LCFF Budget Overview for Parents

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

CDS Code: 10-73999-1033430

School Year: 2021-22
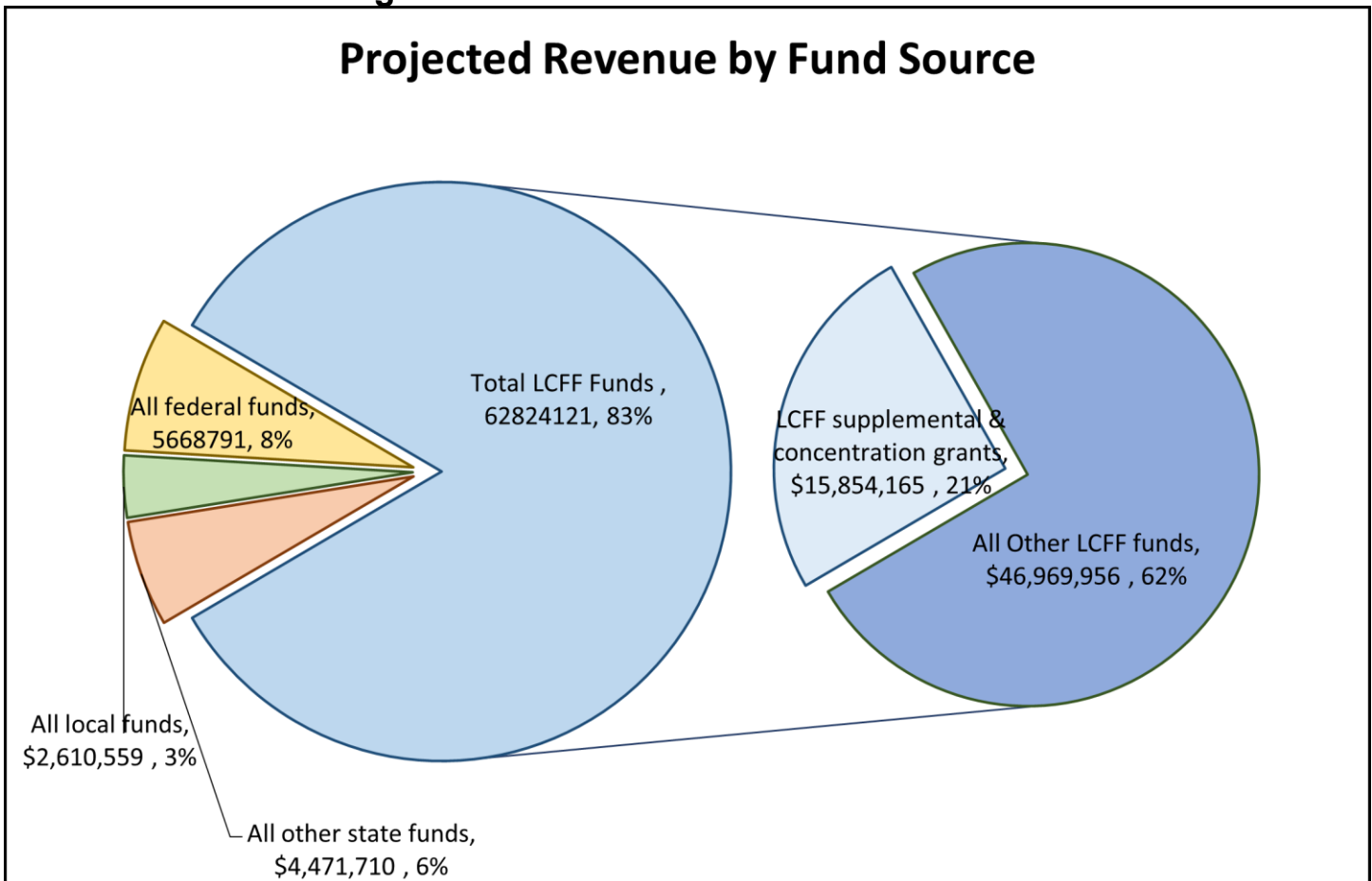
LEA contact information:

Robert Frausto

Superintendent

(559) 843 - 9001

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

Total LCFF Funds , 62824121, 83%

All federal funds, 5668791, 8%

All local funds, $2,610,559 , 3%

All other state funds, $4,471,710 , 6%

LCFF supplemental & concentration grants, $15,854,165 , 21%

All Other LCFF funds, $46,969,956 , 62%

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

The total revenue projected for Kerman Unified School District is $75,595,181, of which $62,824,121 is Local Control Funding Formula (LCFF), $4,471,710 is other state funds, $2,610,559 is local funds, and $5,688,791 is federal funds. Of the $62,824,121 in LCFF Funds, $15,854,165 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
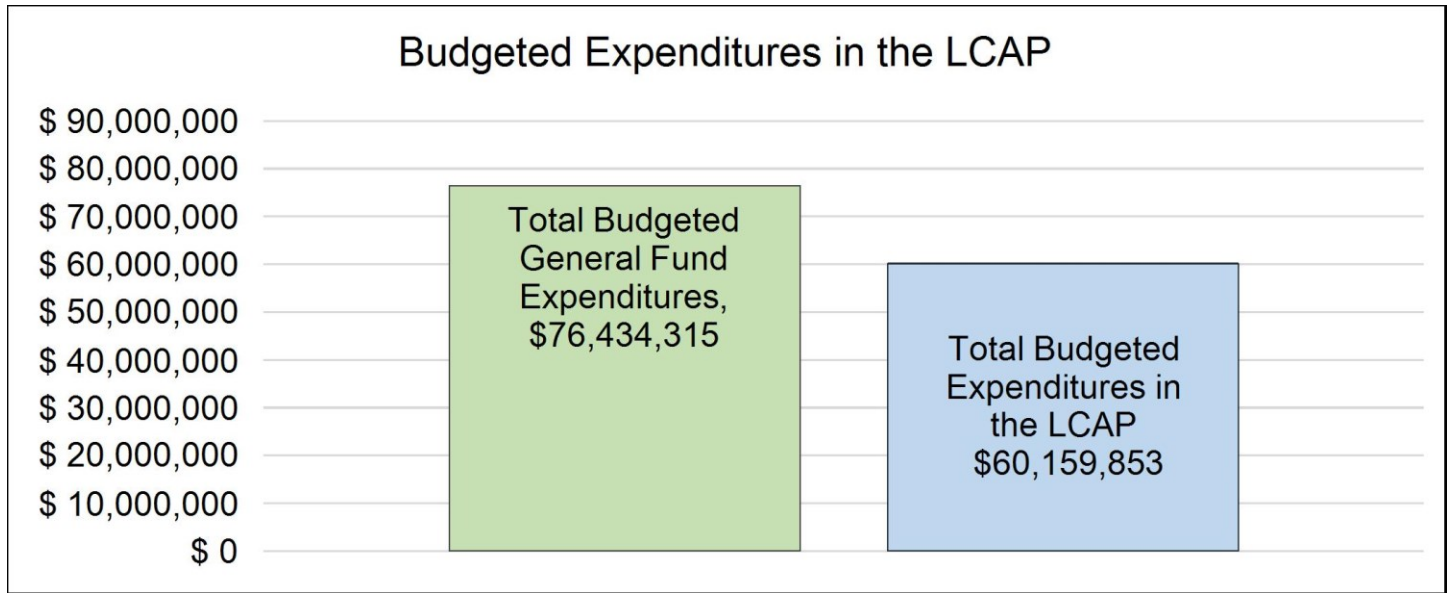
This chart provides a quick summary of how much Kerman Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Kerman Unified School District plans to spend $76,434,315 for the 2021-22 school year. Of that amount, $60,159,853 is tied to actions/services in the LCAP and $16,274,462 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Overhead, teacher and classified salaries, supplemental instructional materials, school supplies for the classrooms, and extracurricular supplies.
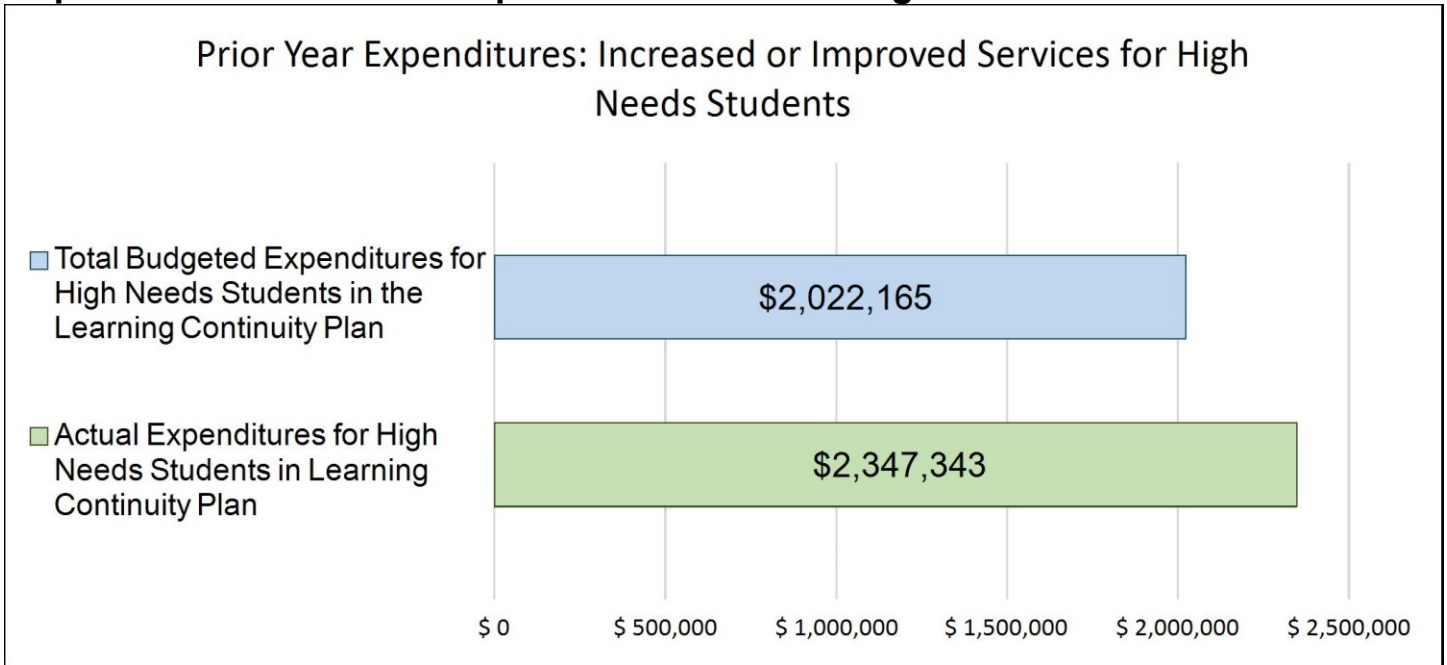
Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Kerman Unified School District is projecting it will receive $15,854,165 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 $15,879,165 towards meeting this requirement, as described in the LCAP.

Campus liaisons, summer school for credit recovery, credit recovery offered during the school year, supplemental instructional materials. Additional actions the District will take to meet its requirement to improve services for high needs students will be providing school supplies and other materials for foster and homeless students, and providing training for classified paraprofessionals on strategies to support English learners.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21

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

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $2,022,165

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — $2,347,343

(Horizontal axis: $0, $500,000, $1,000,000, $1,500,000, $2,000,000, $2,500,000)

This chart compares what Kerman Unified School District budgeted last year in the Learning Continuity Plan 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.

In 2020-21, Kerman Unified School District's Learning Continuity Plan budgeted $2,022,165 for planned actions to increase or improve services for high needs students. Kerman Unified School District actually spent $2,347,343 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Kerman Unified School District	Robert Frausto Superintendent	robert.frausto@kermanusd.com (559) 843 - 9001

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 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.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Properly Credentialed teachers with no mis-assignments nor vacancies as measured by Credentials or SARC review **19-20** 100% Properly Credentialed with no mis-assignments or vacancies. **Baseline** 2016-2017 100% Properly Credentialed with no mis-assignments or vacancies.	2020-2021 98% of teachers are properly credentialed, based on SARC data.
Metric/Indicator Sufficient core instructional materials as measured by annual board resolution of 'Sufficiency of Instructional Materials' or SARC review **19-20**	100% of the school sites have sufficient core instructional materials, as measured by the SARC review. (Goal Met)

Expected	Actual
100% sufficient instructional materials **Baseline** School board adoption of "sufficiency of Instructional Materials" resolution.	
Metric/Indicator State Standards Implemented as measured by either a Narrative Summary or State Reflection Tool **19-20** Target is to maintain or increase current score. **Baseline** 2017-2018 Baseline will be established in the Fall of 2017	2020-2021 Kerman Unified School District annually measures its progress implementing access to state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics on the State Reflection Tool which was scored "Met" For each component of the tool, the following were outcomes: 1)Local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks was an average score of 5.0 2)Local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught was an average score of 5.0 3)Local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks was an average score of 4.6 4)Local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students was an average score of 4.2 5)The local educational agency's success at engaging in the following activities with teachers and school administrators was an average score of 5 The overall implementation average is 4.76. Goal met.

Expected	Actual
Metric/Indicator EL access to state standards/ELD standards (included with tool used above) **19-20** Target is to maintain or increase current score. **Baseline** 2017-2018 Baseline will be established in the Fall of 2017.	2020-2021 Kerman Unified School District annually measures its progress implementing access to state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics on the State Reflection Tool which was scored "Met" For each component of the tool, the following were outcomes: 1)Local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks was an average score of 5.0 2)Local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught was an average score of 5.0 3)Local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks was an average score of 4.6 4)Local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students was an average score of 4.2 5)The local educational agency's success at engaging in the following activities with teachers and school administrators was an average score of 5 The overall implementation average is 4.76. Goal met.
Metric/Indicator State Standardized Assessments as measured by ELA CAASPP scores Distance from level 3 **19-20** Maintain or 5 point growth	State Standardized Assessments as measured by ELA CAASPP scores distance from level 3: 2018-2019

Expected	Actual
Baseline 2016-2017 • 19 points (or 19 points below 'Met')	8.6 points below standard; Increased +4.4 points; Yellow indicator on the Dashboard (Goal Met) 2020-2021 - No CAASPP scores due to COVID19. Local assessments: Fastbridge Adaptive Reading Screener for elementary Fall 2020 47% scored College Pathway or Low Risk 53% scored Some Risk or High Risk Spring 2021 43% scored College Pathway or Low Risk 57% scored Some Risk or High Risk
Metric/Indicator State Standardized Assessments as measured by Math CAASPP scores Distance from level 3 **19-20** Maintain or 5 point growth **Baseline** 2016-2017 • 51 points (or 51 points below 'Met')	State Standardized Assessments as measured by Math CAASPP scores Distance from level 3: 2018-2019 42.9 points below standard; Increased 6.6 points; Yellow indicator on the Dashboard (Goal Met) 2020-2021 No CAASPP scores Due to COVID 19 Local assessments: Fastbridge Adaptive Math Screener for elementary Fall 2020 54% scored College Pathway or Low Risk 46% scored Some Risk or High Risk Spring 2021 46% scored College Pathway or Low Risk 54% scored Some Risk or High Risk
Metric/Indicator EL annual growth as measured by CELDT/ELPAC annual growth data	2019-2020 (Partial scores due to COVID 19) 31% of English Learners scored proficient (Goal Not Met) 38% scored in the moderately developed range 19% scored in the somewhat developed range

Expected	Actual
19-20 Maintain or Increase the percentage by 1% **Baseline** 2015-2016 62.8%	12% scored in the minimally developed range.
Metric/Indicator EL reclassification as measured by prior year number of re-designated students **19-20** Will Increase Percentage or meet State Average **Baseline** 2015-2016 KUSD 8% State Average 11%	EL reclassification as measured by the prior-year number of re-designated students: 2019-2020 (Partial Data due to COVID 19) Students Reclassified: 12.8%
Metric/Indicator Other Pupil Outcomes - Physical Fitness Testing % of students in Healthy Fitness Zone **19-20** Maintain or Increase the percentage by 1% for each grade **Baseline** 2015-2016 5th Grade 65% 7th Grade 77% 9th Grade 56%	Other Pupil Outcomes - Physical Fitness Testing % of students in the Healthy Fitness Zone No Physical Fitness Testing for 2019-2020 Due to COVID 19
Metric/Indicator A-G: Percent of pupils with successful course completion **19-20** Maintain or Increase the percentage by 1%	A-G Percent of pupils with successful course completion: 2019-2020 29% A-G Graduates (Goal Not Met)

Expected	Actual
Baseline 2015-2016 54%	
Metric/Indicator CTE Sequence of Study is % of students with two courses in the same pathway **19-20** Maintain or Increase the percentage by 1% **Baseline** 2015-2016 35%	2019-2020 Percentage of students with two courses in the same pathway: 21% (Goal Not Met)
Metric/Indicator AP: Percent of Pupils Scoring 3 or Higher **19-20** Maintain or Increase the percentage by 1% **Baseline** 2015-2016 69%	2019-2020 59% of pupils who took the AP exam scores 3 or higher during the 2019-2020 school year. (Goal Met) 49% English Language and Composition 64% English Literature and Composition 69% US History 25% Calculus AB 20% Statistics 50% Biology 14% Chemistry 100% Spanish
Metric/Indicator EAP: Percent pupils scoring "ready" or higher in ELA **19-20** Maintain or Increase the percentage by 1% **Baseline** 2015-2016 63%	2018-2019 56.24% of the students scored "ready" or higher in ELA. (Goal Not Met) 2019-2020 NO DATA DUE TO COVID 19

Expected	Actual
Metric/Indicator EAP: Percent pupils scoring "ready" or higher in Math **19-20** Maintain or Increase the percentage by 1% **Baseline** 2015-2016 16%	2018-2019 21.74% of the students scored "ready" or higher in Math. (Goal Met) 2019-2020 NO DATA DUE TO COVID 19
Metric/Indicator H.S. Dropout as measured by formula in LCAP Appendix **19-20** Maintain or Lower Percentage **Baseline** 2015-2016 1.7%	2019-2020 High School Dropout Rate: 6.7% (Goal Not Met)
Metric/Indicator H.S. Graduation Rate **19-20** Maintain 96% or Higher **Baseline** 2016-2017 96%	The high school graduation rate for the 2019-2020 school year was 88.5%. (Goal Not Met)

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide Certificated Staff, Classified Staff, Benefits and other Administrative Staff to support student achievement. 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.	1000-1999: Certificated Personnel Salaries Base $17,974,146 1000-1999: Certificated Personnel Salaries Federal Funds $4,632,241 2000-2999: Classified Personnel Salaries Base $5,134,434 2000-2999: Classified Personnel Salaries Federal Funds $1,740,803 3000-3999: Employee Benefits Base $8,854,421 3000-3999: Employee Benefits Federal Funds $3,328,517	1000-1999: Certificated Personnel Salaries Base $18,530,040 1000-1999: Certificated Personnel Salaries Federal Funds $3,897,939 2000-2999: Classified Personnel Salaries Base $4,921,865 2000-2999: Classified Personnel Salaries Federal Funds $2,532,965 3000-3999: Employee Benefits Base $8,905,139 3000-3999: Employee Benefits Federal Funds $5,675,627
Provide Professional Development Training and Books, Supplies, and Materials for Staff Trainings including collaborative coaching to support the implementation of the California State Content Standards and the implementation of new adoption materials through training, coaching, articulation, and collaboration. Provide ongoing Professional Development including articulation time for Core Content Areas to discuss curriculum, instruction, assessments, and strategies. Provide basic, intermediate, and advanced Technology/Google Trainings.	5800: Professional/Consulting Services And Operating Expenditures Base $641,989 5800: Professional/Consulting Services And Operating Expenditures Federal Funds $807,047 4000-4999: Books And Supplies Base $200,000 4000-4999: Books And Supplies Federal Funds $200,000	5800: Professional/Consulting Services And Operating Expenditures Base $620,498 5800: Professional/Consulting Services And Operating Expenditures Federal Funds $516,041 4000-4999: Books And Supplies Base $120,016 4000-4999: Books And Supplies Federal Funds $168,997
Provide Instructional Books, Supplies & Materials, Textbooks, and Technology Devices for all students. Maintain and support Technology Systems, Technology, Infrastructure, Network and Software Maintenance to ensure students and employees have access to effective Technology to increase student engagement and achievement.	4000-4999: Books And Supplies Base $958,232 4000-4999: Books And Supplies Federal Funds $847,859	4000-4999: Books And Supplies Base $565,357 4000-4999: Books And Supplies Federal Funds $675,987

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures Base $620,716	5000-5999: Services And Other Operating Expenditures Base $1,235,225
	5000-5999: Services And Other Operating Expenditures Federal Funds $807,047	5000-5999: Services And Other Operating Expenditures Federal Funds $1,277,881
	6000-6999: Capital Outlay Base $84,890	6000-6999: Capital Outlay Base $254,452
	6000-6999: Capital Outlay Federal Funds $18,364	6000-6999: Capital Outlay Federal Funds $99,095
	7000-7439: Other Outgo Base - $463,304	7000-7439: Other Outgo Base - $164,235
	7000-7439: Other Outgo Federal Funds $371,142	7000-7439: Other Outgo Federal Funds $451,214
KUSD's California Schools Dashboard Status and Change Report shows the Math State Indicators as Yellow and "below met" for the All Student group. The English Learners and Students with Disabilities subgroups are orange, the Hispanic, Homeless, Socioeconomically Disadvantaged, and White subgroups are Yellow, and the Asian subgroup is green. KUSD's California Schools Dashboard Status and Change Report shows ELA State Indicators as Orange and "below met" for the All Student group. The English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities subgroups are Orange, the Homeless subgroup is Yellow, and the Asian and White subgroups are Green. As a result of examining the Dashboard and related data, and knowing that the vast majority of unduplicated subgroups demonstrated positive growth change on the 2015-16 CAASPP, KUSD will continue the previous action to provide additional Certificated Teachers and Classified Staff (Math and Literacy Coaches, Computer Techs, Instructional Tutors, Counselors, Psychologists, and related Administrative Staff). These services will reduce class size in grades 4th and above and increase student engagement and achievement. This action is principally directed toward the unduplicated student population,	1000-1999: Certificated Personnel Salaries Supplemental $1,334,098 2000-2999: Classified Personnel Salaries Supplemental $751,023 3000-3999: Employee Benefits Supplemental $649,575	1000-1999: Certificated Personnel Salaries Supplemental $1,087,244 2000-2999: Classified Personnel Salaries Supplemental $658,870 3000-3999: Employee Benefits Supplemental $574,968

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
including low-income, English learners, and foster youth students and has shown effective in meeting their needs. Given this additional support, we expect to see increased state assessment scores in ELA and Math, particularly for students with disabilities.		
KUSD's California Schools Dashboard Status and Change Report shows the Math State Indicators as Yellow and "below met" for the All Student group. The English Learners and Students with Disabilities subgroups are orange, the Hispanic, Homeless, Socioeconomically Disadvantaged, and White subgroups are Yellow, and the Asian subgroup is green. KUSD's California Schools Dashboard Status and Change Report shows ELA State Indicators as Orange and "below met" for the All Student group. The English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities subgroups are Orange, the Homeless subgroup is Yellow, and the Asian and White subgroups are Green. KUSD will continue to provide Certificated Staff, Classified Staff, Books, Supplies, Materials & Technology, Transportation, Rentals, Professional Development and other Operating Expenses, intervention programs such as After School Tutoring, Saturday School or Summer School to increase student engagement and achievement that is principally directed toward the unduplicated student population and effective in meeting their needs including low-income, English learners, and foster youth students. Given this additional support, we expect to see increased state assessment scores in ELA and Math, decreased drop outs or chronic absenteeism, increase graduation rates, and increased students college ready.	1000-1999: Certificated Personnel Salaries Supplemental $369,879 2000-2999: Classified Personnel Salaries Supplemental $284,413 3000-3999: Employee Benefits Supplemental $369,199 4000-4999: Books And Supplies Supplemental $845,700 5000-5999: Services And Other Operating Expenditures Supplemental $1,336,759	1000-1999: Certificated Personnel Salaries Supplemental $295,903 2000-2999: Classified Personnel Salaries Supplemental $250,283 3000-3999: Employee Benefits Supplemental $324,895 4000-4999: Books And Supplies Supplemental $851,836 5000-5999: Services And Other Operating Expenditures Supplemental $915,942
Our unduplicated students are less likely to continue their education at a post-secondary institution. In order to increase their participation in college or trade school, KUSD will provide SAT and ACT Exam Waivers and AP Exam Waivers to students that is principally directed toward the unduplicated student population including low-income, English learners, and foster youth students and is effective in meeting their academic needs to increase college eligibility and readiness. As a result of implementing this action, we expect to see increased graduation rates	5000-5999: Services And Other Operating Expenditures Supplemental $115,000	5000-5999: Services And Other Operating Expenditures Supplemental $79,350

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
and increased percent of students who graduate college or career ready.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to the COVID-19 Pandemic, some of the budgeted actions were not implemented. There is a 15% difference in budgeted versus spent funds for reduced class sizes, additional classified, and certificated staffing due to the decreased need to classified staff during the closure that started on March 13. There was an18% difference in the budgeted versus spent funds for intervention programs, tutoring, Saturday School, and summer school, which was also due to the shutdown. The funds that were not spent on those programs were used to purchase PPE equipment and technology and pay for the cost of printing homework packets for students.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Kerman Unified was successfully implementing the actions of Goal #1 between August of 2019 and March of 2020. Professional development was taking place, technology was updated, students were receiving interventions during the school day, and after-school tutoring was taking place. When the District shut down as of March 13, the professional development days were canceled, as were after-school tutoring and in-class interventions. The main challenge the District faced was continuing to serve the students when they were at home. Homework packets were printed and families were able to pick them up weekly. Teachers continued to communicate with their students via Google, email, or phone.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator All students will have access to a broad course of study as measured by teacher schedules. **19-20** 100% access to a broad course of study at all school sites **Baseline** 2016-2017 100% access to a broad course of study at all school sites	2019-2020 All students have access to a broad course of study, as indicated by teacher schedules. (Goal Met)
Metric/Indicator Suspension Rate **19-20** Maintain or decrease the percentage by 1%	2019-2020 2.2% (Goal Met) NOTE - partial year data

Expected	Actual
Baseline 2015-2016 12%	
Metric/Indicator Chronic Absenteeism as measured by % students with 10% or more absenteeism **19-20** Maintain or decrease the percentage by 1% **Baseline** 2015-2016 10%	Chronic absenteeism as measured by % of students with 10 or more absences. 2018-2019 6.1% chronically absent in grades K through 8; 229 students chronically absent out of 3,756. (Goal Met) 2019-2020 NO DATA DUE TO COVID 19
Metric/Indicator Attendance as measured by district average attendance **19-20** Maintain 95% or Higher **Baseline** 2015-2016 95%	Attendance as measure by district average attendance. 2018-2019 96.2% (Goal Met) 2019-2020 NO DATA DUE TO COVID 19
Metric/Indicator Expulsion Rate **19-20** Maintain current percentage or remain under 1% **Baseline** 2015-2016 0.60%	2019-2020 0.18% (Goal Met) NOTE - partial year data.
Metric/Indicator All facilities will measure at a good or exemplary rating as measured by the Williams Act and/or annual FIT Audits	All facilities will measure "good" or "exemplary" ratings as measured by the Williams Act and/or the FIT audit.

Expected	Actual
19-20 All (100%) site FITs will score "good" or higher **Baseline** 2016-2017 All (100%) site FITs scored "good" or higher	2019-2020 100% of the facilities measured "good" or higher on the FIT audit. (Goal Met)
Metric/Indicator School Climate Survey % of responses for high levels of connectedness **19-20** Maintain or increase % **Baseline** 2017-2018 baseline will be established	School Climate Survey % of responses for high levels of connectedness CA Healthy Kids Survey was completed during the 2019-2020 school year. 5th grade: 78% (Goal Met) 7th grade: 74% (Goal Met) 9th grade: 56% (Goal Met) 11th grade: 55% (Goal Met)
Metric/Indicator School Climate Survey % of responses feel very safe at schools **19-20** Maintain or increase % **Baseline** 2017-2018 baseline will be established	School Climate Survey % of responses for feeling very safe at school CA Healthy Kids Survey was completed during the 2019-2020 school year. 5th grade: 79% (Goal Met) 7th grade: 77% (Goal Met) 9th grade: 63% (Goal Met) 11th grade:70% (Goal Met)

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide the maintenance and repair of school facilities such as General Facility Maintenance to ensure quality learning environments for all students to enhance student achievement.	6000-6999: Capital Outlay Base $106,610	6000-6999: Capital Outlay Base $305,823
Provide Professional Development and Training including Books, Supplies & Materials for the Staff Trainings to improve Positive School Climate Efforts to meet the needs of all students to enhance student achievement. Provide CIF/Coaching Training Certification for all coaches.	5800: Professional/Consulting Services And Operating Expenditures Base $300,000 4000-4999: Books And Supplies Base $150,000	5800: Professional/Consulting Services And Operating Expenditures Base $288,000 4000-4999: Books And Supplies Base $88,500
Provide co-curricular and extra- curricular opportunities such as Athletic Programs, Performing Arts Programs, and CTE Programs; including Books, Supplies & Materials, Certificated Staff Salary and.or Stipends, Classified Staff Salary and/or Stipends, benefits, equipment, facilities, transportation and continue the previous action to provide for Safety Officer/On Campus Liaison positions. for all students to enhance student achievement.	4000-4999: Books And Supplies Base $350,000 1000-1999: Certificated Personnel Salaries Federal Funds $1,000,000 2000-2999: Classified Personnel Salaries Base $634,300 3000-3999: Employee Benefits Base $1,425,242 5000-5999: Services And Other Operating Expenditures Base $1,087,625	4000-4999: Books And Supplies Base $206,500 1000-1999: Certificated Personnel Salaries Federal Funds $798,373 2000-2999: Classified Personnel Salaries Base $427,988 3000-3999: Employee Benefits Base $670,279 5000-5999: Services And Other Operating Expenditures Base $2,197,465
Our unduplicated students have the highest suspension rates in the district, which affects their academic performance as well as their social-emotional health. The CA Schools Dashboard shows the ALL Student group Suspension Rate state indicator is Yellow; including the Foster Youth which is Yellow as well. In addition, the Homeless, Socioeconomically Disadvantaged, English Learners, Asian, and White subgroups are Green and Students with Disabilities are Orange. No groups were in Red. Last year's student outcomes for subgroups improved or maintained for the most part. The Dashboard and related data indicated that the implemented strategies appear to be having a positive effect on most groups. Therefore, KUSD will continue the previous action to provide	1000-1999: Certificated Personnel Salaries Supplemental $150,000 2000-2999: Classified Personnel Salaries Supplemental $150,000 3000-3999: Employee Benefits Supplemental $133,254	1000-1999: Certificated Personnel Salaries Supplemental $120,000 2000-2999: Classified Personnel Salaries Supplemental $132,000 3000-3999: Employee Benefits Supplemental $117,263

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
social-emotional intervention support staff Certificated Staff Salary, Classified Staff Salary, and Benefits (Counselors, Psychologists, and related Administrative and Classified staff). These services are principally directed toward and effective in meeting the needs of the unduplicated student population including low-income, English learners, and foster youth students. As an outcome of implementing these supplemental services for our most at-risk students, we expect increased student achievement on State Math and ELA assessments and a continued decrease in suspension rates for all unduplicated students.		
Knowing that the unduplicated students have the least opportunities to participate in extracurricular opportunities in electives, ROP/CTE, VAPA, etc., KUSD will provide additional Certificated Staff in these areas. The staff will be principally directed toward and effective in meeting the needs of the unduplicated student population including low-income, English learners, and foster youth students. We expect to have increases in student attendance, participation in electives, ROP/CTE, VAPA, etc., and increased academic outcomes on Math and ELA CAASPP as a result of increased certificated staff.	1000-1999: Certificated Personnel Salaries Supplemental $150,000 3000-3999: Employee Benefits Supplemental $96,562	1000-1999: Certificated Personnel Salaries Supplemental $120,000 3000-3999: Employee Benefits Supplemental $84,974
Knowing that the unduplicated students have the least opportunities to participate in extracurricular opportunities in sports, arts, etc., KUSD will provide co-curricular and extracurricular opportunities such as Athletic Programs, Performing Arts Programs, and CTE Programs; including Books, Supplies, Materials & Technology equipment, facilities upkeep and repair, including General Facility Maintenance & Construction, transportation, professional development, Certificated Staff and/or Stipends, Classified Staff and/or Stipends, principally directed toward and effective in meeting the needs of the unduplicated student population including low-income, English learners, and foster youth students. We expect to have increases in student attendance, participation in CTE, and participation in Athletic Programs as a result of increased feelings of student connectedness and opportunities to participate in a variety of activities.	4000-4999: Books And Supplies Supplemental $804,258 1000-1999: Certificated Personnel Salaries Supplemental $150,000 2000-2999: Classified Personnel Salaries Supplemental $250,000 3000-3999: Employee Benefits Supplemental $25,245 5000-5999: Services And Other Operating Expenditures Supplemental $784,963 General Facility Maintenance & Construction 6000-6999: Capital Outlay Supplemental $4,693,203	4000-4999: Books And Supplies Supplemental $809,888 1000-1999: Certificated Personnel Salaries Supplemental $120,000 2000-2999: Classified Personnel Salaries Supplemental $220,000 3000-3999: Employee Benefits Supplemental $22,217 5000-5999: Services And Other Operating Expenditures Supplemental $541,624 General Facility Maintenance & Construction 6000-6999: Capital Outlay Supplemental $5,729,891

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Co- and extracurricular activities and programs were cut short due to the shutdown in March, which resulted in underspending by 16% for professional development to improve positive school climates, 15% for providing social-emotional intervention staff, 17% for extracurricular staff, and 15% for co- and extracurricular activities. The leftover funds that were designated for these programs were used to contribute to the cost of construction on the new Kerman High School Administration building, which contains 20 classrooms, the removal of old portables from Kerman High School, and part of the construction cost of the new CTE building, which houses the Building Trades and Auto Technology classes. Three of the classrooms in the new building are specifically designed for ROP courses (Photography, Business, and CSI). These projects supported teachers, staff, and students with much-needed additional classrooms with state-of-the-art technology (especially CTE/ROP classes), as well as more space on campus for students to eat lunch.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Many of the co- and extracurricular activities were successful during the first six months of school. The sports teams excelled and clubs were able to participate in many events. When the District was shut down, all co- and extracurricular activities stopped as well. The challenge the District faced was keeping students engaged as much as possible with work packets and communication via email or phone calls.

Goal 3

All parents will have access to resources, services, workshops and activities, stakeholder engagement trainings, 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.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Demonstrate an increase in parent involvement at Back to School Night **19-20** Maintain or Increase the percentage by 1% **Baseline** 2016-2017 51% Elementary Sites 32% Secondary Sites	Demonstrate an increase in parent involvement at Back to School Night. 2020-2021 61% for Elementary Sites (Goal Met) 24% for Secondary Sites (Goal Not Met)
Metric/Indicator Demonstrate an increase in parent involvement at Parent Teacher Conferences **19-20** Maintain or Increase the percentage by 1% **Baseline** 2016-2017 93%	Demonstrate an increase in parent involvement at Parent-Teacher Conferences 2020-2021 94% (Goal Met)
Metric/Indicator Demonstrate an increase in parent involvement at ELAC, DELAC, and DAC/LCAP Committee Meetings by Quorums	Demonstrate an increase in parent involvement at ELAC, DELAC/LCAP Committee Meetings by Quorums

Expected	Actual
19-20 Maintain or Increase the percentage by 1% **Baseline** 2016-2017 90%	2020-2021 90% (Goal Met)
Metric/Indicator Demonstrate in increase in parent involvement as it relates to the number of parent surveys returned **19-20** Maintain or Increase the percentage by 1% **Baseline** 2016-2017 20%	Demonstrate an increase in parent involvement as it relates to the number of parent surveys returned 2019-2020 7% (Goal Not Met)

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide Parental Training Materials for PIQE, Parent University, School Information Night and Parent Training Programs & Books, Supplies & Materials for all parent engagement resources, workshops or trainings for all parents principally directed toward the parents of unduplicated student population including low-income, English learners, and foster youth students. Research shows that the more involved parents are, the more likely students are to do well in school. To promote overall increased parental involvement and increased communication between the school and parents and students, KUSD will provide Parent Training Programs & Books, Supplies & Materials and Parental Support Systems to increase school to home communication and parental access to student information systems. Provide elementary and secondary Site based parent training programs and presenters specific to the needs of each Site to allow parents the opportunity to assist their students in their	4000-4999: Books And Supplies Base $125,000 4000-4999: Books And Supplies Supplemental $150,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental $145,265	4000-4999: Books And Supplies Base $73,750 4000-4999: Books And Supplies Supplemental $151,050 5800: Professional/Consulting Services And Operating Expenditures Supplemental $100,233

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
educational needs. This action is principally directed toward the unduplicated student population including low-income, English learners, and foster youth students in order to increase parental participation and home/school communication. As a result in our efforts to increase communication and parental support, we anticipate seeing improved results students surveys and increased percentage of parent involvement in school wide functions as well as increased student academic achievement.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The parent meetings, workshops, and training programs that were scheduled for the 2019-2020 school year were cancelled starting in mid-March, resulting in underspending in each action by 41% and 31% respectively. The District did hold several virtual parent meetings to keep them informed regarding the shutdown via online town hall events, which cost the District minimal funds. The unspent funds were used for technology and PPE equipment.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The school year started off in a positive way with parents, with an increase in the overall number of parents who attended Back to School Night and parent-teacher conferences. The primary challenge in implementing these actions once the school shut down was due to the lack of technology families have at home. Many families in Kerman live in rural areas that do not get strong internet signals. Another challenge was communicating with families who do not speak English. To address these challenges, we held our town hall parent meetings in both Spanish and English. We also communicated via Aeries Communication in both languages through phone calls, email, Google Meet, and text messages.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
SAFE SCHOOL ENVIRONMENT: All classrooms will have masks, hand sanitizer, and disinfectant wipes to support healthy hygiene behaviors. Classes will be fogged every day with the New-Gen Eon foggers. All sites will have temperature scanners and touch-free hand sanitizing stations. Desk plexiglass dividers will be provided to school psychologists and Special Education teachers to be used when testing students one-on-one. These materials will ensure the school is safe for students and staff.	$153,777.00	$89,142.00	No
EXTRA TUTORING SUPPORT: Our English Learner, foster youth, and low-income students have been disproportionately impacted by the disruption to their learning caused by COVID-19. Accordingly, the majority of these students are at increased academic risk. In order to address these academic needs, the district will Kerman Unified will be hiring Teaching Fellows (college students) to provide additional support to students during their "off-site" days. The Teaching Fellows will work with students in the areas of English Language Arts, Math, and ELD. This support will be provided via live interaction online or by phone. Priority will be directed toward students who are in the unduplicated groups to meet their needs in response to the pandemic and support closure of the achievement gap. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups.	$514,000.00	$262,585.00	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The expected cost of PPE equipment listed was 58% of what was actually expended due to the fact that students did not start returning to in-person instruction until January 11 of 2021. The number of masks, hand sanitizer, shields, and disinfectant wipes needed between August and December of 2020 was limited to offices and classes with small cohorts. Classrooms did not need to be fogged daily until students began returning to school.

The expected cost of Extra Tutoring support was 51% of what was actually expended due to the fact that students did not start returning to in-person instructional until January 11 of 2021. Teaching Fellows did not work as much in the fall since there was no in-person after-school program. After school tutoring and Saturday intervention was provided online; however, not as many teachers taught the program than was budgeted.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The transition to in-person instruction was smooth due to extensive planning and preparation prior to the return. KUSD brought students back in phases: TK-2 started in-person instruction on January 11. 3-5 grade students started back on February 1, 5th and 6th on February 22, and 7-12 on March 15. This phase-in approach allowed sites to make needed adjustments as more students returned. Approximately 70% of KUSD students are back to in-person instruction, with about 30% continuing with either distance learning or the online program (Accelerated Ed/Edgenuity). Feedback from parents was positive and the majority of them were satisfied with the return to in-person instruction.

The challenges have included attendance. During distance learning, the average attendance according to Aeries was 96.8%. With the onset of in-person instruction, the average attendance is 93.9%. The overall average for the year up to April 23 is 95.3%. The decrease in attendance with online learning can be in part attributed to the required 10-day quarantine for any student with COVID symptoms. In terms of discipline issues, there has been no significant difference between the distance learning time and the in-person program, with the exception of Kerman Middle School, which had one incident during distance learning and 10 incidents since students have returned. All other sites show minimal discipline issues this year.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
TECHNOLOGY SUPPORT: Our English Learner, foster youth, and low-income students most often do not have access to electronic devices or internet access in their home that will allow them to electronically participate in the distance learning program. In order to successfully teach all students using distance learning, it is imperative that everyone has access to the technology needed to actively participate in school. Additional Chromebooks were purchased so that every single student would have equitable access. These Chromebooks are loaded with the necessary apps and extensions, as well as safety filters to ensure students can safely participate in daily lessons. Some of our English learners, foster youth, and low-income students do not have Internet access. Therefore, hot spots were purchased and provided to all families in need. Each site has IT staff members available to support the students when they have trouble logging on. The District also has additional tech support to troubleshoot any issues that arise. Cameras have been purchased for each classroom so that the teacher can deliver the live streaming lessons effectively This action ensures that all students have equitable access to learning.	$631,286.14	$1,095,953.00	Yes
ONLINE SUPPORT PROGRAMS: According to CA Dashboard data, our foster, English learner, and low-income students have not demonstrated the academic growth that all students have demonstrated over the past several years. These gaps have most likely been intensified due to the effects of COVID-19. Our district will address this need by implementing a variety of online programs to enhance distance learning. These programs will supplement the core program, be used to initially assess students and provide progress monitoring data, provide enrichment activities, and serve as intervention programs to support the unique needs of English	$243,304.20	$243,953.00	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
learners, foster students, homeless students, low-income students, and students with special needs. Programs include Accelerated Ed/Edgenuity for families who need more flexibility with the distance learning program. These programs include interactive lessons that can be adjusted to the academic level of the student. Many of them have language support with close captioning, text to speech, and/or translating capabilities. Engaging videos are also part of many of these online programs. Edgenuity will also be used for credit recovery and access to additional electives at the 9-12 level. Educlimber, Illuminate, DNA, Fastbridge, and ESGI will be used for assessment, intervention, and progress monitoring. These programs will ensure that teachers be kept up-to-date on how students are progressing throughout the year. Thinking Maps will be used to support integrated ELD. Programs such as Moby Max and Unique will provide needed intervention and enrichment for students with special needs. The implementation of these online support programs increases the level of support to close the opportunity and achievement gap by providing additional resources to these student groups.			

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There was a 58% increase in the actual expenditures versus total budgeted funds for technology support. Chromebooks needed to be issued to all 5,300 students. Many households also needed Hot Spots to ensure connectivity. Some areas needed a higher level Hot Spot, as the connectivity was extremely limited. The district provided 1110 total hotspots to families (800 T-Mobile, 200 Staples, 110 Kajeet) The cost of the Chromebooks and Hot Spots was significantly higher than budgeted.

The estimated actual expenditures for online support programs was very close to the total budgeted funds.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction was a challenge at the beginning, primarily due to the limited internet access in most rural areas. There was also a steep learning curve for both students and teachers when it came to distance learning. It took some time for teachers to learn to maneuver smoothly between different platforms, learn how to efficiently use Google Classroom and Google Meet, facilitate break-out rooms and engage the students (often all at the same time).

Access to devices and connectivity was the biggest challenge. Once the District got a workable Hot Spot to the families, and students who still had issues were brought back in small cohorts, teachers were able to focus on instruction.

Pupil Participation and Progress has been a challenge according to the teachers due to lack of motivation. Based on the data, students were attending class online (96.8% during distance learning). However, teachers report a lack of engagement from a significant number of students. The consequence has been lower grades than in years past. The number of failing grades at the secondary level increase by approximately 9 % between the 2018-2019 school year and the 2020-2021 school year.

Distance Learning Staff Development has consisted of Google training and access to the District IT training website. On the website, teachers have access to a wide variety of tutorials that address distance learning. The challenge for the staff has been to find the time to access the training.

Staff Roles and Responsibilities have shifted due to COVID-19. Library technicians and clerks assisted with the small cohorts, reading stories to them and helping the teacher with instruction. Bilingual and Special Education paraprofessionals supported the students online in small groups or one-on-one. Bus drivers delivered food each day to families who live in rural areas.

Support for Pupils with Unique Needs included in-person instruction in the small cohorts, support from instructional paraprofessionals, and counseling services as needed. The challenge has been to meet the needs of the students who remained home while teaching some students in person. The Pupil Personnel Department made contact with families to ensure the IEP goals were followed. There was ongoing communication between the director of pupil personnel services, the Special Education teachers, and the families to ensure students' needs were addressed.

Bilingual classified staff (paraprofessionals) provided extra interventions after the regular distance learning day for English Learners. A special intervention session was provided for the newcomers.

One challenge for students in foster care and those experiencing homelessness was communication and the need for materials to complete school from home. The District homeless and foster student liaison kept in touch with families to make sure the students had access to the distance learning lessons and provided the necessary classroom materials for the students at home.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
SUPPLEMENTAL INTERVENTION: To best support our unduplicated students who are at most risk of learning loss due to COVID-19, Kerman Unified will provide additional virtual support via a Saturday Intervention program. This supplemental instruction will be provided by certificated teachers to students who show learning gaps, especially in the areas of English Language Arts, Math, and ELD. Teachers will use the Imagine Learning Program as a supplemental resource. This action will help close the achievement gap for those students who have shown learning loss since last spring.	$102,000.00	$65,000.00	Yes
TEACHER PREPARATION: Distance learning is new for the teachers, who need to adjust their lesson plans and teaching approach. In order to support the teachers, the District provided two extra days for planning and collaboration. This action will ensure that the teachers will be ready for their students on the first day of school.	$122,433.41	$140,154.00	No
SUPPORT FOR SPECIAL EDUCATION TEACHERS: Teachers who work with students with special needs are aware that distance learning will bring additional challenges to themselves and their students. The District has hired a curriculum support teacher to help the teachers meet the unique needs of their students. This action will ensure that the students with special needs will have equitable access to learning as they work toward their IEP goals.	$6,000.00	$9,500.00	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

64% of the budgeted funds for Supplemental Intervention were spent. The decrease is due to the number of teachers who ended up teaching the program. We were expecting to hire two teachers per school site; however, some sites had no teachers apply. The total

number of teachers was was ten rather than the expected 14. Students from the sites without teachers were assigned a teacher from another site so that they would still have the opportunity of support.

114% of the budgeted amount was spent on teacher planning days due to number of teachers who participated in the extra days. The budgeted amount was low based on the number of teachers in the District.

158% of the budgeted amount was spent on support for Special Education Teachers. The curriculum support teacher worked more hours than expected due to the unique challenges for Special Education teachers this year.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

One success in addressing Pupil Learning Loss in the 2020-2021 school year has been the opportunity for students to participate in a small group intervention program, during the school day, after school, on Saturdays, or over winter break.

Teachers at the secondary level used Smarter Balanced Interim Assessments to progress monitor. In reviewing the Smarter Balanced ELA Interim Block Summary for high school, the percentage of students who scored "above" or "at/near" standard in "Language and Vocabulary Use" was 54% for all students, 15% for students with special needs, 45% for socioeconomically disadvantaged students (SED), and 10% for English Learners (EL). In the area of "Read Informational Texts," the percentages are 78% for all students, 0% for students with special needs, 67% for SED, and 61% for EL students. The scores for "Read Literary Texts" are 67% for all students, 34% for students with special needs, 66% for SED, and 33% for EL students. The data indicate that students with special needs and EL students continue to score behind their counterparts in the area of ELA.

At the elementary sites, teachers used Fastbridge to progress monitor their students.

Based on the results of the assessments, it was clear that more focus was needed to address the learning loss for English Learners and students with special needs. The District added an academic component to summer school (in addition to the usual enrichment program). Instead of one program for all K-8 students at one site that is run by college students (Teaching Fellows), each site is scheduled to have summer school with teachers that best know the students' needs. Teachers communicated with parents during parent-teacher conferences and by phone to encourage students (especially ELs) to attend. Extended School Year (ESY) was also scheduled (as it is every summer) for students with special needs.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Kerman Unified started regular meetings with the counselors to share strategies to support the students during the pandemic. Each site created check-in systems to ensure students were getting support for social-emotional issues. One of the challenges in monitoring students is when a student would not log on To address this challenge, counselors, and teachers would call the student or parent by phone to check on his/her welfare. If needed, the district child welfare officer, school counselors, and school psychologists completed home visits when a child showed signs of a mental health issue. The elementary sites have implemented a "Sports for Learning" program which incorporates physical activity with mental health strategies. Sites have continued to schedule positive and fun activities to promote a positive virtual school environment.

Kerman Unified addressed the mental health and emotional well-being of staff members as well. Some sites held wellness activities for the staff, including activities such as walking, eating healthy snacks, practicing mindfulness, and creating a self-care vision board. Principals used their weekly bulletins to promote a positive work and learning environment.

School counselors met monthly to create a shared wellness vision for the district. In the spring, all staff members had the opportunity to participate in a wellness workshop.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Each school site kept parents informed and engaged via Aeries Communication messages, emails, phone calls, parent-teacher conferences, and virtual School Site Council, ELAC, and parent faculty meetings. The District held virtual DELAC and parent-migrant meetings and held a variety of Town Hall meetings to keep families informed and allow for feedback. The District website includes a variety of COVID-related materials, and the District Facebook page maintains up-to-date information. To address the main challenge of the language barrier, items posted on the website and Facebook page are translated into Spanish. Since all students have a Chromebook and access to the Internet at home, families are able to attend the virtual meetings using their child's Chromebook. The tiered reengagement plan was implemented throughout the District. In addition to the Aeries Communication messages, which were sent daily to any student who was absent (tier 1), sites made an average of 137 calls to students who were absent for three days (tier 2). In addition to the site calls, the child welfare and attendance officer called (about 333) and visited homes (about 667) to speak with parents and determine how to help the student with attendance (tier 2). When needed, sites moved to tier 3 strategies and help Student Success Team meetings with parents. Sites averaged 30 SST meetings this year related to attendance. The welfare and attendance officer held 336 SART meetings, and 73 SARB meetings this year (tier 3).

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The Child Nutrition Center has successfully adapted with all of the changes over the past several months. The staff has been able to feed all of the students, whether they are learning from home, or at school. As the different grade levels have returned, the staff has pivoted to meet the needs of the families. Some of the challenges have been to have people who can deliver food to the rural families. Once the bus drivers had to start bringing students to in-person instruction, volunteer staff members began delivering food in school vans. The number of breakfasts served this year were 614,881. 616,826 lunches were provided, and 203,422 suppers. A grand total of 1,435, 129 meals were served.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	DAILY MEALS: District data shows that our large percentage of low-income students do not have access to nutritious meals on a consistent basis when school is not in session. Additional funds will be spent so that the District can provide breakfast and lunch to each student Monday through Friday so that hunger will not be a factor for the students.	$675,000.00	$1,558,238.00	No
Pupil Engagement and Outreach	TIP PROGRAM: In order to reach out to students who have difficulty staying engaged during the pandemic, additional supports will be utilized for outreach. The Truancy Intervention Program (TIP) through FCSS will provide a probation officer who will assist the child welfare and attendance officer make connections with the disengaged students to bring them back to school (even if it is virtual).	$17,172.40	$12,879.00	No
Mental Health and Social and Emotional Well-Being	COUNSELORS: The social-emotional toll on English Learner, low-income, and foster students since the start of the COVID-19 shutdown has been significant. The referral rate for social-emotional support for our English Learner, low-income, and foster students have significantly increased and are disproportionally high amongst these students. To address these needs, counselors at each site will work with the neediest students in order to help them deal with the additional strains due to the school changes. The counselors and other staff will provide unduplicated youth with increased services in social-emotional supports, connectivity, and	$531,574.20	$679,852.00	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	ongoing monitoring of success. This action will increase the connectivity and a feeling of belonging so that students' basic needs are met, which will lead to academic and behavioral success.			

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The estimated actual expenditures for School Nutrition is 230% of the total budgeted funds. The is due to the fact that all students, whether participating in distance learning or in-person instruction, have been offered breakfast and lunch every school day and during winter and spring break. Food is distributed at school sites and delivered to families who live in rural areas. The original budgeted amount was far lower than the actual cost of feeding the entire District breakfast and lunch each day.
Pupil Outreach and Engagement expended 75% of the planned budgeted funds. This decrease is due to the fact that the TIP program was not fully enacted until the second quarter of the school year. Therefore, the change to the school district will be for only three quarters rather than four.

There was a 22% increase in actual expenditures for Mental Health and Social and Emotional Well-Being, which is due to the additional supports put in place for students' mental health needs, such as the "Sports For Learning" program.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The lessons learned from implementing in-person and distance learning programs in 2020-2021 informed the District of the need to continue to focus on academics for all students. The slight drop in attendance and the increase in the number of failing grades earned over the past year and a half indicate the need to provide standards-based lessons during the regular school day, and interventions after school and on Saturdays. When distributing Chromebooks to each student (approximately 5,300 devices), the district learned that there were many families who did not have Internet access, which resulted in the purchase and distribution of 1110 Hot Spots The District started with 800 T-Mobile Hot Spots. When it was determined that those did not work in some of the most rural areas, the District purchased 200 Staples Hot Spots and 110 Kajeet Hot Spots, which performed better. The distance learning program informed the district that there is a need to continue to update the technology and provide ongoing training for staff. The social-emotional issues that surfaced during this time support the need to provide a broad course of study, including electives, co-curricular, and

extracurricular activities. This time also informed the development of the goals and actions that address parent involvement. The virtual meetings allowed for more parent participation and therefore more parent feedback, which was used to develop the 2021-2024 LCAP.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss will continue to be assessed and addressed in the 2021-2024 LCAP via ongoing data analysis, progress monitoring, and the implementation of the MTSS model. There will be a focus on analyzing the MTSS model and updating the programs within tier 2 especially, in order to address socioeconomically disadvantaged, foster students, English Learners, and students with special needs. The District will also add counseling and health services to support the social-emotional and health needs of the students. Professional development for staff will address strategies to help English Learners and students with special needs. Social-emotional needs of students and staff will be addressed via workshops and programs.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

All substantive differences have been explained in the sections above.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The data collected for the 2019-2020 LCAP and the 2020-2021 Learning Continuity Plan have informed the development of the 2021-2022 through 2023-2034 LCAP in determining the decision to continue using the three broad goals from the previous LCAP. The outcomes from the actions for Goal 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.) indicate that there is still a need to address equity and access for all students. While there was growth in some actions between 2017 and 2019, the data from 2020 show a decrease in graduation rate, EL growth, and EL reclassification. While the LCP Plan addressed the goal by providing interventions for unduplicated students, there continues to be a need to implement the actions in Goal 1 in order to address learning loss.

The actions from Goal 2 (The District will provide all students, including all subgroups, equal access to a broad course of study by supporting co-curricular and extra-curricular opportunities for students. Provide a safe, healthy, clean, and attractive environment by maintaining all facilities to achieve social, emotional, and academic success for students, staff, and parents.) were limited during the end of the 2019-2020 school year and throughout the 2020-2021 school year. The data on suspension rate and expulsion rate is only partial data. Due to distance learning for at least half of the 2020-2021 school year, this data will also be limited. In terms of chronic absenteeism, the data is also limited. In the area of facilities, all sites were measured as "good" or higher on the FIT audit. Under the LCP cleaning and disinfecting have been enhanced. During the shutdown and distance learning, extra- and co-curricular activities were significantly reduced. School counselors report an increase in the number of students who are dealing with social-emotional issues; therefore, an additional action will be added to Goal 2 to increase the number of counselors in the district.

Goal 3 will also be moving forward in the new LCAP. With parent meetings, conferences, school events, and workshops going virtual this past year, the district had an increase in feedback from parents. Several parents indicated that continuing with some virtual meetings would be beneficial since the parents do not need to worry about childcare or travel. The parents expressed an appreciation for being kept informed via emails, phone calls, website posts, Facebook posts, and virtual meetings. Parents also expressed an interest in more parent training. Goal 3 in the 2021-20221 through 2023-2024 LCAP will address these requests.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	65,675,717.00	68,649,212.00
Base	38,184,301.00	39,246,662.00
Federal Funds	13,753,020.00	16,094,119.00
Supplemental	13,738,396.00	13,308,431.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	65,675,717.00	68,649,212.00
1000-1999: Certificated Personnel Salaries	25,760,364.00	24,969,499.00
2000-2999: Classified Personnel Salaries	8,944,973.00	9,143,971.00
3000-3999: Employee Benefits	14,882,015.00	16,375,362.00
4000-4999: Books And Supplies	4,631,049.00	3,711,881.00
5000-5999: Services And Other Operating Expenditures	4,752,110.00	6,247,487.00
5800: Professional/Consulting Services And Operating Expenditures	1,894,301.00	1,524,772.00
6000-6999: Capital Outlay	4,903,067.00	6,389,261.00
7000-7439: Other Outgo	-92,162.00	286,979.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	65,675,717.00	68,649,212.00
1000-1999: Certificated Personnel Salaries	Base	17,974,146.00	18,530,040.00
1000-1999: Certificated Personnel Salaries	Federal Funds	5,632,241.00	4,696,312.00
1000-1999: Certificated Personnel Salaries	Supplemental	2,153,977.00	1,743,147.00
2000-2999: Classified Personnel Salaries	Base	5,768,734.00	5,349,853.00
2000-2999: Classified Personnel Salaries	Federal Funds	1,740,803.00	2,532,965.00
2000-2999: Classified Personnel Salaries	Supplemental	1,435,436.00	1,261,153.00
3000-3999: Employee Benefits	Base	10,279,663.00	9,575,418.00
3000-3999: Employee Benefits	Federal Funds	3,328,517.00	5,675,627.00
3000-3999: Employee Benefits	Supplemental	1,273,835.00	1,124,317.00
4000-4999: Books And Supplies	Base	1,783,232.00	1,054,123.00
4000-4999: Books And Supplies	Federal Funds	1,047,859.00	844,984.00
4000-4999: Books And Supplies	Supplemental	1,799,958.00	1,812,774.00
5000-5999: Services And Other Operating Expenditures	Base	1,708,341.00	3,432,690.00
5000-5999: Services And Other Operating Expenditures	Federal Funds	807,047.00	1,277,881.00
5000-5999: Services And Other Operating Expenditures	Supplemental	2,236,722.00	1,536,916.00
5800: Professional/Consulting Services And Operating Expenditures	Base	941,989.00	908,498.00
5800: Professional/Consulting Services And Operating Expenditures	Federal Funds	807,047.00	516,041.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	145,265.00	100,233.00
6000-6999: Capital Outlay	Base	191,500.00	560,275.00
6000-6999: Capital Outlay	Federal Funds	18,364.00	99,095.00
6000-6999: Capital Outlay	Supplemental	4,693,203.00	5,729,891.00
7000-7439: Other Outgo	Base	-463,304.00	-164,235.00
7000-7439: Other Outgo	Federal Funds	371,142.00	451,214.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	52,814,190.00	55,323,394.00
Goal 2	12,441,262.00	13,000,785.00
Goal 3	420,265.00	325,033.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$667,777.00	$351,727.00
Distance Learning Program	$874,590.34	$1,339,906.00
Pupil Learning Loss	$230,433.41	$214,654.00
Additional Actions and Plan Requirements	$1,223,746.60	$2,250,969.00
All Expenditures in Learning Continuity and Attendance Plan	$2,996,547.35	$4,157,256.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$153,777.00	$89,142.00
Distance Learning Program		
Pupil Learning Loss	$128,433.41	$149,654.00
Additional Actions and Plan Requirements	$692,172.40	$1,571,117.00
All Expenditures in Learning Continuity and Attendance Plan	$974,382.81	$1,809,913.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$514,000.00	$262,585.00
Distance Learning Program	$874,590.34	$1,339,906.00
Pupil Learning Loss	$102,000.00	$65,000.00
Additional Actions and Plan Requirements	$531,574.20	$679,852.00
All Expenditures in Learning Continuity and Attendance Plan	$2,022,164.54	$2,347,343.00

Local Control 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	Robert Frausto Superintendent	robert.frausto@kermanusd.com (559) 843 - 9001

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

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 located 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 and is led by a five-person school board. The district has seven schools and enrolls over 5,200 students. The schools include four K-6 schools; Kerman Floyd Elementary, Sun Empire Elementary, Liberty Elementary, and Goldenrod Elementary; one 7-8 campus Kerman Middle School; one 9-12 campus Kerman High School; and one 7-12 alternative school campus Enterprise High School. The district also has a state preschool program. Kerman Unified School District enrollment is 85% Hispanic, 8% White 5% Asian, 1% African American, and 1% Other. In addition, 83% of the students are Socioeconomically Disadvantaged, 33% are English Learners, 10% are Special Needs, 3% are Homeless and less than 1% are Foster Youth.

Although the district became unified in 1983, Kerman High School graduated its first class in 1913. The teachers and staff of the district are dedicated to providing a safe and productive learning experience for all students regardless of ethnicity, gender, disability, sexual orientation, or religion. The educational programs at each of the schools are designed to provide the skills and tools necessary for students to explore their creativity while developing a strong educational base. Students of the district shall be competent in the subjects offered by the district and shall have a positive attitude towards themselves and others. The curriculum offered shall reflect the subjects and activities approved by the District Governing Board and shall reflect the California State Standards. Staff, students, parents, and the community will work collaboratively to promote responsibility, encourage productive citizenship, and appreciate diversity.

Kerman Unified was able to pivot quickly during the COVID-19 pandemic. Students were offered options of distance learning with the teacher or an online, more independent program (Accelerated Ed for K-5, Edgenuity for 6-12). The District applied for a waiver to bring back cohorts.

By the end of September, students with connectivity issues, students struggling from home, and Special Education students were brought back to campuses to receive the extra support needed. In January, Kerman Unified started its phase-in plan to bring students back to in-person learning. By the end of February, all students were back TK-6. Distance learning and the online program were still offered for those families who were not comfortable sending their children back in person. On March 16, 7-12 grade students returned as well.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The 2020-2021 school year has been a challenging one due to COVID-19. The District started out the year with Distance Learning. Families had a choice of live streaming with a teacher or an online program, Accelerate Ed for K-5 or Edgenuity for 6-12. In early September, sites brought students with connectivity issues onto campuses in small cohorts. The students continued to live stream with their teachers. By mid-September, the SDC students were back on campus, as their classes are small enough for cohorts. Staff and students were able to adapt and learning continued. In January, the District began to phase in students by grade level. First TK-2, then 3-4, next 5-6. By the end of February, all TK-6 grade students were back to in-person instruction. The 7-12 graders followed in mid-March after the 3rd quarter ended. In order to meet the needs of all students, families were given the option of continuing with distance learning or Accelerated Ed/Edgenuity. The schools have been very flexible in regards to allowing students to change programs in order to best meet their needs. In order to address the learning loss from the end of the 2019-2020 school year, Saturday intervention was provided, with priority going to our unduplicated students. Sites also offered after-school tutoring. There was a special tutoring session for elementary newcomer students. During the winter break, sessions were also available for all grade levels. One of the successes the District is most proud of this year has been parent involvement. With the meetings mostly on Google Meet, parents have been able to log in to the various town hall meetings, attend Back to School Night virtually, and participate in Parent-Teacher Conferences. 45% of our parents attended Back to School Night, while 94% participated in Parent-Teacher Conferences. Teachers have been in touch with families on a regular basis via email, Google, and phone calls. The District will continue to build on parent involvement in Goal 3 of the plan.

Another success the District is proud of is the graduation rate for students with disabilities. The graduation rate in 2018-2019 for students with disabilities was 66.7% (resulting in Differentiated Assistance). The graduation rate for the 2019-2020 school year for the same subgroup was 75%. The District will continue to work closely with the students with disabilities by tracking the students' progress toward graduation and making sure the students are placed in the appropriate courses in order to earn their high school diplomas. The assistant principal who oversees ROP/CTE will schedule regular meetings with the Director of Pupil Personnel and the Assistant Superintendent, Educational Services, as well as the Special Education teachers at the high school and the high school counselors to review student progress and make scheduling adjustments as needed

Despite the challenges of the shutdown last March, the number of 3 scores on the AP exams increased as well, from an overall percentage of 3 or higher of 35% in 2018-2019 to 54% in 2019-2020. The District will send the AP teachers to training during the summer so that they will stay up-to-date on strategies to help the students succeed on the AP Exams.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The major area of identified need is the English Learners' progress. As indicated on the Dashboard, the graduation rate for ELs fell to 75%, whereas the overall graduation rate was at 88%. The ELPAC results also indicate a need to continue to address the gap with our EL students. According to the Dashboard, 16.4% of the English Learners scored proficient on the Summative ELPAC during the 2018-2019 school year. During the 2019-2020 school year, which provides partial data due to the shutdown, 12.8% of the ELs were reclassified (data source: CalPads). There is also a need to increase the number of students who graduate from Kerman Unified "Prepared" for college/career. According to the Dashboard, 30.3% of all students graduated prepared, 7.5% of ELs graduated prepared, 25.6% of socio-economically disadvantaged students graduated prepared, 9.4% of students with disabilities, and 17.6% of students experiencing homelessness graduated prepared for college/career. The subgroup for foster students was below 10, so we do not have data on that group.

Steps will be taken to address these areas within Goals #1 and #2 in the 2021-2024 LCAP, which will include programs to address the needs of English Learners, ensuring the standards are fully implemented, providing staff development for teachers and paraprofessionals that address strategies for working with ELs and students with special needs, ensuring highly qualified teachers are hired and retained, and offering a broad course of study so that students have several opportunities to be "prepared" for college/career. Maintaining and updating technology, as well as ongoing staff development on the implementation of technology will also be addressed.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-2022 through 2023-2024 LCAP will continue to address the following three broad goals:

Kerman Unified is committed to providing and promoting Academic Achievement for all students, including Low-Income, English Learners, Foster Youth, students with special needs, and students experiencing homelessness. We are dedicated to providing and maintaining a safe and healthy school environment while offering a broad course of study for all students. Kerman Unified continues to provide and promote athletics, activities, and clubs allowing for positive school culture and climate.

Goal 1.0 - Academic Achievement & Effective Instruction and Leadership

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.

* Provide additional Certificated Teachers to lower class size

* Provide additional Classified Staff to support students at schools with high numbers of English Learners, Socio-Economically Disadvantaged, Special Education, Foster Youth, and students experiencing homelessness

* Provide additional Certificated Staff such as Counselors, Psychologists, and other Administrative Staff to support students at schools with high numbers of English Learners, Socio-Economically Disadvantaged, Special Education, Foster Youth, and students experiencing homelessness.

* Provide summer school and interventions to meet the needs of all at-risk students, including English Learners, Socio-Economically Disadvantaged, Special Education, Foster Youth, and students experiencing homelessness

* Provide college and career-ready guidance and support including CTE Pathways

* Provide an appropriate student progress monitoring system to communicate results, provide online assessments, and streamline data collection for all students, including English Learners, Socio-Economically Disadvantaged, Special Education, Foster Youth, and students experiencing homelessness.

* Provide accommodations and modifications to increase student engagement and achievement in both the special and general education classrooms

* Provide resources and support for general education teachers in meeting the needs of all students, including English Learners, Socio-Economically Disadvantaged, Special Education, Foster Youth, and students experiencing homelessness with behavioral and academic difficulties.

*Provide Professional Development including collaborative coaching to support the implementation of the California State Content Standards, the Next Generation Science Standards (NGSS), the ELD standards, and strategies to address social-emotional learning (including staff wellness).

Goal 2.0 – Student Engagement & Facilities

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

* Provide co-curricular and extracurricular opportunities including supplies, equipment, facilities, and staff for all students, including English Learners, Socio-Economically Disadvantaged, Special Education, and Foster Youth.

* Provide Performing Arts Programs including supplies, equipment, facilities, and staff for all students, including English Learners, SocioEconomically Disadvantaged, Special Education, Foster Youth, and students experiencing homelessness.

* Provide an extensive Career Technical Education Program including supplies, equipment, facilities, and staff for all students, including English Learners, Socio-Economically Disadvantaged, Special Education, Foster Youth, and students experiencing homelessness.

* Provide the maintenance and repair of school facilities to ensure quality learning environments for all students, including English Learners, SocioEconomically Disadvantaged, Special Education, Foster Youth, and students experiencing homelessness.

* Provide On-Campus Safety Liaisons, and additional staff to decrease student discipline, decrease truancy, enhance school safety and provide a positive school culture for all students, including English Learners, Socio-Economically Disadvantaged, Special Education, Foster Youth, and students experiencing homelessness.

* Provide Technology and/or Video Surveillance Monitoring Systems to enhance school safety and provide a positive school culture for all students, including English Learners, Socio-Economically Disadvantaged, Special Education, Foster Youth, and students experiencing homelessness.

* Provide bullying prevention assemblies throughout the school year to enhance school safety and provide a positive school culture for all students, including English Learners, Socio-Economically Disadvantaged, Special Education, Foster Youth, and students experiencing homelessness.

* Provide intervention programs to support students involved in drug-related incidents to reduce suspensions for all students, including English Learners, Socio-Economically Disadvantaged, Special Education, Foster Youth, and students experiencing homelessness.

Goal 3.0 – Parent & Community Engagement

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, Foster Youth, and students experiencing homelessness.

* Provide the use of technology and training for Parent Education

* Provide consistent access for parents for up-to-date guidebooks on Aeries.net

* Provide meetings and other resources pertaining to local colleges and universities

* Provide opportunities for stakeholders to feel welcome and part of our campuses

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.

Enterprise High School

Support for Identified Schools

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

When finding that Enterprise High School was identified for CSI support, the District leadership immediately set up a meeting and created a CSI team. The team includes the school site administrator, the school site counselor, school site staff members, the Director of State and Federal Programs, and the Assistant Superintendent of Educational Services. A meeting with the FCSS CSI team assigned to Kerman Unified was then held to begin a root cause analysis and determine the next steps in creating a CSI Plan. During the first meeting, it was determined that the major area of need was the suspension rate. The process used by the district to support the school site in coming to the conclusion that there would be a focus on Tier 1 strategies included meetings with FCSS personnel and researching Tier 1 best practices. The Director of State and Federal Programs attended a workshop reviewing CSI and the criteria for determining which strategies were in Tier 1. The Director then worked with the CSI team at Enterprise to select the most appropriate strategies that will address the needs identified through the needs assessment process.

Local Needs Assessment

The committee delved into the California Dashboard which indicates that Enterprise High School is in the RED level in the area of suspensions. The 2019 Dashboard shows that 10.2% of the students at Enterprise High School were suspended at least once during the school year, which is a 1.7% increase from the previous year. When compared to the state suspension rate of 3.4%, Enterprise High School suspended 6.8% more students than the state average. The subgroups in the RED level include Hispanic (11.2%, an increase of 3.5%) and socioeconomically disadvantaged students (11.7%, an increase of 2.3%). The three-year trend shows the suspension rate decreasing from 18.4% in 2017 to 8.5% in 2018, then increasing to 10.2% in 2019. In addition to the Dashboard, Enterprise examined discipline data in Aeries, grades, chronic absenteeism, the number of mental health referrals, and academic achievement.

The process of continuous professional development/coaching began with the FCSS CSI collaborative Team and our district CSI team, utilizing our LCAP goals to ensure alignment with our school site plan. In addition, the Enterprise High School Principal began networking with other local continuation school leadership that are also implementing CSI goals. We also reviewed the CSI planning timeline and evidence-based interventions under ESSA strategies to ensure we selected Tier 1 strategies that will meet the unique needs of our students and continue to decrease the suspension rates.

All of this data was shared with several stakeholders for a needs assessment. The feedback came from WASC parent and teacher surveys, California Healthy Kids parent, student, and staff surveys, student committee feedback, and School Site Council input.

Evidence-Based Interventions

Based on the data and the feedback, it was determined that the following areas would be addressed with the implementation of evidence-based interventions: a mentoring program for students, additional academic support, mental health support, creating a more positive and safe environment for the students, and providing parent education workshops. The process used by the district to support the school site in selecting the proposed evidence-based interventions was to work with the site team and the FCSS CSI team to review possible research-based interventions and then select those that best fit the needs of the site. These interventions will also support the Kerman Unified School District LCAP goals and the goals in the Enterprise School Plan for Student Achievement. The focus for the implementation of the strategies will be to meet the needs of the unduplicated students at Enterprise and Special Education students (i.e., SPED, English Learners, and foster/homeless). We noted that there are not enough students in Special Education to make a subgroup on the dashboard; however, in reviewing site data, this subgroup is in need of support as well.

Resource Inequities were Identified

When selecting the evidence-based interventions, special care was taken to ensure the interventions would match the identified needs of the students. As a continuation school, many students come from single-parent homes and lack a positive role model. Gangs and drugs are also part of the lives of many of the students. Due to Enterprise High School's small and transient population, the annual budget does not necessarily reflect the number of students it serves throughout the year, which results in some resource inequities. The students do not have the same opportunities for courses as those at the comprehensive high school in Kerman and there are not as many staff members to provide the extra support the students need. There is also limited parent involvement due to the demographics of the school. Based on parent feedback (one-one meetings, phone contacts, surveys) challenges include socio-economically disadvantaged families, language barriers, single-parent homes/foster care/homeless families, students raised by grandparents/guardians, Internet connectivity issues, parent lack of technology/email accounts, parent educational levels that hinder being able to help their children with homework, parent work schedules (night shifts, multiple jobs), and parent lack of transportation/child care, which makes attending workshops and meetings difficult. The process used by the district to support the school site to identify the stated budget inequities was to work closely with the Director of State and Federal Programs, who has a working knowledge of the district budget.

The goal is to build capacity for the students and staff while addressing these inequities. We will build capacity by ensuring the staff have access to high-quality training and ongoing coaching (e.g., PBIS), and building trust with all stakeholders (e.g., parent workshops, mentoring for students).

The following evidence-based interventions have been/will be implemented:

CenCal Mentoring Program - The program has a great deal of experience working with "at-promise" students. The mentors will be able to relate to the students and provide realistic solutions to them. Student education workshops will be scheduled for the following topics: life skills, leadership skills, driver's license preparation, and resume/job employability skills. The goal of the Mentor Program will be to build effective relationships and make meaningful connections with students.

Teaching Fellows will provide additional college students who will support the students academically, especially in the areas of science and math (two of the areas of need for students).

The All4Youth Mental Health Program will continue, in coordination with the Enterprise High School counselor, to support the mental health of the students.

PBIS will be implemented to improve behavior on campus and create a safe, welcoming environment, as a means to prevent/reduce suspensions. Teachers will be trained on strategies to create alternative means of discipline, promote a safe environment, and provide incentives for improved attendance, behavior, participation, and academics. There will also be a focus on teaching students to develop a growth mindset.

Parent Education workshops will be scheduled for the following topics: drug education, gang awareness, anger management, distance learning, parent-student communication, higher education opportunities, and human trafficking. This will provide parents and guardians with strategies to monitor and assist students at home. Meals and babysitting will be provided free of charge so that the parents can focus on the workshops. Transportation will also be provided as needed.

Add an ROP course on the Enterprise campus. This step is on hold due to COVID-19.

Monitoring and Evaluating Effectiveness

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

Strong district support has been crucial to developing the CSI implementation plan and in meeting the goals. Meetings were scheduled with the FCSS Executive Leadership Coaches, district personnel, and the school's CSI collaborative team to ensure that Enterprise High School had the resources and support to implement the CSI plan. The CSI team will continue to receive coaching from the Executive Leadership Coaches, continuously analyze the data and make the needed changes to ensure the success of the plan.

The KUSD and EHS CSI teams will monitor the progress of the interventions by examining the data at least quarterly. Data from Aeries in the areas of attendance, discipline/number of suspensions, and academic performance will be analyzed at the end of each quarter. Weekly engagement summaries and parent contact logs will be reviewed as well. The CenCal mentoring program will maintain its own data, which will be shared with the site. PBIS has its own built-in self-assessment system, which will also be shared with the site. The data will be evaluated with teachers, students, and parents (e.g., School Site Council) to determine the effectiveness and make any needed adjustments. Meeting agendas will be maintained for all meetings. Parent sign-in sheets and evaluation forms from the parent workshops will be maintained and reviewed after each event.

In addition to the more formal evaluations, the principal and counselor will complete ongoing informal checks on individual students. The principal, counselor, and teachers will continue to meet on a regular basis to discuss school-wide, targeted/small group, and individualized behavior data, allowing for data to be used to provide interventions for students by name, by need, as a preventive/de-escalation measure to the next level of discipline.

Qualitative data includes (but is not limited to):

*Parent contacts: home visits, phone calls/conferences, workshops

*Mental Health Support: Referrals, follow up, staffing with MH school-based programs.

*College/Career Readiness: utilizing/KUSD partnership with CCGI, career interest inventory, counselor workshops, classroom lessons embedded, launching college/financial aid applications will be used. Readily accessible reports (monitoring, tracking).

*Sign in sheets, reports, along with data will be used to evaluate CSI goals.

All data (quantitative and qualitative) will be analyzed, monitored, and evaluated by the KUSD CSI Team and the EHS staff to determine the success of the intervention programs. Modifications and adjustments will be made as needed.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Kerman Unified School District began the LCAP process in November 2020. The goals and actions were discussed at monthly principal meetings, leadership meetings, and director meetings. It was also a topic of discussion at the weekly cabinet meetings. The Superintendent, Assistant Superintendent/HR, Assistant Superintendent/Educational Services, and Assistant Superintendent/CBO met with District Administration, Certificated Staff, Classified Staff, and parents to present an overview of the LCAP Process and reviewed the requirements of the LCAP. All Bargaining unit members for both Certificated and Classified staff were specifically consulted at each Site during these visits. Ideas for addressing the needs of our eligible students were discussed and potential uses of supplementary funding to increase or improve services to our eligible students. Site Administration consulted with student groups building awareness and progress of the LCAP process. Meetings for the LCAP were scheduled in the afternoon and evening. Stakeholders were informed of meetings via announcements, flyers, phone messages, text messages, and emails.

Schedule of District Meetings

The Superintendent, Assistant Superintendent/HR, Assistant Superintendent/Educational Services, and Assistant Superintendent/CBO met with District Administration, Certificated Staff, Classified Staff, and parents. An overview of the LCAP Process and the requirements of the LCAP were reviewed. Ideas for addressing the needs of our eligible students were discussed and potential uses of supplementary funding to improve services to our eligible students.

I. November 2020, through June 30, 2021

District Executive LCAP Committee (Superintendent, Assistant Superintendent/HR, Assistant Superintendent/Educational Services, Assistant Superintendent/CBO, Director State & Federal Programs) discussed with FCOE staff the process of the LCP (for 2020) and the LCAP (for 2021-2022) along with the requirements for the 2021-22 document through emails, phone conversations, attendance at Quarterly Categorical Network Meetings, English Learner Network Meetings, and Foster & Homeless Meetings.

II. January and February 2021

District Executive LCAP Committee (Superintendent, Assistant Superintendent/HR, Assistant Superintendent/Educational Services, Assistant Superintendent/CBO, Director State & Federal Programs) discussed with Site Principals & Department Directors the process of the LCAP including the Annual Update at our KUSD Principal Meetings.

III. January and February 2021

District Executive LCAP Committee (Superintendent, Assistant Superintendent/HR, Assistant Superintendent/Educational Services, Assistant Superintendent/CBO, Director State & Federal Programs) discussed with the KUSD Leadership Team consisting of Administrators, Coordinators, and Directors from various District Departments the process of the LCAP including the Annual Update at our KUSD Leadership Meetings

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IV. February 2021

Kerman High School and Kerman Middle School Site Principals met with student groups and presented an overview of the LCAP Process and reviewed the LCAP including the Annual Update & requirements for the 2020-21 document. Ideas for addressing the needs of our eligible students were discussed and potential uses of supplementary funding to increase or improve services to our eligible students.

February 17, 2021

The Director of Pupil Personnel Services attended the SELPA meeting during which the LCAP was discussed.

VI. February 27, 2021 (9:00 am via ZOOM)

Discussion at the SELPA meeting. The KUSD Director of Pupil Personnel Services participated in the SELPA meeting, during which the LCAP was discussed.

VII. March 22, 2021 (Kerman Middle School, Kerman High School & Enterprise High School @ 1:15 pm)

The District Executive LCAP Committee met with secondary Certificated, Classified, and Administrative staff and presented an overview of the LCAP Process and reviewed the requirements of the LCAP including the Annual Update. Ideas for addressing the needs of our eligible students were discussed and potential uses of supplementary funding to increase or improve services to our eligible students. Attendees were able to ask questions and provide feedback via the chatbox.

VIII. March 23, 2021(1:00 pm via ZOOM)

Discussion at the SELPA meeting. The KUSD Director of Pupil Personnel Services participated in the SELPA meeting, during which the LCAP was discussed.

IX. March 23, 2021 (6:00 pm via Google Meets)

The District Executive LCAP Committee met with the DELAC where the Director of State & Federal Programs presented a draft of each Site's LCAP Plans based on input gathered from Certificated and Classified Staff, SSC, Parent Faculty Club, and ELAC addressing the 8

State Priorities including the Annual Update. Ideas for addressing the needs of our eligible students were discussed and potential uses of supplementary funding to increase or improve services to our eligible students. There were no questions for the Superintendent.

X. March 24, 2021 (Parent Information Night @ 5:00 pm via Google Meet)

District Executive LCAP Committee held a Parent Night via Google Meets for all parents, School Site Councils, and ELAC committees and presented an overview of the LCAP Process and reviewed the requirements of the LCAP including the Annual Update. Ideas for addressing the needs of our eligible students were discussed and potential uses of supplementary funding to increase or improve services to our eligible students. There were no questions asked of the Superintendent.

XI. April 12, 2021 (ALL Elementary Sites via Google Meet @ 1:15 pm)

The District Executive LCAP Committee met with all four elementary Certificated, Classified, and Administrative staff and presented an overview of the LCAP Process and reviewed the requirements of the LCAP including the Annual Update. Ideas for addressing the needs of our eligible students were discussed and potential uses of supplementary funding to increase or improve services to our eligible students. Attendees were able to ask questions and provide feedback via the chatbox. There were no questions asked of the Superintendent.

XII. April 14, 2021 (Parent Advisory Committee (PAC) via Google Meet @ 5:00 pm)

District LCAP Committee (Superintendent, Assistant Superintendent/HR, Assistant Superintendent/Educational Services, Assistant Superintendent/CBO, Director State & Federal Programs, Site Administrators, Certificated Staff, Classified Staff, Parents, & Community Members) met where Site Principals presented a draft of their Site LCAP Plans based on input gathered from Certificated and Classified Staff, SSC, Parent Faculty Club, and ELAC addressing the 8 State Priorities including the Annual Update. Ideas for addressing the needs of our eligible students were discussed and potential uses of supplementary funding to increase or improve services to our eligible students were presented to the District LCAP Committee for approval. There were no questions asked of the Superintendent.

XIII. April 15, 2021

The Director of Pupil Personnel Services attended the SELPA meeting during which LCAP was discussed.

XIV. June 1, 2021 (KHS MPR @ 6:00pm)

A Public Hearing was held where the current draft of the LCAP and the multi-year budget projections were discussed. This will begin the Public Comment Period for KUSD. The LCAP Plan will be posted on the District website and distributed to each school site, along with the contact information for the public to send comments.

XV.   June 17, 2021 (KHS MPR @ 6:00pm)

The final draft of the LCAP was presented and approved at the KUSD Board of Trustees meeting as an Action Item, as was the LEA budget. The Local Indicators were also presented during this board meeting, This will end the Public Comment Period for KUSD. The agenda to the meeting and documents were made available on the KUSD website 72 hours prior to the meeting. It was also posted at each school site. Contact information is posted on the agenda for anyone wanting to ask questions or make comments.

Schedule of Site Meetings

Goldenrod Elementary School

Teachers: 3/3/21 and 3/8/21

Other School Personnel: 3/3/21 and 3/8/21

Parents: 2/25/21, 3/9/21, and 3/17/21

SSC: 2/25/21 and 3/3/21

ELAC: 3/1/21

Kerman Floyd Elementary School

Teachers: 3/8/21

Other School Personnel: 3/8/21

Parents: 2/24/21

SSC: 2/24/21

ELAC: 2/24/21

Sun Empire Elementary School

Teachers: 2/22/21 and 3/5/21

Other School Personnel: 2/22/21 and 3/5/21

Parents: 2/22/21 and 3/8/21

SSC: 2/1/21 and 3/5/21

ELAC 2/22/21 and 3/5/21

Liberty Elementary School

Teachers: 2/22/21 and 3/1/21

Other School Personnel: 2/22/21

Parents: 2/11/21 and 3/15/21

SSC: 2/11/21 and 3/15/21

ELAC: 3/12/21

Kerman Middle School

Teachers: 3/9/21

Other School Personnel: 3/5/21 and 3/9/21

Students: 1/21/21

Parents: 1/26/21 and 2/1/21

SSC: 1/26/21

ELAC: 2/1/21

Kerman High School

Teachers: 3/25/21

Other School Personnel: 3/25/21

Students: 3/23/21 and 3/25/21

Parents: 3/24/21

SSC: 3/22/21

ELAC: 3/16/21

Enterprise High School

Teachers: 3/22/21

Other School Personnel: 3/22/21

Students:1/27/21

Parents: 1/27/21

SSC: 1/27/21

ELAC - NA

Schedule of Meetings with the Classified Bargaining Unit(CSEA) Representatives

December 2

February 3 and 17

March 3 and 17

April 21

Schedule of Meeting with Certificated Bargaining Unit (KUTA) Representatives

March 17

April 7

April 28

May 3

May 20

A summary of the feedback provided by specific stakeholder groups.

At each of the LCAP stakeholder engagement meetings, input was gathered regarding the Goals and Actions. The data were reviewed and analyzed based on the desired outcomes of the Goals and Actions. Overall, stakeholders were pleased with the goals and actions of the plan and want the programs to continue.

Parent Feedback

*Adding more online resources for students to use from home (e.g., ebooks, learning games)

*Maintaining and adding more facilities to plan for growth

*Parent workshops on parenting skills and how to use technology

*Additional tutoring

Teacher Input

*Increasing CTE pathway completion, especially for the unduplicated population and students with special needs

*Continue to stay up-to-date with technology

*Maintaining a safe school environment (e.g., fencing, cameras, student seating)

*Professional development in the areas of social-emotional learning, technology, and strategies to help English Learners

Classified Staff Input

*Adding an additional child welfare and attendance officer

*Adding staff to the health department

*Professional development in the areas of reading strategies, strategies to help English Learners, and strategies to help students with special needs

District Leadership Team

*Implement strategies to increase the graduation rate, especially for English Learners

*Implement programs to increase the number of students who are college/career ready

*Implement more progress monitoring that is consistent across the district

*Parent workshops

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

During the engagement process, the feedback was received on the 8 state priorities for the sole purpose of maximizing student achievement and success for all Kerman Unified School District students. Various meetings were held throughout the school year with the District Leadership Team to review data elements to the state and local metrics, data on college/career readiness, and graduation rate from the Dashboard, dropout rate from Dataquest, and local assessments (e.g., Fastbridge, IAB, ICA) Kerman Unified discussed ways to improve the process of evaluation and monitoring of data at the district level to increase or improve services to our eligible students and unduplicated students.

The following represent areas of focus in implementing the LCAP that were influenced by specific stakeholder input:

Goal#1:

*KUSD will continue to work closely with FCSS to provide ongoing professional development in the areas of social-emotional learning, technology, and strategies to help English learners and students with special needs. (Action 2)

*Continue to use technology and educate students and staff so they know the most up-to-date programs. KUSD will continue to purchase the most up-to-date technology devices and infrastructure to support student learning. Provide additional online resources for students to use at home. (Action 3)

*Continue to promote student achievement via after-school tutoring and Saturday School provided by credentialed teachers, summer school for both elementary and secondary students, academic support combined with summer enrichment (Kerman Enrichment Summer Adventure, known as KESA) for K-8, and Kinder Camp for incoming kindergarteners. (Actions 6 and 7)

Goal #2:

*KUSD will continue to put money and resources towards the upkeep of facilities and the building of new facilities which will provide a positive school climate. (Action 1)

*In order to address the concerns with chronic absenteeism due to COVID-19, a second child welfare officer will be added. (Action 4)

*KUSD will work on expanding the number of CTE courses at the High School, add an exploratory CTE course at the Middle School, and add a building trades course at the Continuation High School.(Action 5)

Goal #3:

*The District will continue to look for ways to include and encourage parents to participate in district events and committees. (Action 1)

*A Parent Leadership Program will be offered to all KUSD families, which will use the 7 Habits of Highly Effective Families program. (Action 2)

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.

An explanation of why the LEA has developed this goal.

100% of the students do not currently perform at or above grade level in English Language Arts and Mathematics. The number of students who are graduating college/career ready has dropped over the past two years, from 38.4% for all students in 2019 to 30.4% for students in 2020. English learners dropped from 5.1% to 4.5%, students with disabilities continue to be at 0%, while our socioeconomically disadvantaged students dropped from 84.2% in 2019 to 78.4%. While progress was being made during the previous years, the District determined to keep this goal because of the drop in achievement last year, and the fact that an achievement gap continues to exist for at-promise students, students with disabilities, English Learners, foster youth, and low-income subgroups. In order to achieve the goal, the actions will be used to implement the goal, while the metrics will serve as a form of "progress monitoring" to determine the effectiveness of the actions.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately assigned and fully credentialed teachers.	1.2% not fully credentialed (3 teachers on PIP) out of 237 total teachers. All teachers are appropriately assigned. Data Year: 2020-2021				100% of the teachers appropriately assigned and fully credentialed.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: SARC/HR department				
Sufficient core instructional materials.	100% of the classes will have sufficient instructional materials Data Year: 2020-2021 Data Source: SARC				100% of the classes will have sufficient instructional materials
State Standards implemented.	State Standards will be implemented in 100%of classrooms. Data Year: 2020-2021 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced ELA scores distance from level 3 for all students, homeless, English Learners, and SWD ELA local benchmarks will be used until Smarter Balanced ELA results become available.	All Students: 9.9 points below standard Homeless: 28.4 points below standard English Learners: 67 points below standard SWD: 61.6 points below standard Data Year: 2019 - No 2020 data due to COVID Data Source: California Dashboard LOCAL ASSESSMENTS Met or exceeded standards: All: 39% EL: 7% SWD: 0.6% Data Year: 2020-2021 Data Source: Illuminate				All students: "At standard" or 0 points below "met" Homeless: 12 points below standard English Learners: 30 points below standard SWD: 30 points below standard LOCAL ASSESSMENTS Met or exceeded standards: All: 60% EL: 10% SWD: 5% Data Year: 2023-2024 Data Source: Illuminate
Smarter Balanced Math scores distance from level 3 for all	All Students: 42.9 points below standard				All Students: 22 points or less below

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students, homeless, English Learners, and SWD. Math local benchmarks will be used until Smarter Balanced ELA results become available.	Homeless: 55.4 points below standard English Learners: 84.1 points below standard SWD: 87.4 points below standard Data Year: 2019 - No 2020 data due to COVID Data Source: California Dashboard LOCAL ASSESSMENTS Met or exceeded standards: All: 42% EL: 9% SWD: 1% Data Year: 2020-2021 Data Source: Illuminate				"met" (an increase in 20.9 points) Homeless: 30 points below standard English Learners: 50 points below standard SWD: 50 points below standard LOCAL ASSESSMENTS Met or exceeded standards: All: 65% EL: 12% SWD: 5% Data Year: 2023-2024 Data Source: Illuminate
Annual growth on the ELPAC	45.7% of EL students are making progress towards English language proficiency				65% or higher of EL students making progress towards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Year: 2019 - the 2020 data is limited to a small percentage of students Data Source: California Dashboard				English language proficiency.
EL reclassification as measured by prior year numbers of reclassified students	12.8% EL reclassification rate Data Year: 2020 Data Source: Dataquest				20% EL reclassification rate and/or maintain above the State average
Physical Fitness Testing % of students in Healthy Fitness Zone	5th grade: 81.9% 7th grade: 87.4% 9th grade: 95.3% Data Year: 2019 - No 2020 data due to COVID Data Source: Dataquest				3% increase in each grade level.
a-g percent of pupils with successful course completion.	All students: EL: SED: Foster Youth: SWD:				76% of pupils with successful a-g completion.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Year: 2020 Data Source: CalPads				
% of students CTE pathway completers	21% Data Year: 2020 Data Source: Local data/Calpads				40% of students CTE pathway completers.
% of CTE pathway completers who are students with disabilities	0.0% Data Year: 2020 Data Source: California Dashboard				10% of students with disabilities pathway completers
% of CTE pathway completers who are students in the unduplicated subgroups	EL: 0% SED: 9.2% Foster Youth: too few to calculate Data Year: 2020 Data Source: California Dashboard				10% increase in each subgroup.
% of pupils scoring 3 or higher on the AP exam	59% of the pupils scored 3 or higher on the AP exam Data Year: 2020				71% of pupils score 3 or higher on the AP Exam

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: College Board				
% of students scoring "ready" or higher on the ELA EAP.	58.61% Data Year: 2019 - No 2020 data due to COVID Data Source: CAASPP				65% of students will score "ready" or higher on the ELA EAP.
% of students scoring "ready" or higher on the Math EAP	22.55% Data Year: 2019 - No 2020 data due to COVID Data Source: CAASPP				28% of students will score "ready" or higher on the Math EAP.
High School Dropout Rate	6.6% Data Year: 2020 Data Source: Calpads				Decrease by at least 3%
High School Graduation Rate for all students SED, EL, foster youth and	All students: 88.5% Socioeconomically disadvantaged: 88.1%				A 10% increase for all students, and an 12% increase for each subgroup

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
for students with disabilities	English Learners: 75% Foster Youth: under 10 students Students with Disabilities: 75% Data Year: 2020 Data Source: California Dashboard				
% of high school graduates who are college/career ready (CCI)	All students: 30.3% Socioeconomically disadvantaged: 26.6% English Learners: 7.5% Students with Disabilities: 9.4% Foster Youth: under 10 students Homeless Students: 17.6% Data Year: 2020 Data Source: California Dashboard				A 30% increase in all students, and 15% increase in each subgroup.
% of students who successfully complete both a-g requirements	All students: 2.1% Data Year: 2020				Increase by a minimum of 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and CTE pathway requirements.	Data Source: Aeries & Calpads				
Middle School Dropout Rate	All students: 0% Data Year: Fall 2020 Data Source: Calpads				Maintain 0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Fully Credentialed Teachers, Admin, other staff	Kerman Unified will provide Certificated Staff, Classified Staff, and other 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.	$25,740,654.00	No
2	Professional Development	Provide professional development training and books, supplies, and materials for staff training to support the implementation of new adoption materials through training, coaching, articulation, and collaboration. Provide ongoing Professional Development including articulation time for Core Content Areas to address curriculum, instruction, assessments, and strategies, including designated and integrated ELD training to staff members (including paraprofessionals). The focus for 2021-2022 will be integrated ELD	$200,000.00	No

Action #	Title	Description	Total Funds	Contributing
		strategies in all classes, updating the MTSS model, and mental health wellness.		
3	Sufficient Instructional Materials	Provide instructional books, supplies, and materials, textbooks, and technology devices for all students. Maintain and support technology systems, technology, infrastructure, network and software maintenance to ensure students and employees have access to effective technology to increase student engagement and achievement.	$2,386,857.00	No
4	Implementation of State Standards	Ensure that teachers are fully implementing the State Standards. Provide ongoing professional development to train the teachers in the standards.	$3,308,878.00	No
5	EL Access to the State Standards	English Learners continue to lag behind in all academic areas, especially in the area of English Language Arts. According to the results on the Smarter Balanced Interim Assessment in ELA, no EL students scored above level and 90% of EL scored below level, compared to 6% of all students scored above level and only 46% scored below level. Research has shown that implementation of integrated ELD strategies in all classes, in addition to designated ELD time, results in higher academic achievement for English Learners. Teachers in all subjects will receive training in integrated ELD strategies to ensure that EL students have access to the State Standards via designated and integrated ELD. This action is principally directed to English Learner student groups in order to increase the number of students who score at or above standard. This action will pay for classroom materials that will be needed to implement both the designated and integrated ELD programs and for the addition of an ELD teacher leader at each site, who will oversee	$500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the progress of English Learners in both designated and integrated ELD.		
6	Smarter Balanced Scores for ELA	The unduplicated subgroups continue to lag behind in all academic areas, especially in the area of English Language Arts. Improvement was made during the 2018-2019 school year, as indicated by the Smarter Balanced scores. There was a 9.3 point increase in the points below standard for English learners, a 22.1 point increase for students with disabilities on the ELA assessment, while all students showed a 5 point increase, which indicates that this action had positive results. According to the 2020-2021 results on the Smarter Balanced Interim Assessment in ELA, no EL students scored above level and 90% of EL scored below level, compared to 6% of all students scored above level and only 46% scored below level. Therefore, there continues to be a need for this action. Research has shown that the implementation of additional support for students in the way of intervention, after-school tutoring, Saturday School, and support from classified paraprofessionals will result in students being more prepared to be successful on the Smarter Balanced ELA assessment. The designated funds will be used for supplemental ELA materials and supplies needed for the intervention and tutoring programs. This will provide students with additional time in small groups or one-on-one to practice and master any deficit skills. This action is principally directed to the English Learner, homeless, and SWD student groups in order to increase the number of students who score closer to, at, or above level 3 on the ELA Smarter Balanced assessment.	$20,000.00	Yes
7	Smarter Balanced Scores for Mathematics	The unduplicated subgroups continue to lag behind in all academic areas, especially in the area of Mathematics. Improvement was made during the 2018-2019 school year, as indicated by the Smarter Balanced scores. There was a 12.5 point increase in the points below standard for English learners, a 23 point increase for students with	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		disabilities, and a 6.5 point increase for students experiencing homelessness on the Mathematics assessment, while all students showed a 6.6 point increase, which indicates that this action had positive results. Research has shown that the implementation of additional support for students in the way of intervention, after-school tutoring, Saturday School, and support from classified paraprofessionals will result in students being more prepared to be successful on the Smart Balanced Mathematics assessment. The designated funds will be used for supplemental math materials and supplies needed for the intervention and tutoring programs, which will provide students additional time and support to master fundamental math skills. This action is principally directed to the English Learner, homeless, and SWD student groups in order to increase the number of students who score closer to, at, or above level 3 on the Mathematics Smarter Balanced assessment.		
8	College/Career Readiness	The number of unduplicated students graduating from high school prepared for college/career is significantly lower than that of all students. The gap between the unduplicated groups (EL, SED, SWD, homeless) and all students was closing over the last couple of years (2018 to 2019) based on Dashboard data, however, the gap increased in 2020. Kerman Unified will increase the number of opportunities for unduplicated students to meet the college/career readiness criteria of students who graduate college/career ready by providing more opportunities for students to meet the criteria. The high school counselors will work with the students' 4-year plan to ensure they enroll in CTE courses and a-g courses. The school will promote the State Seal of Biliteracy and educate students on the many ways to graduate "prepared". The assistant principal of the high school who oversees ROP/CTE has scheduled regular meetings with the Special Education Department and learning directors to create strategies to increase the number of students with disabilities who graduate as pathway completers. The funds will be used for materials, supplies, professional development, counselors to work with students on their class schedules, support for students with special needs from the	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Director of Pupil Personnel Services, and EL support from the Educational Services Coordinator These materials and services will support students by ensuring they are placed in the appropriate classes (and supported in those classes)so that they will graduate from high school college/career ready. This action is principally directed to English Learners, socioeconomically disadvantaged, students with disabilities, and homeless high school students in order to increase the number of students who meet the college/career readiness criteria.		
9	Fully Credentialed Teachers, Admin, other staff that support unduplicated students	According to State and Local data, there is an overall achievement gap between all students and English Learners, foster students, low socioeconomic students, and students with disabilities Kerman Unified will provide Certificated Staff, Classified Staff, and other Administrative Staff to support student achievement specifically for unduplicated students. ELD teachers will assist English learner students to build English proficiency, refine the academic use of English, and provide students access to subject area content. ELD teachers provide the support needed to actively engage students in learning English Vocabulary and language structures in grades K-12. This support will allow students to better comprehend daily lessons and participate socially in school. One of the greatest benefits of a kinder camp for youth is that students get to socialize and meet new people as well as gain an early understanding of the rules and routines that are a part of Kindergarten. Kinder camp allows students who did not have access to preschool an opportunity to explore, learn, and develop social-emotional skills that will set them up for success in school. Teachers will also gain a better understanding of the learning needs of the unduplicated students and	$10,290,739.00	Yes

Action #	Title	Description	Total Funds	Contributing
		can better prepare to support their learning needs, thus allowing students to acquire the necessary skills to be successful learners. Classified staff, such as bilingual tutors, will work directly with students to provide support in academic courses. By providing support for our English Language Learners allows for more one-on-one and small group time with students as well provides a better understanding of students' cultural and personal backgrounds. This allows for additional time for students to master standards and access to an additional caring adult on campus. By providing translators Kerman is able to provide more than just clearer communication. Translators are able to bridge cultural divides in their communities and create stronger ties with students and parents. Research states that when students Research from the National Coalition for Parent Involvement in Education shares that "no matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, and have better social skills. Each site has designated the Assistant Principal to oversee the EL program. The Assistant Principal provides ongoing professional development and support to teachers to ensure that students are receiving high-quality ELD. This includes the ongoing review of data, support in PLCs, and providing teachers with the tools and strategies necessary for students to be successful. This level of support will allow teachers to provide students with the targeted support that they need to be successful within their classes and reduce barriers. The Assistant Principal will also serve as the site liaison for foster and homeless students. This will allow for students to have an additional caring adult-student relationship on campus to advocate for their needs and ensure they are receiving the needed social, emotional, and academic interventions that they might need. These supports include teacher training, providing referrals, and directly supporting students in order to provide the wrap-around services needed for		

Action #	Title	Description	Total Funds	Contributing
		students to be successful. Students will be able to better manage their emotions and their behaviors by being provided with the services and structures needed to be successful within the school environment. This action is principally directed to English Learners, foster students, socioeconomically disadvantaged, and students with disabilities in order to increase the number of students who improve academically in all core subject areas.		

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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.

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 a wide variety of learning opportunities, both in and out of the classroom. The actions specifically address the physical school environment, a variety of opportunities for learning, 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	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, English Learners, SWD, SED students.	Students enrolled in advanced academic courses: All: 20% EL: 0.3% SWD: 0.1% Low-income: 18% Students enrolled in VAPA course: All: 31% EL: 4.1%				Students enrolled in advanced academic courses: All: 90% EL: 3% SWD: 1% Low-income: 18% Students enrolled in VAPA course: All: 40% EL: 7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SWD: 3.1% Low-income: 28.7% Students enrolled in a CTE/ROP course: All: 69% EL: 9.2% SWD: 6.1% Low-income: 63% Data Year: 2020-2021 Data Source: CalPads Fall #2				SWD: 6% Low-income: 38% Students enrolled in a CTE/ROP course: All: 75% EL: 12% SWD: 10% Low-income: 70% Data Year: 2023-2024 Data Source: CalPads Fall #2
Suspension Rate	2.2% suspension rate Data Year: 2019-2020 Data Source: SARC Reports (*partial year data)				Suspension rate decreased by 1.5%
Expulsion Rate	0.18% expulsion Rate Data Year: 2019-2020 Data Source: Dataquest				Expulsion rate decrease by 0.1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average Daily Attendance	96.2% Data Year: 2018-2019 (no data available in 2019-2020) Data Source: Dataquest				Average Daily Attendance of 98% or higher.
Chronic Absenteeism Rate	ALL Students K-8: 6.1% chronically absent English Learners: 4.8% Foster Youth: 8.7% Socioeconomically Disadvantaged: 6.6% Data Year: 2018-2019 (no data available in 2019-2020) Data Source: Dataquest				Chronic Absenteeism Rate decrease by 3% in all subgroups.
Facilities	100% of the facilities measure a "good" or "exemplary" rating in the FIT audit				Maintain 100% "good" or "exemplary" rating at all sites.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Year: 2020-2021 Data Source: FIT Report				
School Climate - School Connectedness	66% of students surveyed felt a high level of connectedness to school. Data Year: 2019-2020 Data Source: Healthy Kids Survey				Increase high feeling of school connectedness by 12%
School Climate - School Safety	72% of students surveyed felt very safe at school Data Year: 2019-2020 Data Source: Health Kids Survey				Increase in very safe feeling at school by 12%.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Maintenance of Facilities	Provide the maintenance and repair of school facilities such as General Facility Maintenance to ensure quality learning environments	$11,100,000.00	No

Action #	Title	Description	Total Funds	Contributing
		for all students to enhance student achievement and the feeling of safety at school.		
2	Broad Course of Study	Provide Professional Development and Training including Books, Supplies & Materials for the Staff Trainings to improve Positive School Climate Efforts to meet the needs of all students to enhance student achievement. Provide CIF/Coaching Training Certification for all coaches.	$119,731.00	No
3	Decrease Suspension & Expulsion Rates	Unduplicated students are suspended and expelled at a higher rate than all students. The suspension rates comparison between 2018 and 2020 went from 2.4% to 2.2% for all students, 2.4% to 2.1% for English Learners, 3.5% to 5.8% for students with disabilities, 3.3% to 0.7 % for students experiencing homelessness, and 6.1% to 11.9% for foster students. It is important to note that the schools were shut down as of March 13, 2020, so the data is not for the entire year. The expulsion rate remains low for all students with a rate of 0.13 for 2018-2019 and 0.18 for 2019-2020. While the District was showing some improvement in the suspension and expulsion rates, there continues to be a gap between all students and unduplicated. The main area of concern for expulsions is the number of students with disabilities expelled, which is 0.17% in 2018-2019 and 0.71% in 2019-2020. The programs that were implemented during the 2019-2020 school year were showing positive results but were cut short. Local data shows that the Vape Education Program was 90% successful, in that only 10% of the students who completed the program repeated the offense of vaping on campus. This program includes Saturday School with a counselor in addition to completing an online course on the dangers of vaping. Research states that positive relationships with caring adults improve student connection with the school, better expression, and management of emotions, as well as the ability to change self-defeating behaviors or habits. Kerman Unified will continue to provide	$1,512,365.00	Yes

Action #	Title	Description	Total Funds	Contributing
		social-emotional intervention support staff, including counselors at each site, school psychologist interns (in addition to the permanent school psychologists on staff), and other related administrative and classified staff. The Vape Education program, which was implemented in 2019-2020 will continue in order to educate the students on the dangers of vaping. EL programs and supports improve students' social-emotional skills, attitudes about self and others, connection to the school, and positive social behavior. By providing education to students regarding what successful behavior looks like, including providing a common language, clear behavior descriptors, and consistent expectations, students will better understand positive behaviors and know they have ongoing support from a caring adult. This action is principally directed toward English Learners, foster youth, and socioeconomically disadvantaged students in order to decrease the percentage of students who are suspended or expelled.		
4	Attendance	The chronic absenteeism rate for K-8 English Learners is 4.8%, 8.7% for foster youth, and 6.6% for socioeconomically disadvantaged. In order to help these students improve attendance, an additional child welfare officer will be hired to work specifically with the unduplicated students. The child welfare officer will work with families and school sites to address the issues that may be causing chronic absenteeism. This action is principally directed toward English Learners, foster youth, and socioeconomically disadvantaged students in order to decrease the percentage of chronically absent students by at least 3% for each group by the end of three years.	$175,000.00	Yes
5	Cocurricular and Extracurricular Opportunities	KUSD will provide co-curricular and extracurricular opportunities for all students by providing certificated and/or classified staff and/or stipends, books, supplies, materials & technology equipment, facilities upkeep, and repair, transportation, and professional development.	$1,424,568.00	No

Action #	Title	Description	Total Funds	Contributing
6	Social-Emotional Learning	The COVID-19 shutdown resulted in an increase in students who are experiencing mental health issues. School counselors reported an increase in the number of students with whom they worked. The unduplicated students have less access to mental health resources while at home, especially those who live in rural areas with spotty internet access. When students returned to school in the spring of 2021, students reported having trouble socializing with their peers and adapting back into in-person classes, as reported by teachers and counselors. In order to help students with the transition back to full-time in-person instruction and increase the feeling of school connectedness while promoting the feeling of safety at school, District health professionals including LVNs, RNs, counselors, and supplemental school psychology services will develop and help implement a plan to address the social-emotional wellbeing of both students and staff. The funds used for this action will provide an additional RN for the District, additional counselors so that each site has one full-time person and three school psychologist interns who will serve as needed throughout the District. By providing one-on-one counseling, weekly check-ins, students will learn the skills needed to better manage their emotions and develop strategies to change self-defeating behaviors or habits This action is principally directed toward English Learners, foster youth, and socioeconomically disadvantaged students in order to meet their social and emotional needs to successfully transition back to in-person school. The expected outcome is a decrease in absences and an increase in academic success among unduplicated students, as indicated by data, in addition to an increase in the number of students who feel connected at school, as indicated on the Healthy Kids Survey.	$3,097,040.00	Yes

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	All parents will have access to resources, services, workshops and activities, stakeholder engagement trainings, 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.

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	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Back to School Night Participation	45% of parents attended Back to School Night Data Year: 2020-2021 Data Source: Sign-in sheets				A minimum of 60% of the parents attend Back to School Night
Parent-Teacher Conference Participation	94% of parents participated in Parent-Teacher Conferences				A minimum of 95% of parents participate in Parent-Teacher Conferences.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Year: 2020-2021 Data Source: Sign-in Sheets				
ELAC and DELAC Participation	70% of ELAC and DELAC members attended meetings. Data Year: 2020-2021 Data Source: Sign-In Sheets				85% of ELAC and DELAC members attend meetings.
Parent Workshop Opportunities	2 school sites offered parent workshops Data Year: 2020-2021 Data Source: Flyers, Aeries Communication Messages				All 7 school sites offer at least 2 parent workshops per year.
Parent Workshop Participation	32% of parents attended at least one workshop at Enterprise High School Data Year: 2020-2021				A minimum of 40% of parents attend at least one parent workshop per year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Sign In Sheets				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parental Support Systems	Local data shows that our unduplicated students need their parents to be more involved in order to increase their academic achievement, which is lower than our overall district achievement levels. Research shows that the more involved parents are, the more likely students are to do well in school. To promote overall increased parental involvement and increased communication between the school and parents and students, KUSD will provide Parental Support Systems to increase school-to-home communication and parental access to student information systems (i.e., how to use the Parent Portal). This action showed some success in the past three years, as the number of parents attending Back to School Night for elementary schools increased from 51% to 61% (yet dropped from 32% to 24% for secondary sites), attendance for parent-teacher conferences increased from 93% to 94%, and attendance for ELAC, DELAC, and other parent meetings remained stable at 90%. KUSD will expand the actions of this goal by providing elementary and secondary site-based parent training programs specific to the needs of each site to allow parents the opportunity to assist their students in their educational needs. Training and meetings will include some in-person and some virtual in order to allow more families to participate. This action is principally directed toward the unduplicated student population including low-income, English learners, and foster youth students in order to increase parental participation and home/school communication. As a result of our efforts to increase communication and parental support, we anticipate seeing improved results in student and parent surveys and an increased percentage of parent	$64,021.00	Yes

Action #	Title	Description	Total Funds	Contributing
		involvement in school-wide functions as well as increased student academic achievement.		
2	Parent Workshops	Stakeholder feedback indicates that the parents of our unduplicated students want to become more educated about how to navigate the education system in order to increase their academic achievement and be more prepared for college/career. Research shows that the more informed parents are regarding the education system, the more likely students are to do well in school. In order to support parent education, KUSD will provide district-wide parent education workshops, such as PIQE, Parent University, and the 7 Habits of Highly Effective Families This action is principally directed toward the unduplicated student population including low-income, English learners, and foster youth students in order to increase the number of parents who are informed about how to help their children succeed in school. As a result of our efforts to increase parent education, we anticipate seeing increased academic achievement and more unduplicated students ready for college and/or career because parents will have a greater understanding of the expectations of their children at school and can support their children's learning at home.	$55,000.00	Yes

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
34.34%	$15,854,165

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Using the calculation tool provided by the state, Kerman Unified School District has calculated that it will receive $15,854,165 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of the required justifications for how the district is increasing and improving services for the unduplicated student groups are contained in the Goals, Actions & Services section of this plan. The contributing action titles are:

Goal and Action Number
Goal 1.5: EL Access to the State Standards
Goal 1.6: Smarter Balanced Scores for ELA
Goal 1.7: Smarter Balanced Scores for Mathematics
Goal 1.8: College/Career Readiness
Goal 1.9: Fully Credentialed Teachers, Admin. and other staff that support unduplicated students
Goal 2.3: Decrease Suspension and Expulsion Rates
Goal 2.4: Attendance
Goal 2.6: Social-Emotional Learning
Goal 3.1: Parent Support Systems
Goal 3.2: Parent Workshops

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method and/or location

that best meets the identified need. All actions were developed using careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help Kerman Unified School District be effective in meeting the LEA LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked "yes" for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of our LEA. We incorporated the language required by 5 CCR Section 15496 into the description of each specific action's language because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for stakeholders when reading this plan so they can better understand the rationale behind each unique district-wide action. Many of these actions and services are being performed on a schoolwide or districtwide basis in order to increase their overall efficiency and effectiveness.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Using the calculation tool provided by the state, our LEA has calculated that it will receive $15,854,165 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 34.34%. Our LEA has demonstrated that it has met the 34.34% proportionality percentage by planning to expend all the supplemental and/or concertation funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$59,042,843.00	$758,280.00	$358,730.00		$60,159,853.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$39,031,034.00	$21,128,819.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Fully Credentialed Teachers, Admin, other staff	$25,740,654.00				$25,740,654.00
1	2	All	Professional Development	$200,000.00				$200,000.00
1	3	All	Sufficient Instructional Materials	$2,386,857.00				$2,386,857.00
1	4	All	Implementation of State Standards	$3,308,878.00				$3,308,878.00
1	5	English Learners	EL Access to the State Standards	$500,000.00				$500,000.00
1	6	English Learners Foster Youth Low Income	Smarter Balanced Scores for ELA	$20,000.00				$20,000.00
1	7	English Learners Foster Youth Low Income	Smarter Balanced Scores for Mathematics	$15,000.00				$15,000.00
1	8	English Learners Foster Youth Low Income	College/Career Readiness		$150,000.00			$150,000.00
1	9	English Learners Foster Youth Low Income	Fully Credentialed Teachers, Admin, other staff that support unduplicated students	$10,290,739.00				$10,290,739.00
2	1	All	Maintenance of Facilities	$10,547,990.00	$193,280.00	$358,730.00		$11,100,000.00
2	2	All	Broad Course of Study	$119,731.00				$119,731.00
2	3	English Learners Foster Youth Low Income	Decrease Suspension & Expulsion Rates	$1,512,365.00				$1,512,365.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	English Learners Foster Youth Low Income	Attendance	$100,000.00	$75,000.00			$175,000.00
2	5	All	Cocurricular and Extracurricular Opportunities	$1,084,568.00	$340,000.00			$1,424,568.00
2	6	English Learners Foster Youth	Social-Emotional Learning	$3,097,040.00				$3,097,040.00
3	1	English Learners Foster Youth Low Income	Parental Support Systems	$64,021.00				$64,021.00
3	2	English Learners Foster Youth Low Income	Parent Workshops	$55,000.00				$55,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$15,654,165.00	$15,879,165.00
LEA-wide Total:	$15,654,165.00	$15,879,165.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Professional Development			All Schools	$200,000.00	$200,000.00
1	5	EL Access to the State Standards	LEA-wide	English Learners	All Schools	$500,000.00	$500,000.00
1	6	Smarter Balanced Scores for ELA	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	$20,000.00
1	7	Smarter Balanced Scores for Mathematics	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	$15,000.00
1	8	College/Career Readiness	LEA-wide	English Learners Foster Youth Low Income	All Schools		$150,000.00
1	9	Fully Credentialed Teachers, Admin, other staff that support unduplicated students	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,290,739.00	$10,290,739.00
2	3	Decrease Suspension & Expulsion Rates	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,512,365.00	$1,512,365.00
2	4	Attendance	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	$175,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	**6**	Social-Emotional Learning	LEA-wide	English Learners Foster Youth	All Schools	$3,097,040.00	$3,097,040.00
3	**1**	Parental Support Systems	LEA-wide	English Learners Foster Youth Low Income		$64,021.00	$64,021.00
3	**2**	Parent Workshops	LEA-wide	English Learners Foster Youth Low Income		$55,000.00	$55,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

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

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

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

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions
General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: 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**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.

- 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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal 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.

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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
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.

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
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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *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.

Goal Analysis:

Enter the LCAP Year

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.

- 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.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- 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.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

 In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- 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 K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **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.