

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Southern Kern Unified School District

CDS Code: 15637760000

School Year: 2021-22

LEA contact information:

Barbara Gaines

Superintendent

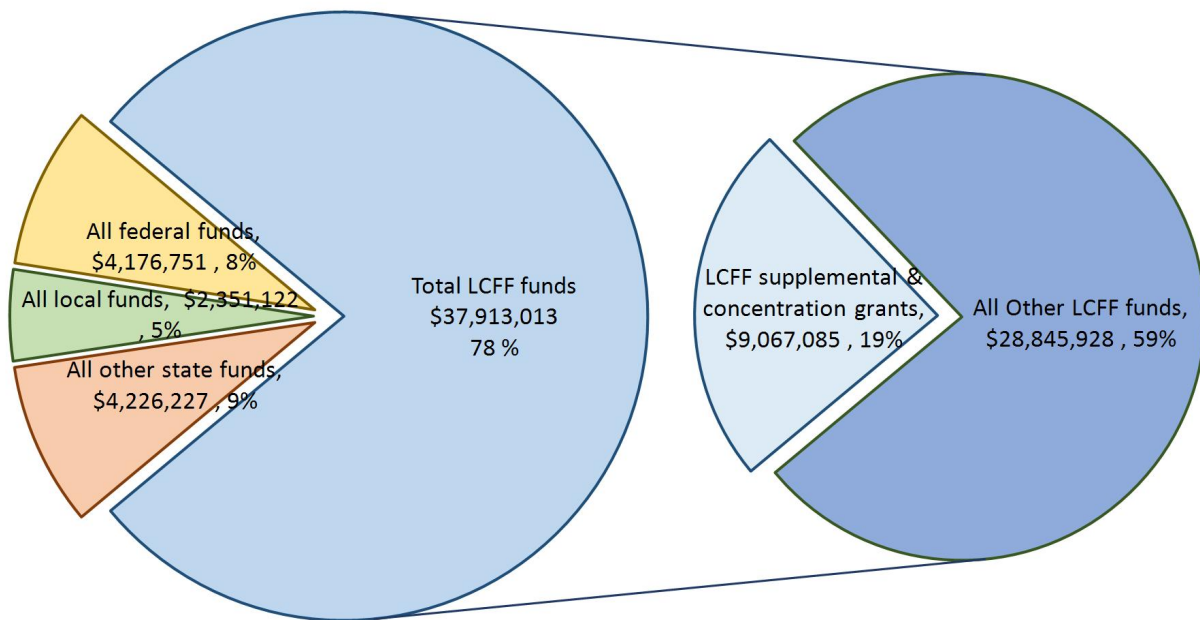
bgaines@skusd.k12.ca.us

661-256-5000

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



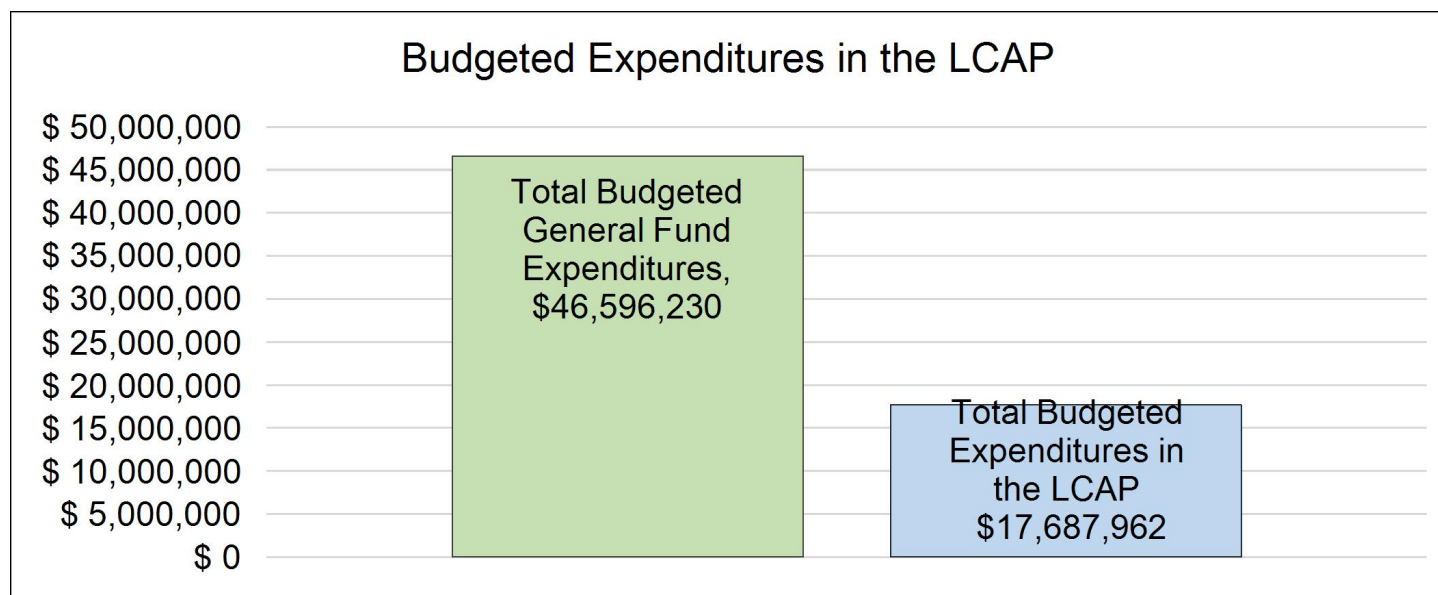
This chart shows the total general purpose revenue Southern Kern Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Southern Kern Unified School District is \$48,667,112.77, of which \$37,913,013.00 is Local Control Funding Formula (LCFF), \$4,226,227.24 is other state funds, \$2,351,122.00 is local funds, and \$4,176,750.53 is federal funds. Of the \$37,913,013.00 in LCFF Funds,

\$9,067,085.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Southern Kern 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.

Southern Kern Unified School District plans to spend \$46,596,230.36 for the 2021-22 school year. Of that amount, \$17,687,962.05 is tied to actions/services in the LCAP and \$28,908,268.31 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund expenditures not present in the LCP include administrator and teacher salary and benefits, classified staff salary and benefits, supplies, utilities, repairs and maintenance, services provided by outside vendors, and transportation expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

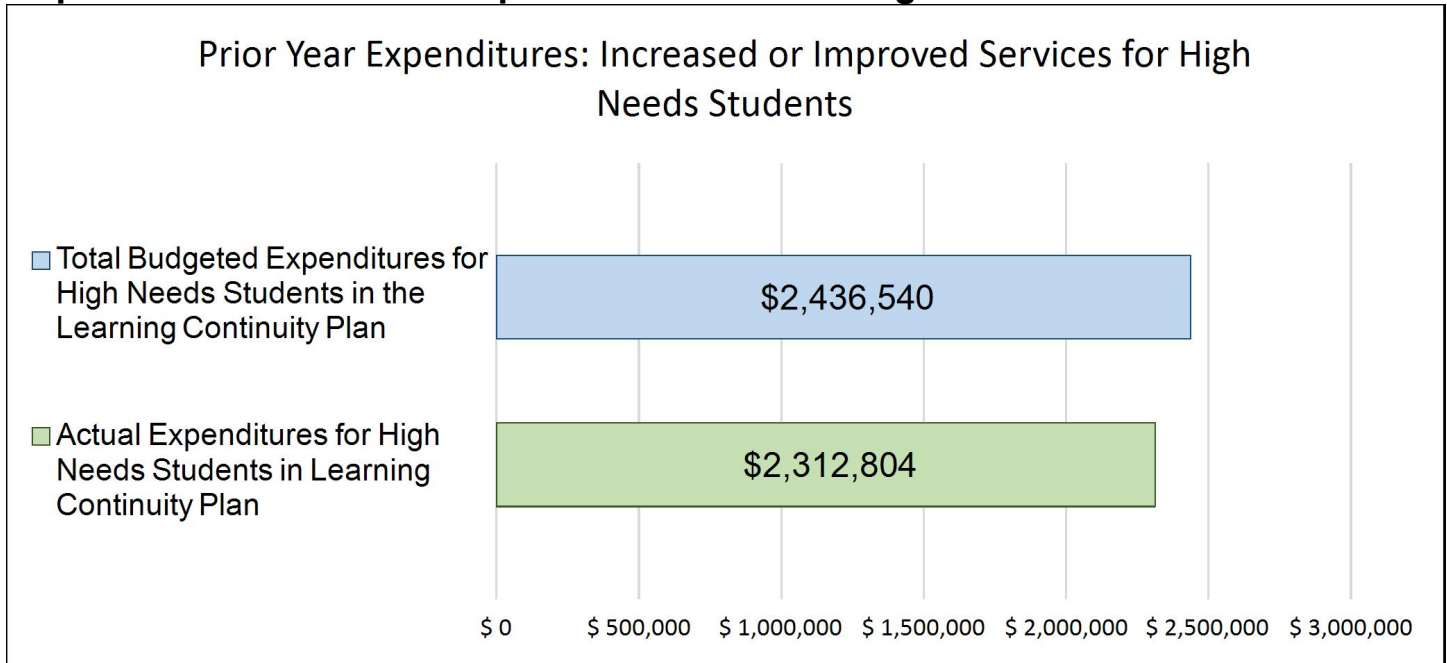
In 2021-22, Southern Kern Unified School District is projecting it will receive \$9,067,085.00 based on the enrollment of foster youth, English learner, and low-income students. Southern Kern Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Southern Kern Unified School District plans to spend \$9,067,085.00 towards meeting this requirement, as described in the LCAP.

Southern Kern Unified School District during the COVID Pandemic has an Instructional Plan in place that provides Distance Learning to all students five days per week. Our Special Needs students are receiving in-person instruction two days per week on site with Distance Learning the other three days. After school Math Academy is also being offered at the elementary, middle and high school level. Reading Intervention Programs implementing Read 180 and System 44 are provided to over 400 students in grades 3 - 12. iRead, our supplemental reading program is used for grades K -2. Additional learning and productivity software are provided for faculty and students such as Google Suite, Microsoft Office, IXL Math,

Language Arts and Science, Accelerated Reader, Overdrive Digital Library, Typing Club for keyboarding practice, and Turnitin. SKUSD has a CTE Program at Rosamond High Early College Campus that provides eight pathways with both concentrator and capstone courses. We continue to have two college counselors at Rosamond High School principally directed to support unduplicated students. At Tropico Middle School and Rosamond High School we have a credit recovery program through participation in online learning. We have implemented an English Language Development program at all school sites using McGraw Hill California Wonders Curriculum at the elementaries, iLit is used in designated ELD classes at the middle school and English 3D is the curriculum used in the designated ELD classes at Rosamond High School.

LCFF Budget Overview for Parents

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



This chart compares what Southern Kern 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 Southern Kern 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, Southern Kern Unified School District's Learning Continuity Plan budgeted \$2,436,540.00 for planned actions to increase or improve services for high needs students. Southern Kern Unified School District actually spent \$2,312,804.00 for actions to increase or improve services for high needs students in 2020-21.

The District was not able to fully implement the planned Reading Academy or the Math Academy without students on campus. The start of those in-person programs coincided with the second spike of COVID-19 in the winter months. Services were done online when possible. In order to mitigate learning loss the District held 6 weeks of Learning Loss Mitigation Summer School and intends to implement both academies in the 2021-2022 school year.

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
Southern Kern Unified School District	Barbara Gaines Superintendent	bgaines@skusd.k12.ca.us 661-256-5000

Plan Summary [2021-22]

General Information

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

The Southern Kern Unified School District (SKUSD) is committed to excellence in TK-12 education. SKUSD serves the city of Rosamond, which is located in the Antelope Valley, just north of the Los Angeles County line. SKUSD is home to a diverse community, with around 3,330 students. SKUSD consists of Rosamond High Early College Campus, Tropico Middle, Westpark Elementary, Rosamond Elementary, Abraham Lincoln Independent Study, and Rare Earth Alternative. The newest campus, Rosamond Elementary, was opened in August, 2017. The state of the art school features cutting edge classroom technology. A variety of socioeconomic and demographic backgrounds make up the Rosamond community. SKUSD students are 59.4% Hispanic, 24.7% White, 9.0% African American, and 0.9% Asian.

Our community of diverse learners includes:

Total SKUSD student population: 3,330

Low Income: 81.0%

English Learners: 14.0%

Foster Youth: 2.2%

Homeless: 4.6%

SKUSD has a history of success. Three of the four comprehensive schools have received the California Department of Education's highest designation, the Gold Ribbon School Award. Abraham Lincoln Independent Study and Rare Earth Continuation High have been WASC Accredited. Three of our schools have received the Golden Bell Award from the CSBA. Additionally, Rosamond High Early College Campus has been recognized as a top high school for college and career preparation by US News and World Report, and was designated as an early college campus by the Western Association of Schools and Colleges (WASC).

SKUSD serves the academic, social, emotional and physical needs of ALL students in a safe and secure learning environment. SKUSD's motto is "Maintaining excellence." Our Vision Statement is: We seek to teach and assist in the development of the WHOLE CHILD. We strive to create a Safe learning environment that combines Student Learning Outcomes with Creativity, Critical Thinking, Communication, Collaboration, Character, and Citizenship so that students will flourish in and out of school. Our Mission Statement: To provide our diverse

student body with the best education possible and to instill in them a passion for life-long learning in partnership with our parents and our community.

SKUSD is committed to utilizing the LCAP as our strategic plan, or "Roadmap to Success," for 2021-2024.

Reflections: Successes

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

SKUSD is proud of a number of initiatives that have yielded improved outcomes for students.

Graduation Rate

One area of great progress for the District is graduation rate. According to the 2019 CA School Dashboard, 91.8% of the District's four year cohort of students graduated. This is an increase of 4% compared to the 2017-2018 school year. The District's Dashboard indicator for Graduation Rate is Green. The Students with Disabilities Group is in the Green Performance Level: 82.5% graduation rate, increase of 5.6%. The White Group is in the Green Performance Level: 92% graduation rate, increase of 1.5%. The Hispanic Group is in the Blue Level: 98.2% graduation rate, increased 11.8%. The Socioeconomically Disadvantaged Group is in the Blue Performance Level: 92.5% graduated, increased 5.5%.

CTE Program

The CTE Program at Rosamond High School Early College Campus offers nine pathways across seven industry sectors for all students to participate. These pathways prepare our students for a wide range of high wage, high skill and high demand careers. RHECC offers the following pathways: Automotive, Welding, Manufacturing, Animal Science, Agriscience, Patient Care, Computer Networking, Business, and Construction Trades.

Technology Program

SKUSD is a leader in technology integration. Since the beginning of the 2014-2015 school year, all students at Rosamond High and Tropic Middle have participated in the district's 1:1 take home student laptop program. As of the 2020-2021 school year all students in the District have received a student device to take home (iPad, Chromebook or Windows laptop). Students use their laptops to engage with digital curriculum in all core subjects. Students use a variety of applications for productivity, research, communication, creativity, personalized academic support, and a digital library. Students use a learning management system to do their assignments. Distance learning students use video conferencing software to participate in their classrooms. Students without adequate home internet have been issued a mobile hot spot. All classrooms are equipped with an interactive flat panel monitor, leading to increased student engagement. We will build on this success by providing 1:1 devices to all students in the district.

WASC Accreditation

All three of SKUSD's high schools are WASC accredited. In 2020, Rosamond High Early College Campus received a six year WASC accreditation. In 2021, Abraham Lincoln Independent Study and Rare Earth Continuation received WASC accreditations through 2025.

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.

SKUSD's performance on the 2019 California School Dashboard shows the District needs improvement in the areas of Suspension Rate and Mathematics. According to the 2019 Dashboard, SKUSD was in the Orange performance category in Suspension Rate and Mathematics.

The suspension rate is an area of concern for SKUSD. According to the student group report on the 2019 Dashboard, the following groups were in the Red or Orange performance categories for suspension rate:

- * All Students: Orange. 7% (Increased .8%)
- * African American: Red. 15.7% (Increased 3.6%)
- * Foster Youth: Red. 11.5% (Increased 4.2%)
- * Homeless: Red. 32.2% (Increased 10.2%)
- * Students with Disabilities: Red. 24.1% (Increased 4.8%)
- * Filipino: Orange. 6.5% (Increased 6.5%)
- * Hispanic: Orange. 5.3% (Maintained .1%)
- * Socioeconomically Disadvantaged: Orange. 7.9% (Increased 1%)
- * White: Orange. 6.9% (Increased 1.1%)

The suspension rate improved during the 2019-2020 school year, but it is still an area of concern. The suspension rates for African Americans, Foster Youth, and Students with Disabilities continue to be higher than for All Students. From Dataquest:

- * All Students: 5.7%
- * African American: 12.7%
- * Foster Youth: Red. 17.7%
- * Homeless: 6.5%
- * Students with Disabilities: 10.0%
- * Filipino: 3.4%
- * Hispanic: 4.5%
- * Socioeconomically Disadvantaged: 6.1%
- * White: 5.2%

School safety continues to be a concern. According to the 2019-2020 California Healthy Kids Survey, the following percentages of students felt safe or very safe at school:

Grade 7: 30%
Grade 9: 26%
Grade 11: 31%

Mathematics is an area of concern for SKUSD. On the 2019 Dashboard, for All Students, the performance level was Orange, 85.6 points below standard (Maintained -.5 points). The following groups were in the Red or Orange performance categories for Math:

- * African American: Red. 126.5 points below standard (Maintained -2 points)
- * Foster Youth: Red. 103.3 points below standard (Declined 23.2 points)
- * Homeless Red. 101.4 points below standard (Declined 15.2 points)
- * English Learners: Orange. 101 points below standard (Increased 4.1 points)
- * Hispanic: Orange. 89.6 points below standard (Maintained 0.6 points)
- * Two or More Races: Orange. 85 points below standard (Declined 19.6 points)
- * Socioeconomically Disadvantaged: Orange. 94.5 points below standard (Maintained -1.8 points)
- * Students with Disabilities: Orange. 150.1 points below standard (Increased 7.5 points)
- * White: Orange. 73.3 points below standard (Maintained -2.4 points)

To address the areas of greatest needs, the district is taking the following steps:

To address the suspension rate, the district is implementing the Capturing Kids Hearts Program at each school site. This program is designed to give staff the tools to build relationships with students and colleagues. When students feel a social and emotional connection to school, research has shown that attendance and academic success will increase, and suspensions decrease. The District is also implementing Multi-Tiered System of Support (MTSS). MTSS supports improved relationships with students and proactively addressing student behavioral needs. This leads to improvements in school climate and decreases in suspensions. The Assistant Principals provide behavioral support to students, and provide leadership to the MTSS process.

Each school site principal and instructional leadership teams will review and continue monitoring their site data, and developing plans for improvement for all areas receiving an orange or red performance level. The focus of their plans will include ways to monitor instruction in the classroom. Renaissance Learning, the benchmark program that is utilized 3-4 times a year, will provide immediate identification for students that struggle. The data that is collected from the benchmarks will be reviewed during PLC time, and utilized to create grade level and classroom interventions.

To improve student achievement in mathematics, the District is implementing an after-school math academy at each site. The District is also implementing a tutoring program at each school site.

The district will continue to provide intervention programs for struggling students. READ 180 Universal is a reading intervention program that is provided for students in grades 3-12.

To improve student attendance, the District has partnered with the Achievement Initiative to implement the Attention to Attendance program. This program has been used in other districts, and has been shown to be effective at increasing attendance.

SKUSD is voluntarily receiving Differentiated Assistance from the Kern County Superintendent of Schools (KCSOS). The Southern Kern Unified School District meets the eligibility criteria for differentiated assistance for the following student groups (From the 2019 Dashboard): Students with Disabilities for ELA/Math, and for Chronic Absenteeism; Homeless students for ELA/Math, Chronic Absenteeism, and Suspension Rate. The District is working with KCSOS on a Continuous Support and Improvement process.

LCAP Highlights

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

The Southern Kern Unified School District is committed to the academic success and wellbeing of all its students. Our LCAP goals include a focus on supporting our unduplicated students, including low income, English learners, and foster youth. The 2021-2024 LCAP is organized under the following five goals:

Goal 1: All students will make progress towards grade level mastery and college/career readiness through effective classroom instruction, intervention and data analysis in order to support full access to the California Content Standards.

Goal 2: Create a safe and welcoming learning environment where students attend and are connected to their schools.

Goal 3: Maintain a climate where families and community are provided a safe and healthy environment and are welcomed, informed, involved and confident in the school and district.

Goal 4: Students will be taught by highly qualified, well trained, and diverse teaching staff who provide rigorous and relevant instruction that prepares students for success in college and career.

Goal 5: The school sites will provide consistent Next Generation Science Standards instruction and learning practices resulting in student engagement and comprehension of the NGSS.

Primarily designed to mitigate learning loss for our unduplicated students, the district has added several new actions. These include:

Mobile hotspots: Provide reliable home internet access

Reading and Math Academies: Provide academic support to students after school

Tutoring: 1:1 support for students

The District has added a new goal: The school sites will provide consistent Next Generation Science Standards instruction and learning practices resulting in student engagement and comprehension of the NGSS.

For Goal 1, the District has added a local metric to measure student achievement and growth in Mathematics and Language Arts. The District is using Renaissance Star Reading and Star Math benchmark assessments to assess students' achievement level and growth. The District is using the Grade Equivalency metric, which shows students' achievement level in terms of their grade level. For instance, a GE of 3.2 means 3rd grade 2nd month. The District expects every student to grow at least 0.8 years from the fall benchmark to the spring benchmark.

All of our actions and services will focus on supporting our unduplicated students and significant subgroups to achieve success.

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.

No schools at SKUSD are eligible for comprehensive support and improvement.

Support for Identified Schools

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

No schools at SKUSD are eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

No schools at SKUSD are eligible for comprehensive support and improvement.

Stakeholder Engagement

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

The stakeholder engagement process is crucial to SKUSD's annual implementation, monitoring, and revision of the LCAP. Stakeholders were engaged across a range of topics in a variety of contexts.

Cabinet Meetings:

- * Review progress on 18-19 Actions and Outcomes is ongoing process during weekly cabinet meetings.
- * Develop 2021-2022 LCAP is an ongoing process during weekly cabinet meetings.

LCAP Committee:

- * Comprised of parents, teachers, administrators (including principals), classified staff (other school personnel), counselors, classified employees (other school personnel), Board members, students and community members.
- * Met every other week, March 2021 - May 2021.

Board Presentations:

- * LCAP Progress monitoring. 1-15-20

LCAP Survey:

- * Sent to parents and staff 4-8-21
- * 493 responses

School Site Council:

- * Each school site has a school site council that meets monthly, including at least three meetings at each site that included an agenda item about the LCAP. These meetings included parents and students.

DELAC:

- * The District English Language Advisory Committee (DELAC) met throughout the school year. During these meetings, LCAP information was presented and input gathered on how to best meet the needs of English learners.

District Advisory Committee:

- * The District Advisory Committee (DAC) met throughout the school year. During these meetings, LCAP information was presented and input gathered on how to best meet the needs of unduplicated students.

Review of School Plans (April, 2021):

- * Superintendent reviewed all School Plans for Student Achievement (SPSA) for schools to ensure that the specific actions included in the LCAP are consistent with strategies included in the schools' SPSAs.

Consultation With SELPA (April, 2021):

- * SKUSD consulted with its Special Education Local Plan Area (SELPA) administrators to:
- * Determine that specific actions for individuals with exceptional needs (i.e. Students with Disabilities) are included in the LCAP; and
- * Are consistent with strategies included in the annual assurances support plan for the education of individuals with exceptional needs.

Local Bargaining Units

- * Met with California School Employees Association (CSEA) 4-27-21. Presented LCAP to them and got their feedback.
- * Met with Rosamond Teachers Association (RTA) 4-28-21. Presented LCAP to them and got their feedback.

Public Opportunity for Community to Submit Written Comment:

- * LCAP presented to the District Advisory Committee and the District English Language Advisory Committee for review and comment (May, 2021).
- * LCAP and feedback form emailed to school community. LCAP and feedback form posted to website. 6-17-21
- * Superintendent did not receive any questions or comments that she had to respond to in writing.

Public Hearing (Prior to Adoption):

- * On June 9th, held a public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP or annual update to the LCAP.
- * The agenda for the public hearing was posted at least 72 hours in advance and included the location where the LCAP will be available for public inspection.
- * The agenda was posted in a newspaper release in the Antelope Valley Press

Public Meeting (i.e. Adoption):

- * At the Board Meeting on June 23, The SKUSD Board adopted the LCAP in a public meeting.

A summary of the feedback provided by specific stakeholder groups.

The LCAP Committee has been invaluable in the development of the 2021-24 LCAP. The LCAP Committee consists of members from all aspects of the school community: Administrators, teachers, classified staff, parents, students, and Board members. Their focus has been on developing actions that will enable the District to meet the needs of its unduplicated students. Some highlights of the LCAP Committee's contributions include:

- * Holding Reading and Math Academies after school at the school sites
- * Implementing student orientation and transition programs at Tropico Middle School (Where Everybody Belongs) and Rosamond High School (Link Crew)
- * Having an interpreter present at all family events
- * A new goal: Implementing the Next Generation Science Standards

The LCAP survey was sent to the entire school community: Board, administration, faculty, staff, parents, and students. There were 493 responses. One major component of the survey was to elicit feedback from the stakeholders about how the District could improve services to its English Learners, Low Income Students, and Foster Youth. Numerous suggestions from the school community were incorporated into the LCAP. These include:

- * After school tutoring program at all school sites
- * New attendance incentive program at all school sites
- * Providing childcare for families during family events

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

Suggestions from the LCAP Committee Adopted into the LCAP

1.8

Addition

Extended learning opportunities principally directed towards unduplicated students. Low Income, Foster and EL students are given priority for participation in the ASES program. Continue to have after-school programs at Rosamond Elementary and Westpark Elementary. Continue to have before school and after school programs at Tropico Middle that offer academic support and tutoring.

1.24

New Action

Reading and Math Academies

To mitigate learning loss, the District will hold reading and math academies after school at Rosamond Elementary, Westpark Elementary, Tropico Middle, and Rosamond High.

2.4

Addition

Food Services provides snacks to sports teams for home and away competitions.

2.13

Addition

California Cadet Program.

In addition to their curriculum the CA Cadet Program will do service learning projects that benefit the community. Elementary students will have the opportunity to participate in these projects.

2.14

Addition

Student Orientations and Transitions

The district is implementing the Where Everybody Belongs (WEB) orientation and transition program at Tropico Middle School, and the Link Crew orientation and transition program at Rosamond High School. Principally directed to supporting unduplicated students.

2.17

New Action

Anti-Vaping Program

Institute anti-vaping program at Tropico Middle, Rosamond High, Rare Earth Continuation, and Abraham Lincoln Independent Study. Principally directed to support unduplicated students.

3.2

Addition

Communication with School Community

Added section about communicating via Facebook and Twitter

3.4

Addition

Parent Meetings

Interpreters will attend all meetings and assemblies that have members of the community present.

3.10

Addition

Family Events. Added:

Art show

AVID night

High School Night at the Museum

Music concerts

Holidays around the world

4.8

New Action

Teacher Retention

The District will work to retain its teachers. The District will implement teacher appreciation and recognition programs. The district will recognize all retirees. The district will recognize the classified employee of the year at each site, and the teacher of the year at each site.

5.

New Actions

Provide resources for schools to participate in science field trips, including real world and virtual field trips. Work with local organizations to coordinate field trips and real world science experiences.

Site administrators will serve as instructional leaders of the NGSS program. Site administrators will ensure that science lessons are taught with fidelity and uniformly across the grade levels.

Outcome

Increase mandated instructional minutes per week spent on Science for TK-5

TK/K 30 minutes

1st grade 30-40 minutes

2nd grade - 60 minutes

3rd grade 60-70 minutes

4th grade 90-100 minutes

5th grade 100-120 minutes

SDC follows grade level

Recommendations from the LCAP Survey that were added to the LCAP

1.8

Addition

After school enrichment opportunities

1.25

New Action

Tutoring. One on one tutoring, group tutoring. AVID tutors. Students going to AVC. After school.

2.17

New Action

Add attendance incentive program. Reach out to principals and get their feedback. "Consider offering more incentives and recognition to students with good attendance." Award for perfect attendance. District can have a district level award for schools with best attendance.

3.10

Addition

Add Open House and childcare

4.1

Addition

Add writing instruction to list of PD

Goals and Actions

Goal

Goal #	Description
1	All students will make progress towards grade level mastery and college/career readiness through effective classroom instruction, intervention and data analysis in order to support full access to the California Content Standards.

An explanation of why the LEA has developed this goal.

According to the 2019 California School Dashboard, SKUSD was in the Orange performance category in Mathematics, and the Yellow performance category in English Language Arts.

Mathematics is an area of concern for SKUSD. On the 2019 Dashboard, for All Students, the performance level was Orange, 85.6 points below standard (Maintained -.5 points). The following groups were in the Red performance categories for Math:

- * African American: Red. 126.5 points below standard (Maintained -2 points)
- * Foster Youth: Red. 103.3 points below standard (Declined 23.2 points)
- * Homeless Red. 101.4 points below standard (Declined 15.2 points)

For ELA, All Students were 43.4 points below standard, an increase of 4.9 points. The Foster Youth group was Red, 76.5 points below standard, a decline of 35.5 points.

On the 11th grade Smarter Balanced Assessment, 27.1% of juniors scored “Ready” on the Early Assessment Program (EAP) for ELA, and 13.6% of juniors scored ready in math. This reinforces the need to focus on standards mastery at the high school level.

For SKUSD, our goal is for all TK thru 12th grade students to learn all of the standards for their grade levels. To assist with this need, SKUSD will provide additional support for our ELs, Low Income, and Foster Youth so that these students will be able to achieve academic success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1B. Standards aligned instructional materials for every student as measured by local data.	100% of students have access to standards-aligned materials.				Maintain 100% of students have access to standards-aligned materials.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1C. School facilities in good repair per Facilities Inspection Tool.	All facilities maintained in good repair.				All facilities will be maintained in good repair.
2A. Implementation of CA academic standards, as measured by Dashboard Local Performance Indicators.	ELA: Full Implementation ELD: Initial Implementation Math: Full Implementation NGSS: Initial Implementation History/Social Sciences: Initial Implementation				ELA: Maintain Full Implementation and Sustainability ELD: Maintain Full Implementation and Sustainability Math: Maintain Full Implementation and Sustainability NGSS: Maintain Full Implementation and Sustainability History/Social Sciences: Maintain Full Implementation and Sustainability
2B. How programs and services enable EL students to access CCSS and ELD standards for academic content knowledge and English Language proficiency. Verified by checks of master schedules and classroom walkthroughs.	Local Data 100% of EL students will receive daily instruction in designated ELD, where the ELD standards are the focus and integrated ELD, where the content standards and ELD standards are used in tandem in all subjects to support ELs in gaining				100% of EL students will receive daily instruction in designated ELD, where the ELD standards are the focus and integrated ELD, where the content standards and ELD standards are used in tandem in all subjects to support ELs in gaining academic knowledge

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	academic knowledge and language proficiency.				and language proficiency.
4A. Student performance on statewide assessments in English Language Arts.	2019 CA School Dashboard. 43.4 points below standard.				33.4 points below standard.
4A. Student performance on statewide assessments in Mathematics.	2019 CA School Dashboard. 85.6 points below standard.				75.6 points below standard.
4A Local. Renaissance Star Reading. Consolidated Progress Report, showing growth in Grade Equivalency from fall to spring. For every school, Avg. Grade Equivalency will grow by 0.8 every year.	Renaissance Star Reading. Consolidated Progress Report. Spring 2021 ALIS: -0.4 REHS: + 0.4 RES: +0.1 RHSECC: -0.3 TMS: +0.5 WES: -0.3				ALIS: 0.8 REHS: 0.8 RES: +0.8 RHSECC: 0.8 TMS: 0.8 WES: 0.8
4A Local. Renaissance Star Math. Consolidated Progress Report, showing growth in Grade Equivalency from fall to spring. For every school, Avg. Grade Equivalency	Renaissance Star Math. Consolidated Progress Report. Spring 2021 ALIS: -0.3 REHS: + 1.9 RES: +0.1 RHSECC: N/A TMS: +0.1				ALIS: 0.8 REHS: 0.8 RES: +0.8 RHSECC: 0.8 TMS: 0.8 WES: 0.8

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
will grow by 0.8 every year.	WES: +0.1				
4B. % of pupils who have successfully completed A-G requirements. Increase by 5% annually.	Aeries Analytics LCAP Dashboard 2019-2020 20.7%				35.7%
4C. % of students who complete a CTE pathway.	Per Aeries, during the 2019-2020 school year, 44 out of 840 students completed a CTE sequence for a percentage of 5.2%.				11.2%
4D. % of pupils who have successfully completed both types of courses described in subparagraphs B and C.	25.9%				40.9%
4E. % of English Learners who made progress toward proficiency as measured by the English Language Proficiency Assessments for California (ELPAC). % will increase to 80% or higher.	2019 CA School Dashboard. 49.8% of English Learners made progress towards English language proficiency.				59.8% of English Learners will make progress towards English language proficiency.
4F. English Learner (EL) Reclassification Rate. Increase the	Per Dataquest, during the 2019-2020 school year, 46 out of 492				15.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner reclassification rate by 2% annually until the rate is maintained at 50%.	English Language Learners were reclassified. The EL reclassified rate was 9.4%				
4G. % of students who pass AP exams with a score of 3 or higher. Increase by 1% annually.	0%. District did not offer AP classes during the 2019-20 school year.				4%
4H. % of pupils who participate and demonstrate college preparedness on EAP. Will increase by 2% annually.	2018-2019 CAASPP. ELA: 57.3% of 11th graders scored Level 3 or 4, Standard Met or Standard Exceeded. Math: 39.7% of students scored Level 3 or 4.				ELA: 67.3% of 11th graders will score Level 3 or 4. Math: 49.7% of students will score Level 3 or 4.
7A. Extent to which students are granted access and enrolled in a broad course of study, as evidenced by master schedules.	Local data. 100% of students are granted access and enrolled in a broad course of study, as evidenced by master schedules.				Maintain 100%
7B. Extent to which unduplicated students are granted access and enrolled in a broad course of study, as evidenced by master schedules.	Local data. 100% of unduplicated students being granted access and enrolled in a broad course of study, as evidenced by master schedules				Maintain 100%
7C. Programs and services are developed and	Local data. 100% of students with disabilities being				Maintain 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
provided to students with disabilities deemed appropriate by IEP teams, as evidenced by CASEMIS data.	granted access and enrolled in programs and services deemed appropriate by IEP team, as evidenced by CASEMIS data.				
Local. % of students who are dually enrolled in college classes will increase by 2% annually.	Per Aeries, for the 2019-2020 school year, 27 out of 840 students were dually enrolled: 3.2%				9.2%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Learning Communities	The Professional Learning Community cycle of inquiry model of collaboration and school improvement will be implemented District-wide. Teacher collaboration and data analysis is focused on meeting the needs of unduplicated students. This includes professional development, dedicated monthly PLC meetings, and stipends for grade/department chairs for every team. The District has budgeted \$50,357.56 in contributing funds for its Professional Learning Communities.	\$83,337.56	Yes
2	Clear Expectations for Classroom Instruction	Each site will establish clear expectations for rigorous classroom instruction, including Depth of Knowledge, academic language, accountable student talk, close reading strategies, eight standards for mathematical practice, direct instruction, and Tier 1 MTSS. Teachers will incorporate I do, we do, you do, in lesson planning for all students.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3	Supplemental Digital Curriculum Resources	To augment our core, standards-based curriculum, the District will provide students with supplemental digital curriculum. This will enable students to have engaging, adaptive, multimedia learning experiences that will prepare them for the 21st century. The digital curriculum will be available to students at school and at home. The District has budgeted \$750,634.87 in contributing funds for supplemental digital curriculum resources.	\$1,504,014.87	Yes
4	Monitoring Student Progress	Continue to utilize common formative assessments and benchmark assessments (Star Reading, Star Math and Star Early Literacy) districtwide to identify students' progress toward meeting grade-level standards. District and school-based staff continue to monitor student growth toward mastery of academic standards, as well as identify academic gaps between student groups. Analysis of assessments informs the teachers' and district's work towards mitigating learning loss.	\$40,000.00	Yes
5	Reading Intervention	Throughout the district we use Houghton Mifflin Harcourt's supplemental reading intervention programs: READ 180 Universal, and System 44. We have over 400 students in the program, grades 3-12. We have ongoing training and support for faculty and administrators through an HMH consultant. Placement in the reading intervention program is fluid. Students can move in and out of the program based on their needs. Students in the reading intervention program continue to take their regular ELA classes.	\$308,389.20	No
6	Supplemental Support for State Testing	Additional time to be provided for students to take the practice CAASPP assessments. Students will take a practice assessment in all four areas: ELA CAT and PT, Math CAT and PT. We will provide additional training for faculty in the accessibility features for the CAASPP assessments. Staff will be trained on the District's expectation of State Testing participation and the District exemption policy 5145.6.	\$16,383.89	Yes

Action #	Title	Description	Total Funds	Contributing
7	CTE Program	Expand access to opportunities to demonstrate college and career readiness through proliferation and support of CTE pathways designed to meet the needs of our Low Income, Foster Youth and English Learners. We will provide nine pathways that have both concentrator and capstone courses. We will use contributing funds to pay for additional faculty and additional equipment and supplies to support unduplicated students within these programs. To oversee the CTE Programs at RHECC, a stipend will be offered. The District has budgeted \$535,778 in contributing funds for the CTE Program.	\$957,750.00	Yes
8	After School Programs	Extended learning opportunities to meet the needs of our Low Income, Foster Youth and EL students. Continue to have after-school programs at Rosamond Elementary, Westpark Elementary, and Tropico Middle School that offer academic support, tutoring, and enrichment opportunities to students. The District has budgeted \$6,965 in contributing funds for After School Programs.	\$415,070.00	Yes
9	Academic Counseling Program	Continue the college counseling program at Rosamond High School and an academic counselor at Tropico Middle School. The counselors support the academic needs of Low Income Students, Foster Youth and English Learners. The District has budgeted \$256,681.76 in contributing funds for the Counseling Program.	\$378,426.56	Yes
10	Credit Recovery	Students who are credit deficient will have the opportunity to participate in a credit recovery program. Students will engage in learning through an online learning platform (Acellus). Student groupings are fluid so that students can move in and out of the program depending on their needs. SKUSD has budgeted \$1,655 in contributing funds for Credit Recovery.	\$36,585.00	Yes
11	Summer School	Summer school will be held at all school sites to mitigate learning loss. Focusing primarily on math and language arts. Various electives will	\$535,102.50	No

Action #	Title	Description	Total Funds	Contributing
		also be offered. Transportation will be provided. Breakfast, snack, and lunch will be provided. Priority will be given to admitting unduplicated students into the summer school program.		
12	AVID Program	The AVID program allows for students to receive tutoring, mentoring, experiential learning, and additional skill building in Writing, Inquiry, Collaboration, Organization, and Reading. The AVID program will ensure greater success principally directed towards unduplicated students.	\$199,295.00	Yes
13	Dual Enrollment College Classes	Continue to offer additional dual enrollment college classes principally directed to our unduplicated high school students. College classes will be provided through a partnership with Antelope Valley College, and will be held after school so that all Rosamond High School students can attend.	\$15,527.20	Yes
14	Inclusion of Special Education Students	SKUSD will develop and implement a plan for “multiple approaches” to inclusion of students with special needs in elementary and secondary schools. Plan will focus on establishing a range of supports to students with disabilities in order to ensure structures for sufficient time in mainstream classes and appropriate delivery of services and supports in IEPs. Continue to provide training for all staff on appropriate accommodations for pupils with disabilities when taking the state assessment. Special education staff will ensure that all IEPs contain the appropriate accommodations for pupils with disabilities. Provide training to special and general education teachers regarding the requirements for writing and following Individualized Education Plans (IEPs). We will provide professional development on the co-teaching model for all teachers in the inclusion program. Training in inclusion/co-teaching model will be provided to all inclusion teachers. Special Education Preschool staff will receive training on SELPA Help Docs for inclusion, improvement strategies, and activities.	\$5,295.00	No

Action #	Title	Description	Total Funds	Contributing
		The District will ensure the development of school master schedules to support inclusion.		
15	Transitional Kindergarten	Most of our TK students come to school without pre-school experience. SKUSD will continue to supplement our transitional kindergarten classes with additional para-professionals. This will ensure that our unduplicated students that have no preschool experience can succeed.	\$247,124.93	No
16	Director of Educational Support Programs	Director of Educational Support Programs oversees and supplements the implementation of the English Language Development program at all school sites. The position builds the capacity of the faculty to implement the ELD program. Westpark and Rosamond Elementary will implement with fidelity McGraw Hill CA Wonders ELD portion of the curriculum for 50 minutes a day with students based on EL levels. Tropico Middle School will continue implementing iLit in ELD classes based on student EL levels. Rosamond High School will continue to have designated ELD classes using English 3D curriculum. Students will be placed in appropriate ELD classes based on ELPAC scores. The District has budgeted \$157,893 in contributing funds to build the capacity of the ELD program.	\$217,993.00	Yes
17	Para-Educators	Provide paraeducators at Rosamond Elementary, Westpark Elementary, Tropico Middle and Rosamond High. Paraeducators provide additional support to general education classrooms to increase and improve services related to the unique needs of unduplicated students. The District has budgeted \$124,007 in contributing funds for Para-Educators.	\$453,824.00	Yes
18	1:1 Devices	To support 21st century learning for its students, and to provide additional learning opportunities to meet the needs of our unduplicated students, the District has a 1:1 device program in grades PK - 12.	\$1,391,459.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Students in grades 4-12 take their devices home. The District will refresh those devices on a four to five year cycle. The District provides an Information Systems Technician at each school site to provide ongoing support to students, at school and at home. IT support staff maintain technology for students to compete in a 21st century learning environment. The District has budgeted \$1,138,620 in contributing funds for 1:1 devices.		
19	Mobile Hot Spots	The District provides mobile hot spots to provide Internet access to students without reliable, high-speed Internet. This action is principally directed towards supporting low income families.	\$75,000.00	Yes
20	Supplemental Learning applications	Continue to provide access to supplemental learning software to faculty, staff, and students.	\$78,250.00	Yes
21	Supplemental Technology Training	The District provides ongoing technology training for faculty and staff. This includes training in Aeries student information system, Google Suite, classroom A/V systems, digital curriculum, and a variety of digital learning applications. There will be technology training at the beginning of the year for new teachers, and technology training for long term subs. This will ensure teachers are able to support unduplicated students' technology needs, especially students who do not have technology support at home. The District has budgeted \$72,225 in contributing funds for supplemental technology training.	\$99,194.36	Yes
22	Student Support Team	The District will continue to supplement the Student Support Teams at every site with teachers who coordinate the SST process. These teachers improve the SST process by managing referrals, analyzing data, holding SST meetings, and contacting families and stakeholders. This will supplement the SST process and enable school sites to reduce the number of unduplicated students who are referred to	\$76,980.16	Yes

Action #	Title	Description	Total Funds	Contributing
		special education by proactively meeting their unique needs. All faculty will be trained in the SST process.		
23	Special Day Behavioral Classes	Continue to support students in our SDC Behavioral classes. This program focuses on providing academic and social-emotional support to students with significant behavioral and emotional issues. This action is principally directed towards unduplicated students. CPI training will be held for faculty and staff at the school sites to help support the SDC/Behavioral students. The District will provide training to faculty and staff in trauma informed practices.	\$20,121.25	No
24	Reading and Math Academies	To mitigate learning loss, the District will hold reading and math academies after school at Rosamond Elementary, Westpark Elementary, Tropico Middle, and Rosamond High. SKUSD has budgeted \$50,000 in contributing funds for the Reading and Math Academies.	\$162,887.64	Yes
25	Tutoring	To mitigate learning loss, the District will offer tutoring after school at all school sites. SKUSD has budgeted \$50,000 in contributing funds for the Tutoring Program.	\$191,336.83	Yes
26	Libraries	The District will continue to supplement library collections and library spaces district-wide with culturally responsive reading materials that promote reading by students. SKUSD has budgeted \$337,000 in contributing funds for the Libraries.	\$393,504.31	Yes
27	Desired Results Developmental Profile	All DRDP assessors for special education preschool students will participate in DR Access training.	\$0.00	No

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	Create a safe and welcoming learning environment where students attend and are connected to their schools.

An explanation of why the LEA has developed this goal.

District data on school climate, suspensions, and absenteeism show that there is significant work to do in these areas.

For the 2019-2020 school year through March 3, the percentage of chronically absent students was 16.4%.

African American: 21.9%

White: 15%

Hispanic: 14.5%

Foster Youth: 25%

English Learners: 15%

On the 2019 CA School Dashboard, the suspension rate was 7%. There were three groups in the Red performance category:

African American: 15.7% suspended at least once

Foster Youth: 13.2% suspended at least once

Students with Disabilities: 11.5% suspended at least once

The suspension rate improved during the 2019-2020 school year:

All students: 5.5% suspended at least once

African American: 12.7% suspended at least once

Foster Youth: 11.1% suspended at least once

Students with Disabilities: 10.0% suspended at least once

In the California Healthy Kids Survey of 2019-2020:

30% of 7th grade students perceived their school as very safe or safe

26% of 9th grade students perceived their school as very safe or safe

31% of 11th grade students perceived their school as very safe or safe

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5A. School attendance rate. Increase attendance by 1% annually until an attendance rate of 98% is met for all students & student groups.	Local data from Aeries. 2019-2020 All students: 94.1% EL students: 94.1% Foster Youth: 93.6% Students with disabilities: 92.3%				All students: 97.1% EL students: 97.1% Foster Youth: 96.6% Students with disabilities: 95.3%
5B. Chronic Absenteeism Rate. Decrease by 1% annually until all student groups are under 5%.	2019 Dashboard. 16.4% chronically absent				13.4%
5C. Middle school dropout rate. Maintain less than 1% middle school dropout rate.	CALPADS. 2019-2020. 0.7%				Maintain less than 1%
5D. High school dropout rate. Maintain less than 3% dropout rate.	CALPADS. 2019-2020. 1.6%				Maintain less than 3%
5E. High school graduation rate. The District's 4 year cohort of students will maintain a graduation rate of 87% or higher.	2020 Dashboard. 82.1% graduation rate				Maintain graduation rate of 87% or higher
6A. Suspension Rate. Decrease suspension rates by 1% annually.	2019 Dashboard. 7% of students suspended at least once.				4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6B. Expulsion rate. Maintain an expulsion rate of less than 1%.	Dataquest. 2019-2020. 0.29% expulsion rate				Less than 1% expulsion rate
6C. Other local measures of sense of safety and school connectedness. California Healthy Kids Survey administered to students in grades 7, 9, and 11. Question: "At my school, there is a teacher or some other adult who really cares about me." "Pretty much true" or "Very much true". Increase 5% annually until reaching 90%.	2019-2020 CHKS. Grade 7: 46% Grade 9: 42% Grade 11: 56%				Grade 7: 61% Grade 9: 57% Grade 11: 71%
6C Local. Other local measures of sense of safety and school connectedness.. California Healthy Kids Survey administered to students in grades 7, 9, and 11. Question: "I feel safe in my school." "Agree" or "Strongly Agree". Increase 5% annually until reaching 90%.	2019-2020 CHKS. Grade 7: 33% Grade 9: 19% Grade 11: 29%				Grade 7: 48% Grade 9: 34% Grade 11: 44%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6C Local. Other local measures of sense of safety and school connectedness. LCAP Parent Survey. Question, "The campus is safe and secure." Percentage of respondents who answered Agree or Strongly Agree. Increase 5% annually until reaching 90%.	LCAP Survey 2020-2021. 51.4%				66.4%
6C Local. Other local measures of sense of safety and school connectedness. California School Staff Survey. Percentage of Staff feeling safe at school. Increase 5% annually until reaching 90%	2019-2020 CSSS. 56%				71%
8. Pupil Outcomes. 5th and 7th Grade students will increase in all Physical Fitness Subtests by 3% annually until the District has reached and maintained 75.	2018-2019 PFT. Aerobic Capacity 5th grade: 42.6% 7th grade: 67.2% Body Composition 5th grade: 63.2% 7th grade: 49.8% Abdominal Strength 5th grade: 44.6% 7th grade: 94% Trunk Extension Strength				2018-2019 PFT. Aerobic Capacity 5th grade: 51.6% 7th grade: 76.2% Body Composition 5th grade: 72.2% 7th grade: 56.8% Abdominal Strength 5th grade: 53.6% 7th grade: 100% Trunk Extension Strength

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	5th grade: 93.8% 7th grade: 88.1% Upper Body Strength 5th grade: 53.9% 7th grade: 63% Flexibility 5th grade: 59.7% 7th grade: 76.6%				5th grade: 100% 7th grade: 97.1% Upper Body Strength 5th grade: 62.9% 7th grade: 72% Flexibility 5th grade: 68.7% 7th grade: 85.6%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Capturing Kids Hearts	Southern Kern USD is partnering with Capturing Kids Hearts to implement a system for improving school climate across the District. 100% of administrators will be trained by the start of the 2021-2022 school year. 50% of teachers will be trained by the start of the 2021-2022 school year. Ongoing training for teachers, paraeducators, administrators, campus safety officers, and front office staff. The District has budgeted \$7,268.29 in contributing funds for the Capturing Kids Hearts program.	\$93,747.30	Yes
2	Mental Health Services	The District employs five school psychologists and two therapists. Psychologists and therapists hold anger regression training and parenting classes. This action is principally directed to support unduplicated students, many of whom have experienced trauma in their lives, and benefit from counseling, mental health services, and preventative learning programs. The District will continue to utilize de-escalation strategies for students in crisis. Base level funding is for the two psychologists. Supplemental/Concentration funding is for the third psychologist, two intern psychologists, and two intern psychologists. The District has budgeted \$601,586.78 in contributing funds for Mental Health Services.	\$978,680.78	Yes

Action #	Title	Description	Total Funds	Contributing
3	Anti-bullying and Anti-Drug Campaigns	Supplemental Anti-Bullying and Anti-Drug Campaigns. Implement anonymous reporting tool for students using STOPIt app. Continue anti-bullying and anti-drug weeks at Rosamond Elementary and Westpark Elementary.	\$50,000.00	Yes
4	Child Nutrition	We will continue to offer free breakfast and lunch for all SKUSD students. We will continue to have holiday and summer feeding programs at the Rosamond Public Library, which will be available to all students in the District. We will continue to provide free dinner to students who are in the after school program. The Food Services Department will provide snack to sports teams for home and away competitions.	\$756,914.19	No
5	Additional Nurses	Continue to have additional licensed vocational nurses (LVN) and one registered nurse (RN) who support each school site. These additional health services are principally directed to supporting our unduplicated students, many of whom may not have health insurance, and would not otherwise have access to adequate health care. The District has budgeted \$166,042 in contributing funds for Additional Nurses.	\$342,529.52	Yes
6	Surveys	Provide and administer supplemental surveys to staff, students, and parents around academics, safety, and connectedness to school. This includes the California Healthy Kids Survey, the California School Staff Survey, the California Parent Survey, the annual LCAP survey, and other survey instruments. These surveys enable the district to be responsive to the needs of families of unduplicated students. This promotes school engagement with families of unduplicated students. The district uses unduplicated funds to pay for SurveyMonkey software.	\$500.00	Yes
7	Extracurricular Activities	Increase student connectedness to school at the middle and upper levels through extracurricular activities such as music, sports, robotics,	\$504,748.60	Yes

Action #	Title	Description	Total Funds	Contributing
		and mathletes. The District has budgeted \$443,054.50 in contributing funds for Extracurricular Activities.		
8	Attention to Attendance	Southern Kern USD has partnered with The Achievement Initiative to implement the Attention to Attendance (A2A) program. This program involves ongoing communication with families to improve student attendance. The administration will monitor student attendance, using A2A as a tool for attendance analysis and tracking. With this more effective documentation and notification of students' attendance, staff will continue to focus on proactively supporting students with chronic absenteeism.	\$64,000.00	Yes
9	Risk Management	Risk management strategy: Continue monthly fire, lockout, and lockdown drills at all school sites. Continue to have emergency supply kits able to supply all students at all sites. Each school site will have a school safety committee comprised of one person per grade level or department and representatives from the school staff. School safety plans will be updated and approved annually, and shared with faculty and staff at the beginning of the year.	\$50,000.00	No
10	Multi-Tiered System of Supports	To improve the school climate, lower the suspension rate, and align itself with best practices, the district is implementing an MTSS/PBIS program. This program includes additional professional development for faculty and staff. The District will implement the Kern Integrated Data System (KIDS) to analyze student data to determine students' needs for support.	\$13,000.00	Yes
11	Campus Safety Officers	A review of data indicates that many SKUSD students need additional support in the areas of conflict resolution, positive behavior intervention, and additional trusted adults on campus. The District will continue to staff campus safety officers at all school sites. The CSOs play an integral role in establishing a healthy climate at each school site. CSO's establish positive relationships with students. To help with	\$907,728.18	Yes

Action #	Title	Description	Total Funds	Contributing
		this, CSO's attend Capturing Kids Hearts training and implement the relationship-building techniques. Their work will contribute to decreased suspensions and chronic absenteeism, and increased attendance. Campus Safety Officers are used to support after-school activities like ASES, athletics, and college classes after hours. The District has budgeted \$181,545.64 of contributing funds to pay for Additional Campus Safety Officers.		
12	Transportation	Offer transportation (bus service) to students to and from school. Additional bus routes and buses have been added. The area of bus service has increased. Transportation will be provided for after school programs, including reading and math academies, tutoring and interscholastic sports. Additional transportation will be provided for field trips, band events, and the ASES program. This action will contribute to increased attendance, reduced chronic absenteeism, and increased engagement with school. The District has budgeted \$1,014,405 in contributing funds for Transportation.	\$1,429,770.00	Yes
13	Facilities	Provide additional Facility and Support Operations staff, including custodial and maintenance to provide a clean, safe, and secure learning environment for all students. Extra custodians support additional food services and after school programs. For this action, \$245,468 of contributing funds are spent to support the additional food services and after school programs.	\$1,437,935.50	Yes
14	California Cadet Corps	The California Cadet Corps program at Tropico Middle School and Rosamond High School develops student leadership abilities, promotes academic excellence, and teaches basic military subjects. In addition to their curriculum the CA Cadet Program will provide services to the community. Elementary students will have the opportunity to participate in these projects.	\$254,625.15	Yes

Action #	Title	Description	Total Funds	Contributing
15	Student Orientations and Transitions	New student orientation, transition and parent nights. The district is implementing the Where Everybody Belongs (WEB) orientation and transition program at Tropico Middle School, and the Link Crew orientation and transition program at Rosamond High School.	\$37,652.68	Yes
16	Disciplinary Matrix	The District has created a new disciplinary matrix to include the implementation of Alternatives to Suspension. Training of certificated staff on the new disciplinary matrix with suspension monitoring.	\$0.00	No
17	Anti-Vaping Program	Institute anti-vaping program at Tropico Middle, Rosamond High, Rare Earth Continuation, and Abraham Lincoln Independent Study. The District has budgeted \$11,000 in contributing funds for the Anti-Vaping Program.	\$12,200.00	Yes
18	Attendance Incentive Program	The District will offer incentives and special recognition to students with exemplary and/or improved attendance.	\$25,000.00	Yes
19	Assistant Principals	The Assistant Principals are focused on supporting the unique needs of unduplicated students. The Assistant Principals work with the students, staff and parents to improve school climate and culture. Assistant principals take a proactive approach to discipline by using alternatives to suspension, and PBIS to support the Multi-Tiered System of Supports. Assistant principals will work with faculty to implement instructional strategies that best support Low Income, English Learners and Foster Youth students. Assistant principals support student attendance.	\$559,434.00	Yes
20	Elementary Physical Education	To ensure students have engaging physical education courses, the District will employ a P.E. teacher and two P.E. para-educators at Rosamond Elementary and at Westpark Elementary. Physical Education has a direct health impact on low-income students who face	\$341,180.12	Yes

Action #	Title	Description	Total Funds	Contributing
		barriers to participating in outdoor activities. The District has budgeted \$209,362 in contributing funds for Elementary Physical Education.		
21	Visual Arts	As part of a well-rounded education, the District will provide a visual arts program. This program provides our Low-income, English Learners and Foster Youth students with opportunities to participate in classes that develop skills of self expression. These opportunities are particularly important to students whose home circumstances would not allow for private art lessons. Participation in visual arts promotes student connectedness to school as well as academic achievement.	\$134,933.88	Yes
22	Music and Band	SKUSD will maintain a music budget for instruments, new music, and a music/band teacher at Tropico Middle School and at Rosamond High School. SKUSD will supply students with instruments at no cost while they are enrolled in band. SKUSD uses contributing funds to send the Tropico Middle School band students to band camp for one week over the summer. Learning to sing or play a musical instrument can help disadvantaged children improve their language and reading skills.	\$186,871.00	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	Maintain a climate where families and community are provided a safe and healthy environment and are welcomed, informed, involved and confident in the school and district.

An explanation of why the LEA has developed this goal.

Parent engagement is a vital component of student achievement. Southern Kern USD is committed to engaging parents and guardians in a partnership to improve outcomes for all students. In the 2021 LCAP survey, 67% of respondents either agreed or strongly agreed that their student's school "Communicates and informs often with parents through newsletters, phone messages, etc." In the 2019-2020 California School Parent Survey (CSOS), for the question "Attended a school or class event," 44% of parents/guardians responded Yes. In the 2019-20 CSPS survey, for the question, "Parents feel welcome to participate at this school," 51% of parents/guardians responded strongly agree or agree. This is an area of needed growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3A. The efforts the district makes to seek parent input in decision making for district and school sites.	Local data. In 2019-2020, each school site had at least eight school site council meetings.				Each school site will have at least eight school site council meetings and at least three meetings will have agenda items to discuss the LCAP.
3A Local. The District will administer an LCAP survey annually that elicits parent input into the District's programs and budget.	Local data. Administer annual LCAP survey				Administer annual LCAP survey
3B. How district promotes participation	Local data. District maintains district website. School sites:				District maintains district website. All school sites maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
of parents for unduplicated pupils.	* Maintain their school websites * Publish monthly newsletters. * Maintain online school site calendars School sites use Blackboard notifications to invite 100% of all families to school events				their school websites. All school sites publish monthly newsletters. All school sites maintain online school site calendar.
3B Local. The District will hold at least eight District English Language Advisory Council (DELAC) meetings per year.	Local data. 8 meetings				8 meetings
3C. How district promotes participation of parents of students with disabilities.	Local data. 100% of parents of students with disabilities receive IEP quarterly goal progress reports with each report card. 100% of parents of exceptional needs students have a signed IEP.				100% of IEP quarterly goal progress is sent home with each report card. 100% of parents of exceptional needs students have a signed IEP.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Portal	We have implemented an online enrollment and student data confirmation system. Nearly all students now have a parent or guardian with an Aeries parent portal account and an email address	\$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		on file with the district. This has led to a large increase in parent usage of the Aeries parent portal, which parents can use to see their children's assignments and grades. Parents also use the parent portal to access their students' CAASPP electronic student score reports. The District will provide training to the parents to use the Aeries parent portal. SKUSD has budgeted \$15,000 of contributing funds for the Parent Portal.		
2	Communication with School Community	The District and school sites regularly communicate with the school community. We use Constant Contact for email campaigns, and Blackboard for phone, text, and email messages. We post information to the District's Facebook page, and to the school sites' Twitter accounts. The school sites send out monthly newsletters to the school community. The District sends out informational notices such as messages about the college program and state testing. All communication is sent out in English and Spanish.	\$7,901.62	Yes
3	Adult Education	Adult education classes run by the Antelope Valley Union High School District and Antelope Valley Adult Education.	\$0.00	No
4	Interpreters for Parent Meetings	Provide parent meeting opportunities to engage parents in the decision-making process. This includes School Site Council (SSC) meetings, LCAP meetings, LCAP Committee, DELAC, ELAC, District Advisory Council, IEPs, Student Study Team (SST), 504 meetings, etc. Interpreters will attend all meetings and assemblies that have members of the community present. SKUSD has budgeted \$6,729.90 in contributing funds to pay for the Interpreters.	\$9,229.90	Yes
5	District Website	Website maintenance and regular updates.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
6	Parent Nights	Parent nights to improve the academic success of students. Trainings will include Alternative Dispute Resolution (ADR), Internet Safety, and Cyberbullying.	\$23,239.50	Yes
7	Supplemental Student Materials	Unduplicated students lack resources and necessary school supplies. The District will provide backpacks and school supplies to students. SKUSD has budgeted \$301,181.67 in contributing funds for Supplemental Student Materials.	\$306,181.67	Yes
8	ELD Ceremonies	Reclassified students will be celebrated annually at ELD ceremonies.	\$6,000.00	Yes
9	College and Career Fair	College and Career fair at RHS. Including college applications and scholarships, grants, and FAFSA.	\$6,818.92	Yes
10	Family Events	The District schools annually welcome families to student orientation, Back to School Night, Parent Conferences, College and Career Night, Promotion and Graduation Ceremonies, Coffee with the Superintendent, AVID Celebrations, Math and Literacy Nights, Family Science Nights, Music Concerts, Art shows, AVID nights, High School Night at the Museum, Holidays around the world, Open House, etc. The District will offer childcare to families during these events.	\$46,691.10	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
4	Students will be taught by highly qualified, well trained, and diverse teaching staff who provide rigorous and relevant instruction that prepares students for success in college and career.

An explanation of why the LEA has developed this goal.

On the 2021 LCAP Local Performance Indicator Self Reflection, the district's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks was an average of 2.8, which is Initial Implementation. Based on the results, there is a need for professional learning in instructional practices and curriculum implementation in all content areas. In order to address the needs of our teachers, professional learning in core content areas will be provided.

As new teachers join Southern Kern Unified, they need additional professional development to ensure they can address the specific needs of our Low Income Students, Foster Youth, and English Learners. This support will help beginning teachers to succeed, and will improve teacher retention.

Behavior and mental health training is needed so that teachers are better able to address the needs of students who have experienced trauma in their lives. Misalignments will continue to be monitored to ensure our students receive services from the most qualified staff.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A. Teachers appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. This measure will increase by 3% each year.	Per the 2019-2020 SARC, during the 2020-2021 school year, 89.6% of the teachers were fully credentialed. There were no teachers misassigned.				98.6% of teachers will be fully credentialed. 100% of teachers will be appropriately assigned.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	Southern Kern USD will continue to offer additional professional development to faculty to meet the unique needs of our unduplicated students. There will be additional trainings in English Language Development, PLC, MTSS, PBIS, AVID, classroom management, differentiating instruction, equity, co-teaching and inclusion, writing instruction, and training on the district's curriculum.	\$382,395.00	Yes
2	Teacher Induction Program	Continue Teacher Induction Program for teachers that have a preliminary credential.	\$97,580.00	No
3	Mentor teachers	Mentor teachers for teachers with Provisional Intern Permits, Short Term Staff Permits, and Interns.	\$53,445.00	No
4	Principals as instructional leaders	Serving as the school site instructional leader, site administrators do informal classroom walkthroughs (formative observations), as well as formal observations and evaluations, and improvement plans as needed.	\$0.00	No
5	Professional Development to Support Principals as Instructional Leaders	Provide professional development in the areas of certificated and classified evaluations, improvement plans, FRISK, master scheduling, etc.	\$15,000.00	No
6	Recruitment	Attending job fairs. Work with universities. Extensive reference checks for job applicants.	\$4,000.00	No
7	Assignment monitoring	The District will ensure that teachers teach what they are credentialed to teach.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
8	Teacher Retention	The District will work to retain its teachers. The District will implement teacher appreciation and recognition programs. The district will recognize all retirees. The district will recognize the classified employee of the year at each site, and the teacher of the year at each site.	\$5,000.00	No
9	Learning Walks	To promote faculty development, teachers and administrators will engage in learning walks, with ample time for discussion and reflection. This action will pay for substitute teachers, which will enable teachers to spend time outside of their classroom.	\$32,124.93	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
5	The school sites will provide consistent Next Generation Science Standards instruction and learning practices resulting in student engagement and comprehension of the NGSS.

An explanation of why the LEA has developed this goal.

NGSS are the new Common Core Science Standards. Science is a new area of focus in education, including STEM and STEAM. In order to prepare our students for college and career, SKUSD will prioritize science instruction. This includes exposing students to hands on science, and students engaging in science experiments.

SKUSD's underperformed on the 2018-2019 CAST assessments. Only 18.1% of SKUSD students met or exceeded the standard for science, compared to 29.9% of CA students who met or exceeded the standard for science. Only 14.8% of our economically disadvantaged students met or exceeded the standard.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4A. California Science Test. Increase % of student groups that met or exceeded standard by 5% annually.	2018-2019 CAST Test results 18.1% met or exceeded standard for science				28.1% of students will meet or exceed science standard on the CAST assessment
Local. Increase mandated instructional minutes per week spent on Science for TK-5	Local data. 0 minutes mandated				TK/K 30 minutes/week 1st grade 30-40 minutes/week 2nd grade - 60 minutes/week 3rd grade 60-70 minutes/week 4th grade 90-100 minutes/week

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					5th grade 100-120 minutes/week

Actions

Action #	Title	Description	Total Funds	Contributing
1	Curriculum and Materials	Adopt NGSS designed or aligned curriculum and materials.	\$500,000.00	No
2	Supplemental Resources	Ensure access to supplemental resources to support NGSS implementation.	\$10,000.00	No
3	Professional Learning	Provide professional learning for all science teachers and administrators around NGSS. Collaborate with Kern County Superintendent of Schools on professional learning opportunities.	\$27,582.30	No
4	Master Schedules	Science on master schedules.	\$0.00	No
5	Science Events	Participate in a variety of science events, including family science nights, science fairs, and science field trips.	\$40,468.95	No

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
30.45%	\$9,067,085.00

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.

The following actions are being provided for our Low Income Students, English learners, and Foster Youth. We believe these actions will be effective in meeting the needs, conditions, or circumstances of our unduplicated students. The actions are categorized by our LCAP goals.

Goal 1: All students will make progress towards grade level mastery and college/career readiness through effective classroom instruction, intervention and data analysis in order to support full access to the California Content Standards.

On the 2019 CA Dashboard, Low Income Students and English Learners scored significantly lower than the All Students group on the ELA and Math Assessments. For ELA, the percentage of students in the All Students group who met or exceeded standard was 32.9%, compared to 29.2% for the Low Income group, and 10.8% for the English Learners group. For Math, 17.7% of students in the All Students group met or exceeded standard, compared to 15.1% for the Low Income group, and 4.1% of the EL group. Many of our Low Income Students, Foster Youth, and English Learners lacked access to technology at home. To address these gaps, we will implement actions to provide targeted academic support for classroom instruction, and provide intervention programs, both during and after school. The District also provides technology-rich learning experiences for our students, which includes providing our students with a digital device, digital curriculum, and supplemental digital learning resources.

See the actions below for a description of how we will meet the academic needs of our unduplicated students. We believe these actions will help close the achievement gap for English Learners, Foster Youth, and Low Income Students. We believe these actions will help unduplicated students improve their performance in ELA, Math and Science, as measured by the CAASPP Assessments. We believe these actions will help increase the percentage of our English Learners being reclassified, as described in our Annual Measurable Outcomes for Goal 1.

G1 A1: Professional Learning Communities

PLCs focus on data analysis and teacher collaboration around Low-income, English Learners and Foster Youth student needs. This provides the basis for additional support during the school year via intervention programs for targeted students. English Learners have an academic language barrier and teachers must collaborate to refine their practice in order to meet their linguistic and academic needs. Teachers collaborate in PLCs to improve academic achievement and behavior at each of our schools. PLCs are a vital part of creating curricular improvements and designing effective interventions for unduplicated students. This action is continued from the 2017-20 LCAP. The effectiveness of PLCs for meeting the needs of Low Income Students, Foster Youth, and English Learners is supported by research. Stakeholder feedback indicates that PLCs successfully help the faculty to deliver effective lessons to unduplicated students.

G1 A3: Supplemental Digital Curriculum Resources

SKUSD recognizes technology's importance in the 21st century. SKUSD is committed to developing students who effectively use technology. The effective integration of technology into standards-based curriculum is an important aspect of student achievement. This is especially important for unduplicated students, who may lack access and opportunity to work with technology. SKUSD uses LCFF funding for the digital learning components of all of its curriculum. Digital curriculum resources will provide enhanced learning opportunities to our unduplicated students. Giving them access to adaptive learning platforms that provide them with real time feedback and learning experiences that are customized for their needs. This is a new action.

G1 A4: Monitoring Student Progress

The District uses Star Reading, Star Math, and Star Early Literacy benchmark assessments to monitor student progress and identify achievement gaps for our English Learners, Low Income Students, and Foster Youth. The data from these assessments informs our Professional Learning Communities, and helps us determine what targeted instruction is needed. The fall benchmark assessments are a significant part of the basis for placing students into intervention programs. The District uses the benchmark assessments to monitor student growth and the effectiveness of its programs. This action is continued from the 2017-20 LCAP.

G1 A6: Support for State Testing

Many of our Low-income, EL and Foster Youth students need additional support to be successful in taking the CAASPP assessments. The District provides professional development for teachers so that they can help their students with the functionality, settings, supports, and accommodations that are part of the CAASPP assessments. This action is continued from the 2017-20 LCAP. Additional training for teachers in the settings and functionality of the CAASPP student testing interface enables teachers to properly prepare their students to use the CA Secure Browser. In addition, according to the 2019 Dashboard, we had the following student groups who showed increases in ELA: SED (3.5 points), Homeless (22.8 points), and EL (10.3 points). This indicates that the District's support for state testing contributed to increased student outcomes.

G1 A7: CTE Program

District stakeholders spoke to the need for CTE courses in order to balance college readiness with career readiness. CTE courses and pathways provide enhanced career opportunities for English Learners, Foster Youth and Low Income Students. Currently, Rosamond High Early College Campus offers seven CTE Pathways for students. These pathways are unique and offer students an opportunity to explore a career of interest, which aligns with their individual learning needs. Through the CTE program, unduplicated students learn a set of

technical and employable skills that integrate into their high school studies. These programs prepare our unduplicated students for graduation, and give them the skills and knowledge for entry-level jobs. This action is continued from the 2017-20 LCAP. We believe that the additional CTE instructors, pathways and resources meet the needs of the community, based on stakeholder feedback indicating support for the CTE program. During the 2019-2020 school year, 34 unduplicated students completed a CTE sequence.

G1 A8: After School Programs

The LCAP committee identified a need to provide additional on site interventions after school to support the academic progress of students and close the achievement gap among unduplicated students. This action is continued from the 2017-20 LCAP. The District's stakeholder have indicated through the LCAP survey and the LCAP Committee that there is a strong need for expanded learning and enrichment opportunities after school. During the 2019-20 school year, there were 375 students in the ASES program.

G1 A9: Academic Counseling Program

Our Low-income, EL and Foster Youth students come to us with gaps in their education. In order to decrease the student/ counselor ratio, additional counselors were hired. The counselors mentor and monitor students who are not engaging or struggling with academics. Counselors will identify students who are struggling and offer appropriate interventions to assist in meeting identified needs. The counselors will provide an extra layer of support for students who are English learners, socioeconomically disadvantaged or foster youth. An additional person to provide academic support, as well as regular progress monitoring will help each student to succeed academically. This action is continued from the 2017-20 LCAP. Stakeholder feedback from the LCAP Survey and the LCAP Committee indicates that the community wants to continue the expanded academic support for students that the counselors provide.

G1 A10: Credit Recovery

Our Low-income, English Learners and Foster Youth who need to recover credits in order to graduate benefit from taking credit recovery classes using the Acellus courseware program. This action is continued from the 2017-20 LCAP. Students at Rare Earth Continuation High School successfully use Acellus to recover their high school credits. At Rosamond High School, during the 2019-20 school year, students recovered credits for 105 classes. At Rosamond High School, during the 2020-21 school year, students recovered credits for 187 classes. Feedback from students, teachers, and administrators indicate that the students like using Acellus, and are motivated to use Acellus to recover credits.

G1 A12: AVID Program

The AVID program supports Low-income, English Learners and Foster Youth. AVID provides strategies to reflect, question and self-advocate. AVID employs WICOR Strategies, which encourage unduplicated students to answer higher-level thinking questions and develop college-level writing skills. AVID strategies build capacity in students to explore college campuses, apply for financial aid. This improves student success as they plan for careers and graduation. This action is continued from the 2017-20 LCAP. Research indicates that the AVID program has a schoolwide impact on improving students' college and career readiness. During the 2020-21 school year, there were 81 unduplicated students at Rosamond High who enrolled in and passed an AVID course. Feedback from the LCAP Committee indicates strong support for AVID. For the 2021-22 school year, the program will expand to Tropico Middle School. The learned strategies in the AVID elective class, increase student success in all of their other classes – especially note-taking, study skills, time management, writing and research skills.

G1 A13: Dual Enrollment College Classes

Through a partnership with Antelope Valley College, the Dual Enrollment college classes offer unduplicated students the opportunity to take college classes while in high school. This helps with preparation for college and career that student would not have otherwise. This action is continued from the 2017-20 LCAP. For the 2019-2020 school year, 27 out of 840 students at Rosamond High Early College Campus were dually enrolled. Of the 27 students who took college classes, 17 were unduplicated students, or 63%. Based on stakeholder feedback, we expect additional enrollment in the dual enrollment program.

G1 A17: Para-Educators

Paraeducators provide support to general education classrooms to increase and improve services related to the educational challenges of unduplicated students. This action is continued from the 2017-20 LCAP. The LCAP Committee has recommended that the District add para-educators to support the teachers. The para-educators help create smaller group sizes and more small group instruction.

G1 A18: 1:1 Devices

Many of our Low-income students, English Learners and Foster Youth rely on our schools to provide technology in order to develop the necessary skills for careers and higher education once they leave our schools. 1:1 devices for all students have been funded to provide 21st Century learning opportunities, and equitable technology access at school and at home. Providing a technology-rich environment will provide our English learners, Foster Youth, and Low-income students with engaging and diverse learning experiences. Each school site has an information systems technician to provide ongoing support to our students, both at school and at home. This action is being continued from the 2017-2020 LCAP. This action has been proved to be effective based on the increased usage of technology including software and web-based programs for students. An electronic, internet-enabled device was provided to 100% of our unduplicated students so that they could access their core curriculum and supplemental learning resources, and communicate and collaborate with their teachers and classmates.

G1 A19: Mobile Hot Spots

Many of our Low-income students, English Learners and Foster Youth do not have reliable, high-speed internet access at home. In order to provide equitable technology access to students at home, the District will provide a mobile hot spot to every family who requests one. This will enable unduplicated students to access their core curriculum and supplemental learning resources from home. This is a new action.

G1 A20: Supplemental Learning Applications

Low Income Students, English Learners and Foster Youth are performing lower than the All Students Group in ELA and Mathematics. To address their learning needs, the District provides access to supplemental learning programs for reading comprehension and math. This action is continued from the 2017-20 LCAP. There is very strong usage and growth data for IXL and Accelerated Reader.

G1 A21: Technology Training

Many of our Low-income, Foster Youth and ELs come to us with large gaps in their experience with the use of technology and depend on our teachers to provide additional support in using the technology to access content. The district provides additional technology training to teachers at each school in the use of technology. Training teachers in the integration of technology improves the use of technology for our

students and will narrow the technology divide. The integration of technology is important as we work to close the achievement gap and digital divide for our Foster Youth, English Learners, and Low Income Students. The LCAP Committee has recommended that the District provide additional technology training. This is a new action. We will track the technology trainings offered to teachers.

G1 A22: Student Support Team

The student support team identifies and supports students with academic or behavioral problems by providing assistance and connecting them to interventions and supports. This action enables certificated teachers at each school site to lead the SST process in order to avoid overidentification of unduplicated students into special education. This action is continued from the 2017-20 LCAP. This action is a proactive approach to meeting students' needs, reducing the need for special education referrals, when a referral is not warranted.

G1 A24: Reading and Math Academies

Community surveys indicated that students suffered significant learning loss in the areas of reading and math. Unduplicated students often lack the resources to address the issue of learning loss. To mitigate learning loss for unduplicated students, the district is providing after school reading and math academies at every school site. This is a new action.

G1 A25: Tutoring

Many of our families of unduplicated students do not have access to tutoring services due to the lack of resources. By providing tutoring services at the school sites after school for our Low-income, ELs and Foster Youth students, academic achievement and language acquisition will increase. Tutoring will be provided by trained professionals who will be able to assist with a range of homework assignments. This is a new action which was recommended by the LCAP Committee.

G1 A26: Libraries

Rosamond has only one public library. Students in our schools benefit from having a library media technician at the elementary schools that support literacy and helping with literacy initiatives at each school. The District will add high-interest, culturally-responsive books to its library collections at each school site. SKUSD also provides a digital library (Sora) to provide high-quality books to its unduplicated students. This will help unduplicated students develop a love of reading. This action will be measured by book checkout data. This is a new action.

Goal 2: Create a safe and welcoming learning environment where students attend and are connected to their schools.

On the 2019-20 California School Parent Survey, only 50% of parents agreed or strongly agreed with the statement, "Learning Environment is Supportive and Inviting." On the 2019-20 California Healthy Kids Survey, only 38% of students agreed or strongly agreed with the statement, "I am happy to be at this school."

For the 2019-2020 school year through March 3, the percentage of chronically absent students was 16.4%.

African American: 21.9%

White: 15%

Hispanic: 14.5%

Foster Youth: 25%

English Learners: 15%

On the 2019 CA School Dashboard, the suspension rate was 7%. There were three groups in the Red performance category:

African American: 15.7% suspended at least once

Foster Youth: 13.2% suspended at least once

Students with Disabilities: 11.5% suspended at least once

After assessing the needs, conditions and circumstances of our Foster Youth, English Learners and Low Income students, we identified the need to support students' engagement with school, and to provide social-emotional support for students. This will address the issue that suspension and chronic absenteeism is higher for unduplicated students than the All Student group. To address these gaps we will implement school engagement services and mental health support services. These actions meet the needs that are associated with the stress and experiences of socio-economically disadvantaged students. We expect that this will lead to improved school engagement for our unduplicated students, as measured by a decline in suspension rates and chronic absenteeism, and improvements in students' sense of safety and well being, as measured by the California Healthy Kids' Survey (CHKS) and the California School Parent Survey (CSPS).

G2 A1: Capturing Kids Hearts

Faculty, staff and administrators require support to address the social-emotional needs of English learners, Low Income Students, and Foster Youth. Capturing Kids Hearts is a research-based program that equips all staff to implement transformational processes that are focused on the social emotional well-being, relationship-driven campus culture, and student connectedness necessary for student success. This will lead to a stronger sense of connectivity, engagement and success for our unduplicated students. This action is continued from the 2017-20 LCAP. This action has been deemed effective as measured by the decreased suspension rate during the 2019-20 school year.

G2 A2: Mental Health Services

Low-income, ELs and Foster Youth students tend to experience trauma in their personal lives, which interferes with learning. The district's psychologist and therapists provide additional counseling and mental health services. Assistance with mental health has been identified by the LCAP Committee as a need. Caseloads for mental health workers have continued to increase. Therefore, this action has been continued from the 2017-20 LCAP.

G2 A3: Anti-bullying and Anti-Drug Campaigns

To support unduplicated students with the goal of creating a safe, healthy, and welcoming environment, schools will provide opportunities for students to participate in anti-bullying and anti-drug activities. The school sites all participate in the Say No to Drugs Week in which there are daily activities alerting students to the dangers of drug use. Data from the California Healthy Kids Survey indicates that bullying and drug use are problems at Rosamond High School and Tropic Middle School. In the 2019-20 CHKS survey, 40% of 7th graders, 34% of 9th graders and 34% of 11th graders experienced harassment or bullying at school. 22% of 7th graders, 37% of 9th graders, and 48% of 11th graders indicated that they have used alcohol or drugs. Due to COVID-19, this initiative has been interrupted. This action will be implemented and monitored with fidelity in the upcoming school year. This action will be continued with modifications from the 2017-20 LCAP. This action will be measured by improved scores on the California Healthy Kids Survey in the areas of bullying, and alcohol and drug use.

G2 A5: Additional Nurses

Foster Youth, Low-income students, and their families benefit from having nurses at every school site, ensuring that a nurse or LVN is immediately available to provide health services to any student in need. This is very important, as many unduplicated students' health needs would go unmet due to limited access to health care without the health services provided by the schools. This staff provides routine basic care and screening as well as helping to connect our families to health services in the community. Better health promotes attendance and improved learning. This action is continued from the 2017-20 LCAP. Feedback from the LCAP survey indicates the community values the services provided by the nurses. During the 2019-20 school year, nurses saw unduplicated students 1,313 times.

G2 A6: Surveys

The District sends out numerous stakeholder feedback surveys using SurveyMonkey software. The District also administers the California Healthy Kids, California School Parent, and California School Staff surveys. Improvements to school services and school culture for unduplicated students are measured through these surveys. Surveys enable families of unduplicated students to provide the school district with valuable feedback. This action is continued from the 2017-20 LCAP. We know the surveys are effective because numerous pieces of stakeholder feedback from the LCAP survey were incorporated into the 2021 LCAP. We use the CHKS and CSPS surveys to measure the District's performance and progress in a number of vital areas, like students' well-being and school culture. This data informs our LCAP.

G2 A7: Extracurricular Activities

With limited resources, many of our Low-income, ELs and Foster Youth students do not have exposure to experiences beyond the academics that they receive in school. Extra-curricular activities such as band, sports, drama, and clubs provide unduplicated students with enriching experiences that they would not otherwise be able to participate in. By providing extracurricular programs to our Foster Youth, Low-income and English Learners SKUSD prepares our unduplicated students for college and career. This action is continued from the 2017-20 LCAP. This action will be measured by student participation in extracurricular activities.

G2 A8: Attention to Attendance Program

The school sites use A2A to analyze and support the attendance needs of English Learners, Foster Youth and Low Income Students. A2A assists the district in the management of all attendance processes including preventative methods, interventions and recognitions that will improve overall attendance and reduce chronic absenteeism. This action is carried over from the 2017-20 LCAP. According to the 2019 Dashboard, the District's chronic absenteeism rate declined by 1.2% after instituting A2A. This indicates that the program is effective. We expect the A2A program to lead to continued improvement in student attendance, and a decrease in chronic absenteeism.

G2 A10: Multi-Tiered System of Supports

After a review of data, we determined that we need to provide additional focused behavioral and academic support to our English Learners, Foster Youth, and Low Income Students. All of these groups scored below the All Students group on the 2018-19 LCAP in ELA and Math. Multi-tiered System of Support will be used as the framework to support the academic, behavioral, and social needs of our unduplicated students. with frequent monitoring to guide instruction. We will use the Kern Integrated Data System (KIDS) to analyze student data and determine students' support needs. KIDS will enable us to monitor the progress of our unduplicated students, and to close the achievement gap. By using KIDS to inform our MTSS program, we expect our unduplicated students to make academic and social-emotional gains.

G2. A11: Campus Safety Officers

In the 2019-20 CHKS survey, 40% of 7th graders, 34% of 9th graders, and 34% of 11th graders experienced harassment or bullying at school. The 2019-20 CHKS survey also shows that there is a need for students to have an adult at school who really cares about them. The intent of the CSO position is to support student safety and establish positive relationships with students. In order to improve the effectiveness of the CSO position, CSO's will participate in Capturing Kids Hearts training, and will implement those practices. This will support CSOs as they establish positive relationships with students and contribute to students' safety at school. Additionally, CSOs support after school programs such as ASES, athletics, Reading and Math Academies, and college classes after hours. These after school programs give unduplicated students the opportunity for enrichment activities and academic support. This action is continued with modifications from the 2017-20 LCAP. Decreases in the suspension rate during the 2019-20 school year indicate that this action is effective.

G2 A12: Transportation

Transportation is provided to support the attendance of students of limited means. Rosamond is a rural, remote community. Per stakeholder feedback, many families of unduplicated students require district-provided transportation in order for their students to attend school.

Transportation home from after school activities enables our unduplicated students to participate in these activities. This action is continued from the 2017-20 LCAP, and it is based on the need of our unduplicated students to receive district-provided transportation in order to attend school and attend the after school programs. This action has been demonstrated to support the after school program. Attendance in the ASES program on Mar 13th 2020 was 287 students. During the 2019-2020 school year, 2,793 unduplicated students were signed up for school bus service.

G2 A13: Facilities

The District uses contributing funds to support after school programs, extracurricular activities, and additional child nutrition services. The District uses LCFF funds to provide additional custodians to support these programs. This enables unduplicated students to participate in after school programs in a safe and clean environment. This action is continued from the 2017-20 LCAP. Feedback from the LCAP Committee and the LCAP survey indicates a strong need for after school programs. The District will measure this action through student participation in after school programs.

G2 A14: California Cadet Corps

This program gives unduplicated students the opportunity to build self-confidence, leadership skills, self-discipline, and improve their military career opportunities. Cadet Corps provides many applied leadership opportunities in what is called the "leadership laboratory." Cadet Corps also offers many opportunities off campus such as summer training, field trips, parades, and community events. Feedback from parents, students and administrators about the Cadet Corps program has been very positive. This action is continued from the 2020 LCAP. This action will be measured with a Cadet Corps end of year survey.

G2 A15: Student Orientations and Transitions

Stakeholder feedback from the LCAP Committee indicates that our Low-income, EL, and Foster Youth students are having difficulty with the transitions to middle and high school. The Link Crew and Where Everybody Belongs programs support the transitions to middle and high school, and include mentoring and academic support to help develop students' talents and self-esteem. Link Crew and WEB programs are

research-based, and show positive outcomes in decreased suspension and absenteeism rates. This is a new action. This action will be measured by improved outcomes for our 6th and 9th grade students, including improved academic achievement and attendance, and decreased rates of suspension and chronic absenteeism.

G2 A17: Anti-Vaping Program

Data from the CA Healthy Kids Survey shows that 35% of SKUSD 11th grade students have vaped 1 or more times. Tobacco use is especially prevalent and problematic for low income communities. The District will implement an anti-vaping program in order to reduce and prevent tobacco/substance abuse by students. This action will be measured by the vaping question on the California Healthy Kids Survey. This is a new action.

G2 A18: Attendance Incentive Program

During the 2019-20 school year, the attendance percentage for the unduplicated student groups was lower than the attendance percentage for all students. To support unduplicated students' attendance, SKUSD is implementing an attendance incentive program. There is evidence that attendance incentive programs have a positive effect on student attendance. This program will be evaluated based on increased student attendance rates and decreased chronic absenteeism rates. This is a new action.

G2 A19: Assistant Principals

Assistant principals provide behavioral and academic support to students who have experienced difficulties in their lives. This focused support helps our Low-income, ELs and Foster Youth students increase attendance and progress academically. Our most recent suspension, attendance, and assessment data shows that these are areas of concern. This is a new action. This action will be measured by improved academic achievement and attendance, and decreased suspensions and chronic absenteeism.

G2 A20. Elementary Physical Education

The District has added two, credentialed Physical Education teachers and two P.E. para-educators for the elementary schools. The elementary P.E. program supports the health and wellness of our elementary students, especially our students living in poverty who may not have access to extracurricular physical activities. We believe this action will result in a greater number of unduplicated students becoming more physically active and fit, as measured by the 5th grade scores on the PFT. This is a new action.

G2 A21. Visual Arts

Our unduplicated students come to school with limited cultural and art experiences. As part of a well-rounded education, the District is maintaining its arts programs. These programs enable our Low-income, English Learners and Foster Youth students to participate in classes that promote creativity and self-expression. These classes are beneficial to students who do not have the opportunity to attend private art lessons, thus improving their educational experience and increasing their connectedness to school. This is a new action. This action will be measured by an end of year survey for students enrolled in art classes.

G2 A22. Music and Band

As part of a well-rounded education the District is maintaining its music and band programs. These programs enable our Low-income, English Learners and Foster Youth students to participate in classes that go beyond our core curriculum, and help students feel connected

to school. These classes are beneficial to students who do not have the opportunity to learn to play a musical instrument outside of school. This will improve unduplicated students' educational experience and increase their connectedness to school. Research indicates that learning to play a musical instrument benefits students both academically and emotionally. This is a new action. This action will be measured by an end of year survey for students enrolled in music and band classes.

Goal 3: Maintain a climate where families and community are provided a safe and healthy environment and are welcomed, informed, involved and confident in the school and district.

On the California School Parent Survey of 2019-20, only 59% of parents agreed or strongly agreed with the statement, "School keeps me well informed about school activities." After assessing the needs, conditions and circumstances of our Foster Youth, English Learners and Low Income students, we identified the need to provide outreach, communication and engagement for our parent community. To address these needs, we will offer parent training programs, home to school communication in English and Spanish, and translation services to increase parent access and engagement in the educational process.

G3 A1: Parent Portal

Usage of the parent portal increases family engagement. Parents/Guardians use the portal to see their students' classes, assignments, grades and test scores. This is an efficient way for families to stay engaged with their students' schooling. This action is continued from the 2017-20 LCAP. This action has been shown to be effective. During the 2019-20 school year, 2,094 parents/guardians logged into the parent portal at least once. This is an increase from the 2,081 parents/guardians who logged into the parent portal at least once during the 2018-19 school year. The parent portal enables the families of unduplicated students to stay informed about their students, especially when they do not have reliable transportation to attend school functions.

G3 A2: Communication with School Community

The District uses Blackboard Communications and Constant Contact to send out email, phone, and text messages. All school sites send out monthly newsletters, and regular phone and email communications. During the 2020-21 school year, the District sent out 2,604 Blackboard messages. To support our English Learner families, all District communication is sent out in English and in Spanish. Consistent communication will facilitate parents and guardians to take advantage of the opportunities being offered to their students. This will lead to improved outcomes for unduplicated students. This action is continued from the 2017-20 school year, as stakeholder feedback emphasized the need to maintain ongoing communication with families. This action will be measured by the California School Parent Survey questions about school communication.

G3 A6: Parent Nights

Parent Nights provide support to the families of unduplicated students through trainings on important topics such as Alternative Dispute Resolution, Internet Safety, Digital Citizenship, and technology training. This will meet the needs of families of unduplicated students, who may lack access to technology training, which would provide them with access to their student(s) learning. We expect this action to support parents' ability to access their students' education through technology. This action will be evaluated by the California School Parent Survey's questions about parental involvement. This is a new action.

G3 A7: Supplemental Student Materials

Many of our unduplicated students lack resources needed for school, especially when working from home (doing homework). Therefore, the school sites will provide school supplies and materials to the students for use in school and at home. This will promote academic success for our students, as they will have the necessary school supplies at school and at home. This action will be measured by questions about student materials on the LCAP Survey. This is a new action.

G3 A9: College and Career Fair

To support college and career readiness for high school students. Having the College and Career Fair at Rosamond High School will provide unduplicated students with the opportunity to apply to colleges, apply for grants and scholarships, and learn about different career paths. We expect this action to increase students' matriculation in college, as measured by the reports from the Student Data Clearinghouse. This is a new action.

G3 A10: Family Events

Family events will help families of unduplicated students to be more connected to their schools. Families will come to campus and have opportunities to build relationships with school staff. All events will offer a Spanish translator to support EL families. This is a new action. We expect this action to increase parent involvement with school. This action will be measured by the California School Parent Survey's questions about parental involvement.

Goal 4: Students will be taught by highly qualified, well trained, and diverse teaching staff who provide rigorous and relevant instruction that prepares students for success in college and career.

After assessing the needs, conditions and circumstances of our Foster Youth, English Learners and Low Income students, we identified the need to develop our faculty to enable them to support their unduplicated students. All of these student groups scored significantly below the All Student Group on the 2018-19 CAASPP ELA and Math. Professional development in assessing, monitoring, and differentiating instruction for our unduplicated student groups will enable faculty to design high-quality, differentiated lessons for unduplicated students, which will lead to achievement gains for each group. The following actions will be measured by student growth on the CAASPP ELA, Math and Science assessments.

G4 A1: Professional Development

This action is based on our identified need to close the achievement gap for English Learners, Foster Youth, and Low Income Students. All of these student groups scored significantly below the All Student Group on the 2018-19 CAASPP ELA and Math. Ongoing professional development helps teachers support our English Learners, Low Income Students, and Foster Youth. This action is continued from the 2017-20 LCAP. Research indicates that effective professional development leads to improved outcomes for students. Feedback from the LCAP Committee indicated the need for additional professional development for faculty.

G4 A9. Learning Walks

Our unduplicated students come to school with diverse learning needs. Learning walks enable faculty and administration to work together and learn from each other to support students' academic achievement and behavior, and to ensure that differentiated instruction is available to our unduplicated students. This is a new action.

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

In addition to the actions and services being provided LEA-wide or school wide, the actions described below are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to all services for all students.

G1 A16: Director of Educational Support Programs

According to the 2019 CA School Dashboard, the District's English Learner students underperformed the All Students group in both the ELA CAASPP assessment and the math CAASPP assessment. For ELA, the All Students group was 43.4 points below standard, while ELs were 61.7 points below standard. For math, the All Students group was 85.6 points below standard, while the EL group was 101 points below standard. Furthermore, English Learners in SKUSD are not making adequate progress toward proficiency in English, nor are they reclassifying at a desired rate. To address these issues, the Director of Educational Support Programs will oversee the English Language Development Program. This position is responsible for ensuring that all English Language Learners receive the support they need to bridge linguistic gaps, and move towards reclassification. The Director of Educational Support Programs implements research based ELD curriculum, and ensures that staff comply with ELD standards. The Director of Educational Support Programs ensures that the reclassification process is consistent with LEA standards. The Director of Educational Support Programs coordinates ELD professional development for faculty. This action will support our English Learners, enabling them to improve their performance on the ELA, Math, and Science CAASPP assessments. This action will help the District to increase the percentage of English learners being reclassified, as described in our Annual Measurable Outcomes.

G3 A4: Interpreters Parent Meetings

In order to increase and improve relations and facilitate meaningful involvement of our families at the school and district level, the district provides translators for all parent events. As parents and community become better informed in ways they can support learning at home, Low-income, ELs and Foster Youth students will be able to achieve to a greater extent. This action is continued from the 2017-20 LCAP. This action will be evaluated by the parental involvement questions on the California School Parent Survey.

G3 A8: ELD Ceremonies

This action is to celebrate the reclassification of EL students. This will provide incentive to EL students, and will help connect the families of EL students to school. This action will be measured by ELD reclassification rates. This is a new action.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$9,067,085.00	\$2,686,795.42	\$3,070,459.53	\$2,863,622.10	\$17,687,962.05

Totals:	Total Personnel	Total Non-personnel
Totals:	\$11,557,730.89	\$6,130,231.16

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Professional Learning Communities	\$50,357.56			\$32,980.00	\$83,337.56
1	2	All	Clear Expectations for Classroom Instruction					\$0.00
1	3	English Learners Foster Youth Low Income	Supplemental Digital Curriculum Resources	\$750,634.87	\$153,380.00		\$600,000.00	\$1,504,014.87
1	4	English Learners Foster Youth Low Income	Monitoring Student Progress	\$40,000.00				\$40,000.00
1	5	All	Reading Intervention				\$308,389.20	\$308,389.20
1	6	English Learners Foster Youth Low Income	Supplemental Support for State Testing	\$16,383.89				\$16,383.89
1	7	English Learners Foster Youth Low Income	CTE Program	\$535,778.00	\$421,972.00			\$957,750.00
1	8	English Learners Foster Youth Low Income	After School Programs	\$6,965.00	\$408,105.00			\$415,070.00
1	9	English Learners Foster Youth Low Income	Academic Counseling Program	\$256,681.76	\$121,744.80			\$378,426.56

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	English Learners Foster Youth Low Income	Credit Recovery	\$1,655.00	\$34,930.00			\$36,585.00
1	11	All	Summer School		\$535,102.50			\$535,102.50
1	12	English Learners Foster Youth Low Income	AVID Program	\$199,295.00				\$199,295.00
1	13	English Learners Foster Youth Low Income	Dual Enrollment College Classes	\$15,527.20				\$15,527.20
1	14	All	Inclusion of Special Education Students				\$5,295.00	\$5,295.00
1	15	All	Transitional Kindergarten			\$247,124.93		\$247,124.93
1	16	English Learners	Director of Educational Support Programs	\$157,893.00			\$60,100.00	\$217,993.00
1	17	English Learners Foster Youth Low Income	Para-Educators	\$124,007.00			\$329,817.00	\$453,824.00
1	18	English Learners Foster Youth Low Income	1:1 Devices	\$1,138,620.00		\$252,839.00		\$1,391,459.00
1	19	English Learners Foster Youth Low Income	Mobile Hot Spots	\$75,000.00				\$75,000.00
1	20	English Learners Foster Youth Low Income	Supplemental Learning applications	\$78,250.00				\$78,250.00
1	21	English Learners Foster Youth Low Income	Supplemental Technology Training	\$72,225.00			\$26,969.36	\$99,194.36
1	22	English Learners Foster Youth Low Income	Student Support Team	\$76,980.16				\$76,980.16
1	23	All	Special Day Behavioral Classes		\$10,242.91		\$9,878.34	\$20,121.25

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	24	English Learners Foster Youth Low Income	Reading and Math Academies	\$50,000.00	\$112,887.64			\$162,887.64
1	25	English Learners Foster Youth Low Income	Tutoring	\$50,000.00	\$141,336.83			\$191,336.83
1	26	English Learners Foster Youth Low Income	Libraries	\$337,000.00		\$56,504.31		\$393,504.31
1	27	All	Desired Results Developmental Profile					\$0.00
2	1	English Learners Foster Youth Low Income	Capturing Kids Hearts	\$7,268.29			\$86,479.01	\$93,747.30
2	2	English Learners Foster Youth Low Income	Mental Health Services	\$601,586.78	\$377,094.00			\$978,680.78
2	3	English Learners Foster Youth Low Income	Anti-bullying and Anti-Drug Campaigns	\$50,000.00				\$50,000.00
2	4	All	Child Nutrition				\$756,914.19	\$756,914.19
2	5	English Learners Foster Youth Low Income	Additional Nurses	\$166,042.00	\$176,487.52			\$342,529.52
2	6	English Learners Foster Youth Low Income	Surveys	\$500.00				\$500.00
2	7	English Learners Foster Youth Low Income	Extracurricular Activities	\$443,054.50	\$61,694.10			\$504,748.60
2	8	English Learners Foster Youth Low Income	Attention to Attendance	\$64,000.00				\$64,000.00
2	9	All	Risk Management				\$50,000.00	\$50,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	10	English Learners Foster Youth Low Income	Multi-Tiered System of Supports	\$13,000.00				\$13,000.00
2	11	English Learners Foster Youth Low Income	Campus Safety Officers	\$181,545.64		\$726,182.54		\$907,728.18
2	12	English Learners Foster Youth Low Income	Transportation	\$1,014,405.00		\$415,365.00		\$1,429,770.00
2	13	English Learners Foster Youth Low Income	Facilities	\$245,468.00		\$1,192,467.50		\$1,437,935.50
2	14	English Learners Foster Youth Low Income	California Cadet Corps	\$254,625.15				\$254,625.15
2	15	English Learners Foster Youth Low Income	Student Orientations and Transitions	\$37,652.68				\$37,652.68
2	16	All	Disciplinary Matrix					\$0.00
2	17	English Learners Foster Youth Low Income	Anti-Vaping Program	\$11,000.00		\$1,200.00		\$12,200.00
2	18	English Learners Foster Youth Low Income	Attendance Incentive Program	\$25,000.00				\$25,000.00
2	19	English Learners Foster Youth Low Income	Assistant Principals	\$559,434.00				\$559,434.00
2	20	English Learners Foster Youth Low Income	Elementary Physical Education	\$209,362.00	\$131,818.12			\$341,180.12
2	21	English Learners Foster Youth Low Income	Visual Arts	\$134,933.88				\$134,933.88

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	22	English Learners Foster Youth Low Income	Music and Band	\$186,871.00				\$186,871.00
3	1	English Learners Foster Youth Low Income	Parent Portal	\$15,000.00		\$15,000.00		\$30,000.00
3	2	English Learners Foster Youth Low Income	Communication with School Community	\$7,901.62				\$7,901.62
3	3	All	Adult Education					\$0.00
3	4	English Learners	Interpreters for Parent Meetings	\$6,729.90			\$2,500.00	\$9,229.90
3	5	All	District Website					\$0.00
3	6	English Learners Foster Youth Low Income	Parent Nights	\$23,239.50				\$23,239.50
3	7	English Learners Foster Youth Low Income	Supplemental Student Materials	\$301,181.67			\$5,000.00	\$306,181.67
3	8	English Learners	ELD Ceremonies	\$6,000.00				\$6,000.00
3	9	English Learners Foster Youth Low Income	College and Career Fair	\$6,818.92				\$6,818.92
3	10	English Learners Foster Youth Low Income	Family Events	\$46,691.10				\$46,691.10
4	1	English Learners Foster Youth Low Income	Professional Development	\$382,395.00				\$382,395.00
4	2	All	Teacher Induction Program			\$67,430.00	\$30,150.00	\$97,580.00
4	3	All	Mentor teachers			\$23,295.00	\$30,150.00	\$53,445.00
4	4	All	Principals as instructional leaders					\$0.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	5	All	Professional Development to Support Principals as Instructional Leaders				\$15,000.00	\$15,000.00
4	6	All	Recruitment				\$4,000.00	\$4,000.00
4	7	All	Assignment monitoring					\$0.00
4	8	All	Teacher Retention			\$5,000.00		\$5,000.00
4	9	English Learners Foster Youth Low Income	Learning Walks	\$32,124.93				\$32,124.93
5	1	All	Curriculum and Materials				\$500,000.00	\$500,000.00
5	2	All	Supplemental Resources				\$10,000.00	\$10,000.00
5	3	All	Professional Learning			\$27,582.30		\$27,582.30
5	4	All	Master Schedules					\$0.00
5	5	All	Science Events			\$40,468.95		\$40,468.95

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$9,067,085.00	\$15,011,938.73
LEA-wide Total:	\$7,030,511.67	\$12,323,751.18
Limited Total:	\$29,383.89	\$29,383.89
Schoolwide Total:	\$2,372,638.98	\$3,287,334.83

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Professional Learning Communities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,357.56	\$83,337.56
1	3	Supplemental Digital Curriculum Resources	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$750,634.87	\$1,504,014.87
1	4	Monitoring Student Progress	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	\$40,000.00
1	6	Supplemental Support for State Testing	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools 3-8, 11	\$16,383.89	\$16,383.89
1	7	CTE Program	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Rosamond High School 9-12	\$535,778.00	\$957,750.00
1	8	After School Programs	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Rosamond Elementary, Westpark Elementary, and	\$6,965.00	\$415,070.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
					Tropico Middle School Grades K-8		
1	9	Academic Counseling Program	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tropico Middle School and Rosamond High School	\$256,681.76	\$378,426.56
1	10	Credit Recovery	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Rosamond High School and Tropico Middle School	\$1,655.00	\$36,585.00
1	12	AVID Program	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tropico Middle School and Rosamond High School	\$199,295.00	\$199,295.00
1	13	Dual Enrollment College Classes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Rosamond High School	\$15,527.20	\$15,527.20
1	16	Director of Educational Support Programs	LEA-wide	English Learners	All Schools	\$157,893.00	\$217,993.00
1	17	Para-Educators	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: RES, WES, TMS and RHS K-12	\$124,007.00	\$453,824.00
1	18	1:1 Devices	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,138,620.00	\$1,391,459.00
1	19	Mobile Hot Spots	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$75,000.00	\$75,000.00
1	20	Supplemental Learning applications	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$78,250.00	\$78,250.00
1	21	Supplemental Technology Training	LEA-wide	English Learners	All Schools	\$72,225.00	\$99,194.36

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
1	22	Student Support Team	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$76,980.16	\$76,980.16
1	24	Reading and Math Academies	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	\$162,887.64
1	25	Tutoring	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	\$191,336.83
1	26	Libraries	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$337,000.00	\$393,504.31
2	1	Capturing Kids Hearts	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,268.29	\$93,747.30
2	2	Mental Health Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$601,586.78	\$978,680.78
2	3	Anti-bullying and Anti-Drug Campaigns	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	\$50,000.00
2	5	Additional Nurses	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$166,042.00	\$342,529.52
2	6	Surveys	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500.00	\$500.00
2	7	Extracurricular Activities	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tropico Middle School and Rosamond High School	\$443,054.50	\$504,748.60

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	8	Attention to Attendance	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$64,000.00	\$64,000.00
2	10	Multi-Tiered System of Supports	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$13,000.00	\$13,000.00
2	11	Campus Safety Officers	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$181,545.64	\$907,728.18
2	12	Transportation	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,014,405.00	\$1,429,770.00
2	13	Facilities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$245,468.00	\$1,437,935.50
2	14	California Cadet Corps	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tropico Middle, Rosamond High	\$254,625.15	\$254,625.15
2	15	Student Orientations and Transitions	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tropico Middle, Rosamond High	\$37,652.68	\$37,652.68
2	17	Anti-Vaping Program	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Tropico Middle, Rosamond High, Abraham Lincoln Independent Study, Rare Earth Continuation	\$11,000.00	\$12,200.00
2	18	Attendance Incentive Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	\$25,000.00
2	19	Assistant Principals	LEA-wide	English Learners	All Schools	\$559,434.00	\$559,434.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
2	20	Elementary Physical Education	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Rosamond Elementary, Westpark Elementary TK-5	\$209,362.00	\$341,180.12
2	21	Visual Arts	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Rosamond High School, Tropico Middle School 6-12	\$134,933.88	\$134,933.88
2	22	Music and Band	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tropico Middle School, Rosamond High School 6-12	\$186,871.00	\$186,871.00
3	1	Parent Portal	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	\$30,000.00
3	2	Communication with School Community	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,901.62	\$7,901.62
3	4	Interpreters for Parent Meetings	LEA-wide	English Learners	All Schools	\$6,729.90	\$9,229.90
3	6	Parent Nights	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$23,239.50	\$23,239.50
3	7	Supplemental Student Materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$301,181.67	\$306,181.67
3	8	ELD Ceremonies	LEA-wide	English Learners	All Schools	\$6,000.00	\$6,000.00
3	9	College and Career Fair	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Rosamond High School	\$6,818.92	\$6,818.92

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	10	Family Events	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$46,691.10	\$46,691.10
4	1	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$382,395.00	\$382,395.00
4	9	Learning Walks	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$32,124.93	\$32,124.93

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

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the 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:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades 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:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **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.