - in-person meeting with all principals<br>• April 2, 2024 - in-person meeting with all principals<br>• April 17, 2024 - in-person meeting with all principals |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | <ul><li>April 26, 2024 - in-person meeting with all principals</li></ul>Topics Discussed: Maintaining up-to-date technology; maintaining facilities; professional development; intensive interventions (e.g, reading, math, newcomer); kinder camp changes |
| Administrators | <ul><li>March 18, 2024 - all district administrators in person</li><li>March 21, 2024 - secondary counselors, learning directors, and principals in person</li><li>April 29, 2024 - all district administrators in person</li></ul>Topics Discussed: Maintaining facilities; PD for counselors; additional counselors; PD for classified staff |
| Other School Personnel | <ul><li>October 3, 2023 - Kerman High School all-staff meeting in person</li><li>April 3, 2024- Goldenrod Elementary School in person</li><li>April 4, 2024- Liberty Elementary School in person</li><li>April 29, 2024- Kerman Middle School in person</li><li>April 3, 2024- Kerman-Floyd Elementary School in-person</li><li>November 15, 2023, April 3, 2024 - Sun Empire all-staff meeting in person</li><li>April 2, 2024 - District Meeting for all secondary personnel via Google Meets</li><li>April 3, 2024 - District Meeting for all elementary personnel via Google Meets</li></ul>Topics Discussed: Professional development for classified |
| Local Bargaining Units | <ul><li>February 20, 2024 - Kerman Unified Teachers Association (KUTA) in-person</li><li>April 3, 2024 - Kerman's Classified Schools Employees Association (CSEA) in-person</li><li>May 1, 2024- Meet and Confer (CSEA) in-person</li></ul>Topics Discussed: Professional development for classified; support for paraprofessional staff; training for campus liaisons |
| Parents | <ul><li>September 21, 2023 - Liberty Parent Meeting (English Learner Advisory Committee) in-person</li></ul> |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | <ul><li>September 24, 2023 - Liberty Parent Meeting (School Site Council) in-person</li><li>October 3, 2023 - Kerman High School Parent Meeting (School Site Council ) in-person</li><li>December 7, 2023 - Sun Empire Parent Meeting (School Site Council) in-person</li><li>November 7, 2023 - Kerman High School Parent Meeting (English Learner Advisory Committee) in-person</li><li>December 13, 2023 - Goldenrod Parent Meeting (School Site Council and English Learner Advisory Committee) in-person</li><li>December 14, 2023 -Sun Empire Parent Meeting (English Learner Advisory Committee) in-person</li><li>February 28, 2024 - Parents of Students with Disabilities Meeting in-person</li><li>March 19, 2024 - An LCAP Parent Survey was distributed to all KUSD families via Google Forms</li></ul>Topics Discussed: More collaboration between Special Ed and General Ed teachers, and updated district website; coffee chats for families of students with disabilities; improved communication regarding ELPAC; equal access for students to participate in music and extracurricular activities; structured recess activities, playground structure at Liberty; middle school expansion and safety at the middle school |
| Students | <ul><li>September 21, 2023, October 3, 2023- Kerman High School Student Meeting in-person</li><li>October 3, 2023 - Kerman High School Student Meeting in-person</li><li>April 3, 2024- Enterprise High School in-person</li><li>February 22, 2024- Kerman Middle School in-person</li><li>April 1, 2024 - Student survey sent to all 7-12 grade students in-person</li><li>April 23, 2024 - PAC Meeting with student representatives in person</li><li>May 22, 2024 - PAC Meeting with student representatives in person</li></ul> |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | Topics Discussed: More communication regarding tutoring and Dual Enrollment, electives at the continuation school, clubs at the online school and the continuation school, more student input on the clubs offered, and more CTE courses. |
| PAC (includes students) | • April 23, 2024 - PAC committee meeting (consisting of parents from each site representing EL, LI, FY, and SWD). Secondary students are also part of the PAC in-person<br>Topics discussed: The LCAP draft was shared. Each principal presented his/her proposed plan.PAC members did not have any questions or comments; they appreciated the professional for classified staff<br><br>• May 29, 2024 - Joint PAC and DELAC meeting to share complete LCAP Draft in person<br>Topics Discussed: The draft LCAP was provided and the PAC had the opportunity to provide comments or questions and receive a written response from the superintendent. No comments, nor questions were received. |
| DELAC | • arch 12, 2024 - DELAC Parent Meeting in person<br>Topics discussed: We reviewed the five proposed goals and provided a detailed discussion regarding how EL parents can be better informed about their children's progress. Parents suggested having an EL Parent Night at the beginning of the school year and adding "coffee with the counselor" meetings at every site.<br><br>• May 29, 2024 - PAC and DELAC meeting to share complete LCAP Draft in person<br>Topics Discussed: The draft LCAP was provided, and the DELAC members had the opportunity to provide comments or questions and receive a written response from the superintendent. No comments or questions were received. |
| Equity Multiplier Meetings | • February 28, 2024 - Enterprise High School and Kerman Unified Online School Administrative Meeting in person |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | <ul><li>February 29, 2024 - Enterprise High School and Kerman Unified Online School Parent Meeting in person</li><li>February 29, 2024 - Parent Survey distributed to Enterprise High School and Kerman Unified Online School families via Google Forms</li><li>March 20, 2024- Enterprise High School and Kerman Unified Online School Staff Meeting in-person</li><li>April 11, 2024 - Met with principals from EHS and KUOS in-person</li></ul>Topics discussed: College/Career Readiness indicator; solicited ideas on how to get more students, primarily Hispanic and SED students, college/career ready. |
| SELPA Meetings | <ul><li>Thursday, September 14, 2023- Fiscal Update, Alternative Pathway to High School Diploma, SEIS/CALPADS Redesign, Compliance Improvement Plan (CIM)</li><li>Thursday, October 19, 2023- Fiscal Update, Alternative Pathway to High School Diploma, IEP Implementation Monitoring, Desired Results Developmental Profile (DRDP), Professional Development, Special Education Bridge Authorization</li><li>Thursday, November 7, 2023- Master Agreement for County-Operated Program, Legislative Update, Monitor and Compliance Reporting, Alternative Pathway to High School Diploma, Small Local Educational Agencies Monitoring</li><li>Monday, January 22, 2024- FCSS Operated Program Updates, Maintenance-of-Effort Exemption Review, Maintenance-of-Effort Update for SEMA for 2022-23 and SEMB for 2023-24, SELPA 3-Year MOE Contribution Report, Compliance Improvement Monitoring (CIM)</li><li>Thursday, February 15, 2024- Status of Reimbursement Claims, Private School Proportionate Share Assurance, Maintenance-of-Effort SEMAI, Federal IDEA Expenditure Report, PIP &CIRCLE Ad Hoc Committee Outcomes, Kids Day, *Monitoring & Compliance Special Education & Differentiated Assistance</li></ul> |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | • Thursday, April 18, 2024- Private School Proportionate Share for 2023-24 Quarter 3, SELPA Annual Treasurer's Report, Professional Development, LCAP, IEP Implementation<br>• Tuesday, May 14, 2024- End of Year reminders for CalPADS, expenditure reports, and IEP data collection |
| MIdYear Report Presented at the School Board Meeting | Thursday, February 15, 2024 |
| Public Hearing | June 11, 2024 |
| Public Comment | June 11, 2024 through June 20, 2024 |
| Adoption by the Governing Board | Thursday, June 20, 2024 |
| Budget Adoption and Local Indicator Report to Governing Board | Thursday, June 20, 2024 |

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

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

Goal 1: The District will provide a high-quality educational system emphasizing equity and access for all students, including all subgroups. To achieve this goal, highly qualified staff, up-to-date technology, and research-based educational programs will be implemented and maintained.
*Additional intervention support
*Professional development
*Training for classified paraprofessionals


Goal 2: The District will provide all students, including all subgroups, with a safe and supportive school environment, emphasizing social-emotional learning. To support this goal, the district will provide equal access to a broad course of study, co- and extracurricular opportunities, and a variety of after-school support programs in safe and clean facilities, with transportation provided.
*Curriculum and professional development for counselors
*MTSS framework development
*Adding new CTE/ROP course - Careers in Education
*Maintaining facilities

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

*PIQE Parent training for all sites
*Site-based parent workshops

Goal 4:  Within three years, the percentage of newcomer EL students who improve at least two levels or reach level 4 on the summative ELPAC will increase by 6%, the percentage of LTEL students in Kerman Unified will decrease by 6%, and Recently Reclassified English learners will progress toward grade level proficiency as measured by the SBAC ELA and Math assessments.
*Newcomer support - adding an intervention teacher
*EL Parent Night at all sites

Goal 5:  Within three years, all Hispanic and low-income students at Kerman Unified Online and Enterprise High School sites will increase their postsecondary readiness as measured by the California College and Career metric on the dashboard.
*CTE Classes added at KUOS and EHS
*College/Career Counselor at KUOS and EHS
*More electives at EHS
*Music Progam at EHS and KUOS

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

100% of students do not currently perform at or above grade level in English Language Arts and Math. An achievement gap exists for at-risk students, including English Learners, Foster/Homeless Youth, Socioeconomically disadvantaged and Students with Disabilities.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | Appropriately assigned and fully credentialed teachers | 2% not fully credentialed. 6 teachers on PIP/STSP out of 249 teachers<br><br>Data Year:  2023-2024<br>Data Source:  HR Department | | | 0% not fully credentialed. No teachers on PIP/STSP. | |
| 1.2 | Access to standards aligned instructional materials | 100% of classes have sufficient instructional materials | | | 100% of classes have sufficient | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Data Year: 2023-2024 (for the 2022-2023 school year) Data Source: SARC | | | instructional materials | |
| 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.<br><br>100% of the classes with EL students have access to the State Standards, including the ELD standards<br><br>Data Year: 2023-2024 Data Source: State Reflection Tool | | | State Standards are implemented in 100% of classrooms.<br><br>100% of the classes with EL students have access to the State Standards, including the ELD standards | |
| 1.4 | SBAC ELA Distance from Standard | ALL: 24.6 points below standard EL: 54.9 points below standard LI: 30.9 points below standard FY: NA SWD: 101.8 points below standard Homeless: 61.2 points below standard<br><br>Data Year: 2023 Data Source: California Dashboard Distance from Standard | | | ALL: 14.6 points below standard EL: 44.9 points below standard LI: 20.9 points below standard SWD: 91.8 points below standard Homeless: 51.2 points below standard | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.5 | SBAC Math Distance from Standard | ALL: 70.6 points below standard<br>EL: 87.3 points below standard<br>LI: 76.8 points below standard<br>FY: NA<br>SWD: 133.6 points below standard<br>Homeless: 99.1 points below standard<br><br>Data Year: 2023<br>Data Source: California Dashboard Distance from Standard | | | ALL: 60.6 points below standard<br>EL: 77.3 points below standard<br>LI: 66.8 points below standard<br>SWD: 123.6 points below standard<br>Homeless: 89.1 points below standard | |
| 1.6 | CAST statewide assessment for all, EL, LI, FY, SWD, and homeless students as measured by percent proficient | All: 17.45%<br>EL: 1.08%<br>LI: 16.53%<br>FY: Not enough students<br>SWD: 2.08%<br>Homeless: 12.73%<br><br>Data Year: 2022-2023<br>Data Source: Dataquest | | | All: 27%<br>EL: 10%<br>LI: 26%<br>FY: Not enough students<br>SWD: 12%<br>Homeless: 22% | |
| 1.7 | % of students scoring "ready" or higher on the ELA EAP. | 56.13%<br><br>Data Year: 2022-2023<br>Data Source: Dataquest | | | 66% | |
| 1.8 | % of students scoring "ready" or higher on the Math EAP | 14.96%<br><br>Data Year: 2022-2023<br>Data Source: Dataquest | | | 25% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.9 | A-G completion rate for all, EL, LI, FY, SWD, and homeless students. | All students: 40%<br>EL: 3.7%<br>LI: 38%<br>Foster Youth: Under 15 students<br>SWD: 6.4%<br>Homeless: 10.7%<br><br>Data Year: 2022-2023<br>Data Source: CDE/DataQuest | | | All students: 50%<br>EL: 14.%<br>LI: 48%<br>Foster Youth: Under 15 students<br>SWD: 16%<br>Homeless: 15% | |
| 1.10 | CTE pathway completion rate for all, EL, LI, FY, SWD, and homeless students. | All students: 36.8%<br>EL: 17.6%<br>LI: 36.9%<br>FY: not enough students<br>SWD: 23.4%<br>Homeless: 5.2%<br><br>Data Year: 2022-2023<br>Data Source: CalPads | | | All students: 47%<br>EL: 28%<br>LI: 47%<br>FY: not enough students<br>SWD: 33%<br>Homeless: 8% | |
| 1.11 | A-G and CTE completion rate for all, EL, LI, SWD, and homeless students. | All students: 19.8%<br>EL: 2.9%<br>LI: 16%<br>SWD: 5.1%<br>Homeless: 0%<br><br>Data Year: 2022-2023<br>Data Source: CalPads | | | All students: 25%<br>EL:10%<br>LI: 20%<br>SWD: 10%<br>Homeless: 5% | |
| 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 | | | 65% of the pupils scored three or higher on the AP exam | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Data Year: 2022-2023<br>Data Source: College Board | | | | |
| 1.13 | Middle school dropout rate for all, EL, LI, FY, SWD, and homeless students. | All students: 0%<br><br>Data Year: 2022-2023<br>Data Source: Calpads | | | All students: 0% | |
| 1.14 | High school dropout rate for all, EL, LI, FY, SWD, and homeless students. | 5%<br><br>Data Year: 2022-2023<br>Data Source: Calpads | | | 2% | |
| 1.15 | High school graduation rate for all, EL, LI, FY, SWD, and homeless students. | All students: 89.7%<br>LI: 90.0%<br>EL: 72.5%<br>Foster Youth: under 15 students<br>Students with Disabilities: 51.0%<br>Homeless: 83.3%<br><br>Data Year: 2023<br>Data Source: California Dashboard | | | All students: 95%<br>LI: 95.0%<br>EL: 80.5%<br>Foster Youth: under 15 students<br>Students with Disabilities: 55.0%<br>Homeless: 88% | |
| 1.16 | College/Career Readiness rate for all, EL, LI, FY, SWD, and homeless students as measured by percent "prepared". | All students: 35%<br>EL:1.8%<br>LI: 34.8%<br>Foster Youth: under 15 students<br>SWD: 2%<br>Homeless Students: 6.7% | | | All students: 45%<br>EL:12%<br>LI: 45%<br>Foster Youth: under 15 students<br>SWD: 12%<br>Homeless Students: 17% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Data Year: 2023<br>Data Source: California Dashboard | | | | |
| 1.17 | SBAC ELA Distance from Standard for SWD at Goldenrod Elementary School and Kerman Floyd Elementary School | Goldenrod Elementary School<br>All students: 32 points below standard<br>SWD: 124.8 points below standard<br><br>Kerman-Floyd Elementary School<br>All: 49.3 points below standard<br>SWD: 108.2 points below standard<br><br>Data Year: 2023<br>Data Source: California Dashboard Distance from Standard | | | Goldenrod Elementary School<br>SWD: 114.8<br><br>Kerman-Floyd Elementary School<br>SWD: 98.2 | |
| 1.18 | SBAC Math Distance from Standard at Kerman-Floyd Elementary School, Kerman Middle School, and Kerman High School | Kerman-Floyd Elementary School<br>All students: 68.2 points below standard<br>SWD: 113.6 points below standard<br><br>Kerman Middle School<br>All students: 78.5 points below standard<br>SWD: 145.7 points below standard | | | Kerman-Floyd Elementary School<br>All students: 58.2 points below standard<br>SWD: 112.6<br><br>Kerman Middle School<br>All students: 68.5 points below standard | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Kerman High School All students: 101.7 points below standard SWD: 192.9 points below standard<br><br>Data Year: 2023 Data Source: California Dashboard Distance from Standard | | | SWD: 135.7<br><br>Kerman High School All students: 91.7 points below standard SWD: 182.9 | |
| 1.19 | College/Career Readiness rate for SWD and EL 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<br><br>Data Year: 2023 Data Source: California Dashboard | | | Kerman High School All students: 33.5% prepared SWD: 13% prepared EL: 13% prepared | |
| 1.20 | Graduation Rate for KHS for SWD. | All students: 92.6% SWD: 59% Data Year: 2023 Data Source: California Dashboard | | | SWD: 75% | |

# Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1.1 | Fully Credentialed Teachers, Admin, and other staff | Kerman Unified will provide certified, classified, and administrative staff to support student achievement. KUSD will ensure properly Credentialed Certificated Staff with no misassignments or vacancies & locally certified Classified Staff for all students, including low-income, English learners, and foster youth students. New teachers will be assigned support teachers for 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. | $57,447,284.00 | No |
| 1.2 | Fully Credentialed Teachers, Admin, and other staff that support EL and LI. | Kerman Unified will provide certified, classified, and other administrative staff to support student achievement for EL, LI, and FY through additional targeted instruction and intervention. | $16,634,859.00 | Yes |
| 1.3 | Professional Development | Provide professional development training and books, supplies, and materials for staff training to support the implementation of new adoption materials through training, coaching, articulation, and collaboration. Provide ongoing professional development, including articulation time for core content areas to address curriculum, instruction, assessments, and | $200,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | strategies, including designated and integrated ELD training to staff members (including paraprofessionals). The focus for 2024-2025 will be integrated ELD strategies in all classes, updating the MTSS model, and mental health wellness. In addition to PD from the county, the district will contract with The San Joaquin Valley Mathematics Project for Cognitive Guided Instruction (CGI) for elementary sites, Thinking Maps, English Learner Group, and Better Lesson for classified employees. | | |
| 1.4 | Sufficient Instructional Materials to Implement the State Standards | Provide all students with instructional books, supplies, materials, textbooks, and technology devices. Maintain and support technology systems, infrastructure, network, and software maintenance to ensure students and employees have access to adequate technology to increase student engagement and achievement.  All purchases will support the implementation of the State Standards. | $174,000.00 | No |
| 1.5 | Additional Academic Support | 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 and between Special Education and General Education teachers. The extra help will be for staff planning days and after school tutoring. This is intended to provide professional development, collect and analyze data, and progress monitor  intervention programs. Yearly intervention and supplemental materials/supplies/subscriptions to support ELA, math, access to the state standards will be purchased. Additional funds will be used for technology-based supplemental instructional programs in ELA and Math.  Transportation will be provided for students that attend After School Program if needed.<br><br>This action will address the following red (lowest performance level) indicators on the 2024 CA Dashboard.<br>LEA-level<br>Math: Homeless | $4,048,032.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.6** | College Career Readiness | This action will provide the following for middle and high school ROP/CTE courses<br><br>Non-personnel:<br>Supplemental Materials and Supplies<br>Professional development<br>Educational Field trips<br><br>This action will address the following red (lowest performance level) indicators on the 2023 CA Dashboard.<br>LEA-level<br>College/Career: EL, Homeless<br><br>School-level<br>Kerman High School<br>College/Career: EL | $525,476.00 | Yes |
| **1.7** | Special Education | The district will provide specialized and targeted support to students with disabilities as outlined in their Individualized Education Plans (IEPs).   All students with an IEP will have access to this specialized academic 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.<br><br>This action will address the following red (lowest performance level) indicators on the 2023 CA Dashboard.<br>SWD scored in the RED in the following areas at the district level:<br>*ELA<br>*Math<br>*Graduation Rate<br>*College/Career | $200,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
|  |  | In addition to district needs, the following sites were in the RED on the Dashboard for SWD:<br>*GES - SWD ELA<br>*KHS - SWD Math, College/Career, and Graduation Rate<br>*KMS - SWD Math<br>*KFE - SWD ELA and Math<br><br>This action will meet the requirements of Differentiated Assistance.<br><br>These sites' strengthened approach is to increase collaboration between Special Education Teachers and General Education Teachers to ensure students are provided with the Least Restrictive Environment (LRE) at the elementary and middle schools (GES, KFE, and KMS).  In addition, a pathway has been piloted to allow students to earn a high school diploma, increasing Math rigor for our SWD.<br><br>The SWD Improvement Team will adopt a more rigorous curriculum for the students.<br><br>Professional Development will be provided for Special Education tutors, including Designing Routines and Procedures to Empower Students, Advanced Language Strategies for English Learners, and Using Differentiation techniques to Make Learning Accessible. Each Special Education will also receive one-on-one coaching.<br><br>The expected outcomes are increased ELA and math scores on the SBAC, an increase in the graduation rate, and an increase in the percentage of SWD considered "prepared" on the college/career readiness indicator.<br><br>A common need to support SWD in ELA, Math, College/Career Readiness, and Graduation Rate was identified at the LEA level. The needs assessment revealed the necessity to increase and expand pathways for SWD and to create time within the schedule for increased collaboration between Special Education and General Education teachers.<br><br>To support the LEA level reds, KCUSD will: |  |  |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Develop Specialized Programs: Create additional specialized programs and courses tailored to the needs of SWD to ensure they have access to a wide range of academic and vocational opportunities.<br>Inclusive Practices: Implement inclusive practices and ensure that SWD has access to the general education curriculum with necessary support and accommodations.<br>Professional Learning Communities (PLCs): Establish PLCs focused on integrating special education strategies into general education settings, promoting co-teaching models, and sharing best practices.<br>Targeted Interventions: Implement targeted interventions and evidence-based instructional strategies in ELA and Math to address the specific learning needs of SWD.<br><br>The following school sites, GES, KHS, KMS, and KFE, shared a common need to support SWD in ELA, Math, College/Career Readiness, and Graduation rates. The needs assessment revealed a need for increased differentiation instruction and personalized coaching for teachers to improve ELA, math, college and career readiness, and graduation rates for students with disabilities.<br><br>To support the site-level reds, KCUSD will:<br>Train tutors on differentiation strategies to cater to diverse learning needs.<br>Provide personalized coaching to SPED tutors focusing on improving ELA, math, college and career readiness, and graduation rates for SWD.<br>Create a structured learning environment, which is particularly beneficial for SWD who often thrive with clear expectations and consistency.<br>Ensure that instruction is tailored to meet the varying needs of all students, including those with disabilities, making learning more inclusive and effective.<br>Provide personalized coaching to SPED tutors focusing on improving ELA, math, college and career readiness, and graduation rates for SWD. | | |

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Kerman believes that students will be more successful in a safe and clean school environment that provides various learning opportunities in and out of the classroom. The actions specifically address the physical school environment, varied learning opportunities, and the social-emotional needs of students. The metrics will inform the district of the progress in meeting this goal.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Facilities maintained in good repair | 100% of the facilities measure a "good" or "exemplary" rating in the FIT audit<br><br>Data Year:  2023-2024<br>Data Source:  FIT Report | | | 100% of the facilities measure a "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 |
|---|---|---|---|---|---|---|
| 2.2 | Attendance Rate | 89.91%<br><br>Data Year: 2022-2023<br>Data Source: Aeries Average Daily Attendance Summary (No data is available on Dataquest) | | | 94% | |
| 2.3 | Chronic Absenteeism | ALL Students K-8: 19.1%<br>EL: 15.4%<br>LI: 19.7%<br>FY: 25.0%<br>Homeless: 29.2%<br><br>Data Year: 2022-2023<br>Data Source: Dashboard | | | ALL Students K-8: 14.1%<br>EL: 11.4%<br>LI: 14.7%<br>FY: 20.0%<br>Homeless: 24.2% | |
| 2.4 | Suspension Rate | All: 3.2%<br>EL: 2.9%<br>LI: 3.4%<br>FY: 7.9%<br>Homeless: 5.9%<br><br>Data Year: 2022-2023<br>Data Source: Dashboard | | | All: 2.2%<br>EL: 1.9%<br>LI: 2.4%<br>FY: 5.9%<br>Homeless: 3.9% | |
| 2.5 | Expulsion Rate | All: 0%<br>EL: 0%<br>LI: 0%<br>FY: 0%<br><br>Data Year: 2022-2023<br>Data Source: Dataquest | | | All: 0%<br>EL: 0%<br>LI: 0%<br>FY: 0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.6 | Access to and Enrollment in a Broad Course of Study | 100% of the schools offer English/ELA, Math, Social Studies, Science, PE, Visual and Performing Arts, Health, and electives (7-12)<br><br>Data Year: 2023-2024<br>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) | |
| 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 graduation rate for the secondary levels. | Elementary Sites: Less than 1% retained<br>Middle School: Less than1% retained<br>High School: 89.7% graduation rate<br><br>Data Year: 2023-2024<br>Data Source: Retention List; graduation rate on the Dashboard | | | Elementary Sites: Less than 1% retained<br>Middle School: Less than1% retained<br>High School: 95% graduation rate | |
| 2.8 | Social-emotional well-being for all, EL, LI, FY, and homeless students, as measured by the percentage of students who score "low risk" on the MYSAEBRS Assessment | MYSAEBRS Assessment Results - LOW RISK<br>All: 71%<br>EL: 64%<br>LI: 70%<br>FY: too few to report<br>SWD: 54%<br>Homeless: 41.99%<br><br>Data Year: 2023-2024 | | | MYSAEBRS Assessment Results<br>All: 77%<br>EL:70%<br>LI: 76%<br>FY: 70%<br>SWD: 60%<br>Homeless: 60% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Data Source: Fastbridge/Illuminate | | | | |
| 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 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% | | | 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% 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 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Middle School Students: 59% High School Students: 50% <br><br> Percentage of staff surveyed who think there are caring adult relationships that support students: 57% <br><br> Percentage of parents surveyed who feel a strong connection to the school: 43% <br><br> Data Year: 2023-2024 Data Source: Healthy Kids Survey | | | connectedness to school: Elementary Students: 80% Middle School Students: 69% High School Students: 60% <br><br> Percentage of staff surveyed who think there are caring adult relationships that support students: 65% <br><br> Percentage of parents surveyed who feel a strong connection to the school: 50% | |
| 2.10 | Suspension Rate for homeless students at Goldenrod Elementary School | All students: 1.9% Homeless: 8.9% <br><br> Data Year: 2023 Data Source: CA Dashboard | | | All students: Less than 1.9% Homeless: 4.9% | |
| 2.11 | Chronic Absenteeism rate for White Students at Kerman Middle School | All students: 18.1% White Students: 20.8% <br><br> Data Year: 2023 Data Source: CA Dashboard/Local Data | | | All groups 10% or less | |

# Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 2.1 | Infrastructure | KUSD will provide environments at schools where EL, FY and LI students' social, emotional, behavioral, and academic needs are met, including health needs. Funds will be used for materials and supplies to support the students' needs. | $167,450.00 | Yes |
| 2.2 | Broad Course of Study | Provide support for CTE/ROP and elective courses, including VAPA and world languages. A new CTE course - Careers in Education - will be added for the 2024-2025 school year. | $1,080,049.00 | No |
| 2.3 | Decrease Suspension Rates | The District will utilize a PBIS framework and incentive program to promote good behavior. Materials and supplies will be used as incentives | $202,851.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | 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.<br><br>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.<br><br>This action will address the following RED indicators on the Dashboard: Suspension Rate for Homeless students LEA-wide and at Goldenrod Elementary. | | |
| 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 assemblies, such as motivational speakers for students to promote engagement to attend school. | $113,617.00 | Yes |
| 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 | $940,994.00 | 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. | $306,482.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **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.<br><br>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.<br><br>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.

## 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%<br><br>Data Year: 2023-2024<br>Data Source: Healthy Kids Survey | | | Percentage of parents surveyed who feel a strong connection to the school:  60%<br><br>Data Year: 2026-2027<br>Data Source: Healthy Kids Survey | |

# Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 3.1 | Parental Support Systems | To promote overall increased parental involvement and communication between the school, parents, and students, KUSD will provide Parental Support Systems to improve school-to-home communication and parental access to student information systems. | $151,811.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | Within three years, the percentage of newcomer EL students who improve at least two levels or reach level 4 on the summative ELPAC will increase by 6%, the percentage of LTEL students in Kerman Unified will decrease by 6% and 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.

## 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:<br><br>Level 4: 7.85%<br>Level 3: 27.23%<br>Level 2: 34.03%<br>Level 1: 30.89%<br><br>Data Year: 2022-2023<br>Data Source: CAASPP | | | EL Students enrolled less than 12 months:<br><br>Level 4: 10%<br>Level 3: 32%<br>Level 2: 30 %<br>Level 1: 28% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | Data Year: 2025-2026<br>Data Source: CAASPP | |
| 4.2 | Percentage of LTEL students | 12.6%<br><br>Data Year: 2022-2023<br>Data Source: DataQuest | | | 8.6% | |
| 4.3 | SBAC progress in ELA and Math for EL students. | ELA: 54.9 points below standard<br>Math: 87.3 points below standard<br><br>Data Year: 2023<br>Data Source: CA Dashboard | | | ELA: 40 points below standard<br>Math: 70 points below standard | |
| 4.4 | EL students making progress toward English Proficiency | 55.3% of EL students are making progress towards English language proficiency.<br><br>Data Year: 2023<br>Data Source: California Dashboard<br><br>Summative ELPAC Results<br>Level 4: 19.6%<br>Level 3: 42.13%<br>Level 2: 27.75%<br>Level 1: 10.52% | | | 60% of EL students are making progress towards English language proficiency.<br><br>Data Year: 2026<br>Data Source: California Dashboard<br><br>Summative ELPAC Results<br>Level 1: 14.33%<br>Level 2: 23.4% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Data Year: 2022-2023<br>Data Source CAASPP | | | Level 3: 39.77%<br>Level 4: 22.50% | |
| 4.5 | EL reclassification as measured by prior year numbers of reclassified students | 10.8% EL reclassification rate<br><br>Data Year: 2022-2023<br>Data Source: Calpads/Illuminate | | | 13.8% EL reclassification rate | |

# Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.1** | Newcomer Support | Kerman Unified will implement a research-based program in the third through twelfth grades using a program to meet the unique needs of newcomer students. | $45,933.00 | Yes |
| **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. Language Acquisition Program to specifically meet the needs of our LTELs. | $32,255.00 | 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. | $18,700.00 | Yes |

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 5.1 | Percentage of All, LI, and Hispanic students at Enterprise High School and Kerman Unified Online School who graduate College/Career ready as reported on the Dashboard | Enterprise High School<br>All students: 0% prepared<br>LI:  0% prepared<br>Hispanic:  0% prepared<br><br>Kerman Unified Online School<br>All students: 6.5% prepared | | | Enterprise High School<br>All: 5% prepared<br>LI:  5% prepared<br>Hispanic:  5% prepared<br><br>Kerman Unified Online School<br>All:  11% prepared | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | LI: 6.6% prepared<br>Hispanic: 5.4% prepared<br><br>Data Year: 2022-2023<br>Data Source: CA Dashboard | | | LI: 11% prepared<br>Hispanic: 10% prepared | |
| 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<br>All students: 0%<br>LI: 0%<br>Hispanic: 0%<br><br>Kerman Unified Online School<br>All students: 15%<br>LI: 15%<br>Hispanic: 14%<br><br>Data Year: 2022-2023<br>Data Source: Local Data: Aeries/site administrator | | | Enterprise High School<br>All: 5%<br>LI: 5%<br>Hispanic: 5%<br><br>Kerman Unified Online School<br>All: 25%<br>LI:25%<br>Hispanic: 24% | |
| 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<br>All students: 0%<br>LI: 0%<br>Hispanic: 0%<br><br>Kerman Unified Online School<br>All students: 8%<br>LI: 5%<br>Hispanic: 3%<br><br>Data Year: 2022-2023 | | | Enterprise High School<br>All: 5%<br>LI: 5%<br>Hispanic: 5%<br><br>Kerman Unified Online School<br>All: 15%<br>LI: 10%<br>Hispanic: 10% | |

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

# Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 5.1 | College/Career Counseling | After looking at the data for each student group, we discovered a common need amongst LI and Hispanic students One common need is increased counseling. Therefore, Keman Unified will hire an additional full-time college/career counselor for Kerman Online and an additional part-time counselor for Enterprise. These counselors will work directly with Keman Online School and Enterprise High School students to help them plan their schedules so that they are college/career-ready, as indicated on the | $489,464.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | 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.<br><br>This action will address the following subgroups that are in the RED on the Dashboard:<br><br>Enterprise High School<br>All, Hispanic, and SED in the area of college/career readiness<br><br>Kerman Unified Online School<br>All, Hispanic, and SED in the area of college/career readiness<br><br><br>Enterprise has budgeted  $116,840<br>Kerman Online has budgeted $372,624 | | |

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

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $$22,378,460 | $$2,862,257 |

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

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

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

## Required Descriptions

### *LEA-wide and Schoolwide Actions*

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

| 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:**<br>Fully Credentialed Teachers, Admin, and other staff that support EL and LI.<br><br>**Need:**<br>Data Statement:<br>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:<br><br>Certificated:<br>Classroom Teachers:<br>• Provide additional academic support and resources as needed such as After School Tutoring, Saturday School, etc. | SBAC ELA Distance from Standard<br>All Students<br>EL<br>LI<br><br>SBAC Math Distance from Standard<br>All Students<br>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 |
|---|---|---|---|
| | 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.<br><br>Root Cause: The root cause is articulated in each contributing action of the plan.<br><br>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.<br><br>**Scope:**<br>  LEA-wide | • Intervention teachers to support EL, LI, and FY students throughout the day via pull-out or push-in programs.<br><br>CTE Teachers:<br>• 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.<br><br>Classified:<br>• Bilingual instructional tutors support EL students 1:1 and in small group instruction.<br>• Instructional technology staff supports online intervention programs for EL, FY, and LI students. The needs of LI families are supported in the home such as internet access, etc.<br>• Child welfare and attendance specialist works with EL, FY, and LI students and families to address root causes of chronic absenteeism.<br>• 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.<br>• Campus Liaisons: Provide proactive support to decrease potential behavior issues and build effective relationships with students to help them overcome the | LI<br><br>CCI<br>All Students<br>EL<br>LI<br><br>Suspension Rates<br>All Students<br>LI<br>FY<br><br>Chronic Absenteeism (K-8)<br>All Students<br>LI<br>FY<br><br>MySAEBRS (Low Risk)<br>All Students<br>EL<br>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 |
|---|---|---|---|
| | | unique challenges that EL, FY, and LI students face.<br><br>Counselors:<br>• 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.<br>• Connect families and students with community resources.<br>• Supporting Career and College Readiness by assisting with college application, financial aid, etc.<br><br>Leadership:<br>Coordinator of Social and Emotional Learning:<br>• Helping EI, FY, and LI students identify their unique problems and develop strategies to address and cope with them.<br>• Working effectively with staff and families to support students' SEL development.<br><br>Learning Directors:<br>• Supporting Career and College Readiness by assisting with college application, financial aid, etc.<br>• Provide guidance to EL, FY, and LI income students in selecting appropriate classes to support their post secondary plan.<br><br>School Psychologists: | |

| 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 |
|---|---|---|---|
| | | • Assess situations, identify problems, and develop effective interventions and solutions for EL, FY, and LI students.<br><br>• Additional Costs for Personnel<br>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.<br><br><br>Justification for Wide Application<br>This action is designed to meet the identified needs most associated with EL, LI, and FY students. However, because we expect that all students will benefit from these supplemental positions, this action is provided on an LEA-wide basis. KUSD expects all LI, EI, and FY students will demonstrate progress on ELA and Math State Assessments to contribute to closing the academic achievement gap. | |
| 1.5 | **Action:**<br>Additional Academic Support<br><br>**Need:**<br>Data Statement<br>According to state ELA and Math assessments, EL, and LI students lag behind all students.<br><br>When looking at the data, we discovered an even greater need to support low-income | What is purchased/provided<br>KUSD will provide additional Academic Support for the identified students.<br><br>Attributes:<br>Bilingual Tutors:<br>• Provide explanations to students for complex concepts in students' primary language.<br>• Provide 1:1 or small group instruction to students. | CAASPP ELA<br>All Students<br>EL<br>LI<br><br>CAASPP Math<br>All Students<br>EL<br>LI<br>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 |
|---|---|---|---|
| | students, particularly Homeless students, in math.<br><br>Root cause<br>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.<br><br>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.<br><br>Unique need<br>A local needs assessment indicated a need for targeted, differentiated support for the identified student groups.<br><br>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 planning and delivery.  Professional development for teachers and bilingual paraprofessionals to better meet the academic needs of the identified students. | - Facilitate effective home to school communication with families on academic progress.<br>- Working closely with teachers to assist with lesson planning.<br><br>After-school Tutoring:<br>- Providing students with extra support and reinforcement in addition to the learning during the school day.<br><br>Supplemental ELA and Math materials, programs, and/or supplies:<br>- Providing materials in both English and students' native languages can aid comprehension and learning.<br>- Materials should cater to different learning styles (visual, auditory, kinesthetic) to meet diverse student needs.<br>- Supplies for interactive learning activities, such as math manipulatives or science kits, can enhance engagement and understanding.<br><br>*Transportation:<br>- Providing transportation removes one of the primary obstacles for students who may not have reliable means to attend after-school programs.<br>- Alleviates the logistical and financial burden on families who may struggle with transportation, allowing them to better support their children's education.<br><br>*Professional Collaboration: | |

| 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 |
|---|---|---|---|
| | 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.<br><br>In previous years, Homeless students did not attend the after school tutoring program due to obstacles with transportation.<br><br>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.<br><br>**Scope:**<br>  LEA-wide | • Tailoring instruction to meet the specific needs of each student, addressing their unique challenges and strengths.<br><br>*Professional Development for teachers and bilingual paraprofessionals:<br>• Providing staff with expertise in teaching ELs and working with low-income and homeless students.<br>• Providing teachers with professional development on how to effectively use and integrate supplemental materials into their instruction.<br><br>Justification for Wide Application<br>This action is designed to meet the academic needs most associated with EL, LI, and Homeless students. However, because we expect that all students scoring below proficiency will benefit, this action is provided on an LEA-wide basis. KUSD expects all LI, EI, and Homeless students will demonstrate progress on ELA and Math state assessments to contribute to closing the academic achievement gap.<br><br>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. | |

| 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 |
|---|---|---|---|
| 1.6 | **Action:**<br>College Career<br>Readiness<br><br>**Need:**<br>Data Statement<br>According to the 2023 Dashboard, EL and Homeless students are less prepared for college/career and are significantly lower than all students.<br><br>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.<br><br>Root cause<br>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.<br><br>Unique need<br>A district level needs assessment revealed that English Learners and homeless students need additional support to navigate their educational journey.<br><br>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 | What is purchased/provided<br>This action will provide the following for middle and high school ROP/CTE courses<br>Supplemental Materials and Supplies<br>Professional development<br>Educational Field trips<br><br>Attributes<br>*Materials and supplies that support elective courses (CTE/ROP) will be purchased. Supplies for interactive learning activities that can enhance engagement and understanding for LI and EL students. Some examples include, but not limited to are visuals, graphics, manipulatives, etc.<br><br>*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.<br><br>*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.<br><br>*Educational Field Trips will be designed to provide LI, EL, and FY 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 | College/Career Indicator<br>All Students<br>EL<br>Homeless<br><br>Kerman High School<br>All Students<br>EL<br>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 |
|---|---|---|---|
| | unique challenges they encounter by offering assistance with college applications, scholarship searches, and career exploration activities and trips.<br><br>The site-level needs assessment at Kerman High School revealed that EL students need enhanced experiential learning and skill development and greater access to ROP/CTE courses and trips.<br><br>**Scope:**<br>LEA-wide | have an on-going awareness of college and career education and beyond.<br><br>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.<br><br>Justification for Wide Application<br>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.<br><br>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:**<br>Infrastructure<br><br>**Need:**<br>Data Statement<br>According to the state assessments, The EL and LI, students in Kerman Unified continue to lag behind all students in academic | Attributes:<br>Supplemental Materials and Supplies:<br>• 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:<br>All Students<br>EL<br>LI<br><br>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 |
|---|---|---|---|
| | 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.<br><br>Root cause<br>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.<br><br>Unique need<br>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<br><br>**Scope:**<br> LEA-wide | • Academic: Ensuring that seating options are supportive, helping students to remain engaged in the learning process.<br>• Social: Creating spaces that encourage positive social interactions and emotional well-being.<br>• Designate areas with seating arrangements that facilitate group work and social interaction.<br><br>Justification for Wide Application:<br>• This action has been designed to meet the specific needs of the EL, LI, and FY 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.<br><br>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. | All Students<br>EL<br>LI<br><br>Suspension Rates<br>All Students<br>LI<br>FY<br><br>MySAEBRS (Low Risk)<br>All Students<br>EL<br>LI |
| **2.3** | **Action:**<br>Decrease Suspension Rates | What will be purchase /provided:<br>Materials and supplies<br>Activities<br>Vape education program | Suspension Rate<br>All Students<br>EL<br>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 |
|---|---|---|---|
| | **Need:**<br>Data Statement<br>According to the CDE Dashboard LI and FY,are suspended and expelled at a higher rate than all students.<br><br>When looking at the data, we discovered an even greater need to support low-income students, particularly Homeless students, due to high suspension rates.<br><br>Additionally, when looking at site-level data, we discovered that Homeless students at Goldenrod Elementary School have a higher suspension rate than all students.<br><br>Root cause<br>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.<br><br>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.<br><br><br>Unique need<br>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 | Professional development<br><br>Attributes:<br>Materials and supplies:<br>• Reward system supplies for creating and distributing rewards to reinforce positive behavior.<br>• Student friendly rewards that are motivating and desirable for students.<br>• Ensuring that materials and supplies support the effective implementation of PBIS and contribute to a positive and productive school environment.<br><br>Activities:<br>• Providing students with interactive and engaging assemblies and activities that promote good behavior and choice by linking activities to real life experience and scenarios.<br>• Inviting inspiring speakers who can mentor students through their personal stories and experiences.<br><br>Vape education program:<br>• 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.<br><br><br>Professional development | FY<br>Homeless<br><br>Goldenrod Elementary School Suspension Rate<br>All Students<br>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 |
|---|---|---|---|
| | supplemental programs designed to decrease behaviors of FY and LI, and homeless students, leading to school suspension.<br><br>In addition, homeless students at Goldenrod were suspended at a higher rate than all students at the site.<br><br>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.<br><br>**Scope:**<br>  LEA-wide | • 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.<br><br>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.<br><br>At Goldenrod Elementary School, we will provide the following additional support for Homeless students:<br> Receive extra support from site administrators and counselors to learn coping and problem-solving strategies to make better choices.<br><br>Justifications for Wide Applications:<br>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.<br><br>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. | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| 2.4 | **Action:**<br>Attendance<br><br>**Need:**<br>Data Statement<br>The chronic absenteeism rate for K-8 decreased significantly during the 2022-2023 school year but, there is still a gap between all students and LI, FY, and Homeless students.<br><br>Root cause<br>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.<br><br>Unique need<br>A needs assessment revealed a need for increased incentives and activities, materials and supplies, professional development, and assemblies.<br><br>**Scope:**<br>  LEA-wide | What will be purchased /provided:<br>Incentives and activities<br>Materials and Supplies<br>Professional development<br>Assemblies<br><br><br>Incentives and activities:<br>  • Providing a variety of clubs, sports, and arts programs to cater to different interests.<br><br><br>Materials and Supplies:<br>  • Materials for clubs and activities that engage students actively that can make learning more interesting.<br><br><br>Professional development<br>  • Professional development on how to incorporate active learning strategies to increase student engagement.<br><br><br>Assemblies<br>  • Motivational assemblies that emphasize the importance of school attendance.<br><br>Justifications for Wide Applications:<br>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 | Chronic Absenteeism (K-8)<br>All Students<br>EL<br>LI<br>FY<br>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 |
|---|---|---|---|
| | | anticipate to see decreasing chronic absenteeism rates for all these groups. | |
| 2.5 | **Action:**<br>Student Support Systems<br><br>**Need:**<br>Data Statement<br>The chronic absenteeism rate for LI, FY, and homeless remains high compared to the all student group.  While not at the same rates, the increase in suspensions, specifically for FY and homeless students, is equally concerning and significantly higher when compared to the all student group.<br><br>Root cause<br>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.<br><br>Unique need<br>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 | The district will provide materials, supplies, and resources to support the following extracurricular activities: VAPA, sports, clubs, and academic field trips.<br><br>Attributes<br>VAPA:<br>Providing assemblies and opportunities to expose students to visual and performing arts.<br><br>Sports:<br>Providing students with equipment, uniforms, and transportation to competitions to alleviate any obstacles they may have to impede participation.<br><br>Clubs:<br>Providing students opportunities to join clubs, using funds to cover entry fees, uniforms, and materials and supplies needed to successfully execute a club.<br><br>Academic Field Trip:<br>Providing entry fees and transportation for students who may have the financial barriers to attend field trips.<br><br>Justification for Wide Application<br>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 | Chronic Absenteeism (K-8)<br>All Students<br>EL<br>LI<br>FY<br>Homeless<br><br>Suspension Rates<br>All Students<br>LI<br>FY<br>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 |
|---|---|---|---|
| | more student support systems, including sports and clubs.<br><br>**Scope:**<br>  LEA-wide | attendance or behavior will benefit; this action will be implemented district-wide | |
| 2.6 | **Action:**<br>Social Emotional Learning<br><br>**Need:**<br>Data Statement:<br>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.<br><br>Root Cause:<br>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.<br><br>Unique Need:<br>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. | Professional Development:<br>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.<br>Ongoing training for educators and staff on the MTSS framework, data interpretation, and implementation of interventions.<br><br>Programs:<br>The District will provide materials and supplies and training to implement MAC and CHAMPS (behavior management structures) in all classrooms.<br><br>Positivity Project:<br>This program will be utilized district-wide to help build character and learn problem solving and effective coping strategies.<br>This program focuses on teaching and promoting positive character traits in schools and communities.<br><br>MTSS Program:<br>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 | Suspension Rates<br>All Students<br>LI<br>FY<br><br>Chronic Absenteeism (K-8)<br>All Students<br>LI<br>FY<br><br>MySAEBRS/Fastbridge (Low Risk)<br>All Students<br>EL<br>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 |
|---|---|---|---|
| | **Scope:**<br>  LEA-wide | that ensures all students receive the interventions they need to succeed.<br><br>Justification for Wide Application<br>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 | |
| 3.1 | **Action:**<br>Parental Support Systems<br><br>**Need:**<br>Data Statement<br>Local data shows that only 43% 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.<br><br>Root cause:<br>EL parents need more opportunities and support to help them gain a sense of connectedness.<br><br>Unique need<br>We need to provide additional training opportunities for parents to feel engaged and connected to the school | 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).<br><br>Attributes:<br>• The District will update the website to provide easier access and up-to-date information regarding school events.<br>• The District will also implement Class Dojo in TK-6 grades to keep parents informed on the daily activities in their children's classrooms.<br>• 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 (PIQE and Parent University) and meetings will include in-person and virtual to enable more families to participate. | School Connectedness Percentage of parents feel connected (Healthy Kids Survey) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>  LEA-wide | • An EL Parent Information Night will be scheduled at each school site. | |
| **4.3** | **Action:**<br>EL Professional Development and Language Acquisition Program<br><br>**Need:**<br>Data Statement<br>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.<br>Root cause<br>The district conducted an analysis of the data to determine that the current language acquisition program is not meeting the needs the students.<br><br><br>Unique need<br>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.<br><br>**Scope:**<br>  LEA-wide | What is purchased/provided:<br>EL Professional development and coaching<br>EL Language Acquisition Program including Integrated and Designated support<br><br>Attributes:<br>Professional Development:<br>Administrators and Instructional staff will continue to:<br>1) engage in professional learning opportunities that emphasize their role in supporting language development through integrated and designated ELD settings<br>2)  strengthen their understanding of the ELD standards and how to incorporate the most effective teaching practices to support English learners<br>3) utilize the improvement cycle in conjunction with data analysis tools to enhance PLC collaboration and inform daily instructional decision-making<br><br>EL Language Acquisition Program including Integrated and Designated support<br>All teachers will implement strategies that build academic language and literacy development of ELs through Integrated ELD instruction. The following attributes will be emphasized:<br>providing targeted scaffolded support<br>engaging  learners in daily opportunities to interact in meaningful ways and practice academic discourse | EL proficiency on the SBAC ELA and Math, EL reclassification rate, and progress on ELPAC. |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | 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. | |

## *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<br><br>**Need:**<br>Data Statement<br>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.<br><br>Root cause | What is purchased/provided<br>A research-based newcomer program will be implemented to address the unique needs of this student group such as materials and supplies, programs and supplemental texts, and professional development.<br><br>Attributes<br>Promote a welcoming and supportive environment by focusing on students' social-emotional well being through school-based counseling services and family outreach opportunities. Workshops | ELPAC Summative:<br>ELs:<br>Level 4<br>Level 3<br>Level 2<br>Level 1<br><br>ELPAC Summative:<br>Newcomers (less than 12 months in US schools)<br>Level 4<br>Level 3 |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | 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.<br><br>Unique need<br>This has created a need, especially at the secondary level, to provide additional support for language acquisition for newcomers.<br><br>**Scope:**<br>   Limited to Unduplicated Student Group(s) | 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.<br>Ensure teachers utilize formative assessment practices and progress monitoring tools on a routine basis to track language proficiency growth and differentiate instruction accordingly. | Level 2<br>Level 1 |
| 4.2 | **Action:**<br>LTEL Professional Development and Language Acquisition Program<br><br>**Need:**<br>Data Statement<br>Based on data from DataQuest, 12.6% of our EL students are identified as LTELs. On the CAASPP assessment, 7.64% of LTELs met or exceeded standards in ELA and 1.92% met or exceeded standards in Math.<br><br>Root cause | What is purchased/provided:<br>LTEL Professional development and coaching<br>LTEL Language Acquisition Program<br><br>Attributes:<br>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 | Monitor the percentage of ELs identified as LTELs.<br><br>Monitor the percentage of LTEL students that met or exceeded standard on CAASPP in ELA and Math.<br><br>Monitor the percentage of LTEL students that progressed one or more |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | 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.<br><br>Unique need<br>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.<br><br>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.<br><br>**Scope:**<br>   Limited to Unduplicated Student Group(s) | discussions, close reading strategies, and connections to ELPAC task types.<br><br>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.<br><br>Initiate more rigorous and routine progress monitoring approaches, including student engagement and goal setting, to support LTELs and students At-Risk of becoming LTEL across all sites.  Site leadership teams will develop a process to collaborate with teachers and at-risk LTEL students quarterly to determine if additional support is needed. | levels on the summative ELPAC. |

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 newly reclassified ELs

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

# 2024-25 Total Expenditures Table

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

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $61,274,049.00 | $16,514,925.00 | $1,755,448.00 | $3,234,835.00 | $82,779,257.00 | $74,082,143.00 | $8,697,114.00 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Fully Credentialed Teachers, Admin, and other staff | All | No | | | | | $57,447,284.00 | $0.00 | $38,217,540.00 | $14,239,461.00 | $1,755,448.00 | $3,234,835.00 | $57,447,284.00 | 0 |
| 1 | 1.2 | Fully Credentialed Teachers, Admin, and other staff that support EL and LI. | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | | $16,634,859.00 | $0.00 | $16,634,859.00 | | | | $16,634,859.00 | 0 |
| 1 | 1.3 | Professional Development | All | No | | | | | $0.00 | $200,000.00 | | $200,000.00 | | | $200,000.00 | 0 |
| 1 | 1.4 | Sufficient Instructional Materials to Implement the State Standards | All | No | | | | | $0.00 | $174,000.00 | | $174,000.00 | | | $174,000.00 | 0 |
| 1 | 1.5 | Additional Academic Support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | | $0.00 | $4,048,032.00 | $3,398,032.00 | $650,000.00 | | | $4,048,032.00 | 0 |
| 1 | 1.6 | College Career Readiness | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | | $0.00 | $525,476.00 | $525,476.00 | | | | $525,476.00 | 0 |
| 1 | 1.7 | Special Education | Students with Disabilities | No | | | All Schools Specific Schools: Goldenrod Elementary, Kerman High School, Kerman Middle School, Kerman- | | $0.00 | $200,000.00 | | $200,000.00 | | | $200,000.00 | 0 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Floyd Elementary all grades | | | | | | | | | |
| 2 | 2.1 | Infrastructure | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | | $0.00 | $167,450.00 | $167,450.00 | | | | $167,450.00 | 0 |
| 2 | 2.2 | Broad Course of Study | All | No | | | | | $0.00 | $1,080,049.00 | $678,049.00 | $402,000.00 | | | $1,080,049.00 | 0 |
| 2 | 2.3 | Decrease Suspension Rates | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | | $0.00 | $202,851.00 | $202,851.00 | | | | $202,851.00 | 0 |
| 2 | 2.4 | Attendance | Foster Youth Low Income | Yes | LEA-wide | Foster Youth Low Income | | | $0.00 | $113,617.00 | $113,617.00 | | | | $113,617.00 | 0 |
| 2 | 2.5 | Student Support Systems | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | | $0.00 | $940,994.00 | $940,994.00 | | | | $940,994.00 | 0 |
| 2 | 2.6 | Social Emotional Learning | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | | $0.00 | $306,482.00 | $146,482.00 | $160,000.00 | | | $306,482.00 | 0 |
| 2 | 2.7 | Attendance (KMS White Students) | Homeless | No | | | Specific Schools: Kerman Middle School 7-8 | | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | 0 |
| 3 | 3.1 | Parental Support Systems | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | | $0.00 | $151,811.00 | $151,811.00 | | | | $151,811.00 | 0 |
| 4 | 4.1 | Newcomer Support | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | | $0.00 | $45,933.00 | $45,933.00 | | | | $45,933.00 | 0 |
| 4 | 4.2 | LTEL Professional Development and | English Learners | Yes | Limited to Undupli | English Learners | Specific Schools: Kerman | | $0.00 | $32,255.00 | $32,255.00 | | | | $32,255.00 | 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Language Acquisition Program | | | cated Student Group(s) | | MIddle School, Kerman 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 | $18,700.00 | $18,700.00 | | | | $18,700.00 | |
| 5 | 5.1 | College/Career Counseling | Hispanic and Socio-Econonimically Disadvantaged | No | | | Specific Schools: Enterprise High School and Kerman Unified Online School 9-12 | | $0.00 | $489,464.00 | | $489,464.00 | | | $489,464.00 | 0 |

# 2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $55,990,943 | $22,378,460 | 39.968% | 0.000% | 39.968% | $22,378,460.00 | 0.000% | 39.968 % | **Total:** | $22,378,460.00 |
| | | | | | | | | **LEA-wide Total:** | $22,300,272.00 |
| | | | | | | | | **Limited Total:** | $78,188.00 |
| | | | | | | | | **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 and LI. | Yes | LEA-wide | English Learners Foster Youth Low Income | | $16,634,859.00 | 0 |
| 1 | 1.5 | Additional Academic Support | Yes | LEA-wide | English Learners Foster Youth Low Income | | $3,398,032.00 | 0 |
| 1 | 1.6 | College Career Readiness | Yes | LEA-wide | English Learners Foster Youth Low Income | | $525,476.00 | 0 |
| 2 | 2.1 | Infrastructure | Yes | LEA-wide | English Learners Foster Youth Low Income | | $167,450.00 | 0 |
| 2 | 2.3 | Decrease Suspension Rates | Yes | LEA-wide | English Learners Foster Youth Low Income | | $202,851.00 | 0 |
| 2 | 2.4 | Attendance | Yes | LEA-wide | Foster Youth Low Income | | $113,617.00 | 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 | | $940,994.00 | 0 |
| 2 | 2.6 | Social Emotional Learning | Yes | LEA-wide | English Learners Foster Youth Low Income | | $146,482.00 | 0 |
| 3 | 3.1 | Parental Support Systems | Yes | LEA-wide | English Learners Foster Youth Low Income | | $151,811.00 | 0 |
| 4 | 4.1 | Newcomer Support | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $45,933.00 | 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 | $32,255.00 | 0 |
| 4 | 4.3 | EL Professional Development and Language Acquisition Program | Yes | LEA-wide | English Learners | | $18,700.00 | |

# 2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| Totals | $89,764,017.00 | $81,239,433.86 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 1 | 1.1 | Fully Credentialed Teachers, Admin, other staff | No | $53,090,053.00 | $57,921,247.82 |
| 1 | 1.2 | Professional Development | No | $120,000.00 | $120,057.50 |
| 1 | 1.3 | Sufficient Instructional Materials | No | $530,000.00 | $530,000.00 |
| 1 | 1.4 | Implementation of State Standards | No | $50,000.00 | $45,000.00 |
| 1 | 1.5 | Supplemental Support for EL Access to State Standards | Yes | $375,225.00 | $423,654.17 |
| 1 | 1.6 | Smarter Balanced Scores for ELA | Yes | $801,586.00 | $768,521.20 |
| 1 | 1.7 | Smarter Balanced Scores for Mathematics | Yes | $669,208.00 | $529,460.61 |
| 1 | 1.8 | College/Career Readiness | Yes | $524,537.00 | $560,161.86 |
| 1 | 1.9 | Fully Credentialed Teachers, Admin, other staff that support EL, LI, and FY students | Yes | $8,165,000.00 | $9,538,482.44 |
| 1 | 1.10 | Special Education | No | $191,000.00 | $191,000.00 |

| 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 | 2.1 | Infrastructure | Yes | $9,825,069.00 | $8,608,084.56 |
| 2 | 2.2 | Broad Course of Study | No | $13,785,669.00 | $285,000.00 |
| 2 | 2.3 | Decrease Suspension & Expulsion Rates | Yes | $207,613.00 | $194,055.00 |
| 2 | 2.4 | Attendance | Yes | $211,957.00 | $198,571.56 |
| 2 | 2.5 | Student Support Systems | Yes | $797,000.00 | $977,007.73 |
| 2 | 2.6 | Social-Emotional Learning | Yes | $241,300.00 | $190,728.29 |
| 3 | 3.1 | Parental Support Systems | Yes | $117,600.00 | $107,433.92 |
| 3 | 3.2 | Parent Workshops | Yes | $61,200.00 | $50,967.20 |

# 2023-24 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $22,144,126 | $21,997,295.00 | $22,147,128.54 | ($149,833.54) | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.5 | Supplemental Support for EL Access to State Standards | Yes | $375,225.00 | $423,654.17 | 0 | 0 |
| 1 | 1.6 | Smarter Balanced Scores for ELA | Yes | $801,586.00 | $768,521.20 | 0 | 0 |
| 1 | 1.7 | Smarter Balanced Scores for Mathematics | Yes | $669,208.00 | $529,460.61 | 0 | 0 |
| 1 | 1.8 | College/Career Readiness | Yes | $524,537.00 | $560,161.86 | 0 | 0 |
| 1 | 1.9 | Fully Credentialed Teachers, Admin, other staff that support EL, LI, and FY students | Yes | $8,165,000.00 | $9,538,482.44 | 0 | 0 |
| 2 | 2.1 | Infrastructure | Yes | $9,825,069.00 | $8,608,084.56 | 0 | 0 |
| 2 | 2.3 | Decrease Suspension & Expulsion Rates | Yes | $207,613.00 | $194,055.00 | 0 | 0 |
| 2 | 2.4 | Attendance | Yes | $211,957.00 | $198,571.56 | 0 | 0 |
| 2 | 2.5 | Student Support Systems | Yes | $797,000.00 | $977,007.73 | 0 | 0 |
| 2 | 2.6 | Social-Emotional Learning | Yes | $241,300.00 | $190,728.29 | 0 | 0 |
| 3 | 3.1 | Parental Support Systems | Yes | $117,600.00 | $107,433.92 | 0 | 0 |
| 3 | 3.2 | Parent Workshops | Yes | $61,200.00 | $50,967.20 | 0 | 0 |

# 2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $56,000,114 | $22,144,126 | 0 | 39.543% | $22,147,128.54 | 0.000% | 39.548% | $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](mailto:LCFF@cde.ca.gov).*

# Introduction and Instructions

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

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

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

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

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

    o 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]).

    o 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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

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

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

# Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

- o **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

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

# Instructions

**Respond to the prompts as follows:**

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

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

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

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

**Complete the table as follows:**

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

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

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

# Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    o   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.

  o 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,

  o 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:

    o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

**Broad Goal**
Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results:**

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

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

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

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

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

  o 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:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

- o 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).

- o 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.

- o Indicate the school year to which the baseline data applies.

- o 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.

- o 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.

  - o 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.

  - o 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.

  - o 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.

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

   o 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.

   o Include a discussion of relevant challenges and successes experienced with the implementation process.

   o 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.

   o   In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

   o   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.

   o   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.

   o   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.

  o 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.

  o 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.

  o 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.

  o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

**Required Actions**
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- o Professional development for teachers.

- o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - o 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.

  - o These required actions will be effective for the three-year LCAP cycle.

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

## Purpose

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

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

## Statutory Requirements

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

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

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

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

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

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

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

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

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

# Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

## Projected Additional 15 percent LCFF Concentration Grant

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

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

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

## LCFF Carryover — Percentage

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

## LCFF Carryover — Dollar

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

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

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

# Required Descriptions:

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

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

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

Complete the table as follows:

## Identified Need(s)

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

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

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

  o 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.

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

  o 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:

  o **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.

  o **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.

  o **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).

- o **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.

  - o **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.

  - o 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)**

  o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o   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)**

  o   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**

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

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

  o 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**

  o 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)**

  o 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 (%)**

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

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

  o 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)**

  o 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 %)**

  o 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)**

  o 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)**

  o 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)**

    o   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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