

**2024-2025**  
**SOUTHERN KERN UNIFIED SCHOOL DISTRICT**  
2601 Rosamond Blvd., Rosamond, CA 93560 (661) 256-5000

The YouTube access link to the live meeting broadcast will be available under “Announcements” at [www.skusd.k12.ca.us](http://www.skusd.k12.ca.us) prior to 7:00 p.m.

**Tuesday,**  
**June 3, 2025**

**Meeting Location:**  
**2601 Rosamond Blvd., Rosamond, CA 93560**  
**Closed Session 6:00 p.m., Open Session 7:00 p.m.**

**Board of Trustees**

Mario Gutierrez, President  
Robert Vincelette, Vice President  
Sunni Hepburn, Clerk  
Adrienne Rendon, Member  
Justin Wright, Member  
Adrian Arellano, Student Board Member

**Superintendent**

Barbara Gaines

SOUTHERN KERN UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEES

Tuesday, June 3, 2025

Closed Session: 6:00 p.m., Open Session 7:00 p.m.

Location: 2601 Rosamond Blvd.,  
Conference Room, Rosamond, CA

**I. Call to order – (time)**

**1. Comments from the public pertaining to closed session items:**

**II. Closed session**

**ACTION**

MOTION: Hepburn, Gutierrez, Vincelette, Rendon, Wright

SECOND: Hepburn, Gutierrez, Vincelette, Rendon, Wright

VOTE: YEAS \_\_\_ NAYS \_\_\_ ABSENT \_\_\_ ABSTAIN \_\_\_ TIME: \_\_\_\_\_

**A. Conference with Labor Negotiator; District Negotiator:** Barbara Gaines, Robert Irving

Employee Organization: California School Employee Association / Rosamond Teacher Association

**B. Discussion of Student Matters:** Education Code sections 35146 and 48918(c)

**C. Public Employment: Certain Personnel Matters:** Government Code § 54957.1(a)(5)

DISCIPLINE/Dismissal/Employment/Release/Assignment/Reassignment/Complaint

Any action taken in closed session will be reported publicly at the end of the closed session as required by Government Code Section 54954.5.

**III. Reconvene into open session at: \_\_\_\_\_**  
TIME

**ACTION**

MOTION: Hepburn, Gutierrez, Vincelette, Rendon, Wright, Arellano

SECOND: Hepburn, Gutierrez, Vincelette, Rendon, Wright,

VOTE: YEAS \_\_\_ NAYS \_\_\_ ABSENT \_\_\_ ABSTAIN \_\_\_

Arellano

PREFERENTIAL STUDENT VOTE \_\_\_ TIME: \_\_\_\_\_

**IV. Action determined in closed session:**

**V. Procedural Issues:** A recording of this meeting is being made and shall be kept for 30 days as a public record (as applicable).

**A. Pledge of Allegiance led by:** \_\_\_\_\_

**B. Roll Call - Members Present:**

\_\_\_ Mario Gutierrez, President \_\_\_ Robert Vincelette, Vice President \_\_\_ Sunni Hepburn, Clerk

\_\_\_ Adrienne Rendon, Member \_\_\_ Justin Wright, Member \_\_\_ Adrian Arellano, Student Member

**C. Approve the agenda**

**ACTION**

MOTION: Hepburn, Gutierrez, Vincelette, Rendon, Wright, Arellano

SECOND: Hepburn, Gutierrez, Vincelette,

VOTE: YEAS \_\_\_ NAYS \_\_\_ ABSENT \_\_\_ ABSTAIN \_\_\_ PREFERENTIAL STUDENT VOTE \_\_\_

Rendon, Wright, Arellano

**VI. Reports and Communications**

**INFORMATIONAL**

**A. Recognition to Vickie Speed:** *Bajnath*

**B. RTA report:** CSEA report:

**C. Student Board Member:** *Adrian Arellano*

**D. CBO Report:** *Robert Irving*

**E. Assistant Superintendent, Instruction and Curriculum:** *Dr. Larry Mendez*

**F. Assistant Superintendent, Special Education, Pupil Personnel:** *Sheryl Taylor*

**G. Associate Superintendent, Human Resources:** *Leanne Hargus*

**H. Superintendent Report:** *Barbara Gaines*

**I. Board Member Communications:**

**J. Sub-Committee Communications/Updates:**

**Comments from the Public:** Members of the public may address the Board on any item within the jurisdiction of the Board by submitting presentation requests to the secretary or an email. Members of the public are strongly urged not to mention personnel by name and are reminded that they do not have immunity from legal action if personnel is named. The Board may limit each speaker to 3 minutes with a total of 20 minutes per topic.

**VII. Consent items A-M**

**ACTION**

MOTION: Hepburn, Gutierrez, Vincelette, Rendon, Wright, Arellano	SECOND: Hepburn, Gutierrez, Vincelette, Rendon, Wright, Arellano
VOTE: YEAS ___ NAYS ___ ABSENT ___ ABSTAIN ___ PREFERENTIAL STUDENT VOTE ___	

- A. Ratify May EOM \$2,863,109.45
- B. Approve Purchase Orders 250951-251000, Purchase Vouchers 251087-251135
- C. Approve AVID Membership & Services for All Sites for the 2025-2026 School Year – \$28,486
- D. Approve Blazer Works Speech Language Pathology 2025-2026 School Year – \$190,000
- E. Approve Arizona State University Student Placement Agreement
- F. Approve Gaggle.Net, Inc. Contract for Services for the 2025-2026 School Year – \$12,843.75
- G. Approve Sodexo America, LLC Contract Extension for the 2025-2026 School Year – \$550,000
- H. Approve Asset Disposition of 2007 Chevrolet Silverado VIN 1GCHC24UX7E148947
- I. Approve EcoSource Printers Agreement for Nine (9) Copiers – \$80,000
- J. Approve Caldwell Flores Winters Contract for Professional Consulting Services – \$80,000
- K. Approve Solution Tree, Inc. Purchase Agreement for the 2025-2026 School Year – \$248,500
- L. Approve Amplify Quote #Q-539497-1 Dyslexia Screening & PD for Grades K-2 – \$17,621.04
- M. Approve Lakeshore Learning Materials, LLC Quote #20049281 – \$20,941.57

**VIII. General**

- A. Second Reading and Review of Board Policies October 2023 – *Gaines* **INFORMATIONAL**
- B. Public Hearing on the Proposed Local Control and Accountability Plan (LCAP) – *Wexler* **INFORMATIONAL**

Districts must hold a public hearing for the proposed LCAP. A public hearing allows stakeholders and members of the community an opportunity to review and comment on the proposals prior to the Board taking any action on the item.

Recess Business Meeting/**Open** Public Hearing: Time \_\_\_\_\_

MOTION: Gutierrez, Vincelette, Hepburn, Rendon, Wright, Arellano	SECOND: Gutierrez, Vincelette, Hepburn, Rendon, Wright, Arellano
VOTE: YEAS ___ NAYS ___ ABSENT ___ ABSTAIN ___	
PREFERENTIAL STUDENT VOTE ___ <b>TIME:</b> _____	

Public Hearing Comments:

**Close** Public Hearing/Reconvene into Regular Session: Time \_\_\_\_\_

MOTION: Gutierrez, Vincelette, Hepburn, Rendon, Wright, Arellano	SECOND: Gutierrez, Vincelette, Hepburn, Rendon, Wright, Arellano
VOTE: YEAS ___ NAYS ___ ABSENT ___ ABSTAIN ___	
PREFERENTIAL STUDENT VOTE ___ <b>TIME:</b> _____	

**VIII. General (Continued)**

C. Public Hearing on “District” Budget – *Irving* INFORMATIONAL

Districts must hold a public hearing for the proposed Budget. A public hearing allows stakeholders and members of the community an opportunity to review and comment on the proposals prior to the Board taking any action on the item.

Recess Business Meeting/**Open** Public Hearing: Time \_\_\_\_\_

MOTION: Gutierrez, Vincelette, Hepburn, Rendon, Wright, Arellano      SECOND: Gutierrez, Vincelette, Hepburn, Rendon, Wright,  
 VOTE: YEAS \_\_\_ NAYS \_\_\_ ABSENT \_\_\_ ABSTAIN \_\_\_      Arellano  
 PREFERENTIAL STUDENT VOTE \_\_\_ TIME: \_\_\_\_\_

Public Hearing Comments:

**Close** Public Hearing/Reconvene into Regular Session: Time \_\_\_\_\_

MOTION: Gutierrez, Vincelette, Hepburn, Rendon, Wright, Arellano      SECOND: Gutierrez, Vincelette, Hepburn, Rendon, Wright,  
 VOTE: YEAS \_\_\_ NAYS \_\_\_ ABSENT \_\_\_ ABSTAIN \_\_\_      Arellano  
 PREFERENTIAL STUDENT VOTE \_\_\_ TIME: \_\_\_\_\_

D. Security System Discussion – *Vincelette/Wright* INFORMATIONAL

E. Approve Change in Contract with Coast Construction Group Order 04 for the After-School Program at Rosamond Elementary School (F&M Job No. 3000.150) Total Change of \$21,631.58 – *Irving* ACTION

MOTION: Hepburn, Gutierrez, Vincelette, Rendon, Wright, Arellano      SECOND: Hepburn, Gutierrez, Vincelette,  
 VOTE: YEAS \_\_\_ NAYS \_\_\_ ABSENT \_\_\_ ABSTAIN \_\_\_ PREFERENTIAL STUDENT VOTE \_\_\_      Rendon, Wright, Arellano

**IX. Personnel Items**

A. Approve the following listed personnel items – *Hargus* ACTION

MOTION: Gutierrez, Vincelette, Hepburn, Rendon, Wright      SECOND: Gutierrez, Vincelette, Hepburn, Rendon, Wright  
 VOTE: YEAS \_\_\_ NAYS \_\_\_ ABSENT \_\_\_ ABSTAIN \_\_\_

The following personnel items, which may include hiring, resignations, contract adjustments, and retirements for certificated and classified employees are presented for Board approval. All personnel meet the necessary credentialing and/or certification requirements as required by the State or notification timelines, as appropriate.

<b><u>CLASSIFIED/CONFIDENTIAL EMPLOYMENT/RESIGNATIONS</u></b>					
<b><u>EMPLOYEE</u></b>	<b><u>DATE</u></b>	<b><u>SALARY</u></b>	<b><u>POSITION</u></b>	<b><u>SITE</u></b>	<b><u>STATUS</u></b>
Preza Ventura, Reina	6/9/2025	\$1 \$27.76	Accounting/Payroll Technician	DO	Promotion
Chavez, Cassandra	5/27/2025	---	Paraeducator, SPED	RES	Resign
Mizrahi, Katherine	05/19/2025	\$1 \$18.34	ASES Instructor	WES	Hire

**IX. Personnel Items (Continued)**

<u>CLASSIFIED SUBSTITUTES EMPLOYMENT/RESIGNATIONS</u>		
<u>EMPLOYEE</u>	<u>DATE</u>	<u>STATUS</u>
Tellez Olvera, Magnolia	05/15/2025	Hire
Moreno, Sara	06/04/2025	Hire

<u>CERTIFICATED/ADMINISTRATIVE EMPLOYMENT/RESIGNATIONS</u>					
<u>EMPLOYEE</u>	<u>DATE</u>	<u>SALARY</u>	<u>POSITION</u>	<u>SITE</u>	<u>STATUS</u>
Saldana, Cindy	6/6/2025	---	2 <sup>nd</sup> Grade Teacher	RES	Resign
Atkinson, Carmen	7/1/2025	---	Science Teacher/6 <sup>th</sup> Grade Teacher	RHECC/TMS	Transfer
Iguiron, Rina	7/1/2025	---	English Teacher/ELD Teacher	TMS	Transfer
Herrera, Noemy	7/1/2025	---	Director of Educational Support Programs/Counselor	DO/TMS	Transfer
Feinstein, Jodi	7/1/2025	---	4 <sup>th</sup> Grade Teacher/Kindergarten Teacher	RES	Transfer
Gomez, Itzel	7/1/2025	---	2 <sup>nd</sup> grade Teacher/2 <sup>nd</sup> Grade Teacher	WES/RES	Transfer
Karr, Wayne	7/1/2025	---	Social Science Teacher/Kindergarten Teacher	RHECC/WES	Transfer
Loper, Maria	7/1/2025	---	ATS Teacher/1 <sup>st</sup> Grade Teacher	RHECC/WES	Transfer
Hallford, Katherine	7/1/2025	---	Reading Specialist/3 <sup>rd</sup> Grade Teacher	ALIS/WES	Transfer
Perez, Michelle	7/1/2025	---	SDC PreK Teacher/SDC TK Teacher	WES	Transfer
Sadrulodabi, Pouneh	7/1/2025	---	Kindergarten Teacher/ELD Teacher	RES/WES	Transfer
Sinclair, Diann	7/1/2025	---	5 <sup>th</sup> Grade Teacher/ELD Teacher	RES	Transfer
Vigil, Sandra	7/1/2025	---	SDC K/1/SDC 2 <sup>nd</sup> &3 <sup>rd</sup>	WES	Transfer
Lux, Holly	7/1/2025	---	SDC 2 <sup>nd</sup> &3 <sup>rd</sup> /SDC K/1	WES	Transfer
Jordan, Nicole	7/1/2025	---	5 <sup>th</sup> Grade/4 <sup>th</sup> Grade	WES	Transfer
Trejo, Alma	7/1/2025	---	Math Teacher/Math Teacher	TMS/RHECC	Transfer
Dyas, Clayton	7/1/2025	---	SDC Teacher/RSP Teacher	RHECC	Transfer
Greenberg, Diane	7/1/2025	---	English Teacher/ATS Teacher	RHECC	Transfer

<u>VOLUNTEERS FOR 2024-2025 SCHOOL YEAR</u>			
Jerrica Wilson			

**X. Adjournment**

**ACTION**

MOTION: Gutierrez, Vincelette, Hepburn, Rendon, Wright, Arellano	SECOND: Gutierrez, Vincelette, Hepburn, Rendon, Wright, Arellano
VOTE: YEAS ___ NAYS ___ ABSENT ___ ABSTAIN ___	
PREFERENTIAL STUDENT VOTE ___ TIME: ___	

Date: 00/00/0000 - 99/99/9999  
 PO#: 250951 - 251000

PO #	Req #	Ven #/Addr	Vendor Name	Tax ID #	PO Date	PO Description	Date Ent	Date Paid	AP
LN	FD-RESC-Y-OBJT.	SO-GOAL-FUNC-STE-T2-TY3-TYP4			AMOUNT	STATUS			
250951	000447/00	KNOTT'S BERRY FARM	000000000	05/15/2025	Trip TMS Music Dept.		05/15/2025	05/19/2025	Y
	1.	01-0000-0-5800.04-1110-1000-040-72-216-0000			3,467.55	F			
		TOTAL AMOUNT			3,467.55*				
		TOTAL FOR 05/15/2025			3,467.55***				
250952	001422/00	AMAZON.COM	000000000	05/16/2025	Graduation Supplies Alt Ed.		05/16/2025		Y
	1.	01-1100-0-4300.00-3200-1000-095-00-000-0000			218.95				
		TOTAL AMOUNT			218.95*				
250953	001422/00	AMAZON.COM	000000000	05/16/2025	Classroom Library (Borne) RES		05/16/2025		Y
	1.	01-0000-0-4300.00-1110-1000-050-72-121-0000			476.21				
		TOTAL AMOUNT			476.21*				
250954	001422/00	AMAZON.COM	000000000	05/16/2025	Storage & Equip. Auto/Welding		05/16/2025		Y
	1.	01-0000-0-4300.00-1110-1000-020-72-105-0000			7,291.98				
		TOTAL AMOUNT			7,291.98*				
250955	003538/00	ID WHOLESALER	000000000	05/16/2025	ID Cards for Students		05/16/2025		Y
	1.	01-1100-0-4300.00-0000-2700-004-00-000-0000			2,631.09				
		TOTAL AMOUNT			2,631.09*				
250956	001422/00	AMAZON.COM	000000000	05/16/2025	Ink for Speech Path WES		05/16/2025		Y
	1.	01-6500-0-4300.00-5770-1120-005-00-000-0000			110.34				
		TOTAL AMOUNT			110.34*				
250957	001422/00	AMAZON.COM	000000000	05/16/2025	Post-It Easel Pads TK WES		05/16/2025		Y
	1.	01-1100-0-4300.00-1110-1000-030-00-000-0000			48.70				
		TOTAL AMOUNT			48.70*				

PO #	LN	Req #	Ven #/Addr	Vendor Name	Tax ID #	PO Date	PO Description	Date Ent	Date Paid	AP
						AMOUNT	STATUS			
250958		001323/00	STAPLES ADVANTAGE	000000000	05/16/2025	Office Supplies - Ed Serv.		05/16/2025		Y
	1.	01-0000-0-4300.00-0000-7200-003-00-000-0000				185.87	F			
		TOTAL AMOUNT				185.87*				
250959		001323/00	STAPLES ADVANTAGE	000000000	05/16/2025	Office Supplies - Supt.		05/16/2025		Y
	1.	01-0000-0-4300.00-0000-7100-000-00-000-0000				66.22	F			
		TOTAL AMOUNT				66.22*				
250960		000989/00	BUDDY'S ALLSTARS INC.		05/16/2025	BBall Jerseys Summer League		05/16/2025		Y
	1.	01-0000-0-4300.03-1110-4200-020-72-205-0000				1,205.27				
		TOTAL AMOUNT				1,205.27*				
250961		000628/00	DELL COMPUTERS		05/16/2025	Warranty Renewal for Servers		05/16/2025		Y
	1.	01-1100-0-5800.00-0000-7200-004-00-000-0000				3,281.76	F			
		TOTAL AMOUNT				3,281.76*				
250962		003064/00	CAVALLO ELECTRIC CONTRACTORS	824231222	05/16/2025	Remove IDF's Rm 13 & 7 RES		05/16/2025		Y
	1.	01-2600-0-5800.00-0000-8500-050-00-000-0000				1,200.00				
		TOTAL AMOUNT				1,200.00*				
250963		003246/00	BOWLERO PALMDALE	000000000	05/16/2025	3rd Grade Achiever Trip WES		05/16/2025		Y
	1.	01-0000-0-5800.00-1110-1000-030-72-212-0000				1,169.10				
		TOTAL AMOUNT				1,169.10*				
		TOTAL FOR 05/16/2025				17,885.49***				
250964		002052/00	SHI	223009648	05/19/2025	Chromebooks for Students (600)		05/19/2025		Y
	1.	01-0000-0-4300.00-1110-1000-004-72-114-0000				256,456.53				
		TOTAL AMOUNT				256,456.53*				
		TOTAL FOR 05/19/2025				256,456.53***				

PO #	Req #	Ven #/Addr	Vendor Name	Tax ID #	PO Date	PO Description	Date Ent	Date Paid	AP
LN	FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4				AMOUNT	STATUS			
250965	001323/00	STAPLES ADVANTAGE	000000000	05/20/2025	ASES Storage Cabinets	WES	05/20/2025		Y
1.	01-2600-0-4400.00-1110-4900-030-00-000-0000				9,188.21				
	TOTAL AMOUNT				9,188.21*				
250966	001323/00	STAPLES ADVANTAGE	000000000	05/20/2025	Ink - TMS ASB		05/20/2025		Y
1.	01-1100-0-4300.00-1110-1000-040-00-000-0000				134.36	F			
	TOTAL AMOUNT				134.36*				
250967	001713/00	PEARSON CLINICAL ASSESSMENT	410850527	05/20/2025	Online Scoring for Pychs.		05/20/2025		Y
1.	01-9010-0-4300.00-0000-3140-005-56-000-0000				525.00				
	TOTAL AMOUNT				525.00*				
250968	001323/00	STAPLES ADVANTAGE	000000000	05/20/2025	Office Supplies	HR	05/20/2025		Y
1.	01-0000-0-4300.00-0000-7200-002-00-000-0000				212.65	P			
	TOTAL AMOUNT				212.65*				
250969	001422/00	AMAZON.COM	000000000	05/20/2025	Items for Digital Media	RHECC	05/20/2025		Y
1.	01-0000-0-4300.00-1110-1000-020-72-105-0000				702.54				
2.	01-0000-0-4400.00-1110-1000-020-72-105-0000				3,068.38				
	TOTAL AMOUNT				3,770.92*				
250970	001422/00	AMAZON.COM	000000000	05/20/2025	Items for Cadet Corps.	RHECC	05/20/2025		Y
1.	01-0000-0-4300.00-1110-1000-020-72-105-0000				5,319.95				
	TOTAL AMOUNT				5,319.95*				
250971	002783/00	OASIS INTEGRATION	834703213	05/20/2025	Cameras at	M&O	05/20/2025		Y
1.	01-0000-0-5800.00-0000-8300-004-00-000-0000				32,724.29				
	TOTAL AMOUNT				32,724.29*				
250972	002879/00	JROTC	000000000	05/20/2025	Items for Cadet Uniforms		05/20/2025		Y
1.	01-0000-0-4300.00-1110-1000-020-72-105-0000				457.30				
	TOTAL AMOUNT				457.30*				

Date: 00/00/0000 - 99/99/9999  
 PO#: 250951 - 251000

PO #	Req #	Ven #/Addr	Vendor Name	LN	FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	Tax ID #	PO Date	PO Description	STATUS	Date Ent	Date Paid	AP
250973	003208/00	MHS INC				000000000	05/20/2025	Online Scoring for Psychs		05/20/2025		Y
	1.	01-9010-0-4300.00-0000-3140-005-56-000-0000					250.00	F				
		TOTAL AMOUNT					250.00*					
250974	001162/00	ORDWAY SIGN SUPPLY								05/20/2025		Y
	1.	01-0000-0-4300.00-1110-1000-020-72-105-0000					3,628.45	P				
	2.	01-0000-0-4400.00-1110-1000-020-72-105-0000					1,024.04					
		TOTAL AMOUNT					4,652.49*					
250975	001422/00	AMAZON.COM								05/20/2025		Y
	1.	01-9010-0-4300.00-0000-3140-005-56-000-0000					134.19					
		TOTAL AMOUNT					134.19*					
250976	001422/00	AMAZON.COM								05/20/2025		Y
	1.	01-0000-0-4300.00-1110-1000-020-72-105-0000					1,832.84					
	2.	01-0000-0-4400.00-1110-1000-020-72-105-0000					1,231.99					
		TOTAL AMOUNT					3,064.83*					
		TOTAL FOR 05/20/2025					60,434.19***					
250977	003562/00	BLUE HEART INDUSTRIES INC								05/21/2025		Y
	1.	01-0000-0-5800.00-1110-1000-020-72-105-0000					715.00					
		TOTAL AMOUNT					715.00*					
250978	002907/00	CULVER-NEWLIN INC								05/21/2025		Y
	1.	25-9010-0-4400.00-0000-7200-030-00-000-0000					30,299.95					
		TOTAL AMOUNT					30,299.95*					
250979	002907/00	CULVER-NEWLIN INC								05/21/2025		Y
	1.	25-9010-0-4400.00-0000-7200-030-00-000-0000					7,024.27					
		TOTAL AMOUNT					7,024.27*					

Date: 00/00/0000 - 99/99/9999  
 PO#: 250951 - 251000

PO #	Req #	Ven #/Addr	Vendor Name	Tax ID #	PO Date	PO Description	Date Ent	Date Paid	AP
LN	FD-RESC-Y-OBJT	SO-GOAL-FUNC-STE-T2-TY3-TYP4			AMOUNT	STATUS			
250980		000451/00	LAKESHORE CURRICULUM	000000000	05/21/2025	Tables & Chairs WES TK	05/21/2025		Y
250980	1.	25-9010-0-4300.00-0000-7200-030-00-000-0000			7,971.96				Y
		000451/00	LAKESHORE CURRICULUM	000000000	05/21/2025	Tables & Chairs WES TK	05/21/2025		Y
250980	2.	25-9010-0-5800.00-0000-7200-030-00-000-0000			1,500.00				Y
		TOTAL AMOUNT			9,471.96*				
250981		000595/00	CALIFORNIA FENCING INC.		05/21/2025	Install Swinging Gate WES	05/21/2025		Y
250981	1.	01-8150-0-5800.00-1110-8100-010-00-000-0000			4,200.00				Y
		TOTAL AMOUNT			4,200.00*				
250982		000094/00	NICK RAIL MUSIC	000000000	05/21/2025	Open PO - Instrument Repair	05/21/2025		Y
250982	1.	01-0000-0-5600.04-1110-1000-040-72-216-0000			5,000.00				Y
		TOTAL AMOUNT			5,000.00*				
250983		001422/00	AMAZON.COM		05/21/2025	Office Chair RHS Student Store	05/21/2025		Y
250983	1.	01-1100-0-4300.00-1110-1000-020-00-000-0000			119.06				Y
		TOTAL AMOUNT			119.06*				
250984		001422/00	AMAZON.COM	000000000	05/21/2025	Equip. & Supplies Const./Weld	05/21/2025		Y
250984	1.	01-0000-0-4300.00-1110-1000-020-72-105-0000			1,399.51				Y
	2.	01-0000-0-4400.00-1110-1000-020-72-105-0000			3,473.98				Y
		TOTAL AMOUNT			4,873.49*				
250985		001422/00	AMAZON.COM	000000000	05/21/2025	Supplies & Equip. Hope Squad	05/21/2025		Y
250985	1.	01-0000-0-4300.00-1110-1000-020-72-105-0000			1,638.41				Y
		TOTAL AMOUNT			1,638.41*				
250986		001422/00	AMAZON.COM	000000000	05/21/2025	Equip. & Supplies Music Prod.	05/21/2025		Y
250986	1.	01-0000-0-4300.00-1110-1000-020-72-105-0000			679.54				Y
		TOTAL AMOUNT			679.54*				

Date: 00/00/0000 - 99/99/9999  
 PO#: 250951 - 251000

PO #	Req #	Ven #/Addr	Vendor Name	Tax ID #	PO Date	PO Description	Date Ent	Date Paid	AP
LN	FD-RESC-Y-OB	SO-GOAL-FUNC-STE-T2-TY3-TYP4	AMOUNT	STATUS					
250987	001422/00	AMAZON.COM	000000000	05/21/2025	Supplies for Ag Dept.		05/21/2025		Y
	1.	01-0000-0-4300.00-1110-1000-020-72-105-0000	353.67						
		TOTAL AMOUNT	353.67*						
		TOTAL FOR 05/21/2025	64,375.35***						
250988	000556/00	SULLIVAN'S SUPPLY SOUTH INC.	000000000	05/22/2025	Supplies & Equip. Ag		05/22/2025		Y
	1.	01-0000-0-4400.00-1110-1000-020-72-105-0000	3,647.48						
	2.	01-0000-0-4300.00-1110-1000-020-72-105-0000	1,355.73						
		TOTAL AMOUNT	5,003.21*						
		TOTAL FOR 05/22/2025	6,315.35***						
250989	003563/00	CUTTERPROS.COM	05/22/2025	Supplies for Video Prod.		05/22/2025			Y
	1.	01-0000-0-4300.00-1110-1000-020-72-105-0000	1,312.14						
		TOTAL AMOUNT	1,312.14*						
		TOTAL FOR 05/22/2025	6,315.35***						
250990	003564/00	CHEVROLET OF PUENTE HILLS	843979454	05/23/2025	Work Truck (5) M&O		05/23/2025		Y
	1.	01-8150-0-6400.00-0000-8100-010-00-000-0000	319,673.96		F				
		TOTAL AMOUNT	319,673.96*						
		TOTAL FOR 05/23/2025	319,673.96***						
250991	000343/00	LEARNING PLUS ASSOCIATES	000000000	05/27/2025	Summer School Curriculum TMS		05/27/2025		Y
	1.	01-6300-0-4100.00-1110-1000-040-00-000-0000	4,547.85						
		TOTAL AMOUNT	4,547.85*						
		TOTAL FOR 05/27/2025	4,547.85***						
250992	000343/00	LEARNING PLUS ASSOCIATES	000000000	05/27/2025	Summer School Curriculum WES		05/27/2025		Y
	1.	01-6300-0-4100.00-1110-1000-030-00-000-0000	4,547.85						
		TOTAL AMOUNT	4,547.85*						

Date: 00/00/0000 - 99/99/9999  
 PO#: 250951 - 251000

PO #	Req #	Ven #/Addr	Vendor Name	Tax ID #	PO Date	PO Description	Date Ent	Date Paid	AP
	IN	FD-RESC-Y-OBJT.	SO-GOAL-FUNC-STE-T2-TY3-TYP4		AMOUNT	STATUS			
250993		000268/00	WEST MUSIC		05/27/2025	Peter Pan Show Kit WES	05/27/2025		Y
	1.	01-6332-0-4300.00-1110-4900-030-00-106-0000			814.89				
		TOTAL AMOUNT			814.89*				
250994		000595/00	CALIFORNIA FENCING INC.		05/27/2025	Privacy Slats Tennis Court RHS	05/27/2025		Y
	1.	01-0000-0-5800.00-1110-1000-020-72-205-0000			28,050.00				
		TOTAL AMOUNT			28,050.00*				
250995		002625/00	TIP TOP ARBORISTS INC		05/27/2025	Tree Removal at RES	05/27/2025		Y
	1.	01-8150-0-5800.00-1110-8100-010-00-000-0000			4,475.00				
		TOTAL AMOUNT			4,475.00*				
250996		001422/00	AMAZON.COM		05/27/2025	Desk B0, Chairs for Board Rm	05/27/2025		Y
	1.	01-0000-0-4300.00-0000-7100-000-00-000-0000			854.07				
	2.	01-0000-0-4300.00-0000-7200-001-00-000-0000			515.72				
		TOTAL AMOUNT			1,369.79*				
250997		001422/00	AMAZON.COM		05/27/2025	Supplies & Equip. Movie Magic	05/27/2025		Y
	1.	01-0000-0-4400.00-1110-1000-020-72-105-0000			6,896.60				
	2.	01-0000-0-4300.00-1110-1000-020-72-105-0000			8,246.65				
		TOTAL AMOUNT			15,143.25*				
		TOTAL FOR 05/27/2025			58,948.63***				
250998		000343/00	LEARNING PLUS ASSOCIATES		05/28/2025	Summer School Curriculum RES	05/28/2025		Y
	1.	01-6300-0-4100.00-1110-1000-050-00-000-0000			4,547.85				
		TOTAL AMOUNT			4,547.85*				
250999		000819/00	EARTH SYSTEMS CONSULTANTS		05/28/2025	Services -Rosamond ES ASP Proj	05/28/2025		Y
	1.	01-2600-0-5800.00-0000-8500-050-00-000-0000			10,000.00				
		TOTAL AMOUNT			10,000.00*				
		TOTAL FOR 05/28/2025			14,547.85***				

PO #      Req #      Ven #/Addr Vendor Name      Tax ID #      PO Date      PO Description      Date Ent      Date Paid AP  
 LN      FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4      AMOUNT      STATUS  
 -----

251000      002316/00      MEDALLION CONTRACTING INC      000000000      05/29/2025      TMS Landscape, Drainage, & PL      05/29/2025      Y  
 1. 01-0000-0-5800.00-0000-8500-040-00-000-0040      1,118,683.00      P  
 TOTAL AMOUNT      1,118,683.00\*

TOTAL FOR 05/29/2025      1,118,683.00\*\*\*

GRAND TOTAL      1,920,787.90\*\*\*\*\*



Pay Voucher Transactions  
 Date: 00/00/0000 - 99/99/9999  
 PV#: 251087 - 251135

PV NO	Vendor/Addr	Name	Tax ID	Inv Date	Entered	UT	UT-Obj	Paid	UT-Rate	Batch	Description
LN	FD-RESC-Y-OBJT	SO-GOAL-FUNC-STE-T2-TY3-TYP4		PV amount	UT						UT-Amount
251094	000533/01	AMERICAN EXPRESS		4/29/2025	5/15/2025		5/19/2025	42		Amex	52001
	1.	01-0000-0-4300.00-0000-7100-000-00-000-0000			631.10	N					N
		Misc. - Supt./Board									
251095	000533/01	AMERICAN EXPRESS		4/29/2025	5/15/2025		5/19/2025	42		Amex	83004
	1.	01-8150-0-4300.00-1110-8100-010-00-000-0000			912.93	N					N
		Waterheater & Parts M&O									
	2.	01-0000-0-4300.00-1110-3600-070-72-209-0000			401.56	N					N
		Supplies - Transportation									
	3.	01-0000-0-4300.00-0000-7100-000-00-000-0000			412.00	N					N
		WES Distinguished School									
	4.	01-0000-0-5600.04-1110-1000-040-72-216-0000			1,368.25	N					N
		Truck Rental TMS Music Dept.									
	5.	01-0000-0-4300.00-0000-7200-002-00-000-0000			932.26	N					N
		Retirement Clocks									
		Total amount			4,027.00 *					0.00 *	
251096	000533/00	AMERICAN EXPRESS		3/28/2025	5/15/2025		5/19/2025	42		Amex	21061
	1.	01-9010-0-5200.00-5001-3120-005-56-000-0000			2,097.00	N					N
		Suncrest Counseling SpEd									
251097	000533/00	AMERICAN EXPRESS		4/29/2025	5/15/2025		5/19/2025	42		Amex	533
	1.	01-0000-0-4300.00-0000-7100-000-00-000-0000			794.62	N					N
		Supt./Board Mtgs & Supplies									
	2.	01-6266-0-5200.00-1110-1000-040-00-000-0000			492.53	N					N
		Hotel Restorative Practices									
	3.	01-0000-0-5200.00-1110-1000-020-72-211-0000			415.94	N					N
		Hotel - Bus Driver Cadets									
	4.	01-0000-0-5800.00-1110-1000-020-72-105-0000			14,904.35	N					N
		CTE Trips									
	5.	01-6266-0-5200.00-1110-1000-030-00-000-0000			2,149.56	N					N
		Hotel CAAEYC Conf.									
	6.	01-0000-0-5200.00-0000-7100-000-00-000-0000			2,638.16	N					N
		WES Distinguished School									
	7.	01-0000-0-5200.00-1110-1000-020-72-105-0000			495.00	N					N
		Anatomage									
	8.	01-6266-0-5200.00-1110-1000-020-00-000-0000			2,720.00	N					N
		AP By the Sea									
	9.	01-0000-0-4300.00-1110-1000-050-72-121-0000			514.50	N					N
		Classroom Library Books RES									
	10.	01-6332-0-5200.00-8100-5900-003-00-000-0000			4,432.55	N					N
		Hotel BOOST Conf.									
	11.	01-3182-0-5200.00-3200-1000-095-00-000-0000			5,022.42	N					N

Hotel CCEA Plus  
Total amount

34,579.63 \*

0.00 \*





Pay Voucher Transactions  
 Date: 00/00/0000 - 99/99/9999  
 PV#: 251087 - 251135

PV NO	Vendor/Addr	Name	LN	FD-RESC-Y-OBJT.	SO-GOAL-FUNC-STE-T2-TY3-TYP4	Tax ID	Inv Date	PV amount	Entered UT	UT-Obj	Paid UT-Rate	Batch	Description
251114	(CONTINUED)												
			1.	01-3213-0-4300.00-1110-1000-040-00-000-0000				164.63	N				
		Reimb - Paxton Patterson											
251115	001658/00	SHERYL TAYLOR					5/27/2025	5/27/2025			44		Travel - LRP Legal Inst
			1.	01-9010-0-5200.00-5001-3120-005-56-000-0000				1,158.39	N				
		Travel - LRP Legal Inst											
251116	001658/00	SHERYL TAYLOR					5/27/2025	5/27/2025			44		Travel - Comty School Conf
			1.	01-6332-0-5200.00-8100-5900-003-00-000-0000				751.97	N				
		Travel - Comty School Conf											
251117	001284/00	STEPHANIE LIPARI					5/27/2025	5/27/2025			44		Reimb - Valedictorian Recp
			1.	01-0000-0-4300.00-0000-7200-020-00-000-0000				631.91	N				
		Reimb - Valedictorian Recpt											
251118	003081/00	SURESH BAJNATH					5/27/2025	5/27/2025			44		Mileage - SPSA Training
			1.	01-0000-0-5200.00-0000-7200-003-00-000-0000				104.86	N				
		Mileage - SPSA Training											
251119	001653/00	TALIA BISHOP					5/27/2025	5/27/2025			44		Mileage - EROD Training
			1.	01-0000-0-5200.00-0000-7200-001-00-000-0000				81.69	N				
		Mileage - EROD Training											
251120	002891/00	TRAVIS RAMIREZ					5/27/2025	5/27/2025			44		Travel - CCEA Conf
			1.	01-3182-0-5200.00-3200-1000-095-00-000-0000				532.20	N				
		Travel - CCEA Conf											
251121	002402/00	MARCELA QUIROZ-CARRILLO					5/27/2025	5/27/2025			44		24-25 Shoe Reimb
			1.	13-5310-0-4300.00-0000-3700-000-00-000-0000				125.00	N				
		24-25 Shoe Reimb											
251122	003225/00	SAMANTHA SALAZAR					5/27/2025	5/27/2025			44		24-25 Shoe Reimb

Pay Voucher Transactions  
 Date: 00/00/0000 - 99/99/9999  
 PV#: 251087 - 251135

PV NO Vendor/Addr Name LN FD-RESC-Y-OBJT. SO-GOAL-FUNC-STE-T2-TY3-TYP4 Tax ID Inv Date PV amount UT Entered UT UT-Obj Paid UT-Rate Batch Description UT-Amount 1099

251122 (CONTINUED)

1. 13-5310-0-4300.00-0000-3700-000-00-0000-0000 125.00 N 5/28/2025 5/28/2025 N  
 24-25 Shoe Reimb

Total for 05/27/2025 5,493.36 \*\*\* 0.00 \*\*\*

251123 001338/00 ANDREA JONES 5/28/2025 5/28/2025 44 Reimb - Chem Supplies  
 1. 01-0000-0-4300.00-1110-1000-020-00-0000-0000 134.11 N  
 Reimb - Chem Supplies

251124 001597/00 LEIGHA YOUNKER 5/28/2025 5/28/2025 44 Reimb - Gas - Softball  
 1. 01-0000-0-4300.09-1110-3600-070-72-209-0000 55.10 N  
 Reimb - Gas - Softball

251125 002752/00 MARK NOTTERMAN 5/28/2025 5/28/2025 44 Reimb - Disney Parking  
 1. 01-0000-0-5800.00-1110-1000-020-72-205-0000 35.00 N  
 Reimb - Disney Parking

251126 002051/00 QUALITY SURVEYING INC. 2/20/2025 5/28/2025 43 Site Topo @ RHECC - Locker  
 1. 01-0000-0-5800.00-0000-8500-020-72-221-0000 4,000.00 N  
 Inv. 6341

251127 002316/00 MEDALLION CONTRACTING INC 5/28/2025 5/28/2025 43 Pay App. 21 SKUSD-RHECC-NC  
 1. 01-0000-0-5800.00-0000-8500-020-72-218-0000 123,249.73 N  
 Pay App. 21 SKUSD-RHECC-NCB

251128 002872/00 T-MOBILE 5/28/2025 5/28/2025 43 Mobile Hot Spots 3/21-5/20  
 1. 01-0000-0-5900.03-1110-1000-004-72-115-0000 7,446.96 N  
 Acct. 970560966 3/21-5/20

251129 003067/00 LANTZ SECURITY 5/19/2025 5/28/2025 43 After Hours Security 5/5-5  
 1. 01-0000-0-5800.00-1110-8300-020-78-000-0000 1,178.00 N  
 Tmv 80488 5/5-5/9

PV NO	Vendor/Addr	Name	LN	FD-RESC-Y-OBJT	SO-GOAL-FUNC-STE-T2-TY3-TYP4	Tax ID	Inv Date	PV amount	Entered UT	UT-Obj	Paid UT-Rate	Batch	Description
-----													
Total for 05/28/2025													
								136,098.90	***				0.00 ***
251130	003257/00	ASHLEY LOGAN					5/29/2025	5/29/2025			44		Reimb - Disney Ticket
		1. 01-0000-0-5200.00-1110-1000-020-00-000-0000						196.00	N				N
		Reimb - Disney Ticket											
251131	002360/00	BRITTANY PORTER				000000000	5/29/2025	5/29/2025			44		24-25 Shoe Reimb
		1. 01-0000-0-4300.00-1110-3600-070-72-209-0000						125.00	N				N
		24-25 Shoe Reimb											
251132	001795/00	CHARLES WALLIS					5/29/2025	5/29/2025			44		Reimb - State Capitol Hote
		1. 01-0000-0-5200.00-1110-1000-020-72-211-0000						841.94	N				N
		Reimb - State Capitol Hotel											
251133	003432/00	DANE ADAMS					5/29/2025	5/29/2025			44		Reimb - Softball Playoff
		1. 01-0000-0-5200.00-1110-1000-020-72-205-0000						294.20	N				N
		Reimb - Softball Playoff											
251134	003275/00	JEFFREY LOGAN					5/29/2025	5/29/2025			44		Reimb - Disney Ticket
		1. 01-0000-0-5200.00-1110-1000-020-00-000-0000						196.00	N				N
		Reimb - Disney Ticket											
251135	003062/00	MARTHA HERNANDEZ					5/29/2025	5/29/2025			44		REimb - Disney Ticket
		1. 01-0000-0-5200.00-1110-1000-020-00-000-0000						196.00	N				N
		Reimb - Disney Ticket											
Total for 05/29/2025													
								1,849.14	***				0.00 ***
-----													
Grand total													
								664,459.59	*****				0.00 *****



# Southern Kern Unified School District

2601 Rosamond Blvd.  
Rosamond, CA 93560

## Agreement / Contract Coversheet

<b>Vendor/Contractor Name</b> AVID Center	<b>Date Contract Received</b> 5/28/2025	<b>Board Date</b> 6/3/2025
<b>Contract Title/Name</b> Products and Services Quote/Order # Q-91341	<b>Contract Effective Dates</b> From 7/1/2025 Until 6/30/2026	<b>Final Contract to Superintendent's Secretary By:</b> 5/29/2025

<b>Description of Agreement</b>
This quote/order is for AVID Membership and services for all sites for the 2025-2026 school year.

<b>Renewal Clause</b>	<b>Automatic Renewal</b>
	No
<b>Payment Terms:</b> Net 30	<b>Termination Clause</b> N/A
	<b>Budgeted Item</b> Yes

<b>Fixed/Startup Costs</b> N/A	<b>Total Cost (NTE) Per Year</b> \$28,486.00
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<b>Budget String/Comments</b>
Business Services

- Overview**
- Agreement is for more than one School Fiscal Year
  - Clearly States Fees and Hourly Rates
  - Allows Early Termination
  - Mutual Indemnity Clause
  - Governed in Accordance with Laws of California and Department of Education
  - Arbitration Clause
  - Two copies already signed by vendor

<input checked="" type="checkbox"/> Initial Review Complete	Signature Robert Irving	Date 5/29/2025
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<input type="checkbox"/> Purchase Order Prepared	Signature	Date
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<input checked="" type="checkbox"/> Ready for Board Agenda	Signature Camie Davies	Date 5/29/2025
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# AVID Center



## Products and Services Quote/Order

Quote/Order #: Q-91341  
 Client: Southern Kern Unified Sch Dist  
 Address: 2601 W Rosamond Blvd  
 Rosamond, CA 93560

AVID Center Representative: Marlene Magallon  
 Phone:  
 Email: mmagallon@avid.org

Effective Date: July 01, 2025

Expiration Date: June 30, 2026

Abraham Comb Lincoln Ind Stdy			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	Secondary Digital Library Set - 8 Licenses - Year 2	\$0.00	\$0.00
1	AVID Membership Fees Secondary	\$4,599.00	\$4,599.00
1	AVID Weekly Secondary	\$710.00	\$710.00
Abraham Comb Lincoln Ind Stdy SUBTOTAL:			<b>\$5,309.00</b>

Rare Earth Continuation HS			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	Secondary Digital Library Set - 8 Licenses - Year 2	\$0.00	\$0.00
1	AVID Membership Fees Secondary	\$4,599.00	\$4,599.00
1	AVID Weekly Secondary	\$710.00	\$710.00
Rare Earth Continuation HS SUBTOTAL:			<b>\$5,309.00</b>

Rosamond Elementary School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Elementary School	\$3,625.00	\$3,625.00
1	AVID Weekly Elementary	\$725.00	\$0.00
Rosamond Elementary School SUBTOTAL:			<b>\$3,625.00</b>

Rosamond High School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	\$4,599.00	\$4,599.00
1	AVID Weekly Secondary	\$710.00	\$710.00

Rosamond High School SUBTOTAL:	<b>\$5,309.00</b>
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Tropico Middle School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	\$4,599.00	\$4,599.00
1	AVID Weekly Secondary	\$710.00	\$710.00
Tropico Middle School SUBTOTAL:			<b>\$5,309.00</b>

Westpark Elementary School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Elementary School	\$3,625.00	\$3,625.00
1	AVID Weekly Elementary	\$725.00	\$0.00
Westpark Elementary School SUBTOTAL:			<b>\$3,625.00</b>

<b>TOTAL:</b>		<b>\$28,486.00</b>
		<i>plus all applicable taxes</i>

**Additional Comments:**

N/A

This AVID Center Products and Services Quote/Order is a Subsequent Quote/Order as defined in the General Terms and Conditions previously agreed to by AVID Center and the "Client" identified above ("Ts&Cs"). This Quote/Order and any exhibits or attachments hereto, together with the Ts&Cs (including the definitions of terms set forth at <https://www.avid.org/Page/3290> or another location on AVID Center's website designated by AVID Center), supersedes all previous Quote/Orders and constitutes a binding agreement between AVID Center and Client with respect to the AVID Products and Services specified above. Certain AVID Products and Services may be cancelled by Client as set forth in AVID Center's Rest Assured Policy at <https://www.avid.org/rest-assured-policy>.

AVID Center is committed to assisting Client with a successful implementation. Additional information regarding professional learning registrations is listed below:

- Newly implementing AVID sites are best supported by a core site team of educators – at least 8 for AVID Secondary or 4 for AVID Elementary. In the initial year of implementation, Client agrees to enroll participants into AVID Summer Institute ("SI") equal to the minimum core site team described herein, unless AVID Center agrees otherwise on this Quote/Order. If other professional learning events are taken instead of SI, prices will be adjusted accordingly upon completion of the training event.
- For each existing site in year 2 and beyond of AVID implementation, Client agrees to enroll one (1) participant into AVID Ignite, unless Client notifies otherwise. If a participant is not enrolled or a registrant does not attend, Client will receive a voucher to be used for AVID Ignite in the following summer after payment has been received.

Client will be invoiced for the greater of the number of participants from a site registered for the event or committed to on this Quote/Order. No payment is due at the time of execution of this Quote/Order, notwithstanding anything to the contrary in the General Terms and Conditions. At the time of invoicing, AVID Center will verify registration fees for each site listed on this Quote/Order and any registrations which have been previously paid will be removed from the invoice. Payment will be due within thirty (30) days following receipt of AVID Center's invoice related to this Quote/Order. Each party has caused this Quote/Order to be signed by its duly authorized representative. The terms of this Quote/Order will control in the event of a conflict with any terms or conditions set forth in any purchase order or other document or communication from Client and any such terms and conditions are hereby rejected by AVID Center and of no effect.

AVID Center,  
a California Non-Profit Corporation 501(c)(3)

Southern Kern Unified Sch Dist

Sign: \_\_\_\_\_  
 Print \_\_\_\_\_  
 Name: \_\_\_\_\_  
  
 Title: \_\_\_\_\_  
  
 Date: \_\_\_\_\_  
  
 Email: contracts@avid.org

Sign: \_\_\_\_\_  
 Print \_\_\_\_\_  
 Name: \_\_\_\_\_  
  
 Title: \_\_\_\_\_  
  
 Date: \_\_\_\_\_  
  
 Email: \_\_\_\_\_

AVID Center  
 9797 Aero Drive, Suite 100  
 San Diego, CA 92123  
 Employer ID # 33-0522594



# Southern Kern Unified School District

2601 Rosamond Blvd.  
Rosamond, CA 93560

## Agreement / Contract Coversheet

<b>Vendor/Contractor Name</b>	<b>Date Contract Received</b>	<b>Board Date</b>
Blazer Works	5/28/2025	6/3/2025

<b>Contract Title/Name</b>	<b>Contract Effective Dates</b>	
Addendum A	From 8/11/2025 Until 6/5/2026	Final Contract to Superintendent's Secretary By: 5/29/2025

**Description of Agreement**

This Addendum allows for SKUSD to retain the services of a contracted telepractitioner for Speech Language Pathology for the 2025-2026 school year.

<b>Renewal Clause</b>	<b>Automatic Renewal</b>
<b>Payment Terms:</b> Net 30	No <b>Budgeted Item</b> Yes
<b>Termination Clause</b> N/A	

<b>Fixed/Startup Costs</b>	N/A	<b>Total Cost (NTE) Per Year</b>	\$190,000.00
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**Budget String/Comments**

Business Services

**Overview**

- Agreement is for more than one School Fiscal Year
- Clearly States Fees and Hourly Rates
- Allows Early Termination
- Mutual Indemnity Clause
- Governed in Accordance with Laws of California and Department of Education
- Arbitration Clause
- Two copies already signed by vendor

Initial Review Complete

	<b>Signature</b>	<b>Date</b>
	Robert Irving	5/29/2025

Purchase Order Prepared

	<b>Signature</b>	<b>Date</b>

Ready for Board Agenda

	<b>Signature</b>	<b>Date</b>
	Camie Davies	5/29/2025



**ADDENDUM A  
Terms of Teleservices Assignment  
Equipment Provided**

This Terms of Teleservices Assignment is subject to the terms and conditions of that certain Client Services Agreement between the parties outlined below.

**Assignment Details**

BlazerWorks, LLC ("BlazerWorks" or the "Company") will contract with VocoVision for the provisions of telepractice services to Client. Client will pay BlazerWorks for the hours worked by Contracted Telepractitioner under the following terms:

<b>Contracted Telepractitioner:</b>	Kerry Sanford		
<b>Client:</b>	Southern Kern Unified School District		
<b>Assignment Start Date:</b>	08/11/2025	<b>Assignment End Date:</b>	06/05/2026
<b>Position:</b>	SLP		
<b>Hours per Week:</b>	37.5		
<b>Bill Rate per Hour</b>	\$120.00	<i>Bill Rate is all-inclusive<sup>(a)</sup></i>	
<b>Technology Fee:</b>	\$0.00		

One VocoVision station per full time position at no cost. Additional stations can be provided with a \$1,000 per unit refundable deposit and \$200 per unit nonrefundable configuration and shipping charge. Deposit will be refunded to the school district upon return of the station(s) in working condition within fifteen (15) days of the assignment being completed.

**Miscellaneous:** \_\_\_\_\_

- a) Sales tax will be added to professional fees if required by state law and client is not a tax-exempt entity.
- b) Should Client desire to convert the Contracted Telepractitioner named above from contracted personnel to a direct employee or direct contractor, Client shall reach out to their Company representative for more information.
- c) Client agrees to approve Contracted Telepractitioner's weekly log of service. Logs will be submitted on a weekly basis by Contracted Telepractitioner for Client's review and approval. Should Contracted Telepractitioner fail to submit paperwork or weekly log to show proof of completed work, Client agrees to notify BlazerWorks in writing within three (3) business days of alleged failure. Client's failure to notify BlazerWorks in writing within the three (3) day period shall negate any Client invoicing dispute.
- d) Client acknowledges Additional Terms and Conditions as applicable to teletherapy services and the provision thereof.
- e) Client acknowledges that Contracted Telepractitioner will be providing and using their own equipment in performance of duties.

By: 173231 - Southern Kern USD

Print Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_



## Additional Terms and Conditions VocoVision Equipment Policies

### Teleservices Provisions:

1. **Client Responsibilities.** Client agrees to the following items to facilitate VocoVision's provision of Services:
  - (a) Client shall be responsible for providing a secure environment for VocoVision hardware and software ("Equipment") installed and operated at Client's designated location(s).
  - (b) Client will provide sufficient infrastructure to support the proper operation of the Equipment, including network connectivity equal or superior to DSL access.
  - (c) Client warrants that its facilities and operations will comply at all times with all federal, state and local safety and health laws, regulations and standards.
  - (d) Client warrants that it will not use the Equipment for any purpose other than as contemplated hereunder and acknowledges that VocoVision is not responsible for any damages associated with such impermissible use.
  - (e) Client agrees to provide appropriate local support to facilitate remote Contracted Telepractitioner's ability to fulfill the responsibilities outlined in Addendum C: Duties and Responsibilities.
2. **Scheduling.** Client agrees to the minimum hours of Services per week as stipulated in Addendum A: Terms of Teleservices Assignment and will schedule the appropriate number of student sessions and other related services each week to meet or exceed the minimum hours requirement. Client and Contracted Telepractitioner will agree upon a weekly schedule for Services which will be loaded into the VocoVision system. Any revisions to the schedule must be submitted to the VocoVision Operations Department no later than 12:00 PM EST Friday for Services the following week. VocoVision requires a 24-hour notice to cancel scheduled Services. One cancellation without notice is permitted per school year. Additional cancellations with less than 24 hours' notice will be billed at the regular rate. Note that VocoVision Contracted Telepractitioner are encouraged to complete non-therapy work (e.g., paperwork, planning, file reviews, etc.) during any such cancellation time.
3. **Administrative Responsibilities.** Client shall be responsible for orienting Contracted Telepractitioner to Client's policies and procedures regarding the submission of any requisite paperwork which must be tendered for reimbursement by funding entities such as Medicare, Medicaid, or health insurance. Such paperwork may include, but is not limited to, individual education plans or Client-specific program plans. During the contracted assignment, should Contracted Telepractitioner fail to submit paperwork as required per Client's policies and procedures, Client must notify VocoVision in writing within three (3) business days of alleged failure. Failure to notify VocoVision within the three (3) day period shall negate any Client claim to withhold payment due to paperwork non-compliance by Contracted Telepractitioner. Within three (3) business days following the conclusion of a contracted assignment, Client shall conduct a final review to determine whether the completion of additional paperwork is needed from the Contracted Telepractitioner. Failure to notify VocoVision prior to the fourth (4th) day after conclusion of the assignment will negate any Client claim to withhold payment due to paperwork non-compliance by Contracted Telepractitioner.

### Duties and Responsibilities

The duties and responsibilities of a Contracted Telepractitioner include, but are not limited to the following:

- a) Collaborates with the school district to identify students' communication characteristics, support resources, as well as any physical, sensory, cognitive, behavioral and motivational needs to determine the benefit a student may receive through telepractice.
- b) Collaborates with the school district to determine assessment resources - including their potential benefits and limitations - in the telepractice setting, and to develop a plan to assess students appropriately.
- c) Monitors effectiveness of services and modifies evaluation and treatment plans as needed.
- d) Maintains appropriate documentation of delivered services in a format consistent with professional standards and client requirements.
- e) Complies with state and federal regulations to maintain student privacy and security.
- f) Facilitates behavior management strategies in students as appropriate.
- g) Provides information and counseling to families and school personnel as needed

### VocoVision Damaged Equipment Policy

If, during the course of contracted services, VocoVision computer equipment sustains damage or is missing components (keyboard, audio accessories, etc.), it should be reported immediately to the VocoVision Operations Department at 1-866-779-7005. Replacement equipment will be shipped to Client as needed. The costs of repairing or replacing the equipment (including shipping) will be charged to Client, but in no case shall exceed \$1,000 per unit.

At the end of the VocoVision contract period, all equipment must be returned in original packaging within 15 days of completion of services. All returned equipment will be inspected for both physical and internal damage. If equipment is found to be damaged, VocoVision reserves the right to withhold from Client deposit the cost of repairing or replacing the damaged equipment. If no Client deposit exists, VocoVision will bill Client for such charges and will provide supporting documentation of all costs.

### Packaging

All packaging, boxes and containers used to ship VocoVision equipment are considered property of VocoVision and must not be discarded. Packaging should be stored and kept in good condition during the course of the contract and must be used for return shipping at the conclusion of services. If VocoVision packaging is lost or damaged, Client is solely responsible for obtaining replacement packaging to ensure undamaged return of equipment to VocoVision. In such cases, we strongly recommend the use of a professional packaging and shipping service, such as the UPS Store or a FedEx retail location.



# Southern Kern Unified School District

2601 Rosamond Blvd.  
Rosamond, CA 93560

## Agreement/Contract Coversheet

<b>Vendor/Contractor Name</b>	<b>Date Contract Received</b>	<b>Board Date</b>
Arizona State University (ASU)	5/28/2025	6/3/2025

<b>Contract Title/Name</b>	<b>Contract Effective Dates</b>					
Student Placement Agreement	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">From</td> <td style="text-align: center;">8/1/2025</td> </tr> <tr> <td>Until</td> <td style="text-align: center;">8/1/2030</td> </tr> </table>	From	8/1/2025	Until	8/1/2030	Final Contract to Superintendent's Secretary By:  5/29/2025
From	8/1/2025					
Until	8/1/2030					

**Description of Agreement**

This Agreement allows for ASU to place students at SKUSD to enable an educational experience that may qualify for academic credit at ASU.

<b>Renewal Clause</b>	<b>Automatic Renewal</b>
	No
<b>Payment Terms:</b>	<b>Termination Clause</b>
Net 30	N/A

<b>Fixed/Startup Costs</b>	N/A	<b>Total Cost (NTE) Per Year</b>	N/A
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**Budget String/Comments**

Business Services

Overview

- Agreement is for more than one School Fiscal Year
- Clearly States Fees and Hourly Rates
- Allows Early Termination
- Mutual Indemnity Clause
- Governed in Accordance with Laws of California and Department of Education
- Arbitration Clause
- Two copies already signed by vendor

<input checked="" type="checkbox"/> Initial Review Complete	Signature	Date
	Robert Irving	5/29/2025

<input type="checkbox"/> Purchase Order Prepared	Signature	Date

<input checked="" type="checkbox"/> Ready for Board Agenda	Signature	Date
	Camie Davies	5/29/2025



# STUDENT PLACEMENT AGREEMENT

This Student Placement Agreement ("Agreement") is entered into between the ARIZONA BOARD OF REGENTS for and on behalf of ARIZONA STATE UNIVERSITY, (the "University"), and the "Facility" as of the "Start Date."

Start Date: 8/1/2025

End Date: 8/1/2030

**UNIVERSITY:**

Arizona State University  
300 E. University Drive  
Tempe, AZ 85287

**FACILITY:**

Southern Kern Unified School District  
2601 Rosamond Blvd  
Rosamond, CA 93560

Signature: \_\_\_\_\_

Print Name: Nancy A. Gonzales

Date: \_\_\_\_\_

Title/Authorization: Executive VP and University Provost

Signature: \_\_\_\_\_

Print Name: Barbara Gaines

Date: 6/3/2025

Title/Authorization: Superintendent

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Date: \_\_\_\_\_

Title/Authorization: \_\_\_\_\_

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Date: \_\_\_\_\_

Title/Authorization: \_\_\_\_\_

**1. DURATION**

The term of this Agreement shall not exceed five (5) years, commencing on:

**Start Date:** 8/1/2025 ("Start Date") and ending on **End Date:** 8/1/2030 ("End Date"). This Agreement may be renewed by mutual written agreement.

Notwithstanding the above, either party may terminate this Agreement by providing at least thirty (30) days prior written notice to the other party, except that to the extent a student is currently participating in an educational experience contemplated by this Agreement at the time of receipt of the termination notice, the parties shall comply with such applicable provisions in the Agreement to allow such student to complete the educational experience provided such completion does not extend beyond one-hundred twenty (120) days from the date of receipt of such notice.

## 2. GENERAL TERMS

- 2.1. The purpose of this Agreement is to establish a relationship between the University and the Facility to enable an educational experience for students at the Facility's site that may qualify for academic credit at the University as determined by the University.
- 2.2. The University and the Facility will agree on a schedule for student participation at the Facility.
- 2.3. The students' participation should complement the service and educational activities of the Facility. The students will be under the supervision of a Facility employee.
- 2.4. Each student is expected to perform with high standards at all times and comply with all written policies and regulations of the appropriate department of the Facility.
- 2.5. Either the Facility or the University may require withdrawal or dismissal from participation at the Facility of any student whose performance record or conduct does not justify continuance.
- 2.6. Neither the University nor the Facility is obligated to provide for the students' transportation to and from the Facility or for health insurance for any of the students.
- 2.7. A meeting or telephone conference between representatives of the University and the Facility will occur at least once each semester to evaluate the educational program and review this Agreement.
- 2.8. Statements of performance objectives for this educational experience will be the joint responsibility of University and Facility personnel.
- 2.9. Each student is expected to adhere to the Facility's established dress and performance standards.

## 3. FACILITY'S OBLIGATIONS

- 3.1. The Facility shall appoint an Educational Coordinator who is responsible for coordinating and providing educational activities and opportunities. For graduate students, the Educational Coordinator is responsible for supervision of the students participating under this Agreement. For undergraduate students, the Facility agrees to allow the University faculty the right to participate with the Facility in selecting learning experiences for students participating under this Agreement. As the University nursing faculty may determine from time to time, qualified Facility staff will supervise students performing various skills.
- 3.2. The Facility agrees to submit to the University an evaluation of each advanced practice student's progress. The format for the evaluation is established by the University in consultation with the Facility.
- 3.3. The Facility shall retain all responsibility for patient care and treatment.
- 3.4. The Facility is responsible for the acts and omissions of its employees and agents and must maintain adequate insurance (which may include a bona fide self-insurance program) to cover any liability arising from the acts and omissions of the Facility's employees and agents. The Facility is not responsible for maintaining insurance to cover liability arising from the acts and omissions of the employees and agents of the University. University students are not deemed to be employees of the Facility by virtue of this Agreement. Upon written request, Facility will furnish University with proper certificates of insurance evidencing compliance with this section.
- 3.5. Nothing in this Agreement is intended to modify, impair, destroy, or otherwise affect any common law, or statutory right to indemnity, or contribution that the University may have against the Facility by reason of any act or omission of the Facility or the Facility's employees and agents.

#### 4. UNIVERSITY'S OBLIGATIONS

- 4.1. The University will provide an administrative framework, including designating a University faculty or other representatives to coordinate scheduling, provide course information and objectives, and assist in advising students.
- 4.2. The University will be responsible for developing and carrying out procedures for student selection and admission.
- 4.3. The University is responsible for the negligent acts and omissions of its employees and agents and maintains insurance coverage through the State of Arizona's Risk Management Division self-insurance program to cover liabilities arising from the acts and omissions of the University's employees, students, and agents participating under this Agreement, except as provided for in Arizona law, including Arizona Revised Statutes (ARS) ARS §12-820.05 and 41-621(L). The University is not responsible for maintaining insurance coverage for liability arising from the acts and omissions of the Facility's employees and agents. Upon written request, University will furnish Facility with reasonable documentation evidencing compliance with this section.

#### 5. UNIVERSITY AND STATE REQUIRED PROVISIONS

- 5.1. **Nondiscrimination.** The parties will comply with all applicable laws, rules, regulations, and executive orders governing equal employment opportunity, immigration, and nondiscrimination, including the Americans with Disabilities Act. **If applicable, the parties will abide by the requirements of 41 CFR §§ 60-1.4(a), 60-300.5(a) and 60-741.5(a). These regulations prohibit discrimination against qualified individuals based on their status as protected veterans or individuals with disabilities, and prohibit discrimination against all individuals based on their race, color, religion, sex or national origin. Moreover, these regulations require that covered prime contractors and subcontractors take affirmative action to employ and advance in employment individuals without regard to race, color, religion, sex, national origin, protected veteran status or disability.**
- 5.2. **Conflict of Interest.** If within 3 years after the execution of this Agreement, Facility hires as an employee or agent any ASU representative who was significantly involved in negotiating, securing, drafting, or creating this Agreement, then ASU may cancel this Agreement as provided in Arizona Revised Statutes (ARS) § 38-511.
- 5.3. **Arbitration in Superior Court.** The parties agree to arbitrate disputes filed in Arizona Superior Court that are subject to mandatory arbitration pursuant to ARS § 12-133. ARS § 12-1518 requires this provision in all ASU contracts.
- 5.4. **Records.** To the extent required by ARS § 35-214, the non-ASU parties to this Agreement (jointly and severally, Facility) will retain all records relating to this Agreement. Facility will make those records available at all reasonable times for inspection and audit by ASU or the Auditor General of the State of Arizona during the term of this Agreement and for 5 years after the completion of this Agreement. The records will be provided at ASU in Tempe, Arizona, or another location designated by ASU on reasonable notice to Facility.
- 5.5. **Failure of Legislature to appropriate.** In accordance with ARS § 35-154, if ASU's performance under this Agreement depends on the appropriation of funds by the Arizona Legislature, and if the Legislature fails to appropriate the funds necessary for performance, then ASU may provide written notice of this to Facility and cancel this Agreement without further obligation of ASU. Appropriation is a legislative act and is beyond the control of ASU.

## 5. UNIVERSITY AND STATE REQUIRED PROVISIONS

**5.6. Privacy; Educational Records.** Student educational records are protected by the U.S. Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (FERPA). Facility will not require any ASU students or employees to waive any privacy rights (including under FERPA or the European Union’s General Data Protection Regulation (GDPR)) as a condition for receipt of any educational services, and any attempt to do so will be void. Facility will comply with FERPA and will not access or make any disclosures of student educational records to third parties without prior notice to and consent from ASU or as otherwise provided by law. If this Agreement contains a scope of work or other provision that requires or permits Facility to access or release any student records, then, for purposes of this Agreement only, ASU designates Facility as a “school official” for ASU under FERPA, as that term is used in FERPA and its implementing regulations. In addition, any access or disclosures of student educational records made by Facility or any Facility Parties must comply with ASU’s definition of legitimate educational purpose in SSM 107-01: Release of Student Information. If Facility violates the terms of this section, Facility will immediately provide notice of the violation to ASU.

**5.7. Advertising, Publicity, Names and Marks.** Facility will not do any of the following, without, in each case, ASU’s prior written consent: (i) use any names, service marks, trademarks, trade names, logos, or other identifying names, domain names, or identifying marks of ASU (ASU Marks) for any reason, including online, advertising, or promotional purposes; (ii) issue a press release or public statement regarding this Agreement; or (iii) represent or imply any ASU endorsement or support of any product or service in any public or private communication. Any permitted use of ASU Marks must comply with ASU’s requirements, including using the ® indication of a registered mark.

**5.8. Title IX.** Title IX protects individuals from discrimination based on sex, including sexual harassment. ASU fosters a learning and working environment built on respect and free of sexual harassment. ASU’s Title IX Guidance is available online. Facility will: (i) comply with ASU’s Title IX Guidance; (ii) provide ASU’s Title IX Guidance to any Facility Parties reasonably expected to interact with ASU students or employees, in person or online; and (iii) ensure that all Facility Parties comply with ASU’s Title IX Guidance.

## 6. MISCELLANEOUS

6.1. Neither party shall have the right to assign this Agreement without the prior written consent of the other party.

6.2. This Agreement constitutes the entire agreement and understanding of the parties with respect to its subject matter. No prior or contemporaneous agreement or understanding will be effective. Notwithstanding the above and for avoidance of doubt, nothing in this Agreement shall affect prior agreements, if any, enabling educational experiences for students at the Facility’s site that do not involve University nursing faculty supervising and instructing University nursing students at the Facility’s site.

6.3. The individual signing on behalf of the Facility hereby represents and warrants that s/he is duly authorized to execute and deliver this Agreement on behalf of the Facility and that this Agreement is binding upon the Facility in accordance with its terms.

6.4. This Agreement may be executed in multiple counterparts, each of which shall be deemed an original, and all of which together shall constitute one and the same instrument.

6.5. The parties may revise or modify this Agreement only by a written amendment signed by both parties.

6.6. Nothing in this Agreement shall provide any benefit to any third party or entitle any third party to any claim, cause of action, remedy or right of any kind, it being the intent of the parties that this Agreement shall not be construed as a third-party beneficiary contract.

6.7. This Agreement shall be governed by the laws of Arizona, the courts of which state shall have jurisdiction over its subject matter.



## Southern Kern Unified School District

2601 Rosamond Blvd.  
Rosamond, CA 93560

### Agreement/Contract Coversheet

<b>Vendor/Contractor Name</b>	<b>Date Contract Received</b>	<b>Board Date</b>
Gaggle.Net, Inc.	5/28/2025	6/3/2025

<b>Contract Title/Name</b>	<b>Contract Effective Dates</b>					
Contract for Services	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><small>From</small></td> <td style="width: 50%; text-align: center;">7/1/2025</td> </tr> <tr> <td><small>Until</small></td> <td style="text-align: center;">6/30/2026</td> </tr> </table>	<small>From</small>	7/1/2025	<small>Until</small>	6/30/2026	Final Contract to Superintendent's Secretary By:  5/29/2025
<small>From</small>	7/1/2025					
<small>Until</small>	6/30/2026					

**Description of Agreement**

Gaggle is a safety management tool that helps support student safety and well-being. It also helps to ensure that students are safely and correctly using school-provided digital tools in accordance with the District's Acceptable Use Policy and Student Code of Conduct.

<b>Renewal Clause</b>	<b>Automatic Renewal</b>
	No
<b>Payment Terms:</b>	<b>Termination Clause</b>
Net 30	N/A
	<b>Budgeted Item</b>
	Yes

<b>Fixed/Startup Costs</b>	N/A	<b>Total Cost (NTE) Per Year</b>	\$12,843.75
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**Budget String/Comments**

Business Services

**Overview**

- Agreement is for more than one School Fiscal Year
- Clearly States Fees and Hourly Rates
- Allows Early Termination
- Mutual Indemnity Clause
- Governed in Accordance with Laws of California and Department of Education
- Arbitration Clause
- Two copies already signed by vendor

	<small>Signature</small>	<small>Date</small>
<input checked="" type="checkbox"/> Initial Review Complete	Robert Irving	5/29/2025

	<small>Signature</small>	<small>Date</small>
<input type="checkbox"/> Purchase Order Prepared		

	<small>Signature</small>	<small>Date</small>
<input checked="" type="checkbox"/> Ready for Board Agenda	Camie Davies	5/29/2025



Gaggle.Net, Inc.  
5050 Quorum Drive, Suite 700  
Dallas, TX 75254  
800-288-7750  
www.gaggle.net

**CONTRACT FOR SERVICES**

Contract Number: Q-122385

This contract by and between Gaggle.Net, Inc. (Gaggle), a Delaware Corporation with its principal place of business at 5050 Quorum Drive, Suite 700, Dallas, TX, 75254 and Southern Kern Unified School District - Rosamond CA (Customer) for good and valuable consideration as set forth hereby agree and contract as follows:

**1. Services Provided by Gaggle**

Gaggle shall provide the Customer with services pursuant to the purchasing arrangement for the duration of the contract term. This agreement may include any combination of, but is not limited to, Safety Solutions on School Provided Technology, Mental Health Services, or Archiving and Backup Solutions. In the event of a change in the services provided, the terms of this agreement shall remain in effect; however, pricing may vary. Gaggle will notify the Customer in advance of any changes in pricing resulting from a service change.

**2. Contract Term Service**

Commencement Date: 7/1/2025  
Service End Date: 6/30/2026  
Contract End Date: 6/30/2026

**3. Services and Payment**

Full payment is due and payable upon receipt of invoice. Invoices outstanding for over 60 days are subject to a 1% late payment penalty and interest charges or the maximum rate permitted by law. Customer is responsible for any and all taxes associated with services. If Customer wishes to begin installation or provisioning of services before the contract term commencement date, Customer may be required to pay a pro-rated cost for early started services. Gaggle will notify the Customer of any charges prior to the early commencement of services.

The parties acknowledge that the scope of services, including the number of participants, accounts, or the volume of data, may vary during the contract term. Pricing adjustments shall only occur if the number of participants, accounts, or data requirements change by more than 10% from the original agreement.

Pricing described in this contract may be reviewed and adjusted annually to reflect changes in the Producer Price Index published by the United States Bureau of Labor Statistics.

**4. Incorporation by Reference**

Upon commencement of service, Gaggle's applicable Invoice, Terms and Conditions, Service Level Agreement, Student & Staff Data Privacy Notice, and Website Privacy Policy, as well as any future engagements, additional products, or service renewals, are hereby acknowledged and incorporated into this agreement by reference.

**5. Sales Tax Exemption Certificate**

If applicable, please provide Gaggle with your Sales Tax Exemption Certificate.

We respectfully require a signed contract on file before the start of any services.

NOTE:

\_\_\_\_\_  
Authorized Representative of Gaggle

\_\_\_\_\_  
Authorized Representative for Southern Kern  
Unified School District - Rosamond CA

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## Gaggle Quote Number: Q-122385

DESCRIPTION	NOTES	QUANTITY	UNIT PRICE	DISCOUNT	NET UNIT PRICE	NET TOTAL
Gaggle Safety Management - Google - Student	Email and Drive: Grades 9-12	1,035	\$7.00	\$0.75	\$6.25	\$6,468.75
<a href="https://www.gaggle.net/safety-management">Learn More: https://www.gaggle.net/safety-management</a>						
Gaggle Safety Management - Google Drive - Student	Grades 4-8	1,700	\$4.00	\$0.25	\$3.75	\$6,375.00
<a href="https://www.gaggle.net/safety-management">Learn More: https://www.gaggle.net/safety-management</a>						
Web Filtering - Linewize - Student	Grades 4-12	2,735	\$2.00	\$2.00	\$0.00	\$0.00
<a href="https://www.gaggle.net/web-filter">Learn More: https://www.gaggle.net/web-filter</a>						
Gaggle Safety Management: Web Activity Monitor - Chrome	Extension	2,735	\$0.00	\$0.00	\$0.00	\$0.00
<a href="https://news.gaggle.net/web-activity-monitoring">Learn More: https://news.gaggle.net/web-activity-monitoring</a>						
<b>TOTAL:</b>						<b>\$12,843.75</b>



# Southern Kern Unified School District

2601 Rosamond Blvd.  
Rosamond, CA 93560

## Agreement / Contract Coversheet

<b>Vendor/Contractor Name</b>	<b>Date Contract Received</b>	<b>Board Date</b>
Sodexo America, LLC	5/28/2025	6/3/2025

<b>Contract Title/Name</b>	<b>Contract Effective Dates</b>	Final Contract to Superintendent's Secretary By:  5/29/2025
Contract Extension	From 7/1/2025	
	Until 6/30/2026	

**Description of Agreement**

This extension allows SKUSD to contract with Sodexo as our Food Service Management Company for the 2025-2026 school year.

<b>Renewal Clause</b>	<b>Automatic Renewal</b>
	No
<b>Payment Terms:</b> Net 30	<b>Budgeted Item</b>
<b>Termination Clause</b> N/A	Yes

<b>Fixed/Startup Costs</b>	N/A	<b>Total Cost (NTE) Per Year</b>	\$550,000.00
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**Budget String/Comments**

Business Services

- Overview*
- Agreement is for more than one School Fiscal Year
- Clearly States Fees and Hourly Rates
- Allows Early Termination
- Mutual Indemnity Clause
- Governed in Accordance with Laws of California and Department of Education
- Arbitration Clause
- Two copies already signed by vendor

Initial Review Complete

	Signature	Date
	Robert Irving	5/29/2025

Purchase Order Prepared

	Signature	Date

Ready for Board Agenda

	Signature	Date
	Camie Davies	5/29/2025

**CONTRACT EXTENSION**

CHECK HERE IF ADDITIONAL PAGES ARE ATTACHED 7 Pages

Renewal (Extension Number) <b>1</b>	Agreement Number (Base year) <b>Professional Services 24-25</b>
--	--

1. This Extension Agreement is entered into between the School Food Authority and Contractor named below:

**SCHOOL FOOD AUTHORITY'S NAME**  
Southern Kern Unified School District

---

**FOOD SERVICE MANAGEMENT COMPANY'S NAME AND FEDERAL TAX IDENTIFICATION NUMBER**  
Sodexo America, LLC; TIN #52-2208632

---

2. Base year contract term: Effective date: **7/1/2024** Expiration date: **6/30/2025**

Extension year: Effective date: **7/1/2025** Expiration date: **6/30/2026**

---

3. The maximum dollar amount of this contract is equal to the fixed cost per meal multiplied by the number of meals:  
\$ Not applicable as this is a cost-reimbursable contract (maximum dollar amount)

---

4. The parties mutually agree to this extension as follows. All actions noted below are by this reference made a part of the Agreement and incorporated herein: **(Note: This section is used to indicate the current cost per meal. Please include your cost per meal table.)**

Virtual Consultant will adjust from \$9,517.33 per month to \$9,907.54 Per month, July- June

General and Administrative Fee will adjust from \$11,083.33 per month to \$11,537.75 Per month, July- June

Consulting and Purchasing Fee will adjust from \$2,916.67 per month to \$3,3036.25 Per month, July- June

**Appendix B – Scope of Work, Buy American language of the 2024-25 Contract is hereby deleted in its entirety with the following substituted therefore:**

**Buy American and California Agricultural Preference Requirements**

**A. Food Service Management Company Responsibilities**

1. The Consultant will provide meals and snacks purchased with domestic commodities and products to the greatest extent practicable, document exceptions when nondomestic products are purchased, adhere to nondomestic cap for exceptions, and adhere to all other Buy American regulations for the provision of meals and snacks. (7 CFR 220.16(d) and 7 CFR 210.21(d))
2. The Consultant must submit statements for all processed agricultural products to the SFA at the time of delivery for each processed agricultural product certifying that the food product was processed domestically and that the percentage of domestic content in the food component of the processed food product is over 51 percent, by weight or volume (USDA Policy Memo [SP 38-2017](#)). (7 CFR 220.16(d)(1)(ii) and 7 CFR 210.21(d)(1)(ii))
3. The Consultant must notify the SFA in writing at least 10 days **prior** to delivering a nondomestic agricultural commodity or product and request prior approval for delivery of a

- nondomestic agricultural commodity or product. This written notification must list alternative domestic substitutes for the SFA to consider and provide an explanation for the following:
- a) Why the domestic product is not produced or manufactured in sufficient and reasonably available quantities of a satisfactory quality; and/or
  - b) Per Final Rule (*FR*) 31962, the product is listed on the Federal Acquisitions Regulations Nonavailable articles list found at 48 *CFR*, Section 25.104 Nonavailable articles list and/or is not produced or manufactured in the U.S. in sufficient and reasonably available quantities of a satisfactory quality; and/or
  - c) Why competitive bids reveal the cost of the domestic product is 25% higher than the nondomestic product
4. Note that per California Food and Agriculture Code (*FAC*) 58596.3, if the SFA receives \$1 million or more annually in federal SNP reimbursement, significantly higher must be defined as 25 percent, otherwise the SFA can choose their definition.
  5. *FAC* 58596.3 imposes additional requirements for the preference of California agricultural products:
    - a. The bid or price of the California-grown agricultural food product does not exceed the lowest bid or price for a domestic agricultural food product produced outside the state.
    - b. The quality of the California-grown agricultural food product is comparable to that domestic agricultural food product produced outside the state
  6. The Consultant will provide certification of domestic origin for products which do not have country of origin labels.
  7. Per 7 *CFR* 220.16(d)(5)(ii) the Consultant must adhere to the cap on non-domestic food purchases:
    - a. Beginning in SY 2025-26, the non-domestic food purchase cap will be 10 percent
    - b. Beginning in SY 2028-29, the non-domestic food purchases cap will be 8 percent
    - c. Beginning in SY 2031-32, the non-domestic food purchases cap will be 5 percent

## **B. School Food Authority Responsibilities**

1. The SFA shall maintain documentation provided by the Consultant of the meal and snack components that were comprised of domestic and non-domestic products, including assurance that components were processed domestically. This documentation will be kept on file for the term of the contract plus any extensions and three additional school years thereafter. This will be made available during an on-site administrative review and an off-site procurement review.
2. The SFA shall monitor the contract to ensure the Consultant's adherence to the Buy American and California *FAC* requirements, including documentation of nondomestic exceptions and associated caps. 2 *CFR*, Section 200.318(b)
3. The SFA must ensure the Buy American Provision and California *FAC* requirements are included in their procurement procedures. These procedures, at a minimum, must include the requirement to include Buy American Provision language in solicitations and contracts as well as California *FAC* preferences.

<b>FOOD SERVICE MANAGEMENT COMPANY</b>	
CONTRACTOR'S NAME <i>(If other than an individual, state whether a corporation, partnership, etc.)</i> <b>Sodexo America, LLC #52-2208632</b>	
BY <i>(Authorized Signature)</i> 	DATE SIGNED <i>(Do not type)</i>
PRINTED NAME AND TITLE OF PERSON SIGNING <b>Wendy Surak, Senior Vice President</b>	
ADDRESS <b>915 Meeting Street, 15<sup>th</sup> floor, North Bethesda, MD 20852 Attn: Law Department</b>	
<b>SCHOOL FOOD AUTHORITY</b>	
SCHOOL FOOD AUTHORITY NAME <b>Southern Kern Unified School District</b>	
BY <i>(Authorized Signature)</i> 	DATE SIGNED <i>(Do not type)</i>
PRINTED NAME AND TITLE OF PERSON SIGNING <b>Barbara Gaines, Superintendent</b>	
ADDRESS <b>2601 Rosamond Blvd., CA, 93560</b>	

**INSTRUCTIONS FOR USE:**

1. Enter renewal number (also known as extension number). The contract can only be extended four times. Indicate the extension by entering 1 for year 1 of the extension from the base year or 2, 3 or 4.
2. Enter agreement number (also known as contract number). Every agreement (contract) should have a number assigned to identify that contract. This number will be found on the top right of the contract summary page in the base contract (this is a number you initially created to identify the contract). If there is not an agreement number use the base year of the contract for the renewal number.
3. Item 1: Enter the contractor's and the school food authority's name.
4. Item 2: Enter the base year terms and the current extension terms. The term is the effective and expiration dates
5. Item 3: Enter the maximum dollar amount.
6. Item 4: Indicate **the current cost per meal**. Include the cost per meal table.
7. The contractor's and school food authority's authorized signer should be identified, and signatures provided.

### Debarment, Suspension, and Other Responsibility Matters

As required by Executive Order 12549, Debarment and Suspension, for participants or respondents in primary covered transactions:

- A. The participant or respondent certifies that it and its principals:
  - (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency;
  - (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
  - (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and
  - (d) Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default.
  
- B. Where the participant or respondent is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

**Sodexo America LLC**

Participant or Respondent Company Name

Award Number, Contract Number, or Project Name

**Wendy Surak Senior Vice President**

Name(s) and Title(s) of Authorized Representatives



Signature(s)

1/22/2025

Date

### Certification Regarding Lobbying

**The undersigned certifies, to the best of his or her knowledge and belief, that:**

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The undersigned shall require that the language of this certification be included in the award documents of all sub-awards at all tiers (including subcontracts, sub-grants, and contracts under grants, loans, and cooperative agreements) and that all sub- recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, United States Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Organization: Sodexo America LLC

Street address: 915 Meeting St. Suite 1500 Law Department

City, State, Zip: North Bethesda, MD 20852

Wendy Surak

CERTIFIED BY: (type or print)

TITLE: Senior Vice President



(Signature)

1/29/2025

(Date)

Approved by OMB 0348-0046

**Disclosure of Lobbying Activities**

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352 (See reverse for public burden disclosure)

<b>1. Type of Federal Action:</b> a. contract b. grant N/A c. cooperative agreement d. loan e. loan guarantee f. loan insurance	<b>2. Status of Federal Action:</b> a. bid/offer/application N/A b. initial award c. post-award	<b>3. Report Type:</b> a. initial filing N/A b. material change  <b>For material change only:</b> Year ___ quarter ___ Date of last report _____
<b>4. Name and Address of Reporting Entity:</b> _____ Prime _____ Subawardee Tier _____, if Known:  Sodexo Operations, LLC, on behalf of itself and all its subsidiaries 915 Meeting St. Suite 1500 - Law Department North Bethesda, MD 20852  <b>Congressional District, if known:</b>	<b>5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:</b>  Address of Prime  <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b>  N/A	<b>7. Federal Program Name/Description:</b>  N/A  CFDA Number, if applicable: _____	
<b>8. Federal Action Number, if known:</b> N/A	<b>9. Award Amount, if known:</b> \$ N/A	
<b>10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):</b>  N/A	<b>b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI):</b>  N/A	
<b>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</b>	<b>Signature:</b> <u>Wendy Surak</u> <b>Print Name:</b> <u>Wendy Surak</u> <b>Title:</b> <u>Senior Vice President</u> <b>Telephone No.:</b> <u>(509) 385-5902</u> <b>Date:</b> <u>2/10/2025</u>	

<b>Federal Use Only</b>	<b>Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)</b>
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## INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to Title 31, U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., "RFP-DE-90-001."
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.  
  
(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).
11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503



# Southern Kern Unified School District

2601 Rosamond Blvd.  
Rosamond, CA 93530

## Asset Disposition Form

Site Where Asset Currently Resides Transportation	Current Date 5/29/2025	Board Date 6/3/2025
Asset Description / Quantity / Identification 2007 Chevrolet Silverado Truck #66 VIN# 1GCHC24UX7E148947	Universal Waste Batteries, Mercury Thermometers, Aerosol	Disposal Method
	YES / NO	Sell / Recycle Donate / Dispose
Condition of Asset Good / Repairable / Broken / Obsolete		
Equipment Serial Number VIN# 1GCHC24UX7E148947	UPC Label N/A	
<b>BUSINESS OFFICE USAGE</b>		
Date Form Reviewed	Valued As Asset / Supply Asset / Supply	Deleted Y / N
Transferred To	Updated By:	
Comments Truck was stolen from the Transportation yard on 5/14/25. The truck was recovered but is beyond repair.		

*Overview*

- Completed Disposal Form
- Identified Items as Universal Waste
- Complete List of Items Attached
- Administrator and Business Office Signed Form
- Provided Signed Paperwork to Superintendent Secretary
- Provided Signed Paperwork to Business Office for Inventory Records
- Coordinated Removal with M&O

Principal / Administrator Signature \_\_\_\_\_ Date \_\_\_\_\_

Business Office Signature Robert Irving Date 5/29/2025

Ready for Board Agenda Signature Camie Davies Date 5/29/2025



# Southern Kern Unified School District

2601 Rosamond Blvd.  
Rosamond, CA 93560

## Agreement / Contract Coversheet

Vendor/Contractor Name	Date Contract Received	Board Date
EcoSource Printers	5/28/2025	6/3/2025

Contract Title/Name	Contract Effective Dates	Final Contract to Superintendent's Secretary By:
Agreement	From 6/10/2025 Until 10/1/2030	5/29/2025

**Description of Agreement**

This Agreement is for nine (9) copier leases.

Renewal Clause	Automatic Renewal
Payment Terms: Net 30	No
Termination Clause N/A	Budgeted Item
	Yes

Fixed/Startup Costs	N/A	Total Cost (NTE) Per Year	\$80,000.00
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**Budget String/Comments**

Business Services

**Overview**

- Agreement is for more than one School Fiscal Year
- Clearly States Fees and Hourly Rates
- Allows Early Termination
- Mutual Indemnity Clause
- Governed in Accordance with Laws of California and Department of Education
- Arbitration Clause
- Two copies already signed by vendor

<input checked="" type="checkbox"/> Initial Review Complete	Signature Robert Irving	Date 5/29/2025
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<input type="checkbox"/> Purchase Order Prepared	Signature	Date
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<input checked="" type="checkbox"/> Ready for Board Agenda	Signature Camie Davies	Date 5/29/2025
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AGREEMENT



AGREEMENT NO.: 3122940

**CUSTOMER ("YOU" OR "YOUR")**

FULL LEGAL NAME: Southern Kern Unified School District

ADDRESS: 2601 W Rosamond Blvd Rosamond CA 93560-6434

**EQUIPMENT AND PAYMENT TERMS**

TYPE, MAKE, MODEL NUMBER, SERIAL NUMBER, AND INCLUDED ACCESSORIES  SEE ATTACHED SCHEDULE

1 Kyocera TASKalfa 8003i copier	RRQ1900328
1 Kyocera TASKalfa 7004i copier	1A25124296
1 Kyocera 7004i copier	1A24213171
1 Kyocera 4004i copier	1A25124295
1 Kyocera 7004i copier	1A24213170
1 Kyocera 4003i copier	RH89400762
1 Kyocera 4003i copier	RH89400785
1 Kyocera 508Ci copier	RQ501001108
1 Kyocera 408Ci copier	R9T9Z00047

EQUIPMENT LOCATION: As Stated Above

TERM IN MONTHS: 63 MONTHLY PAYMENT AMOUNT: \$1,265.00 (\*PLUS TAX) PURCHASE OPTION\*: Fair Market Value

**CONTRACT**

THIS AGREEMENT IS NON-CANCELABLE AND IRREVOCABLE. IT CANNOT BE TERMINATED. PLEASE READ CAREFULLY BEFORE SIGNING. YOU AGREE THAT THIS AGREEMENT AND ANY CLAIM RELATED TO THIS AGREEMENT SHALL BE GOVERNED BY THE INTERNAL LAWS OF THE STATE IN WHICH OUR (OR, IF WE ASSIGN THIS AGREEMENT, OUR ASSIGNEE'S) PRINCIPAL PLACE OF BUSINESS IS LOCATED AND ANY DISPUTE CONCERNING THIS AGREEMENT WILL BE ADJUDICATED IN A FEDERAL OR STATE COURT IN SUCH STATE. YOU HEREBY CONSENT TO PERSONAL JURISDICTION AND VENUE IN SUCH COURTS AND WAIVE TRANSFER OF VENUE. EACH PARTY WAIVES ANY RIGHT TO A JURY TRIAL.

**CUSTOMER'S AUTHORIZED SIGNATURE**

BY SIGNING THIS PAGE, YOU REPRESENT TO US THAT YOU HAVE RECEIVED AND READ THE ADDITIONAL TERMS AND CONDITIONS APPEARING ON THE SECOND PAGE OF THIS TWO-PAGE AGREEMENT. THIS AGREEMENT IS BINDING UPON OUR ACCEPTANCE HEREOF.

(As Stated Above) X CUSTOMER SIGNATURE PRINT NAME & TITLE DATE

**OWNER ("WE", "US", "OUR")**

ECOSOURCE PRINTERS OWNER SIGNATURE PRINT NAME & TITLE DATE

1600 Mill Rock Way Bakersfield, CA 93311-1320

**CERTIFICATE OF DELIVERY AND ACCEPTANCE**

The Customer hereby certifies that all the Equipment: 1) has been received, installed, and inspected, and 2) is fully operational and unconditionally accepted.

SIGNATURE X NAME AND TITLE DATE

**NON-APPROPRIATION ADDENDUM**

This is an addendum ("Addendum") to and part of that certain agreement between GreatAmerica Financial Services Corporation ("we", "us", "our") and Southern Kern Unified School District ("Governmental Entity", "you", "your"), which agreement is identified in our records as agreement number 3122940 ("Agreement"). All capitalized terms used in this Addendum which are not defined herein shall have the meanings given to such terms in the Agreement.

**APPLICABLE TO GOVERNMENTAL ENTITIES ONLY**

You hereby represent and warrant to us that as of the date of the Agreement: (a) the individual who executed the Agreement had full power and authority to execute the Agreement on your behalf; (b) all required procedures necessary to make the Agreement a legal and binding obligation against you have been followed; (c) the Equipment will be operated and controlled by you and will be used for essential government purposes for the entire term of the Agreement; (d) that all payments due and payable for the current fiscal year are within the current budget and are within an available, unexhausted, and unencumbered appropriation; (e) you intend to pay all amounts payable under the terms of the Agreement when due, if funds are legally available to do so; (f) your obligations to remit amounts under the Agreement constitute a current expense and not a debt under applicable state law; (g) no provision of the Agreement constitutes a pledge of your tax or general revenues; and (h) you will comply with any applicable information reporting requirements of the tax code, which may include 8038-G or 8038-GC Information Returns. If funds are not appropriated to pay amounts due under the Agreement for any future fiscal period, you shall have the right to return the Equipment and terminate the Agreement on the last day of the fiscal period for which funds were available, without penalty or additional expense to you (other than the expense of returning the Equipment to the location designated by us), provided that at least thirty (30) days prior to the start of the fiscal period for which funds were not appropriated, your Chief Executive Officer (or Legal Counsel) delivers to us a certificate (or opinion) certifying that (a) you are a state or a fully constituted political subdivision or agency of the state in which you are located; (b) funds have not been appropriated for the applicable fiscal period to pay amounts due under the Agreement; (c) such non-appropriation did not result from any act or failure to act by you; and (d) you have exhausted all funds legally available for the payment of amounts due under the Agreement. You agree that this paragraph shall only apply if, and to the extent that, state law precludes you from entering into the Agreement if the Agreement constitutes a multi-year unconditional payment obligation. If and to the extent that the items financed under the Agreement is/are software, the above-referenced certificate shall also include certification that the software is no longer being used by you as of the termination date.

The undersigned, as a representative of the Governmental Entity, agrees that this Addendum is made a part of the Agreement.

<b>GOVERNMENTAL ENTITY'S AUTHORIZED SIGNATURE</b>		
(As Stated Above)	X	
	SIGNATURE	PRINT NAME & TITLE
		DATE
<b>OUR SIGNATURE</b>		
GreatAmerica Financial Services Corporation		
	SIGNATURE	PRINT NAME & TITLE
		DATE



# Southern Kern Unified School District

2601 Rosamond Blvd.  
Rosamond, CA 93560

## Agreement/Contract Coversheet

<b>Vendor/Contractor Name</b>	<b>Date Contract Received</b>	<b>Board Date</b>
Caldwell Flores Winters	5/29/2025	6/3/2025

<b>Contract Title/Name</b>	<b>Contract Effective Dates</b>	
Contract for Professional Consulting Services	From 6/3/2025 Until 5/31/2030	Final Contract to Superintendent's Secretary By: 5/29/2025

**Description of Agreement**

This Contract allows for Caldwell Flores Winters to provide professional consulting services to SKUSD as outlined in Exhibit A - Scope of Work in the attached Contract. Fees will be 2% of any grants received.

<b>Renewal Clause</b>	<b>Automatic Renewal</b>
	No
<b>Payment Terms:</b> Net 30	<b>Termination Clause</b> N/A
	<b>Budgeted Item</b> Yes

<b>Fixed/Startup Costs</b>	N/A	<b>Total Cost (NTE) Per Year</b>	\$80,000.00
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**Budget String/Comments**

Business Services

- Overview**
- Agreement is for more than one School Fiscal Year
  - Clearly States Fees and Hourly Rates
  - Allows Early Termination
  - Mutual Indemnity Clause
  - Governed in Accordance with Laws of California and Department of Education
  - Arbitration Clause
  - Two copies already signed by vendor

Initial Review Complete

	Signature	Date
	Robert Irving	5/29/2025

Purchase Order Prepared

	Signature	Date

Ready for Board Agenda

	Signature	Date
	Camie Davies	5/29/2025

## CONTRACT FOR PROFESSIONAL CONSULTING SERVICES

This contract ("Contract") is entered into this \_\_\_\_\_ day of \_\_\_\_\_ 2025, and is made by and between Caldwell Flores Winters, Inc. (hereinafter, "CFW") and the Southern Kern Unified School District of Kern County, a California public school district, (hereinafter, "District"), and collectively are herein after referred to as the "Parties."

### RECITALS

WHEREAS, CFW provides professional consultant services for facilities planning and assessments, educational program consulting, State aid grants for the modernization and construction of school facilities, election services for bond/parcel tax campaign committees, and program implementation services for facilities and educational programs throughout the State of California;

WHEREAS, an affiliate company, CFW Advisory Services LLC, provides municipal advisory services in the issuance of municipal debt obligations;

WHEREAS, the District has contracted under separate agreement with an affiliate company, CFW Advisory Services, LLC for the provision of municipal advisory services in the issuance of municipal debt obligations, and acknowledges such agreement;

WHEREAS, CFW may provide an integrated delivery method for these services for which the District has been apprised and may contract over time in whole or in part for these services by separate agreements or through its affiliate company, CFW Advisory Services LLC;

WHEREAS, the District is seeking to retain the services of a professional consulting firm for the purpose of providing professional consulting, advice, strategic planning and solicitation of State grants through the State School Facility Program and related programs offering funding to California public school districts for facilities programs (hereinafter, "State Aid Services");

WHEREAS, the District desires to retain the professional services of CFW to provide State Aid Services, as approved by the District and more particularly described in this Contract;

WHEREAS, the District has determined that it cannot provide through its own personnel the services to be performed by CFW under this Contract, the services provided by CFW are exempt from Public Contract Code section 20111, and the District has fully complied with its policies, bylaws, rules, and/or procedures for entering into this Contract;

NOW THEREFORE, for good and valuable consideration of the covenants set forth herein and other good and valuable consideration, the receipt and adequacy of which is acknowledged by the Parties, the following is hereby agreed:

**I. PROFESSIONAL CONSULTANT SERVICES**

CFW agrees to provide the District with professional consulting services in the form of State Aid Services as more fully set forth and specified in Exhibit A, incorporated herein and made a part of this Contract by reference.

**II. DISTRICT COOPERATION**

In order to perform the proposed scope of work, the District understands and agrees to cooperate with CFW by furnishing all necessary District information and records in a timely, diligent and accurate basis to the extent practicable and upon the request of CFW. On occasion, CFW may require the opportunity to consult with District staff to obtain information that is not readily available from District records and to clarify information that is not otherwise self-evident. The District agrees from time to time to make its staff available for these consultations.

From time to time, when necessary and appropriate, CFW may request that the District authorize access to consultants and professional services that the District is currently working with or in need of procurement in order to complete the scope of work contemplated herein. The District agrees to provide or authorize access to these additional professional services as necessary to carry out the scope of work, if needed.

**III. CONFIDENTIALITY OF INFORMATION**

CFW recognizes that information related to the services provided by CFW may be deemed public information and subject to be published and/or disclosed to the public as determined and directed by the District and/or State Law. Under this Contract, it shall be the responsibility of the District to make such determination of whether a particular document or other tangible information is subject to disclosure and to disclose said information at the appropriate time. Subject to that determination, CFW shall regard all information received during the performance of services pursuant to this Contract and all information produced by CFW as confidential and shall not disclose such information to any other person or party without prior consent of the District. Upon written determination by the District of information to be published and/or disclosed to the public, CFW will cooperate to the extent possible to disclose or publish that information consistent with State Law.

**IV. TERM**

The Parties recognize and acknowledge that it often takes many years for the District to secure grant funding through the State School Facility Program and related programs offering funding to California public school districts for facilities programs. In light of this consideration, the Parties have agreed to a term as follows to provide State Aid Services pursuant to Exhibit A, including to develop a strategy, update the District's eligibility, submit applications, advocate on the District's behalf, and secure funding.

The Term of this Contract shall commence upon approval by the Board of the District and shall continue through May 31, 2030. The District may choose to extend or renew the term of this Contract by a written instrument, mutually agreed to by the Parties and approved by the Governing Board of the District.

The Parties further recognize that the payment of the fee to CFW is contingent on the District receiving a grant. It is intended that the obligation to pay the fee shall survive beyond the term of this Contract for (1) any application submitted by CFW to the Office of Public School Construction or any other grant agency and/or (2) work or advocacy performed by CFW on behalf of the District to secure grant funding. In these cases, payment of the fee shall be consistent with the terms set forth in Article XIII of this Contract.

**V. INTEGRATED CONTRACT**

This Contract in its entirety represents a full and complete understanding of every kind or nature whatsoever between the parties hereto related to the proposed State Aid Services and replaces or supersedes any and all preliminary negotiations, representations or implied covenants inconsistent with the terms of this Contract.

**VI. TERMINATION**

Recognizing that this contract is a contingency contract and that substantial professional advice and consultation is being provided by CFW on a contingency basis with the full expectation of being compensated for those services when funding becomes available to the District, often years after the work is performed, this obligation shall survive any termination, whether by expiration of the contract, termination for cause, or termination for convenience by mutual agreement of the parties.

In the event CFW fails or refuses to reasonably perform the provisions of the scope of work, the District may declare a default in the performance of the terms of this Contract by providing written notice specifying the nature of the default and the steps necessary to cure the default. CFW shall be provided a period of no less than twenty-one (21) calendar days from the date of the notice to cure the default. In the event the District terminates this Contract after the expiration of the cure period, CFW shall be entitled to its earned compensation at such time that the District receives grant funding for any application prepared by or submitted on behalf of the District by CFW to the State School Facility Program and any other related program offering funding to California public school districts for facilities programs.

The Parties may also agree to mutually terminate this Contract by a writing reflecting the agreement.

In the event of any termination, payment of the fee shall be consistent with the terms set forth in Article XIII of this Contract.

**VII. NOTICES**

All notices, demands, requests or approvals to be given under this Contract shall be given in writing and shall be deemed served when delivered personally or on the fifth business day after the deposit thereof in the United States Mail, postage prepaid, registered or certified, addressed as provided below:

Southern Kern Unified School District  
ATTN: Barbara Gaines, Superintendent  
2601 Rosamond Boulevard  
Rosamond, CA 93560

Caldwell Flores Winters, Inc.  
ATTN: Emilio A. Flores, Chief Executive Officer  
2163 Harbor Bay Parkway  
Alameda, CA 94502

**VIII. DISPUTE RESOLUTION**

Any dispute, claim or controversy arising out of or relating to this Contract or the breach, termination, enforcement, interpretation or validity thereof, including the determination of the scope or applicability of this Contract to arbitrate, shall first be submitted to mediation, and if the matter is not resolved through mediation then to arbitration in Los Angeles County before one arbitrator. The arbitration shall be administered by an organization mutually agreeable by the parties or pursuant to California Code of Civil Procedure section 1280 et. seq. Judgment on the award may be entered in any court having jurisdiction. This clause shall not preclude parties from seeking provisional remedies in aid of arbitration from an appropriate court. The prevailing party in the arbitration shall be entitled to its reasonable attorneys' fees and costs. All fees and costs for mediation and arbitration shall be split equally.

**IX. CONSULTANT NOT AN EMPLOYEE OF THE DISTRICT**

CFW shall have no authority to contract on behalf of the District and shall not represent itself as having such authority. It is expressly understood and agreed by the Parties that CFW, while engaged in carrying out and complying with any terms and conditions of this contract, is an independent contractor and not an officer, agent or employee of aforesaid District.

**X. PREVAILING LAW**

This Contract shall be interpreted and shall be governed by California law.

**XI. ASSIGNMENT**

CFW reserves the right to assign this contract in whole or in part to any successor or assignee with the approval of the District. Such approval shall not be unreasonably withheld by District.

**XII. ATTORNEY'S FEES**

In the event that any action or proceeding, including any arbitration, is brought to enforce the provisions of this Contract, the prevailing party shall be entitled to all costs of enforcement, including but not limited to, said party's reasonable attorney fees.

**XIII. FEE FOR STATE AID SERVICES**

The District agrees to compensate CFW for State Aid Services as set forth in Exhibit A at a rate equal to two percent (2%) per application (Total Fee) of the principal amount of any and all grants received by the District for facilities as a result of State Aid Services provided by CFW pursuant to the State School Facility Program and/or related programs offering funding to California public school districts for facilities programs.

The Parties recognize that the payment of the fee to CFW is contingent on the District ultimately receiving a grant. The Parties also recognize and acknowledge that it often takes many years for the District to secure grant funding through the State School Facility Program and related programs offering funding to California public school districts for facilities programs. The length of the process may extend beyond the term of this Contract and could also extend beyond the service term of the District's Board of Trustees and executive staff entering into this Contract. Consequently, as previously stated in Section IV, it is intended that the obligation to pay the fee for State Aid Services provided by CFW shall survive beyond the term of this Contract.

Given the length of time that is possible from the commencement of State Aid Services to the awarding and allocation of funds, the Parties agree the following levels of compensation will be due to CFW if and when funds are awarded to the District based on State Aid Services provided by CFW. The Parties agree that eighty percent (80%) of the Total Fee has been earned by CFW once an application is submitted on behalf of the District for funding for grants from the State School Facility Program or any other related program offering funding to California public school districts for facilities programs; ninety percent (90%) of the Total Fee has been earned by CFW once the District has been notified that such agency will begin processing the submitted application; and, one hundred percent (100%) of the Total Fee has been earned by CFW once the State Allocation Board approves the District's application and provides apportionment of funding. No fee is paid to CFW until and unless the District receives an apportionment of funding.

The Total Fee shall be payable to CFW in lump sum within 30 days of receipt of any such State grant or other grant funds received by the District.

**XIV. APPROVAL**

In executing this Contract, persons signing on behalf of CFW or District represent that each has the authority to do so. This Contract shall not be executed by the District until such time as the Governing Board has approved and authorized its execution. In executing this contract, persons signing on behalf of CFW or District represent that each has the authority to do so.

This contract is hereby agreed to and executed on this \_\_\_\_\_ day of \_\_\_\_\_ 2025.

AGREED:

\_\_\_\_\_  
Emilio A. Flores, Chief Executive Officer  
Caldwell Flores Winters, Inc.

\_\_\_\_\_  
Barbara Gaines, Superintendent  
Southern Kern Unified School District

<p style="text-align: center;"><b>EXHIBIT A</b> <b>SCOPE OF WORK</b></p>
--

CFW agrees to provide State Aid Services pursuant to this Contract and as provided below:

1. Review educational and facilities goals and background materials provided by the District to CFW
2. Analyze District's eligibility under the State School Facility Program and related programs offering funding to California public school districts for facilities programs
3. Conduct walk through with District staff of existing facilities to verify District facility information, if needed
4. Develop strategy to establish available eligibility and provide recommendations suitable to District needs
5. Establish, update, or re-establish the District's baseline eligibility for funding with the State as required
6. Assist District in preparing and submitting necessary applications
7. Meet with State representatives, if required
8. Attend necessary informational and decision-making meetings, both locally and at the State, including the Office of Public School Construction, State Allocation Board, and California Department of Education, as requested by the District
9. Assist District in the securing and receipt of State funds, including coordinating responses to State requests for additional information



## Southern Kern Unified School District

2601 Rosamond Blvd.  
Rosamond, CA 93560

### Agreement/Contract Coversheet

<b>Vendor/Contractor Name</b>	<b>Date Contract Received</b>	<b>Board Date</b>
Solution Tree, Inc.	5/29/2025	6/3/2025

<b>Contract Title/Name</b>	<b>Contract Effective Dates</b>					
Purchase Agreement	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"><b>From</b></td> <td style="text-align: center;">7/1/2025</td> </tr> <tr> <td><b>Until</b></td> <td style="text-align: center;">6/30/2026</td> </tr> </table>	<b>From</b>	7/1/2025	<b>Until</b>	6/30/2026	<div style="background-color: #333; color: white; padding: 5px; text-align: center;">             Final Contract to Superintendent's Secretary By: 5/29/2025           </div>
<b>From</b>	7/1/2025					
<b>Until</b>	6/30/2026					

**Description of Agreement**

This Agreement is for Professional Development services during the 2025-2026 school year as outlined in Exhibit A of the attached Agreement.

<b>Renewal Clause</b>	<b>Automatic Renewal</b>
	No
<b>Payment Terms:</b>	<b>Termination Clause</b>
Net 30	N/A
	<b>Budgeted Item</b>
	Yes

<b>Fixed/Startup Costs</b>	N/A	<b>Total Cost (NTE) Per Year</b>	\$248,500.00
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**Budget String/Comments**

Business Services

Overview

- Agreement is for more than one School Fiscal Year
- Clearly States Fees and Hourly Rates
- Allows Early Termination
- Mutual Indemnity Clause
- Governed in Accordance with Laws of California and Department of Education
- Arbitration Clause
- Two copies already signed by vendor

<input checked="" type="checkbox"/> Initial Review Complete	Signature Robert Irving	Date 5/29/2025
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<input type="checkbox"/> Purchase Order Prepared	Signature	Date
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<input checked="" type="checkbox"/> Ready for Board Agenda	Signature Camie Davies	Date 5/29/2025
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**Solution Tree, Inc.  
Purchase Agreement**

Effective May 29, 2025, Solution Tree, Inc. ("Solution Tree") located at 555 N. Morton St., Bloomington, IN 47404 and Southern Kern Unified School District ("Customer") located at 2601 Rosamond Blvd., Rosamond, CA, US 93560 agree as follows:

- 1. Summary of Products and Services:** Customer will purchase the following Solution Tree products and services ("Products"). Additional Products may be added in a mutually agreed upon written Addendum.

<b>Products and Services</b>	<b>Total</b>
Professional Development	\$248,500.00
Project Administration	\$ 9,940.00
<b>Total</b>	<b>\$258,440.00</b>

- 2. Payment Terms:** Customer will provide Solution Tree with a purchase order made out to Solution Tree, 555 N. Morton St., Bloomington, IN 47404, for the full amount due under this Agreement upon execution of this Agreement (the "Purchase Order Due Date"). A non-refundable deposit of 20% of the total amount due will be invoiced upon execution of this Agreement. The total includes any travel, lodging, and incidental expenses incurred by Solution Tree. All payments are due net 30 days from the actual date of invoice. All past due invoices are subject to a finance charge of 1.5% monthly. Solution Tree will invoice Customer off of the purchase order based on the following schedule:

<b>Description</b>	<b>Payment</b>	<b>Expected Invoice Date</b>
20% Deposit (non-refundable)	\$ 51,688.00	Upon execution of Agreement
Professional Development	\$198,800.00	Incrementally after each date
Project Administration	\$ 7,952.00	Incrementally after each date

- 3. Professional Development**

- 3.1. Description of Services:** Solution Tree will provide a speaker ("Associate") to perform the professional development services described in Exhibit A.
- 3.2. Presentation Materials:** Customer will reproduce any handouts and other print materials related to the services and will notify the Associate directly of any deadlines for reproduction.
- 3.3. Venue and Audio/Visual Equipment:** Customer will provide a venue, audio/video equipment, and technical support for all sessions.

- 4. General Terms**

- 4.1. Intellectual Property:** Customer acknowledges that Solution Tree or Associate owns the copyrights to all tangible or electronic presentation materials, handouts, and/or program books used in conjunction with services performed under this Agreement and that no materials will be developed specifically for Customer. Solution Tree will retain all copyrights owned prior to

entering this Agreement, and Customer may not reproduce any materials not designated reproducible without the express written permission of Solution Tree. All audio, video, and digital recording of the services by Customer is prohibited.

**4.2. Force Majeure:** If an event beyond the parties' control makes performance impossible, illegal, or commercially impracticable (a "Force Majeure Event"), the parties will proceed as follows:

- a. If a Force Majeure Event prevents services from occurring onsite, the parties will arrange for the affected services to be delivered virtually on the scheduled dates.
- b. If a Force Majeure Event prevents services from occurring as scheduled, the parties will use best efforts to reschedule or make substitutions for affected services or products.
- c. If a Force Majeure Event prevents performance entirely, neither party will have any further liability to the other party for the prevented performance.
- d. All obligations unaffected by a Force Majeure Event will remain in place.

**4.3. Termination:** Solution Tree may terminate this Agreement if Solution Tree has not received a purchase order by the Purchase Order Due Date.

- a. **Professional Development:** If Customer cancels any Professional Development Services within 90 days of the scheduled date for any reason but Force Majeure, Customer will reimburse Solution Tree for any reasonable business expenses incurred in anticipation of performance of this Agreement that exceed the amount of the deposit. If events beyond the parties' control make performance on the scheduled dates impossible, the parties will use best efforts to reschedule the Professional Development Services.

**4.4. Entire Agreement:** This Agreement and any exhibits attached hereto constitute the entire agreement of the parties and supersede any prior or contemporaneous written or oral understanding or agreement. No waiver or modification of any of the terms of the Agreement will be effective unless made in writing and signed by both parties, and the unenforceability, invalidity, or illegality of any provision of this Agreement will not render the other provisions unenforceable, invalid, or illegal. Any waiver by either party of any default or breach hereunder will not constitute a waiver of any provision of this Agreement or of any subsequent default or breach of the same or a different kind.

This Agreement is acknowledged and accepted by Customer and Solution Tree:

\_\_\_\_\_  
Barbara Gaines  
Superintendent  
Southern Kern Unified School District

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Solution Tree, Inc.

**Exhibit A**
**Description of Professional Development Services**
**SERVICE 1: PLC at Work® Coaching Days (35 days: 7 days per school, 5 schools)**

<b>Proposed Associate</b>	<b>School Site</b>	<b>Dates</b>
David Jones	Rosamond High Early College Campus	September 3, 2025; October 1, 2025; November 5, 2025; January 28, 2026; April 8, 2026; April 29, 2026; May 13, 2026
Cheri Stevenson	Abe Lincoln IS & Rare Earth HS	August 27, 2025; October 1, 2025; November 5, 2025; January 28, 2026; February 11, 2026; April 8, 2026; May 13, 2026
JoAnne Flanagan	Westpark ES	September 4, 2025; September 10, 2025; October 1, 2025; February 11, 2026; April 8, 2026; April 29, 2026; May 13, 2026
Joseph Ianora	Tropico MS	August 27, 2025; September 10, 2025; November 5, 2025; January 28, 2026; February 11, 2026; April 8, 2026; April 29, 2026
Emily McClain	Rosamond ES	September 4, 2025; September 10, 2025; November 5, 2025; January 28, 2026; February 11, 2026; April 8, 2026; April 29, 2026

**Estimated Number of Participants:** 50 per school

**Participant Demographics:** k-12 Teachers and Administrators

**Proposed Start Time:** 8:00 AM

**Proposed End Time:** 3:00 PM

**Workshop Location:** School Sites

**Cost of Service:** \$248,500.00  
(\$7,100.00 per day, per associate)

**Description of Service:**

These coaching sessions are designed to develop the internal capacity for implementing and sustaining a PLC at Work, as well as begin a focus on best practices in assessment and instruction. The coaching days may include sessions with principals or district staff, monitoring of team activities, coaching for teacher teams on necessary areas of growth, and/or other meetings with staff at the schools. These sessions will be customized to support the identified challenge areas within the school and further develop teacher strength areas. Topics may include, but are not limited to:

- PLC at Work
- Creating a Collaborative Culture
- SMART goals
- Creating Essential Learning Targets
- Common Formative Assessments

- Data Analysis
- Pyramid of Interventions/Response to Intervention
- Mathematics
- Literacy
- School Culture

*Onsite days may occur virtually. Virtual days are up to 6 hours of support. Virtual pricing will apply to all onsite days delivered virtually.*



# Southern Kern Unified School District

2601 Rosamond Blvd.  
Rosamond, CA 93560

## Proposal/Estimate Cover Sheet

Vendor/Contractor Name or Event Name	Date Received	Board Date
Amplify	5/29/2025	6/3/2025

Proposal Title/Name	Effective Dates	Final Contract to Superintendent's Secretary By:
Quote # Q-539497-1	From 7/1/2025	
	Until 6/30/2026	
		5/30/2025

<b>Description</b>
This Quote is for Dyslexia screening software and Professional Development for grades K-2. This is for the 2025-2026 school year.

Renewal Clause	Automatic Renewal
No	NO

Payment Terms:	Termination Clause	Budgeted Item
	60 day written notice	N/A

Fixed/Startup Costs	Total Cost (not to exceed)	
N/A	\$17,621.04	

<b>Budget String/Comments</b>
Business Services

*Overview*

- Agreement is for more than one School Fiscal Year
- Clearly States Fees and Hourly Rates
- Allows Early Termination
- Mutual Indemnity Clause
- Governed in Accordance with Laws of California and Department of Education
- Arbitration Clause
- Two copies already signed by vendor

	Signature	Date
<input checked="" type="checkbox"/> Initial Review Complete	Robert Irving	5/30/2025

	Signature	Date
<input type="checkbox"/> Purchase Order Prepared		

	Signature	Date
<input checked="" type="checkbox"/> Ready for Board Agenda	Camie Davies	5/30/2025



# Price Quote

## Amplify

55 Washington Street, Suite 800  
 Brooklyn, NY 11201  
 Phone: (800) 823-1969  
 Fax: (646) 403-4700

Quote #: Q-539497-1  
 Date: 5/29/2025  
 Expires On: 6/28/2025  
 Delivery Service Level: Standard

### Customer Contact Information

Velda Kirk  
 Southern Kern Unified Sch Dist  
 6612565262  
 vkirk@skusd.k12.ca.us

### Amplify Contact Information

Jeff Sorenson  
 Associate Account Executive  
 jsorenson@amplify.com

Without PD package

### mCLASS D8/Lectura

PRODUCT	QUANTITY	PRICE	TOTAL DISCOUNT	TOTAL PRICE
mCLASS DIBELS 8th Edition Kit - Kindergarten	15.00	\$47.00	\$0.00	\$705.00
mCLASS DIBELS 8th Edition Kit - Grade 1	17.00	\$47.00	\$0.00	\$799.00
mCLASS DIBELS 8th Edition Kit - Grade 2	18.00	\$47.00	\$0.00	\$846.00
mCLASS GK Lectura Kit	2.00	\$47.00	\$0.00	\$94.00
mCLASS G1 Lectura Kit	2.00	\$47.00	\$0.00	\$94.00
mCLASS G2 Lectura Kit	2.00	\$47.00	\$0.00	\$94.00
mCLASS California Grades K-2 1yr DIBELS 8th Ed Annual Student License - 1yr (2025-2026)	810.00	\$9.00	\$0.00	\$7,290.00
mCLASS Lectura Annual Student License add-on for existing mCLASS customers - 1yr (2025-2026)	124.00	\$5.00	\$0.00	\$620.00
<b>TOTAL</b>			\$0.00	\$10,542.00

### Professional Development

PROFESSIONAL DEVELOPMENT	QUANTITY	PRICE	TOTAL DISCOUNT	TOTAL PRICE
mCLASS DIBELS 8th Ed Adm. & Instr. Essentials for Teachers (1/2 Day Onsite and 1/2 Day Remote)	2.00	\$3,250.00	\$0.00	\$6,500.00
<b>TOTAL</b>		\$3,250.00	\$0.00	\$6,500.00

### Shipping and Handling

SHIPPING AND HANDLING	DELIVERY SERVICE LEVEL	SHIPPING COST	TOTAL DISCOUNT	TOTAL PRICE
Amplify Shipping and Handling	Standard	\$315.84	\$0.00	\$315.84

SUBTOTAL	\$17,357.84
ESTIMATED SALES TAX (10%)	\$263.20
TOTAL DISCOUNT	\$0.00
GRAND TOTAL	\$17,621.04

### Scope and Duration

#### Payment Terms:

- This Price Quote (including all pricing and other terms) is valid through Quote Expiration Date stated above.
- Payment terms: net 30 days.
- Prices do not include sales tax, if applicable.
- Pricing terms in the Price Quote are based on the scope of purchase and other terms herein.
- The Federal Tax ID # for Amplify Education, Inc. is 13-4125483. A copy of Amplify's W-9 can be found at: <http://www.amplify.com/w-9.pdf>

#### License and Services Term:

- Licenses: 07/01/2025 until 06/30/2026.
- Services: 18 months from order date. Unless otherwise stated above, all training and other services purchased must be scheduled and delivered within such term or will be forfeited.

#### Special Terms:

- FOR SHIPPED MATERIALS:
  - Expedited shipping is available at extra charge.
  - Print materials and kits are non-returnable and non-refundable, except in the case of defective or missing materials reported by Customer within 60 days of receipt.
- FOR SERVICES:
  - Training and professional development sessions cancelled with less than one week notice will be deemed delivered.

### Quote Special Terms

#### California Sales Tax

Please note that for California customers, we have included a Sales Tax Estimate calculated at 10% of the price of all print materials indicated in the price table above, to aid with budgeting. The exact sales tax amount due may vary based on county and/or municipality.

### How to Order Our Products

Amplify would like to process your order as quickly as possible. Please visit [amplify.com/ordering-support](http://amplify.com/ordering-support) to find all the information you need for submitting your order. We accept the following forms of payment: purchase orders, checks, and credit card payments (Visa, MasterCard, Discover and American Express). In order for us to assist you, please help us by following these instructions:

#### Please include these three documents with your order:

- Authorized purchase order or check

- A copy of your Price Quote
- A copy of your Tax-Exemption Certificate

**If submitting a purchase order:**

To expedite your order, please visit [amplify.com/ordering-support](https://amplify.com/ordering-support) where you can submit your signed purchase order. You can also email a purchase order to [IncomingPO@amplify.com](mailto:IncomingPO@amplify.com) or fax it to (646) 403-4700. Purchase Orders can also be mailed to our Order Management Department at the address below.

**If submitting your order via credit card:**

- Please email [Accountsreceivable@amplify.com](mailto:Accountsreceivable@amplify.com) to request a secure credit card payment link

**If submitting your order via sending a check:**

- Please mail your documents directly to our Order Management Department and notify your sales representative of the check number and check amount.
- Please note that mailing a check can add up to two weeks of processing time for your order. For faster processing of your order, please submit your order via Purchase Order or Credit Card Authorization Form.

The information requested above is essential to ensure the smooth completion of your order with Amplify. Failure to submit documents will prevent your order from processing.

Our Order Management Department is located at 55 Washington Street, Suite 800, Brooklyn, NY 11201. Please note that mailing any documents can result in delays of up to two weeks. **For faster processing of your order, we recommend you submit a purchase order via our website: [amplify.com/ordering-support](https://amplify.com/ordering-support).**

This Price Quote is subject to the Customer Terms & Conditions of Amplify Education, Inc. attached and available at [amplify.com/customer-terms](https://amplify.com/customer-terms). Issuance of a purchase order or payment pursuant to this Price Quote, or usage of the products specified herein, shall be deemed acceptance of such Terms & Conditions.

**Terms & Conditions**

1. **Scope.** These Terms and Conditions (the "Customer Terms") are a legal agreement between Amplify Education, Inc. ("Amplify") and your school, district, state agency, or other educational organization ("you" or "Customer") for the license and use of one or more of Amplify products or services (the "Products"), as specified in the receipt, price quote, proposal, renewal letter, or other ordering document containing the details of this purchase (the "Quote"). Unless otherwise specified in the Quote, these Customer Terms and the Quote constitute the entire agreement between Amplify and Customer regarding the license and use of the Products (the "Agreement"). This Agreement becomes effective at the earliest of the following: (i) issuing a purchase order, shipment request, or payment against the Quote; (ii) accessing, downloading, or using the Products; or (iii) otherwise accepting this Agreement. You represent and warrant that: (1) you are of legal age to accept this Agreement; (2) you are authorized to accept this Agreement and to access and use the Products; and (3) your use of the Products will comply at all times with Amplify's [Acceptable Use Policy](https://amplify.com/acceptable-use) available at [amplify.com/acceptable-use](https://amplify.com/acceptable-use) ("AUP"). If you do not agree to this Agreement, do not access, download, or use the Products.

2. **License.** Subject to the terms and conditions of the Agreement, Amplify grants to Customer a non-exclusive, non-transferable, non-sublicensable license to access and use, and permit Authorized School Users, as defined below, to access and use the Products in accordance with the AUP, for the duration specified in the Quote (the "Term"), and for the number of Authorized School Users specified in the Quote for whom Customer has paid the applicable fees to Amplify. "Authorized School User" means an individual teacher or other personnel employed by Customer, or an individual student registered or authorized for instruction with Customer, who Customer permits to access and use the Products subject to the terms and conditions of the Agreement, solely while such individual is so employed or so registered. Each Authorized School User's access and use of the Products will be subject to Amplify's AUP in addition to the terms and conditions of the Agreement. Violations of this Agreement or the AUP may result in suspension or termination of the applicable account.

3. **Restrictions.** Customer may access and use the Products solely for non-commercial instructional and administrative purposes. Guidelines for such purposes may be detailed in materials associated with the Product you are accessing. Further, Customer may not, except as expressly authorized or directed by Amplify: (a) copy, modify, translate, distribute, disclose, or create derivative works based on the contents of, sell, or otherwise exploit, the Products, or any part thereof; (b) decompile, disassemble, reverse engineer

the Products, or otherwise use the Products to develop functionally similar products or services; (c) modify, alter, or delete any of the copyright, trademark, or other proprietary notices in or on the Products; (d) rent, lease, or lend the Products or use the Products for the benefit of any third party; (e) avoid, circumvent, or disable any security or digital rights management device, procedure, protocol, or mechanism in the Products; or (f) permit any Authorized User or third party to do any of the foregoing. Customer also agrees that any works created in violation of this section are derivative works, and, as such, Customer agrees to assign, and hereby assigns, all right, title, and interest in such works to Amplify. The Products and derivatives thereof may be subject to export control laws, restrictions, regulations, and orders of the U.S. and other jurisdictions (together, "Export Laws"). Customer agrees to comply with all applicable Export Laws, and will not, and will not permit Authorized School Users to, export, or transfer for the purpose of re-export, any Product to any prohibited or embargoed country in violation of any U.S. export law or regulation. Further, Customer represents that it is not a party subject to sanctions by the U.S. Office of Foreign Assets Control or included on any restricted party list maintained by the U.S. Bureau of Industry and Security. The software and associated documentation portions of the Products are "commercial items" (as defined at 48 CFR 2.101), comprising "commercial computer software" and "commercial computer software documentation," as those terms are used in 48 CFR 12.212. Accordingly, if Customer is the U.S. Government or its contractor, Customer will receive only those rights set forth in this Agreement in accordance with 48 CFR 227.7201-227.7204 (for Department of Defense and their contractors) or 48 CFR 12.212 (for other U.S. Government licensees and their contractors).

4. **Reservation of Rights. SUBSCRIPTION PRODUCTS ARE LICENSED, NOT SOLD.** Subject to the limited rights expressly granted hereunder, all rights, title, and interest in and to all Products, including all related IP Rights, are and will remain the sole and exclusive property of Amplify or its third-party licensors. "IP Rights" means, collectively, rights under patent, trademark, copyright, and trade secret laws, and any other intellectual property or proprietary rights recognized in any country or jurisdiction worldwide. Customer must promptly notify Amplify of any violation of Amplify's IP Rights in the Products, and will reasonably assist Amplify as necessary to remedy any such violation. Amplify Products are protected by patents (see [amplify.com/virtual-patent-marking](https://www.amplify.com/virtual-patent-marking)).

5. **Payments.** In consideration of the Products, Customer will pay to Amplify (or other party designated on the Quote) the fees specified in the Quote in full within 30 days of the date of invoice, except as otherwise agreed by the parties or for those amounts that are subject to a good faith dispute of which Customer has notified Amplify in writing. Customer will be responsible for all state or local sales, use or gross receipts taxes, and federal excise taxes unless Customer provides a then-current tax exemption certificate in advance of the delivery, license, or performance of any Product, as applicable.

6. **Shipments.** Unless otherwise specified on the Quote, physical Products will be shipped FOB origin in the US (Incoterms 2010 EXW outside of the US) and are deemed accepted by Customer upon receipt. Upon acceptance of such Products, orders are non-refundable, non-returnable, and non-exchangeable, except in the case of defective or missing materials reported to Amplify by Customer within 60 days of receipt. In such case, Customer may not return Products without Amplify's written authorization.

7. **Account Information.** For subscription Products, the authentication of Authorized School Users is based in part upon information supplied by Customer or Authorized School Users, as applicable. Customer will and will cause its Authorized School Users to (a) provide accurate information to Amplify or a third-party service as applicable, and promptly report any changes to such information, (b) not share login credentials or otherwise allow others to use their account, (c) maintain the confidentiality and security of their account information, and (d) use the Products solely via such authorized accounts. Customer agrees to notify Amplify immediately of any unauthorized use of its or its Authorized School Users' accounts or related authentication information. Amplify will not be responsible for any losses arising out of the unauthorized use of accounts created by or for Customer and its Authorized School Users.

8. **Confidentiality.** Customer acknowledges that, in connection with this Agreement, Amplify has provided or will provide to Customer and its Authorized School Users certain sensitive or proprietary information, including software, source code, assessment instruments, research, designs, methods, processes, customer lists, training materials, product documentation, know-how, or trade secrets, in whatever form ("Confidential Information"). Customer agrees (a) not to use Confidential Information for any purpose other than use of the Products in accordance with this Agreement and (b) to take all steps reasonably necessary to maintain and protect the Confidential Information of Amplify in strict confidence. Confidential Information shall not include information that, as evidenced by Customer's contemporaneous written records: (i) is or becomes publicly available through no fault of Customer; (ii) is rightfully known to Customer prior to the time of its disclosure; (iii) has been independently developed by Customer without any use of the Confidential Information; or (iv) is subsequently learned from a third party not under any confidentiality obligation.

9. **Student Data.** The parties acknowledge and agree that in the course of providing the Products to the Customer, Amplify may collect, receive, or generate information that directly relates to an identifiable current or former student of Customer ("Student Data"). Student Data may include personal information from a student's "educational records," as defined by the Family Educational Rights and Privacy Act of 1974 ("FERPA"). Student Data is owned and controlled by the Customer and Amplify receives Student Data as a "school official" under Section 99.31 of FERPA for the purpose of providing the Products hereunder. Individually and collectively, Amplify and Customer agree to uphold our obligations, as applicable, under FERPA, the Children's Online Privacy Protection Act ("COPPA"), the

Protection of Pupil Rights Amendment (“PPRA”), and applicable state laws relating to student data privacy. Amplify’s [Privacy Policy](#) at [amplify.com/customer-privacy](#) (“Privacy Policy”) will govern collection, use, and disclosure of Student Data collected or stored on behalf of Customer under this Agreement. Customer is responsible for providing notice and obtaining appropriate consents under applicable laws to authorize Authorized School Users’ use of the Products, including making a copy of the [Privacy Policy](#) available to the parents or guardians of users who are under the age of 13. In addition, Amplify has entered into the Data Privacy Agreements listed at [amplify.com/privacy-security](#) aligned with state and national templates to facilitate compliance with applicable state laws and help expedite Customer’s student data privacy documentation process.

10. Customer Materials and Requirements. Customer represents, warrants, and covenants that it has all the necessary rights, including consents and IP Rights, in connection with any data, information, content, and other materials provided to or collected by Amplify on behalf of Customer or its Authorized School Users using the Products or otherwise in connection with this Agreement (“Customer Materials”), and that Amplify has the right to use such Customer Materials as contemplated hereunder or for any other purposes required by Customer. Customer is solely responsible for the accuracy, integrity, completeness, quality, legality, and safety of such Customer Materials. Customer is responsible for meeting hardware, software, telecommunications, and other requirements listed at [amplify.com/customer-requirements](#).

11. Warranty Disclaimer. PRODUCTS ARE PROVIDED “AS IS” AND WITHOUT WARRANTY OF ANY KIND BY AMPLIFY. AMPLIFY EXPRESSLY DISCLAIMS ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING ANY WARRANTY AS TO TITLE, NON-INFRINGEMENT, MERCHANTABILITY, OR FITNESS FOR A PARTICULAR PURPOSE OR USE. CUSTOMER ASSUMES RESPONSIBILITY FOR SELECTING THE PRODUCTS TO ACHIEVE CUSTOMER’S INTENDED RESULTS AND FOR THE ACCESS AND USE OF THE PRODUCTS, INCLUDING THE RESULTS OBTAINED FROM THE PRODUCTS. WITHOUT LIMITING THE FOREGOING, AMPLIFY MAKES NO WARRANTY THAT THE PRODUCTS WILL BE ERROR-FREE OR FREE FROM INTERRUPTIONS OR OTHER FAILURES OR WILL MEET CUSTOMER’S REQUIREMENTS. AMPLIFY IS NEITHER RESPONSIBLE NOR LIABLE FOR ANY THIRD-PARTY CONTENT OR SOFTWARE INCLUDED IN PRODUCTS, INCLUDING THE ACCURACY, INTEGRITY, COMPLETENESS, QUALITY, LEGALITY, USEFULNESS, OR SAFETY OF, OR IP RIGHTS RELATING TO, SUCH THIRD-PARTY CONTENT AND SOFTWARE. ANY ACCESS TO OR USE OF SUCH THIRD-PARTY CONTENT AND SOFTWARE MAY BE SUBJECT TO THE TERMS AND CONDITIONS AND INFORMATION COLLECTION, USAGE, AND DISCLOSURE PRACTICES OF THIRD PARTIES.

12. Limitation of Liability. IN NO EVENT WILL AMPLIFY BE LIABLE TO CUSTOMER OR TO ANY AUTHORIZED USER FOR ANY INCIDENTAL, SPECIAL, CONSEQUENTIAL, PUNITIVE, RELIANCE, OR COVER DAMAGES, DAMAGES FOR LOST PROFITS, LOST DATA OR LOST BUSINESS, OR ANY OTHER INDIRECT DAMAGES, EVEN IF AMPLIFY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. TO THE EXTENT PERMITTED BY APPLICABLE LAW, AMPLIFY’S ENTIRE LIABILITY TO CUSTOMER OR ANY AUTHORIZED USER ARISING OUT OF PERFORMANCE OR NONPERFORMANCE BY AMPLIFY OR IN ANY WAY RELATED TO THE SUBJECT MATTER OF THIS AGREEMENT, REGARDLESS OF WHETHER THE CLAIM FOR SUCH DAMAGES IS BASED IN CONTRACT, TORT, STRICT LIABILITY, OR OTHERWISE, MAY NOT EXCEED THE AGGREGATE OF CUSTOMER’S OR ANY AUTHORIZED USER’S DIRECT DAMAGES UP TO THE FEES PAID BY CUSTOMER TO AMPLIFY FOR THE AFFECTED PORTION OF THE PRODUCTS IN THE PRIOR 12-MONTH PERIOD. UNDER NO CIRCUMSTANCES WILL AMPLIFY BE LIABLE FOR ANY CONSEQUENCES OF ANY UNAUTHORIZED USE OF THE PRODUCTS THAT VIOLATES THIS AGREEMENT OR ANY APPLICABLE LAW OR REGULATION.

13. Term/Termination. This Agreement will be in effect for the Term and may be renewed or extended by mutual agreement of the parties. Without prejudice to any rights either party may have under this Agreement, in law, equity, or otherwise, a party will have the right to terminate this Agreement if the other party (or in the case of Amplify, an Authorized School User) materially breaches any term, provision, warranty, or representation under this Agreement and fails to correct the breach within 30 days of its receipt of written notice thereof. Upon termination, Customer will: (a) cease using the Products, (b) return, purge, or destroy (as directed by Amplify) all copies of any Products and, if so requested, certify to Amplify in writing that such surrender or destruction has occurred, (c) pay any fees due and owing hereunder, and (d) not be entitled to a refund of any fees previously paid, unless otherwise specified in the Quote. Customer will be responsible for the cost of any continued use of the Products following termination. Upon termination, Amplify will return or destroy any Student Data provided to Amplify hereunder. Notwithstanding the foregoing, nothing will require Amplify to return or destroy any data that does not include Student Data, including de-identified information or data that is derived from access to Student Data but which does not contain Student Data. Sections 3–14 will survive the termination of this Agreement.

14. Miscellaneous. This Agreement, including all addenda, attachments, and the Quote, as applicable, constitutes the entire agreement between the parties relating to the subject matter hereof. The provisions of this Agreement will supersede any conflicting terms and conditions in any Customer purchase order, other correspondence or verbal communication, and will supersede and cancel all prior agreements, written or oral, between the parties relating to the subject matter hereof. This Agreement may not be modified except in writing signed by both parties. All defined terms in this Agreement will apply to their singular and plural forms, as

applicable. The word "including" means "including without limitation." This Agreement will be governed by and construed and enforced in accordance with the laws of the U.S., state of New York, without giving effect to the choice of law rules thereof. This Agreement will be binding upon and inure to the benefit of the parties and their respective successors and assigns. The parties expressly understand and agree that their relationship is that of independent contractors. Nothing in this Agreement will constitute one party as an employee, agent, joint venture partner, or servant of another. Each party is solely responsible for all of its employees and agents and its labor costs and expenses arising in connection herewith. Neither this Agreement nor any of the rights, interests or obligations hereunder may be assigned or delegated by Customer or any Authorized School User without the prior written consent of Amplify. If one or more of the provisions contained in this Agreement will for any reason be held to be unenforceable at law, such provisions will be construed by the appropriate judicial body to limit or reduce such provision or provisions so as to be enforceable to the maximum extent compatible with applicable law. Amplify will have no liability to Customer or to third parties for any failure or delay in performing any obligation under this Agreement due to circumstances beyond its reasonable control, including acts of God or nature, fire, earthquake, flood, epidemic, pandemic, strikes, labor stoppages or slowdowns, civil disturbances or terrorism, national or regional emergencies, supply shortages or delays, action by any governmental authority, or interruptions in power, communications, satellites, the Internet, or any other network. Each party represents and warrants that it has all necessary right, power, and authority to enter into this Agreement and to comply with the obligations hereunder.

We are delighted to work with you and we thank you for your order!

Amplify Education, Inc. - Confidential Information



# Southern Kern Unified School District

2601 Rosamond Blvd.  
Rosamond, CA 93560

## *Proposal/Estimate Cover Sheet*

Vendor/Contractor Name or Event Name	Date Received	Board Date
Lakeshore Learning Materials, Inc.	5/30/2025	6/3/2025

Proposal Title/Name	Effective Dates	Final Contract to Superintendent's Secretary By:
Quote: 20049281	From 7/1/2025	5/30/2025
	Until 6/30/2026	

Description
This Quote is for classroom supplies for Westpark TK.

Renewal Clause	Automatic Renewal
No	NO

Payment Terms:	Termination Clause	Budgeted Item
	60 day written notice	N/A

Fixed/Startup Costs	Total Cost (not to exceed)	
N/A	\$20,941.57	

Budget String/Comments
Business Services

*Overview*

- Agreement is for more than one School Fiscal Year
- Clearly States Fees and Hourly Rates
- Allows Early Termination
- Mutual Indemnity Clause
- Governed in Accordance with Laws of California and Department of Education
- Arbitration Clause
- Two copies already signed by vendor

<input checked="" type="checkbox"/>	Initial Review Complete	Signature	Date
		Robert Irving	5/30/2025

<input type="checkbox"/>	Purchase Order Prepared	Signature	Date

<input checked="" type="checkbox"/>	Ready for Board Agenda	Signature	Date
		Camie Davies	5/30/2025



Lakeshore Learning Materials, LLC  
 2695 E Dominguez Street  
 Carson CA 90895  
**www.lakeshorelearning.com**  
 To contact your local representative,  
**Alex Gilliam**, please call (800) 421-5354

Quotation:20049281

**Sold-to :** 0000290100  
 SOUTHERN KERN USD  
 2601 W Rosamond Blvd  
 Rosamond CA 93560-6434  
 USA  
**Phone No:** 6612565000  
**Email:** tbishop@skusd.k12.ca.us

**Entry Date** May 27, 2025  
**Valid from** May 27, 2025  
**Valid to** Aug 25, 2025  
**Reference Number** 20049281 05.27.25

**Ship-to :** 0000137870  
 WESTPARK ELEMENTARY SCHOOL  
 3600 Imperial Ave  
 Rosamond CA 93560-7681  
 USA  
**Phone No:** 6612565030

PLEASE REFERENCE QUOTE NUMBER ON YOUR PURCHASE ORDER.

Line Item	Qty	Description	UOM	Your Price	Extended
10 LA952	3	CLASSROOM CARPET FOR 30	EA	521.55	1564.65
20 RR900X	3	LETS GO SHOPPING FOOD BASKETS	EA	151.05	453.15
		Which consists of			
*21 RR897	3	FRUIT BASKET	EA	0.00	0.00
*22 RR896	3	VEGETABLE BASKET	EA	0.00	0.00
*23 RR899	3	MEAT FISH AND CHEESE BASKET	EA	0.00	0.00
*24 RR898	3	BREAD BASKET	EA	0.00	0.00
30 LDA178	3	INDESTRUCTBL DISHES-SERVE 4	EA	18.99	56.97
40 HH578	3	SOFT AND SAFE POTS AND PANS	EA	37.99	113.97
50 LC710X	3	PRETEND-PLAY HARDWD KITCHEN ST	EA	1120.05	3360.15
		Which consists of			
*51 LC714	3	PRETEND AND PLAY HUTCH	EA	0.00	0.00
*52 LC713	3	PRETEND AND PLAY SINK	EA	0.00	0.00
*53 LC712	3	PRETEND AND PLAY STOVE	EA	0.00	0.00
*54 LC711	3	PRETEND-PLAY REFRIGERATOR	EA	0.00	0.00
60 AA824	3	LAKESHOR HARDWOOD SUPER GARAGE	EA	189.05	567.15
70 AA614	3	BLOCK PLAY GARAGES	EA	47.49	142.47
80 LC1457	3	SOFT QUIET BUILDING BLOCKS	EA	47.49	142.47
90 AA612	3	HARDWOOD BLOCKS - SET OF 100	EA	123.49	370.47
		Which consists of			
*91 AA611	6	HARDWOOD BLOCKS - SET OF 50	EA	0.00	0.00

100	RJ10	3	BLOCK PLAY TRAFFIC SIGNS	EA	28.49	85.47
110	RR653	3	LKSHR COMMNTY BLCK PLAY PEOPLE	EA	37.99	113.97
120	LA827	3	LAKESHORE PUPPET TREE	EA	66.49	199.47
130	LK469	3	FLX-SPC MOBL 20-BIN STOR CTR	EA	1424.05	4272.15
140	LK135	3	FLX-SPC CLEAR VIEW BINS-20EA	EA	274.55	823.65
	Which consists of					
*141	LK127	60	FLEX-SPC JR CLEAR BIN	EA	0.00	0.00
150	JJ836	3	HELP-YOURSELF BOOKSTAND	EA	293.55	880.65
160	LA201	3	STARTER BLOCK SET STORAGE CAB	EA	379.05	1137.15
170	AA810	3	TODDLER COLOR-CHNGNG LIGHT TBL	EA	455.05	1365.15
180	LC590X	3	LIGHT TABLE MANIP CENTER	EA	113.05	339.15
	Which consists of					
*181	LC582	3	LIGHT TBL MANIPS-COLOR CHIPS	EA	0.00	0.00
*182	LC581	3	LIGHT TABLE MANIPS-DOMINOES	EA	0.00	0.00
*183	LC557	3	LABELS FOR LIGHT TABLE LIBRARY	EA	0.00	0.00
*184	LC556	3	RACK FOR LIGHT TABLE LIBRARY	EA	0.00	0.00
*185	LC587	3	LIGHT TABLE MANIPS-BUGS	EA	0.00	0.00
*186	LC588	3	LIGHT TABLE MANIPS-LETTERS	EA	0.00	0.00
*187	LC589	3	LIGHT TABLE MANIPS-NUMBERS	EA	0.00	0.00
*188	LC585	3	LT TBL MANIPS-PATTERN BLOCKS	EA	0.00	0.00
*189	LC583	3	LIGHT TABLE MANIPS-BUTTONS	EA	0.00	0.00
*190	LC586	3	LIGHT TABLE MANIPS-GEMS	EA	0.00	0.00
200	LC924	3	PRETEND-PLAY TABLE-CHAIR SET	EA	664.05	1992.15
	Which consists of					
*201	LC924-3	3	ST OF 2 CHAIRS- YE, GR-LC924	EA	0.00	0.00
*202	LC924-2	3	ST OF 2 CHAIRS- RD, BU-LC924	EA	0.00	0.00
*203	LC924-1	3	TABLE, BOX, GUIDE FOR LC924	EA	0.00	0.00
210	EE148	3	INDR-OUTDR PNT CTR 4-NATURAL	EA	455.05	1365.15

**Subtotal** 19345.56

<b>Freight</b>	0.00
<b>Tax amount</b>	1,596.01
<b>Total Amount (USD)</b>	20941.57

We look forward to your order.  
Item availability subject to change

## CSBA UPDATE CHECKLIST – October 2023

District Name: Southern Kern Unified School District

Contact Name: Barbara Gaines Phone: (661)256-5000 Email: bgaines@skusd.k12.ca.us

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
BP 0410	Nondiscrimination in District Programs and Activities	<b>Fill in Blanks</b> <u>Asst. Sup. SPED &amp; Pupil Personnel</u> <u>2601 Rosamond Blvd.</u> <u>Rosamond, CA 93560</u> (661)256-5000 ext. 1205	
BP 1312.2	Complaints Concerning Instructional Materials		
AR 1312.2	Complaints Concerning Instructional Materials		
E(1) 1312.2	Complaints Concerning Instructional Materials	<b>Fill in Blanks</b> <u>Asst. Sup. C&amp;I</u> <u>2601 Rosamond Blvd.</u> <u>Rosamond, CA 93560</u> (661)256-5000 ext. 1118	
BP 1312.3	Uniform Complaint Procedures		
AR 1312.3	Uniform Complaint Procedures	<b>Fill in Blanks</b> <u>Associate Superintendent</u> <u>2601 Rosamond Blvd.</u> <u>Rosamond, CA 93560</u> (661)256-5000 ext. 1138  <b>OPTION 1:</b> <input checked="" type="checkbox"/> Cannot appeal to the Board  <b>OPTION 2:</b> <input type="checkbox"/>	
AR 1312.4	Williams Uniform Complaint Procedures		
E(1) 1312.4	Williams Uniform Complaint Procedures		
E(2) 1312.4	Williams Uniform Complaint Procedures	<b>Fill in Blanks</b> <u>Principal of School</u> <u>Course Title/Grade Level</u> <u>Room # - Location of Facility</u>	
BP 5145.3	Nondiscrimination/Harassment		

## CSBA UPDATE CHECKLIST – October 2023

District Name: Southern Kern Unified School District

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
BP 6143	Courses of Study		
AR 6143	Courses of Study		
BP 6161.1	Selection and Evaluation of Instructional Materials		
AR 6161.1	Selection and Evaluation of Instructional Materials		
E(1) 6161.1	Selection and Evaluation of Instructional Materials	<b>Fill in Blanks</b> <u>Asst. Sup. of C&amp;I</u> <u>2601 Rosamond Blvd.</u> <u>Rosamond, CA 93560</u> <u>(661)256-5000 ext. 1118</u>	
BP 6161.11	Supplementary Instructional Materials		
BP 6163.1	Library Media Centers	<b>OPTION 1:</b> <input checked="" type="checkbox"/> No Fee  <b>OPTION 2:</b> <input type="checkbox"/>	

**CSBA POLICY GUIDE SHEET**  
**Instructional Materials Special Packet October 2023**

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

**Board Policy 0410 - Nondiscrimination in District Programs and Activities**

Policy updated to reflect **NEW LAW (AB 1078, 2023)** which (1) requires that the district's policy prohibiting discrimination, harassment, intimidation, and bullying include a statement that the policy applies to all acts of the Governing Board and Superintendent in enacting policies and procedures that govern the district, (2) clarifies when it is unlawful discrimination for the Board to refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or resource in a school library, (3) requires the California Department of Education to develop, by July 1, 2025, guidance and public educational materials to ensure that all Californians can access information about educational laws and policies that safeguard the right to an accurate and inclusive curriculum, and (4) provides that complaints alleging discrimination related to the use or prohibited use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or resource in a school library may be brought under the district's uniform complaint procedures or may be directly filed with the Superintendent of Public Instruction, as specified. Policy also updated to reference **NEW U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS GUIDANCE** documents which provide that (1) a district may not separate students based on race, but may include group discussions or activities that focus on race as part of the curriculum, courses, or programs so long as access or participation is not permitted or limited based on race, (2) a school-sponsored program with emphasis on race, such as a student club, that is open to all students, typically would not violate Title VI solely because of its race-related theme, and (3) a district's responsibility not to discriminate against students applies to any of its programs or activities, whether directly or through contractual or other arrangements. Additionally, policy updated to expand the list of characteristics for which discrimination is prohibited in order to more closely align with law; and, to reflect **NEW LAW (SB 523, 2022)** which includes reproductive health decisionmaking as a characteristic for which employees, job applicants, unpaid interns and volunteers are protected against unlawful discrimination and harassment.

**Board Policy 1312.2 - Complaints Concerning Instructional Materials**

Policy updated to reflect **NEW LAW (AB 1078, 2023)** which (1) requires the California Department of Education (CDE) to develop, by July 1, 2025, guidance and public educational materials to ensure that all Californians can access information about educational laws and policies that safeguard the right to an accurate and inclusive curriculum, (2) clarifies when it is unlawful discrimination for the Governing Board to refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or resource in a school library, (3) provides that complaints alleging discrimination related to the use or prohibited use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or resource in a school library may be brought under the district's uniform complaint procedures or may be directly filed with the Superintendent of Public Instruction, as specified, and (4) requires CDE to issue, by July 1, 2025, guidance regarding how to review instructional materials to ensure that they represent diverse perspectives and are culturally relevant. Policy also updated to expand and amend the list of criteria to be considered when instructional or library materials are being challenged; and, to provide that, unless required by law, any challenged material that is reviewed by the district will not be subject to further reconsideration for 12 months.

**Administrative Regulation 1312.2 - Complaints Concerning Instructional Materials**

Regulation updated to provide that for an instructional materials complaint for a nonprinted material the location of the objection be given; include that acknowledgement of receipt of an instructional materials complaint and notification of a review committee's decision be in writing; and, add that staff, in addition to the Superintendent or designee and teacher(s), be notified by the Principal as appropriate when an instructional materials complaint is received. Regulation also updated to delete material in the section

"Formal Complaint" related to a request by a parent/guardian who has filed a complaint for the student to be excused from using the challenged material while the complaint is pending; and, move the section "Review Committee" to come before the section "Superintendent Determination" so that it follows chronologically. Additionally, regulation updated to amend the section "Review Committee" to provide that (1) the Superintendent or designee may appoint parents/guardians and students, in addition to administrators and staff from relevant instructional and administrative areas, to serve on the committee, (2) include that the Superintendent or designee may provide training to the review committee to ensure the committee is informed regarding its responsibilities, applicable laws, and Board policies and administrative regulations when reviewing instructional materials, and (3) delete the list of criteria to be considered when instructional materials are being challenged, as this list is provided in the accompanying Board policy.

#### **Exhibit(1) 1312.2 - Complaints Concerning Instructional Materials**

Exhibit updated to specify that the "Request for Reconsideration of Existing Instructional Materials" form is for use when challenging the content of any existing textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library. Exhibit also updated to accommodate for digital instructional materials; merge together portions of the form that are content related; and, change from a checklist to an open ended response the portion regarding the complainant's preference for what should be done about a challenged instructional material.

#### **Board Policy 1312.3 - Uniform Complaint Procedures**

Policy updated to ensure compliance with the California Department of Education's (CDE) 2023-24 federal program monitoring instrument, and reflect **NEW LAW (AB 1078, 2023)** which (1) clarifies when it is unlawful discrimination for the Governing Board to refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or resource in a school library, (2) provides that complaints alleging discrimination related to the use or prohibited use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or resource in a school library may be brought under the district's uniform complaint procedures or may be directly filed with the Superintendent of Public Instruction, as specified, and (3) requires CDE to develop, by July 1, 2025, guidance and public educational materials to ensure that all Californians can access information about educational laws and policies that safeguard the right to an accurate and inclusive curriculum. Policy also updated to reflect that the California Department of Fair Employment and Housing is now called the California Civil Rights Department.

#### **Administrative Regulation 1312.3 - Uniform Complaint Procedures**

Regulation updated to reference **NEW LAW (AB 1078, 2023)** which (1) clarifies when it is unlawful discrimination for the Governing Board to refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or resource in a school library, (2) provides that complaints alleging discrimination related to the use or prohibited use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or resource in a school library may be brought under the district's uniform complaint procedures or may be directly filed with the Superintendent of Public Instruction, as specified, and (3) requires the California Department of Education (CDE) to develop, by July 1, 2025, guidance and public educational materials to ensure that all Californians can access information about educational laws and policies that safeguard the right to an accurate and inclusive curriculum. Regulation also updated to ensure compliance with CDE's 2023-24 federal program monitoring instrument

#### **Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures**

Regulation updated to reflect **NEW LAW (AB 1078, 2023)** which (1) requires the California Department of Education (CDE) to develop, by July 1, 2025, guidance and public educational materials to ensure that all Californians can access information about educational laws and policies that safeguard the right to an accurate and inclusive curriculum, (2) provides that complaints related to instructional materials alleging that more than one student does not have sufficient textbooks or instructional materials as the result of an act by the Governing Board, or the Board's failure to remedy the deficiency, may be filed with the Superintendent of Public Instruction (SPI) directly, and the SPI may directly intervene without waiting for an investigation, and, (3) requires CDE, upon a finding that a district has not provided sufficient textbooks or instructional

materials, to take all remedial actions required by law, including purchasing textbooks and instructional materials and assessing a financial penalty against the district's local control funding formula. Regulation also updated to reflect **NEW LAW (SB 114, 2023)** which requires that the Williams uniform complaint procedure be used to address a complaint related to teacher misassignment that claims that a teacher who lacks credentials or training to teach English learners is assigned to teach a class with one or more English learners in the class, (formerly with more than 20 percent English learners in the class), and **NEW LAW (SB 760, 2023)** which authorizes districts to temporarily close a restroom for a documented student safety concern, an immediate threat to student safety, or to repair the facility.

**Exhibit(1) 1312.4 - Williams Uniform Complaint Procedures**

Exhibit updated to reference **NEW LAW (SB 760, 2023)** which authorizes districts to temporarily close a restroom for a documented student safety concern, an immediate threat to student safety, or to repair the facility, and **NEW LAW (SB 114, 2023)** which requires that the Williams uniform complaint procedure be used to address a complaint related to teacher misassignment that claims that a teacher who lacks credentials or training to teach English learners is assigned to teach a class with one or more English learners in the class, (formerly with more than 20 percent English learners in the class).

**Exhibit(2) 1312.4 - Williams Uniform Complaint Procedures**

Exhibit updated to reflect **NEW LAW (SB 114, 2023)** which requires that the Williams uniform complaint procedure be used to address a complaint related to teacher misassignment that claims that a teacher who lacks credentials or training to teach English learners is assigned to teach a class with one or more English learners in the class, (formerly with more than 20 percent English learners in the class), and **NEW LAW (SB 760, 2023)** which authorizes districts to temporarily close a restroom for a documented student safety concern, an immediate threat to student safety, or to repair the facility. Exhibit also updated to reflect **NEW LAW (AB 1078, 2023)** which provides that complaints related to instructional materials alleging that more than one student does not have sufficient textbooks or instructional materials as the result of an act by the Governing Board, or the Board's failure to remedy the deficiency, may be filed with the Superintendent of Public Instruction directly.

**Board Policy 5145.3 - Nondiscrimination/Harassment**

Policy updated to reflect **NEW LAW (AB 1078, 2023)** which (1) requires that the district's policy prohibiting discrimination, harassment, intimidation, and bullying include a statement that the policy applies to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district, and (2) clarifies when it is unlawful discrimination for the Board to refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or resource in a school library. Policy also updated to provide that all allegations of unlawful discrimination in district programs and activities shall be brought, investigated, and resolved in accordance with the district's uniform complaint procedures. Additionally, policy updated to reflect **NEW U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS GUIDANCE** documents which (1) state that a district may not separate students based on race, but may include group discussions or activities that focus on race as part of the curriculum, courses, or programs so long as access or participation is not permitted or limited based on race, (2) provide that a school-sponsored program with emphasis on race, such as a student club, that is open to all students, typically would not violate Title VI solely because of its race-related theme, and (3) address discrimination in the use of discipline based on disability, race, and gender expression.

**Board Policy 6143 - Courses of Study**

Policy updated to expand the list of characteristics for which the district may not, on the basis of the student's actual or perceived characteristic, provide any course separately or require or refuse participation by any student, to more closely align with law.

**Administrative Regulation 6143 - Courses of Study**

Regulation updated to reflect **NEW LAW (AB 1078, 2023)** which (1) includes people of all genders (formerly "men and women"), Latino Americans (formerly "Mexican Americans"), LGBTQ+ Americans (formerly "lesbian, gay, bisexual, and transgender Americans"), and members of other ethnic, cultural, religious, and socioeconomic status groups (formerly "ethnic and cultural") to the groups for which

instruction in social studies is required to include a study of the role and contributions of. Regulation also updated to reflect the requirement for districts that offer a health education course to middle or high school students to include in such course mental health instruction.

**Board Policy 6161.1 - Selection and Evaluation of Instructional Materials**

Policy updated to reflect **NEW LAW (AB 1078, 2023)** which (1) requires the California Department of Education (CDE) to issue, by July 1, 2025, guidance regarding how to review instructional materials to ensure that they represent diverse perspectives and are culturally relevant, (2) requires CDE to develop, by July 1, 2025, guidance and public educational materials to ensure that all Californians can access information about educational laws and policies that safeguard the right to an accurate and inclusive curriculum, (3) requires the Governing Board to submit a copy of any resolution reflecting a finding of insufficient textbooks or other instructional materials to the County Superintendent of Schools no later than three business days after the hearing on such materials, (4) clarifies when it is unlawful discrimination for the Board to refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or resource in a school library, and (5) provides that complaints alleging discrimination related to the use or prohibited use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or resource in a school library may be brought under the district's uniform complaint procedures or may be directly filed with the Superintendent of Public Instruction, as specified. Policy also updated to expand the list in the first philosophical statement regarding the Governing Board's desires for the district's instructional materials; clarify that instructional materials for mathematics and English language arts that are aligned to common core academic content standards are deemed to be aligned to state academic content standards adopted by the State Board of Education, move up the statement regarding the inclusion of the degree to which every student has sufficient access to standards-aligned instructional materials into the district's local control and accountability plan, and provide that the district shall take any action to ensure that each student has sufficient materials within two months of the beginning of the school year if the County Superintendent makes the district aware of a school that does not have sufficient instructional materials.

**Administrative Regulation 6161.1 - Selection and Evaluation of Instructional Materials**

Regulation updated to add that instructional materials being piloted by the district assess the extent to which the materials accurately reflect and value society's diversity. Regulation also updated to reflect **NEW LAW (AB 1078, 2023)** which includes people of all genders (formerly "men and women"), Latino Americans (formerly "Mexican Americans"), LGBTQ+ Americans (formerly "lesbian, gay, bisexual, and transgender Americans"), and members of other ethnic, cultural, religious, and socioeconomic status groups (formerly "ethnic and cultural") to the groups for which instruction in social studies is required to include a study of the role and contributions of, and (2) requires the California Department of Education to issue, by July 1, 2025, guidance regarding how to review instructional materials to ensure that they represent diverse perspectives and are culturally relevant. Additionally, regulation updated to include, for instructional materials being recommended for adoption by the Governing Board, that they include specified subject content requirements, support the district's local control and accountability plan, stimulate exploration of ideas and intellectual exchanges, and include options for materials in digital format.

**Exhibit(1) 6161.1 - Selection and Evaluation of Instructional Materials**

Exhibit updated to clarify that districts who have determined that sufficient materials were not provided to students at a district school(s) in a certain subject(s), should complete the section "Finding of Insufficient Textbooks or Instructional Materials in One or More Subjects" in addition to the section "Finding of Sufficient Textbooks or Instructional Materials." Exhibit also updated to separate out section regarding "Finding of Available Science Laboratory Equipment for Grades 9-12," and to clarify the definition of "sufficient textbooks or instructional materials" in regard to materials in digital format. Additionally, Exhibit updated to reflect **NEW LAW (AB 1078, 2023)** which requires the Governing Board to submit a copy of any resolution reflecting a finding of insufficient textbooks or other instructional materials to the County Superintendent of Schools no later than three business days after the hearing on such materials.

**Board Policy 6161.11 - Supplementary Instructional Materials**

Policy updated to reflect **NEW LAW (AB 1078, 2023)** which clarifies when it is unlawful discrimination for the Governing Board to refuse to approve the use or prohibit the use of any textbook, instructional material,

supplemental instructional material, or other curriculum for classroom instruction, or any book or resource in a school library, (2) requires the California Department of Education (CDE) to issue, by July 1, 2025, guidance regarding how to review instructional materials to ensure that they represent diverse perspectives and are culturally relevant, (3) requires CDE to develop, by July 1, 2025, guidance and public educational materials to ensure that all Californians can access information about educational laws and policies that safeguard the right to an accurate and inclusive curriculum, and (4) provides that complaints alleging discrimination related to the use or prohibited use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or resource in a school library may be brought under the district's uniform complaint procedures or may be directly filed with the Superintendent of Public Instruction, as specified. Policy also updated to delete the section "Supplementary Materials Aligned with Common Core Standards" as these interim materials are no longer necessary since the State Board of Education has adopted K-8 textbooks and instructional materials aligned to the Common Core Standards. Additionally, policy updated to include factual accuracy and whether the material contains pervasive vulgarity or profanity in the determination of compliance of supplemental materials with district criteria; and, add that the Superintendent or designee may provide training to administrators and teachers in the selection and evaluation of supplementary instructional materials, including the criteria to be utilized and applicable legal considerations.

#### **Board Policy 6163.1 - Library Media Centers**

Policy updated to expand the first philosophical paragraph regarding the Governing Board's recognition of how school libraries support the educational program and the Board's desire for books and other resources that are stocked in school libraries. Policy also updated to reflect **NEW LAW (AB 1078, 2023)** which clarifies when it is unlawful discrimination for the Board to refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or resource in a school library, (2) requires the California Department of Education (CDE) to issue, by July 1, 2025, guidance regarding how to review instructional materials to ensure that they represent diverse perspectives and are culturally relevant, (3) requires CDE to develop, by July 1, 2025, guidance and public educational materials to ensure that all Californians can access information about educational laws and policies that safeguard the right to an accurate and inclusive curriculum, and (4) provides that complaints alleging discrimination related to the use or prohibited use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or resource in a school library may be brought under the district's uniform complaint procedures or may be directly filed with the Superintendent of Public Instruction, as specified. Additionally, policy updated in regard to the criteria for evaluation of the condition and use of school libraries to add (1) that the quality of the collection at each library include types of materials (fiction, non-fiction, newspapers, magazines, encyclopedias, materials in other languages, and reference materials), alignment with curriculum, and provision of a broad spectrum of knowledge and viewpoints, and (2) that principals, teachers, and library personnel have knowledge of the process to follow when a library material(s) is challenged.



# AIA®

# Document G701® – 2017

## Change Order

**PROJECT:** *(Name and address)*  
After School Program at  
Rosamond Elementary School  
3082 Glendower Street  
Rosamond, CA 93560

**CONTRACT INFORMATION:**  
Contract For: General Construction  
  
Date: October 3, 2024

**CHANGE ORDER INFORMATION:**  
Change Order Number: 004  
  
Date: May 28, 2025

F&M Job No. 3000.150

**OWNER:** *(Name and address)*  
Southern Kern Unified School District  
2601 Rosamond Blvd.  
Rosamond, CA 93560

**ARCHITECT:** *(Name and address)*  
Flewelling & Moody, Inc.  
1035 West Lancaster Blvd.  
Lancaster, CA 93534

**CONTRACTOR:** *(Name and address)*  
Coast Construction Group  
530 West Avenue L  
Lancaster, CA 93534

**THE CONTRACT IS CHANGED AS FOLLOWS:**

*(Insert a detailed description of the change and, if applicable, attach or reference specific exhibits. Also include agreed upon adjustments attributable to executed Construction Change Directives.)*  
See attached sheets for explanation.

The original Contract Sum was	\$	3,183,129.47
The net change by previously authorized Change Orders	\$	219,194.79
The Contract Sum prior to this Change Order was	\$	3,402,324.26
The Contract Sum will be increased by this Change Order in the amount of	\$	21,631.58
The new Contract Sum including this Change Order will be	\$	3,423,955.84

The Contract Time will be unchanged by zero (0) days.  
The new date of Substantial Completion will be unchanged.

**NOTE:**

This Change Order does not include adjustments to the Contract Sum or Guaranteed Maximum Price, or the Contract Time, that have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

**NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.**

  
ARCHITECT *(Signature)*

BY: Matt Buchanan, VP  
*(Printed name, title, and license number if required)*

5/30/25  
Date

  
CONTRACTOR *(Signature)*

BY: Kathy Demoor, CFO  
*(Printed name and title)*

5-30-25  
Date

OWNER *(Signature)*

BY: Barbara Gaines, Superintendent  
*(Printed name and title)*

Date



**After School Program at Rosamond Elementary School**  
**SOUTHERN KERN UNIFIED SCHOOL DISTRICT**  
**Flewelling & Moody Job No. 3000.150**  
**Change Order No. 4 (Page 1 of 3)**

**CHANGE ORDER NO. 4**  
May 30, 2025

**ITEM NO. 1 (COR No. 13)**

Description: Provide all labor and material necessary to install electrical water heaters at Buildings B and G, per RFI No. 24.

Requested by: District

Reason: Electrical drawings did not show power to electric water heaters in the restrooms. This was an oversight.

Cost: \$5,794.01

Time Extension: 0 days

**ITEM NO. 2 (COR No. 22)**

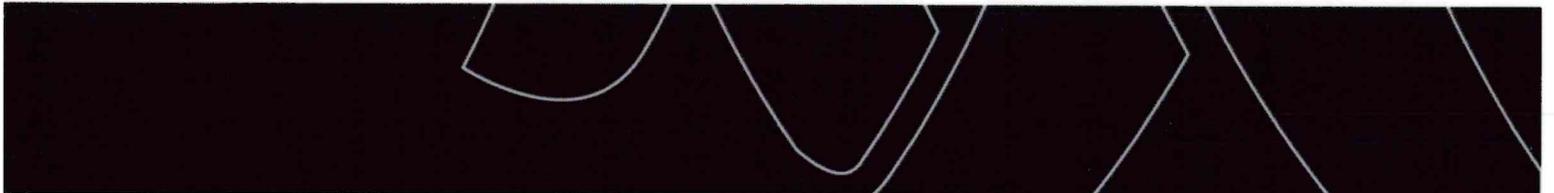
Description: Provide all labor and material necessary to install data sleeves.

Requested by: District

Reason: This was requested by the District's I.T. Department so now data cables are properly secured by classroom wall penetrations. This was an added scope of work.

Cost: \$1,460.48

Time Extension: 0 days



**After School Program at Rosamond Elementary School  
SOUTHERN KERN UNIFIED SCHOOL DISTRICT  
Flewelling & Moody Job No. 3000.150  
Change Order No. 4 (Page 2 of 3)**

**ITEM NO. 3 (COR No. 23)**

Description: Provide all labor and material necessary to remove and re-install irrigation lines to allow for overex and compaction of dirt for new sidewalks and gutters.

Requested by: District

Reason: Irrigation lines were in conflict with new drainage gutter. This was an unforeseen site condition.

Cost: \$1,477.59

Time Extension: 0 days

**ITEM NO. 4 (COR No. 24)**

Description: Provide all labor and material necessary to saw cut and replace concrete pad as requested.

Requested by: District

Reason: Additional concrete was required to be removed in order to confirm depth of existing water and electrical lines for new boring work. This was an unforeseen site condition.

Cost: \$1,070.49

Time Extension: 0 days

**ITEM NO. 5 (COR No. 26)**

Description: Provide all labor and material necessary to install wire mold for low voltage in Buildings A and J at 12 locations.

Requested by: District

Reason: This was requested by the District's I.T. Department for low voltage work. This was an added scope of work.

Cost: \$3,361.77

Time Extension: 0 days



**After School Program at Rosamond Elementary School  
SOUTHERN KERN UNIFIED SCHOOL DISTRICT  
Flewelling & Moody Job No. 3000.150  
Change Order No. 4 (Page 3 of 3)**

**ITEM NO. 6 (COR No. 28)**

Description: Provide all labor and material necessary to install four (4) additional exterior light fixtures on the north side of Building A and B.

Requested by: District

Reason: Due to insufficient exterior lighting and concern for overall security. This was an added scope of work.

Cost: \$3,385.37

Time Extension: 0 days

**ITEM NO. 7 (COR No. 29)**

Description: Provide all labor and material necessary to provide temporary power for the facility data system located at the old elementary site's MPR building during the Edison power outage.

Requested by: District

Reason: Due to new switchgear replacement, temporary power is required to keep District's main data equipment running during Edison shut-off period at the old school site. This was an added scope of work.

Cost: \$5,081.87

Time Extension: 0 days



April 30, 2025

Steven Navarro  
Project Manager/Estimator  
COAST CONSTRUCTION GROUP  
530 West Avenue L  
Lancaster, CA 93534

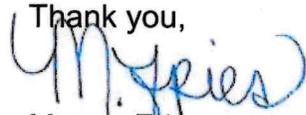
RE: After School Program at Rosamond Elementary School  
SOUTHERN KERN UNIFIED SCHOOL DISTRICT  
Flewelling & Moody Job No. 3000.0150

Dear Mr. Navarro,

On behalf of the Southern Kern Unified School District, your Change Order Request No. 13 dated April 7, 2025, to install electrical water heaters at Buildings B and G per RFI No. 24, in the amount of \$5,794.01, has been accepted by the District with no additional time extension. You are hereby authorized to proceed. A formal Change Order shall be forthcoming.

Should you have any questions, please call our office.

Thank you,

  
Megan Fries

cc: Troy Spurlock, Coast  
David Pugh, Coast  
Rick Sawyer, Coast  
Jennifer Miller, Coast  
Robert Irving, SKUSD  
Rawley Davis, SKUSD  
Bob Nelson, IOR  
Matt Buchanan, F&M  
Joselito Lacson, F&M

**To:** Southern Kern Unified School District  
 2601 Rosamond Blvd  
 Rosamond, CA 93560

**Project Name:** Rosamond Elementary School Modernization  
**Building SF:** -  
**Current Date:** 4/7/2025  
**Change Order:** 13  
**Project Number:** 24149  
**Contract Date:** 9/20/2024

## Change Order Summary

Worker Rates By Classification Kern County PW DIR Rates

- \* Electrician Rate \$109.56 Per Hour
- \* \$79.39 (Labor/Fringe) \$30.17 Burden (38%)
- \* Carpenters Rate \$107.85 Per Hour
- \* \$78.15 (Labor/Fringe) \$29.70 Burden (38%)
- \* Superintendent Rate \$109.05 Per Hour
- \* \$79.02 (Labor/Fringe/Union) \$30.03 Burden (38%)
- \* Project Manager \$130.00 Per Hour (Non-DIR)
- \* Electrical Project Manager \$90.00 Per Hour (Non DIR)

ITEM	PROJECT TASK	QTY	UNIT	UNIT COST	SUBTOTAL	COST PER SF	DESCRIPTION
<b>DIV. 1 - General Requirements</b>							
1050.000	BONDS	1	LS	\$ 141.00	\$ 141.00	-	* Bonds
1380.000	PROJECT MANAGER	1	HR	\$ 130.00	\$ 130.00	-	* 1 Hour Project Management * \$130.00 Labor & Burden
1400.000	SUPERINTENDENT	1	HR	\$ 109.05	\$ 109.05	-	* Superintendent
1490.000	TRUCK EXPENSES	1	LS	\$ 40.00	\$ 40.00	-	* 1 Hour @ \$109.05 Per Hour (Labor & Burden) * Truck Expenses/Equipment * Fuel * See Spreadsheet
<b>TOTAL DIVISION 1</b>						<b>\$ 420.05</b>	<b>\$ 0.00</b>

ITEM	PROJECT TASK	QTY	UNIT	UNIT COST	SUBTOTAL	COST PER SF	DESCRIPTION
16010.000	DIV. 16 - Electrical ELECTRICAL WORK	37.33	HR	\$ 107.85	\$ 4,025.50	-	LABOR * 37.32 HRS @ \$107.85 Rate (Labor & Burden) * Per RFI #24 Response - Directive for Bldg B & G Electric Water Heaters (3) * See Labor/Fringe/Burden Rates by Classification in Header
16010.000	ELECTRICAL WORK	1	LS	\$ 821.73	\$ 821.73	-	MATERIALS * See Spreadsheet for Breakdown 3/4 EMT 120 3/4 EMT CONN 19 3/4 EMT COUP 12 3/4 EMT 1H STRAP 14 3/4 EMT STRUT STRAP 4 3/4 LB CONDULET 1 5S DEEP J-BOX 1 5S BLANK COVER 1 4S DEEP BOX 7 4S 1G EXTENSION BOX 2 4S BLANK COVER 9 1G METAL CUT IN OLD WORK BOX 2 1/2 STEEL FLEX 30 1/2 FLEX CONN 10 1/2 GRC 1H STRAP 9 ADJUSTABLE STUD SPANNERS 3 10 STR THHN WIRE 645 BL230 SIEMENS BREAKER 3 WIRE TERMINATION AT EWH 3 1" X 54" INSIDE WALL ACCESS (3X) DRILL BIT 1 STUCCO/PLASTER WALL PENETRATION 4 PATCH /SEAL STUCCO PLASTER PENETRATIONS 4
		TOTAL DIVISION 16		\$	\$ 4,847.23	\$ 0.00	
		SUB TOTAL DIV 1-16		\$	\$ 5,267.28	\$ 0.00	

ITEM	PROJECT TASK	QTY	UNIT	UNIT COST	SUBTOTAL	COST PER SF	DESCRIPTION
20100.000	DIV. 20 - Overhead OVERHEAD, INS & FEE	10.00	%	\$	\$ 526.73	-	* 10% Overhead and Profit per Contract
		TOTAL DIVISION 20		\$	\$ 526.73	\$ 0.00	

SUBTOTAL	\$	5,794.01	\$	0.00
PLUS WSST	\$	0.00	\$	0.00
TOTAL PROPOSAL	\$	5,794.01	\$	0.00

Coast Construction Group

RFI #24 RESPONSE DIRECTIVE FOR BLDG B  
AND G ELECTRIC WATER HEATERS (3)

530 West Avenue L  
Lancaster, CA 93534  
(661) 948-1674

24149

CHANGE ORDER REQUEST #12

Item No.		Quantity	Material	Material Total	Labor Unit	Labor Rate	Labor Total	Equip. Unit	Equip. Total	Sub/Other Total	Total Cost
1	3/4 EMT	120	0.75	90.00	0.050	\$ 79.39	476.34		0.00		566.34
2	3/4 EMT CONN	19	0.96	18.24	0.300	\$ 79.39	452.52		0.00		470.76
3	3/4 EMT COUP	12	0.92	11.04	0.140	\$ 79.39	133.38		0.00		144.42
4	3/4 EMT 1H STRAP	14	0.15	2.10	0.040	\$ 79.39	44.46		0.00		46.56
5	3/4 EMT STRUT STRAP	4	1.16	4.64	0.040	\$ 79.39	12.70		0.00		17.34
6	3/4 LB CONDULET	1	6.08	6.08	0.650	\$ 79.39	51.60		0.00		57.68
7	5S DEEP J-BOX	1	3.93	3.93	0.350	\$ 79.39	27.79		0.00		31.72
8	5S BLANK COVER	1	0.99	0.99	0.150	\$ 79.39	11.91		0.00		12.90
9	4S DEEP BOX	7	1.78	12.46	0.300	\$ 79.39	166.72		0.00		179.18
10	4S 1G EXTENSION BOX	2	3.43	6.86	0.300	\$ 79.39	47.63		0.00		54.49
11	4S BLANK COVER	9	0.65	5.85	0.150	\$ 79.39	107.18		0.00		113.03
12	1G METAL CUT IN OLD WORK BOX	2	4.64	9.28	1.000	\$ 79.39	158.78		0.00		168.06
13	1/2 STEEL FLEX	30	0.70	21.00	0.080	\$ 79.39	190.54		0.00		211.54
14	1/2 FLEX CONN	10	0.58	5.80	0.100	\$ 79.39	79.39		0.00		85.19
15	1/2 GRC 1H STRAP	9	0.16	1.44	0.040	\$ 79.39	28.58		0.00		30.02
16	ADJUSTABLE STUD SPANNERS	3	3.58	10.74	0.060	\$ 79.39	14.29		0.00		25.03
17	10 STR THHN WIRE	645	0.23	148.35	0.007	\$ 79.39	358.45		0.00		506.80
18	BL230 SIEMENS BREAKER	3	64.44	193.32	0.580	\$ 79.39	138.14		0.00		331.46
19	WIRE TERMINATION AT EWH	3		0.00	0.250	\$ 79.39	59.54		0.00		59.54
20	1" X 54" INSIDE WALL ACCESS (3X) DRILL BIT	1	80.00	80.00	1.500	\$ 79.39	119.09		0.00		199.09
21	STUCCO/PLASTER WALL PENETRATION	4		0.00	0.500	\$ 79.39	158.78		0.00		158.78
22	PATCH/SEAL STUCCO PLASTER PENETRATIONS	4	19.43	77.72	0.250	\$ 79.39	79.39		0.00		157.11
23				0.00	0.000	\$ 79.39	0.00		0.00		0.00
24				0.00	0.000	\$ 79.39	0.00		0.00		0.00
25				0.00	0.000	\$ 79.39	0.00		0.00		0.00
26				0.00	0.000	\$ 79.39	0.00		0.00		0.00
27				0.00	0.000	\$ 79.39	0.00		0.00		0.00
28				0.00	0.000	\$ 79.39	0.00		0.00		0.00
29				0.00	0.000	\$ 79.39	0.00		0.00		0.00
30				0.00	0.000	\$ 79.39	0.00		0.00		0.00
31				0.00	0.000	\$ 79.39	0.00		0.00		0.00
32				0.00	0.000	\$ 79.39	0.00		0.00		0.00
33				0.00	0.000	\$ 79.39	0.00		0.00		0.00
34				0.00	0.000	\$ 79.39	0.00		0.00		0.00
35				0.00	0.000	\$ 79.39	0.00		0.00		0.00
36				0.00	0.000	\$ 79.39	0.00		0.00		0.00
37				0.00	0.000	\$ 79.39	0.00		0.00		0.00
38				0.00	0.000	\$ 79.39	0.00		0.00		0.00
39				0.00	0.000	\$ 79.39	0.00		0.00		0.00
40				0.00	0.000	\$ 79.39	0.00		0.00		0.00
41				0.00	0.000	\$ 79.39	0.00		0.00		0.00
42				0.00	0.000	\$ 79.39	0.00		0.00		0.00
43				0.00	0.000	\$ 79.39	0.00		0.00		0.00
44				0.00	0.000	\$ 79.39	0.00		0.00		0.00
45				0.00	0.000	\$ 79.39	0.00		0.00		0.00
46				0.00	0.000	\$ 79.39	0.00		0.00		0.00
47				0.00	0.000	\$ 79.39	0.00		0.00		0.00
48				0.00	0.000	\$ 79.39	0.00		0.00		0.00
49				0.00	0.000	\$ 79.39	0.00		0.00		0.00
50	TRANS FUEL RAM TRUCK (10) MPG (28) MILE R/T	1		0.00	0.000	\$ 79.39	0.00	40.00	40.00		40.00
				\$ 709.84			2,917.19	\$40.00	40.00	0.00	3,667.03

Tax \$ 72.76

Summary

Material including sheets 2 thru 7	\$ 782.60	SHEET 2	\$ -	SHEET 3	\$ -	SHEET 4	\$ -	CONCRETE SUB
Material contingencies @ 5%	\$ 39.13							
Jobsite labor including sheets 2 thru 7	\$ 2,917.19							
Labor burden @ 38%	\$ 1,108.53							ASPHALT SUB
<b>Subtotal</b>	<b>\$ 4,847.44</b>							
Equipment/Fuel total	\$ 40.00							
Subcontractor /other total	\$ -							
Subcontractor /other O&P @ 5%	\$ -							
<b>Subtotal</b>	<b>\$ 4,887.44</b>							
(0)% TOTAL LABOR OT PREMIUM @ (\$39.70) P/H	\$ -							FIRE ALARM SUB
<b>Subtotal</b>	<b>\$ 4,887.44</b>							
		SHEET 5	\$ -	SHEET 6	\$ -	SHEET 7	\$ -	DATA COMM SUB
<b>Job subtotal</b>	<b>\$ 4,887.44</b>							
<b>Job total</b>	<b>\$ 4,887.44</b>							

JOBSITE  
MAN HOURS  
36.7

DAYS/2 MEN  
2.3

WEEKS  
0.5

CALENDAR DAYS  
3.2

April 17, 2025

Steven Navarro  
Project Manager/Estimator  
COAST CONSTRUCTION GROUP  
530 West Avenue L  
Lancaster, CA 93534

RE: After School Program at Rosamond Elementary School  
SOUTHERN KERN UNIFIED SCHOOL DISTRICT  
Flewelling & Moody Job No. 3000.0150

Dear Mr. Navarro,

On behalf of the Southern Kern Unified School District, your Change Order Request No. 22 dated April 16, 2025, to install data sleeves, in the amount of \$1,460.48, has been accepted by the District with no additional time extension. You are hereby authorized to proceed. A formal Change Order shall be forthcoming.

Should you have any questions, please call our office.

Thank you,



Megan Fries

cc: David Pugh, Coast  
Rick Sawyer, Coast  
Jennifer Miller, Coast  
Robert Irving, SKUSD  
Rawley Davis, SKUSD  
Bob Nelson, IOR  
Matt Buchanan, F&M  
Joselito Lacson, F&M

**To:** Southern Kern Unified School District  
 2601 Rosamond Blvd  
 Rosamond, CA 93560

**Project Name:** Rosamond Elementary School Modernization  
**Building SF:** -  
**Current Date:** 4/16/2025  
**Change Order:** 22  
**Project Number:** 24149  
**Contract Date:** 9/20/2024

## Change Order Summary

Worker Rates By Classification Kern County PW DIR Rates

- \* Electrician Rate \$109.56 Per Hour
- \$79.39 (Labor/Fringe) \$30.17 Burden (38%)
- \* Carpenters Rate \$107.85 Per Hour
- \$78.15 (Labor/Fringe) \$29.70 Burden (38%)
- \* Superintendent Rate \$109.05 Per Hour
- \$79.02 (Labor/Fringe/Union) \$30.03 Burden (38%)
- \* Project Manager \$130.00 Per Hour (Non-DIR)
- \* Electrical Project Manager \$90.00 Per Hour (Non DIR)

ITEM	PROJECT TASK	QTY	UNIT	UNIT COST	SUBTOTAL	COST PER SF	DESCRIPTION
<b>DIV. 1 - General Requirements</b>							
1050.000	BONDS	1	LS	\$ 36.00	\$ 36.00	\$ -	* Bonds
1380.000	PROJECT MANAGER	1	HR	\$ 130.00	\$ 130.00	\$ -	* 1 Hour Project Management * \$130.00 Labor & Burden
1400.000	SUPERINTENDENT	1	HR	\$ 109.05	\$ 109.05	\$ -	* Superintendent * 1 Hour @ \$109.05 Per Hour (Labor & Burden)
1490.000	TRUCK EXPENSES	1	LS	\$ 40.00	\$ 40.00	\$ -	* Fuel
<b>TOTAL DIVISION 1</b>					<b>\$ 315.05</b>	<b>\$ 0.00</b>	
<b>DIV. 16 - Electrical</b>							
16010.000	ELECTRICAL WORK	7.5	HR	\$ 109.56	\$ 821.70	\$ -	Labor * Install ten (10) 2" data sleeves, per site job walk with Sean Riley.
16010.000	ELECTRICAL WORK	1	LS	\$ 190.96	\$ 190.96	\$ -	Materials * 2" EMT Straps, Fittings and Bushings
<b>TOTAL DIVISION 16</b>					<b>\$ 1,012.66</b>	<b>\$ 0.00</b>	
<b>SUB TOTAL DIV 1-16</b>					<b>\$ 1,327.71</b>	<b>\$ 0.00</b>	

ITEM	PROJECT TASK	QTY	UNIT	UNIT COST	SUBTOTAL	COST PER SF	DESCRIPTION
20100.000	DIV. 20 - Overhead OVERHEAD, INS & FEE	10.00	%	\$	\$	-	* 10% Overhead and Profit per Contract
TOTAL DIVISION 20					\$	132.77	\$
					\$	132.77	\$

SUBTOTAL	\$	1,460.48	\$	0.00
PLUS WSST	\$	0.00	\$	0.00
TOTAL PROPOSAL	\$	1,460.48	\$	0.00

To: Southern Kern Unified School District  
 2601 Rosamond Blvd  
 Rosamond, CA 93560

Project Name: Rosamond Elementary School Modernization  
 Building SF: -  
 Change Order: 22  
 Project Number: 24149  
 Contract Date: 9/20/2024

## Change Order Summary

The following is a listing of costs and/or allowances and assumptions that were made in pricing this Change Order. Attached to this Summary is a complete list of costs and explanations of this Change Order and should be reviewed before signing. Change Order will be considered accepted once it is returned to Coast Construction Group.

1. ORIGINAL CONTRACT SUM (Sales Tax not included)	\$ 3,183,129.47
2. NET CHANGE BY APPROVED CHANGE ORDERS	\$ 100,484.42
3. CONTRACT SUM TO DATE (1+/-2)	\$ 3,283,613.89
4. CURRENT CHANGE ORDER AMOUNT (Sales Tax not included)	\$ 1,460.48
5. NEW CONTRACT SUM, INCLUDING THIS CHANGE ORDER (3+4)	\$ 3,285,074.37
6. CURRENT AMOUNT OF PENDING CHANGE ORDERS	\$ 44,437.51
7. DATE OF SUBSTANTIAL COMPLETION PRIOR TO THIS CHANGE ORDER	
8. CONTRACT TIME WILL BE INCREASED/DECREASED BY THE FOLLOWING DAYS	0
9. DATE OF SUBSTANTIAL COMPLETION INCLUDING THIS CHANGE ORDER IS (7+8)	

Change Order must be Approved or Rejected, signed by responsible parties and returned to Coast Construction Group

APPROVED  REJECTED

OWNER (FIRM NAME) \_\_\_\_\_ DATE \_\_\_\_\_  
 SIGNATURE \_\_\_\_\_ TITLE \_\_\_\_\_  
 PRINT NAME \_\_\_\_\_  
 ARCHITECT (FIRM NAME) if applicable \_\_\_\_\_  
 SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_  
 PRINT NAME \_\_\_\_\_ TITLE \_\_\_\_\_

**COAST CONSTRUCTION GROUP**

SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_  
 PRINT NAME \_\_\_\_\_ TITLE \_\_\_\_\_

Note: This Change Order does not include changes in the Contract Sum or Contract Time which have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

May 28, 2025

Steven Navarro  
Project Manager/Estimator  
COAST CONSTRUCTION GROUP  
530 West Avenue L  
Lancaster, CA 93534

RE: After School Program at Rosamond Elementary School  
SOUTHERN KERN UNIFIED SCHOOL DISTRICT  
Flewelling & Moody Job No. 3000.0150

Dear Mr. Navarro,

On behalf of the Southern Kern Unified School District, your Change Order Request No. 23 dated May 1, 2025, to remove and re-install irrigation lines to allow for overex and compaction of dirt for new sidewalks and gutters, in the amount of \$1,477.59, has been accepted by the District with no additional time extension. You are hereby authorized to proceed. A formal Change Order shall be forthcoming.

Should you have any questions, please call our office.

Thank you,



Megan Fries

cc: Troy Spurlock, Coast  
David Pugh, Coast  
Rick Sawyer, Coast  
Jennifer Miller, Coast  
Robert Irving, SKUSD  
Rawley Davis, SKUSD  
Bob Nelson, IOR  
Matt Buchanan, F&M  
Joselito Lacson, F&M

**To:** Southern Kern Unified School District  
 2601 Rosamond Blvd  
 Rosamond, CA 93560

**Project Name:** Rosamond Elementary School Modernization  
**Building SF:** -  
**Current Date:** 5/1/2025  
**Change Order:** 23  
**Project Number:** 24149  
**Contract Date:** 9/20/2024

## Change Order Summary

Worker Rates By Classification Kern County PW DIR Rates

- \* Electrician Rate \$109.56 Per Hour
- \* \$79.39 (Labor/Fringe) \$30.17 Burden (38%)
- \* Plumber Rate \$121.01 Per Hour
- \* \$87.69 (Labor/Fringe) \$33.32 Burden (38%)
- \* Carpenters Rate \$107.85 Per Hour
- \* \$78.15 (Labor/Fringe) \$29.70 Burden (38%)
- \* Superintendent Rate \$109.05 Per Hour
- \* \$79.02 (Labor/Fringe/Union) \$30.03 Burden (38%)
- \* Project Manager \$130.00 Per Hour (Non-DIR)
- \* Electrical Project Manager \$90.00 Per Hour (Non DIR)

ITEM	PROJECT TASK	QTY	UNIT	UNIT COST	SUBTOTAL	COST PER SF	DESCRIPTION
<b>DIV. 1 - General Requirements</b>							
1050.000	BONDS	1	LS	\$ 34.00	\$ 34.00	-	* Bonds
1380.000	PROJECT MANAGER	1	HR	\$ 130.00	\$ 130.00	-	* 1 Hour Project Management
1400.000	SUPERINTENDENT	1	HR	\$ 109.05	\$ 109.05	-	* \$130.00 Labor & Burden * Superintendent
1490.000	TRUCK EXPENSES	1	LS	\$ 40.00	\$ 40.00	-	* 1 Hour @ \$109.05 Per Hour (Labor & Burden) * Fuel
<b>TOTAL DIVISION 1</b>					<b>\$ 313.05</b>	<b>\$ 0.00</b>	

ITEM	PROJECT TASK	QTY	UNIT	UNIT COST	SUBTOTAL	COST PER SF	DESCRIPTION
15050.000	DIV. 15 - Mechanical PLUMBING	6	HR	\$ 121.01	\$ 726.06	\$ -	Labor * Remove and reinstall 2" irrigation lines to allow for overex and compaction of dirt for new sidewalks and gutters. * Performed at T & M * Six (6) hours of total labor over two (2) days.
15050.000	PLUMBING	1	LS	\$ 304.15	\$ 304.15	\$ -	Materials * 2" SCH 40 Pipe * 2" SCH Couplings * 2" ST ELL * 2" PVC EL * 2" SCH 40 TEE * 4" Clay Flex Coupling * 4 x 2 ABS Bushing * 2" Shielded Coupling * 1-1/4" SCH 40 ELL * 1-1/4" SXSP ST ELL * 3/4" SCH 40 ELL * 3/4" SXSP STRT ELL * 3/4" SCH 40 Cap * 1-1/4" SCH 40 Pipe * Sprinkler Wire , Misc. Tape and Pipe Joining Adhesives \$47.08
				TOTAL DIVISION 15	\$ 1,030.21	\$ 0.00	
				SUB TOTAL DIV 1-16	\$ 1,343.26	\$ 0.00	
20100.000	DIV. 20 - Overhead OVERHEAD, INS & FEE	10.00	%	\$ -	\$ 134.33	\$ -	* 10% Overhead and Profit per Contract
				TOTAL DIVISION 20	\$ 134.33	\$ 0.00	
				SUBTOTAL	\$ 1,477.59	\$ 0.00	
				PLUS WSST	\$ 0.00	\$ 0.00	
				TOTAL PROPOSAL	\$ 1,477.59	\$ 0.00	



## TIME & MATERIALS INVOICE

**Bill To**

SKUSD  
2601 W. Rosamond Blvd  
Rosamond, CA 93560

Coast Construction Group  
530 West Avenue L  
Lancaster, CA 93534

**Totals**

Material: \$188.00  
Labor: \$896.41  
Invoice Total: \$1,084.41

*Does Not Include Bonds/OHP*

Project: 24-149 Rosamond Elementary School Irrigation Repair T & M - COR #23

**Materials**

Material Description	Quantity	Cost Per Item	Total	Acknowledged by IOR   Date
2" PVC Pipe 10ft	5	\$ 13.68	\$ 68.40	
2" PVC Coupling	10	\$ 2.18	\$ 21.80	
Southwire 18/5 Sprinkler Wire	1	\$ 30.27	\$ 30.27	
Misc Tape and Adhesives	1	\$ 12.56	\$ 12.56	
Truck Expense/Consumables	1	\$ 40.00	\$ 40.00	
Tax on Materials	1	\$ 14.97	\$ 14.97	
<b>TOTAL</b>			\$ 188.00	

Updated Pricing for Actuals. Receipts attached.

**Labor**

Labor Description	Quantity	Cost Per Item	Total	Acknowledged by IOR   Date
Plumber	6	\$ 109.56	\$ 657.36	
Project Manager	1	\$ 130.00	\$ 130.00	
Superintendent	1	\$ 109.05	\$ 109.05	
<b>TOTAL</b>			\$ 896.41	

THANK YOU FOR SHOPPING AT  
KARL'S HARDWARE  
2700 DIAMOND STREET  
ROSAMOND, CA 93560  
(661) 256-3985

MORE THAN JUST A HARDWARE STORE

04/16/25 8:19AM LI 508 SALE

401609	1	EA	\$34.99	EA *
2"X20' SCH40 PVC PIPE				\$34.99
427078	10	EA	\$4.79	EA
2" 90D SCH40 PVC ELBOW				\$47.90
20-0607	4	EA	\$9.99	EA
2" PVC ST ELL SPGXS				\$39.96
427407	2	EA	\$4.99	EA
2" 45D SCH40 PVC ELBOW				\$9.98
426612	1	EA	\$4.99	EA
2" SCH40 PVC TEE				\$4.99

SUB-TOTAL:\$	137.82	TAX: \$	11.37
		TOTAL: \$	149.19
		BC AMT: \$	149.19

BK CARD#: XXXXXXXXXXXXX6006  
MID:\*\*\*\*\*2889 TID:\*\*\*8692  
AUTH: 08361G AMT: \$ 149.19  
Host reference #:259906 Bat#

Authorizing Network: VISA

Chip Read

CARD TYPE:VISA EXPR: XXXX  
AID : A0000000031010  
TVR : 0080008000  
IAD : 0602120360A002  
TSI : E800  
ARC : 00  
MODE : Issuer  
CVM :  
Name : CHASE VISA  
ATC :003C  
AC : 125F8179549F1ACF  
TxnID/ValCode: 217672

Bank card USD\$ 149.19

THANK YOU FOR SHOPPING AT  
KARL'S HARDWARE  
2700 DIAMOND STREET  
ROSAMOND, CA 93560  
(661) 256-3985

MORE THAN JUST A HARDWARE STORE

04/17/25 9:46AM LW 509 SALE

412128	1	EA	\$11.49	EA
4CLAYX4PVC FLEX COUPLING				\$11.49
418129	1	EA	\$19.99	EA
4X2 ABS BUSHING				\$19.99
407036	1	EA	\$9.99	EA
2" SHIELDED COUPLING				\$9.99
427041	4	EA	\$2.69	EA
1-1/4" 90D S40 PVC ELBOW				\$10.76
434477	4	EA	\$4.49	EA
1-1/4" SXSP 90D ST ELBOW				\$17.96
426845	2	EA	.89	EA
3/4" 90D SCH40 PVC ELBOW				\$1.78
434493	2	EA	\$3.89	EA
3/4" SXSP 90D STRT ELBOW				\$7.78
419372	8	EA	.99	EA
3/4" PVC SCH40 SLIP CAP				\$7.92
403032	1	EA	\$11.99	EA *
1-1/4"X10 SCH40 PVC PIPE				\$11.99

SUB-TOTAL:\$ 99.66 TAX: \$ 8.22  
TOTAL: \$ 107.88  
BC AMT: \$ 107.88

BK CARD#: XXXXXXXXXXXXX6006  
MID:\*\*\*\*\*2889 TID:\*\*\*8692  
AUTH: 08553G AMT: \$ 107.88  
Host reference #:260265 Bat#

Authorizing Network: VISA

Contact less  
CARD TYPE:VISA EXPR: XXXX  
AID : A0000000031010  
TVR : 0000000000  
IAD : 06021203A00000  
TSI :  
ARC : 00  
MODE : Issuer  
CVM : No CVM  
Name : CHASE VISA  
ATC :003D  
AC : 6E28C56CF15ABF43  
TxnID/ValCode: 218100

Bank card USD\$ 107.88

April 30, 2025

Steven Navarro  
Project Manager/Estimator  
COAST CONSTRUCTION GROUP  
530 West Avenue L  
Lancaster, CA 93534

RE: After School Program at Rosamond Elementary School  
SOUTHERN KERN UNIFIED SCHOOL DISTRICT  
Flewelling & Moody Job No. 3000.0150

Dear Mr. Navarro,

On behalf of the Southern Kern Unified School District, your Change Order Request No. 24 dated April 21, 2025, to saw cut and replace concrete pad as requested, in the amount of \$1,070.49, has been accepted by the District with no additional time extension. You are hereby authorized to proceed. A formal Change Order shall be forthcoming.

Should you have any questions, please call our office.

Thank you,

  
Megan Fries

cc: Troy Spurlock, Coast  
David Pugh, Coast  
Rick Sawyer, Coast  
Jennifer Miller, Coast  
Robert Irving, SKUSD  
Rawley Davis, SKUSD  
Bob Nelson, IOR  
Matt Buchanan, F&M  
Joselito Lacson, F&M

**To:** Southern Kern Unified School District  
 2601 Rosamond Blvd  
 Rosamond, CA 93560

**Project Name:** Rosamond Elementary School Modernization  
**Building SF:** -  
**Current Date:** 4/21/2025  
**Change Order:** 24  
**Project Number:** 24149  
**Contract Date:** 9/20/2024

## Change Order Summary

Worker Rates By Classification Kern County PW DIR Rates

- \* Electrician Rate \$109.56 Per Hour
- \* \$79.39 (Labor/Fringe) \$30.17 Burden (38%)
- \* Carpenters Rate \$107.85 Per Hour
- \* \$78.15 (Labor/Fringe) \$29.70 Burden (38%)
- \* Superintendent Rate \$109.05 Per Hour
- \* \$79.02 (Labor/Fringe/Union) \$30.03 Burden (38%)
- \* Project Manager \$130.00 Per Hour (Non-DIR)
- \* Electrical Project Manager \$90.00 Per Hour (Non DIR)

ITEM	PROJECT TASK	QTY	UNIT	UNIT COST	SUBTOTAL	COST PER SF	DESCRIPTION
<b>DIV. 1 - General Requirements</b>							
1050.000	BONDS	1	LS	\$ 26.00	\$ 26.00	\$ -	* Bonds
1380.000	PROJECT MANAGER	1	HR	\$ 130.00	\$ 130.00	\$ -	* 1 Hour Project Management * \$130.00 Labor & Burden
1400.000	SUPERINTENDENT	1	HR	\$ 109.05	\$ 109.05	\$ -	* Superintendent * 1 Hour @ \$109.05 Per Hour (Labor & Burden)
				<b>TOTAL DIVISION 1</b>	<b>\$ 265.05</b>	<b>\$ 0.00</b>	
<b>DIV. 2 - Site Construction</b>							
2060.000	DEMOLITION	2	HR	\$ 107.85	\$ 215.70	\$ -	Labor * Demo and Dispose of Concrete * 1 Worker, 2 Hours
				<b>TOTAL DIVISION 2</b>	<b>\$ 215.70</b>	<b>\$ 0.00</b>	

ITEM	PROJECT TASK	QTY	UNIT	UNIT COST	SUBTOTAL	COST PER SF	DESCRIPTION
3030.000	DIV. 3 - Concrete MASS CONCRETE	1	LS	\$ 492.42	\$ 492.42	\$ -	Subcontract * Cost to saw cut and replace concrete pad as requested. * Cost is based on area being constructed per contract documents and per field details provided. * Cost includes all labor, materials and equipment as required to complete scope of work required.
				<b>TOTAL DIVISION 3</b>	<b>\$ 492.42</b>	<b>\$ 0.00</b>	
				<b>SUB TOTAL DIV 1-16</b>	<b>\$ 973.17</b>	<b>\$ 0.00</b>	
20100.000	DIV. 20 - Overhead OVERHEAD, INS & FEE	10.00	%	\$ -	\$ 97.32	\$ -	* 10% Overhead and Profit per Contract
				<b>TOTAL DIVISION 20</b>	<b>\$ 97.32</b>	<b>\$ 0.00</b>	
				<b>SUBTOTAL</b>	<b>\$ 1,070.49</b>	<b>\$ 0.00</b>	
				<b>PLUS WSST</b>	<b>\$ 0.00</b>	<b>\$ 0.00</b>	
				<b>TOTAL PROPOSAL</b>	<b>\$ 1,070.49</b>	<b>\$ 0.00</b>	



Project Number#: 1253 COR 1

### Bid Form

CA License # 1080210  
DIR # 1000821711

#### Owner Information

Name Coast Construction Group

Address 530 W Ave L

City, State ZIP Lancaster, CA 93534

Phone (661) 474-0600

Email [info@coastcg.com](mailto:info@coastcg.com)

Project Rosamond Saw Cut & Pourback

#### Contractor Information

Company H L Hitchcock Construction INC.

Name Hunter Hitchcock

Address 10180 Victoria St

City, State ZIP Rancho Cucamonga, CA 91701

Phone (909) 518-5513

Email [Huntar@Hl.Hitchcock.com](mailto:Huntar@Hl.Hitchcock.com)

Completion date 04/21/2025

#### Scope of Work Quote is only valid for 30 days from date below.

Cost to saw cut and replace concrete pad as requested. Cost is based on area being constructed per contract documents and per field details provided. Cost includes all labor, materials and equipment as required to complete scope of work required.

Laborer \$93.26 (Demo, Grading)	2 Hours @ \$93.26 - \$186.52
Cement Mason \$96.41 (Doweling, Rebar, Pour, Finish)	2 Hours @ \$96.41 - \$192.82
Rebar (\$32.70) Concrete (\$64.75)	
Overhead & Profit @ 10%	- \$44.77
Grand Total	- \$492.42

#### Exclusions

- Scope of work is only limited to description above, no other work shall be included.
- Water meter and cost of water.
- A minimum of 15 working days scheduling notice is required.
- No material testing or abatement.
- Engineering, testing, inspections, permits and cost of same.
- Survey for any and all items, survey shall be provided within 72 hours of request.
- Temporary Sanitary Facilities - Facilities must be provided within 150 feet from working locations
- Irrigation relocation, irrigation repairs, landscaping relocation, landscaping repairs.
- Not responsible for any damages to underground utilities.
- Spoils removal of trade spoils.
- Final cleaning, pressure washing, flood testing of AC paving.
- Cost of bonds, performance & payment bonds.
- SWPPPS, Implementation of SWPPPS, maintenance of SWPPPS, relocation or disposal of SWPPPS.
- Installation, relocation or removal of temporary fencing.

#### Company Proposal

We, H L Hitchcock Construction, propose the above scope of work, to be complete by August 31, 2025 for the Total Amount of:

**\$751.42**

Seven Hundred Fifty One Dollars and Forty Two Cents

Hunter Hitchcock

1/10/2025

Submitted by (Owner)

Date

#### Owner Acceptance

I, Coast Construction Group, do accept the above scope of work, proposed to be completed by Completion Date for the amount of Total Amount.

Submitted by (owner or authorized representative)

Date

April 30, 2025

Steven Navarro  
Project Manager/Estimator  
COAST CONSTRUCTION GROUP  
530 West Avenue L  
Lancaster, CA 93534

RE: After School Program at Rosamond Elementary School  
SOUTHERN KERN UNIFIED SCHOOL DISTRICT  
Flewelling & Moody Job No. 3000.0150

Dear Mr. Navarro,

On behalf of the Southern Kern Unified School District, your Change Order Request No. 26 dated April 22, 2025, to install wire mold for low voltage in Buildings A and J at 12 locations, in the amount of \$3,361.77, has been accepted by the District with no additional time extension. You are hereby authorized to proceed. A formal Change Order shall be forthcoming.

Should you have any questions, please call our office.

Thank you,



Megan Fries

cc: Troy Spurlock, Coast  
David Pugh, Coast  
Rick Sawyer, Coast  
Jennifer Miller, Coast  
Robert Irving, SKUSD  
Rawley Davis, SKUSD  
Bob Nelson, IOR  
Matt Buchanan, F&M  
Joselito Lacson, F&M

**To:** Southern Kern Unified School District  
 2601 Rosamond Blvd  
 Rosamond, CA 93560

**Project Name:** Rosamond Elementary School Modernization  
**Building SF:** -  
**Current Date:** 4/22/2025  
**Change Order:** 26  
**Project Number:** 24149  
**Contract Date:** 9/20/2024

## Change Order Summary

Worker Rates By Classification Kern County PW DIR Rates

- \* Electrician Rate \$109.56 Per Hour
- \* \$79.39 (Labor/Fringe) \$30.17 Burden (38%)
- \* Carpenters Rate \$107.85 Per Hour
- \* \$78.15 (Labor/Fringe) \$29.70 Burden (38%)
- \* Superintendent Rate \$109.05 Per Hour
- \* \$79.02 (Labor/Fringe/Union) \$30.03 Burden (38%)
- \* Project Manager \$130.00 Per Hour (Non-DIR)
- \* Electrical Project Manager \$90.00 Per Hour (Non DIR)

ITEM	PROJECT TASK	QTY	UNIT	UNIT COST	SUBTOTAL	COST PER SF	DESCRIPTION
<b>DIV. 1 - General Requirements</b>							
1050.000	BONDS	1	LS	\$ 82.00	\$ 82.00	\$ -	* Bonds
1380.000	PROJECT MANAGER	1	HR	\$ 130.00	\$ 130.00	\$ -	* 1 Hour Project Management * \$130.00 Labor & Burden
1400.000	SUPERINTENDENT	1	HR	\$ 109.05	\$ 109.05	\$ -	* Superintendent * 1 Hour @ \$109.05 Per Hour (Labor & Burden)
1490.000	TRUCK EXPENSES	1	LS	\$ 20.00	\$ 20.00	\$ -	* Fuel
<b>TOTAL DIVISION 1</b>					<b>\$ 341.05</b>	<b>\$ 0.00</b>	

ITEM	PROJECT TASK	QTY	UNIT	UNIT COST	SUBTOTAL	COST PER SF	DESCRIPTION
16010.000	DIV. 16 - Electrical ELECTRICAL WORK	15.75	HR	\$ 109.56	\$ 1,725.57	-	Labor * Install Wiremold for low voltage in buildings A & J @ 12 location as requested by Sean Riley with SKU?SD
16010.000	ELECTRICAL WORK	1	LS	\$ 989.53	\$ 989.53	-	Materials * 700 Raceway * 5786 Ceiling Combo Adapter * 704 Two Hole Strap * 5782 1/2" Conduit Adapter * 1/2" Plastic Bushing * 5744 Extra Deep Box
<b>TOTAL DIVISION 16</b>					<b>\$ 2,715.10</b>	<b>\$ 0.00</b>	
<b>SUB TOTAL DIV 1-16</b>					<b>\$ 3,056.15</b>	<b>\$ 0.00</b>	
20100.000	DIV. 20 - Overhead OVERHEAD, INS & FEE	10.00	%	\$ -	\$ 305.62	-	* 10% Overhead and Profit per Contract
<b>TOTAL DIVISION 20</b>					<b>\$ 305.62</b>	<b>\$ 0.00</b>	
<b>SUBTOTAL</b>					<b>\$ 3,361.77</b>	<b>\$ 0.00</b>	
<b>PLUS WSST</b>					<b>\$ 0.00</b>	<b>\$ 0.00</b>	
<b>TOTAL PROPOSAL</b>					<b>\$ 3,361.77</b>	<b>\$ 0.00</b>	

Coast Construction Group

530 West Avenue L  
Lancaster, CA 93534  
(661) 948-1674

24149

ADDITIONAL WIREMOLD FOR LOW VOLTAGE IN BUILDINGS  
"A" & "J" @ 12 LOCATIONS AS REQUESTED BY SEAN RILEY  
WITH SKUSD.

CHANGE ORDER REQUEST #24

Item No.		Quantity	Material	Material Total	Labor Unit	Labor Rate	Labor Total	Equip. Unit	Equip. Total	Sub/Other Total	Total Cost
1	700 RACEWAY	120	2.43	291.60	0.070	\$ 79.39	666.88		0.00		958.48
2	5786 CEILING COMBO ADAPTER	3	18.93	56.79	0.250	\$ 79.39	59.54		0.00		116.33
3	704 TWO HOLE STRAP	24	1.00	24.00	0.050	\$ 79.39	95.27		0.00		119.27
4	5782 1/2" CONDUIT ADAPTER	12	6.62	79.44	0.050	\$ 79.39	47.63		0.00		127.07
5	1/2" PLASTIC BUSHING	12	0.11	1.32	0.100	\$ 79.39	95.27		0.00		96.59
6	5744 EXTRA DEEP BOX	12	33.47	401.64	0.300	\$ 79.39	285.80		0.00		687.44
7				0.00	0.000	\$ 79.39	0.00		0.00		0.00
8				0.00	0.000	\$ 79.39	0.00		0.00		0.00
9				0.00	0.000	\$ 79.39	0.00		0.00		0.00
10				0.00	0.000	\$ 79.39	0.00		0.00		0.00
11				0.00	0.000	\$ 79.39	0.00		0.00		0.00
12				0.00	0.000	\$ 79.39	0.00		0.00		0.00
13				0.00	0.000	\$ 79.39	0.00		0.00		0.00
14				0.00	0.000	\$ 79.39	0.00		0.00		0.00
15				0.00	0.000	\$ 79.39	0.00		0.00		0.00
16				0.00	0.000	\$ 79.39	0.00		0.00		0.00
17				0.00	0.000	\$ 79.39	0.00		0.00		0.00
18				0.00	0.000	\$ 79.39	0.00		0.00		0.00
19				0.00	0.000	\$ 79.39	0.00		0.00		0.00
20				0.00	0.000	\$ 79.39	0.00		0.00		0.00
21				0.00	0.000	\$ 79.39	0.00		0.00		0.00
22				0.00	0.000	\$ 79.39	0.00		0.00		0.00
23				0.00	0.000	\$ 79.39	0.00		0.00		0.00
24				0.00	0.000	\$ 79.39	0.00		0.00		0.00
25				0.00	0.000	\$ 79.39	0.00		0.00		0.00
26				0.00	0.000	\$ 79.39	0.00		0.00		0.00
27				0.00	0.000	\$ 79.39	0.00		0.00		0.00
28				0.00	0.000	\$ 79.39	0.00		0.00		0.00
29				0.00	0.000	\$ 79.39	0.00		0.00		0.00
30				0.00	0.000	\$ 79.39	0.00		0.00		0.00
31				0.00	0.000	\$ 79.39	0.00		0.00		0.00
32				0.00	0.000	\$ 79.39	0.00		0.00		0.00
33				0.00	0.000	\$ 79.39	0.00		0.00		0.00
34				0.00	0.000	\$ 79.39	0.00		0.00		0.00
35				0.00	0.000	\$ 79.39	0.00		0.00		0.00
36				0.00	0.000	\$ 79.39	0.00		0.00		0.00
37				0.00	0.000	\$ 79.39	0.00		0.00		0.00
38				0.00	0.000	\$ 79.39	0.00		0.00		0.00
39				0.00	0.000	\$ 79.39	0.00		0.00		0.00
40				0.00	0.000	\$ 79.39	0.00		0.00		0.00
41				0.00	0.000	\$ 79.39	0.00		0.00		0.00
42				0.00	0.000	\$ 79.39	0.00		0.00		0.00
43				0.00	0.000	\$ 79.39	0.00		0.00		0.00
44				0.00	0.000	\$ 79.39	0.00		0.00		0.00
45				0.00	0.000	\$ 79.39	0.00		0.00		0.00
46				0.00	0.000	\$ 79.39	0.00		0.00		0.00
47				0.00	0.000	\$ 79.39	0.00		0.00		0.00
48				0.00	0.000	\$ 79.39	0.00		0.00		0.00
49				0.00	0.000	\$ 79.39	0.00		0.00		0.00
50	TRANS FUEL RAM TRUCK (10) MPG (28) MILE R/T	1		0.00	0.000	\$ 79.39	0.00	20.00	20.00		20.00
				\$ 854.79			1,250.39	\$20.00	20.00	0.00	2,125.18
			Tax	\$ 87.62							

Summary

Material including sheets 2 thru 7	\$ 942.41		
Material contingencies @ 5%	\$ 47.12		
Jobsite labor including sheets 2 thru 7	\$ 1,250.39		
Labor burden @ 38%	\$ 475.15		
<b>Subtotal</b>	<b>\$ 2,715.07</b>		
Equipment/Fuel total	\$ 20.00		
Subcontractor /other total	\$ -		
Subcontractor /other O&P @ 5%	\$ -		
<b>Subtotal</b>	<b>\$ 2,735.07</b>		
 (0)% TOTAL LABOR OT PREMIUM @ (\$39.70) P/H	\$ -		
<b>Subtotal</b>	<b>\$ 2,735.07</b>		
 <b>Job subtotal</b>	<b>\$ 2,735.07</b>		
<b>Job total</b>	<b>\$ 2,735.07</b>		

SHEET 2

SHEET 3

SHEET 4

\$ - CONCRETE SUB

\$ - ASPHALT SUB

JOBSITE MAN HOURS

DAYS/2 MEN

WEEKS

CALENDAR DAYS

15.8 1.0 0.2 1.4

SHEET 5

SHEET 6

SHEET 7

DATA COMM SUB

\$ -

\$ -

May 14, 2025

Steven Navarro  
Project Manager/Estimator  
COAST CONSTRUCTION GROUP  
530 West Avenue L  
Lancaster, CA 93534

RE: After School Program at Rosamond Elementary School  
SOUTHERN KERN UNIFIED SCHOOL DISTRICT  
Flewelling & Moody Job No. 3000.0150

Dear Mr. Navarro,

On behalf of the Southern Kern Unified School District, your Change Order Request No. 28 dated May 1, 2025, to install (4) additional exterior light fixtures on the north side of Buildings A and B, in the amount of \$3,385.37, has been accepted by the District with no additional time extension. You are hereby authorized to proceed. A formal Change Order shall be forthcoming.

Should you have any questions, please call our office.

Thank you,

  
Megan Fries

cc: Troy Spurlock, Coast  
David Pugh, Coast  
Rick Sawyer, Coast  
Jennifer Miller, Coast  
Robert Irving, SKUSD  
Rawley Davis, SKUSD  
Bob Nelson, IOR  
Matt Buchanan, F&M  
Joselito Lacson, F&M

To: Southern Kern Unified School District  
 2601 Rosamond Blvd  
 Rosamond, CA 93560

Project Name: Rosamond Elementary School Modernization  
 Building SF: -

Current Date: 5/1/2025  
 Change Order: 28  
 Project Number: 24149  
 Contract Date: 9/20/2024

## Change Order Summary

Worker Rates By Classification Kern County PW DIR Rates

- \* Electrician Rate \$109.56 Per Hour
- \* \$79.39 (Labor/Fringe) \$30.17 Burden (38%)
- \* Carpenters Rate \$107.85 Per Hour
- \* \$78.15 (Labor/Fringe) \$29.70 Burden (38%)
- \* Superintendent Rate \$109.05 Per Hour
- \* \$79.02 (Labor/Fringe/Union) \$30.03 Burden (38%)
- \* Project Manager \$130.00 Per Hour (Non-DIR)
- \* Electrical Project Manager \$90.00 Per Hour (Non DIR)

ITEM	PROJECT TASK	QTY	UNIT	UNIT COST	SUBTOTAL	COST PER SF	DESCRIPTION
<b>DIV. 1 - General Requirements</b>							
1050.000	BONDS	1	LS	\$ 71.00	\$ 71.00	-	* Bonds
1380.000	PROJECT MANAGER	1	HR	\$ 130.00	\$ 130.00	-	* 1 Hour Project Management * \$130.00 Labor & Burden
1400.000	SUPERINTENDENT	1	HR	\$ 109.05	\$ 109.05	-	* Superintendent * 1 Hour @ \$109.05 Per Hour (Labor & Burden)
1490.000	TRUCK EXPENSES	1	LS	\$ 20.00	\$ 20.00	-	* Fuel
				<b>TOTAL DIVISION 1</b>	<b>\$ 330.05</b>	<b>\$ 0.00</b>	
<b>DIV. 6 - Wood &amp; Plastics</b>							
6030.000	FRAMING MATERIALS	1	LS	\$ 22.25	\$ 22.25	-	Material * One (1) 2" x 8" x 8' #1 * Misc. Fasteners
6040.000	FRAMING LABOR	4	HR	\$ 107.85	\$ 431.40	-	Labor * Blocking @ 4 Locations * 1 Hour Per Location * 4 Hours Total
				<b>TOTAL DIVISION 6</b>	<b>\$ 453.65</b>	<b>\$ 0.00</b>	

ITEM	PROJECT TASK	QTY	UNIT	UNIT COST	SUBTOTAL	COST PER SF	DESCRIPTION
16010.000	DIV. 16 - Electrical ELECTRICAL WORK	18.82	HR	\$ 109.56	\$ 2,061.92	\$ -	Labor * Install four (4) exterior light fixtures * Fixtures provided by District.
16010.000	ELECTRICAL WORK	1	LS	\$ 231.99	\$ 231.99	\$ -	Materials * 1/2 EMT * 1/2 EMT CONN * 1/2 EMT COUP * 1/2 EMT 1H STRAP * 4SD BOX * 4S BLANK * 12 THHN STR WIRE * Caulking
<b>TOTAL DIVISION 16</b>					<b>\$ 2,293.91</b>	<b>\$ 0.00</b>	
<b>SUB TOTAL DIV 1-16</b>					<b>\$ 3,077.61</b>	<b>\$ 0.00</b>	
20100.000	DIV. 20 - Overhead OVERHEAD, INS & FEE	10.00	%	\$ -	\$ 307.76	\$ -	* 10% Overhead and Profit per Contract
<b>TOTAL DIVISION 20</b>					<b>\$ 307.76</b>	<b>\$ 0.00</b>	

SUBTOTAL	\$ 3,385.37	\$ 0.00
PLUS WSST	\$ 0.00	\$ 0.00
<b>TOTAL PROPOSAL</b>	<b>\$ 3,385.37</b>	<b>\$ 0.00</b>

Coast Construction Group

530 West Avenue L  
Lancaster, CA 93534  
(661) 948-1674

24149

AS DESIGNATED BY RAWLEY DAVIS:  
MODIFY & INSTALL FOUR ADDITIONAL SKUSD FURNISHED  
CEILING MOUNTED EXTERIOR FIXTURES ON OVERHANG.  
TWO @ BUILDING "A" AND TWO @ BUILDING "B".

CHANGE ORDER REQUEST #26

Item No.	Quantity	Material	Material Total	Labor Unit	Labor Rate	Labor Total	Equip. Unit	Equip. Total	Sub/Other Total	Total Cost
1	4		0.00	0.500	\$ 79.39	158.78		0.00		158.78
2	80	0.51	40.80	0.056	\$ 79.39	355.67		0.00		396.47
3	8	0.66	5.28	0.250	\$ 79.39	158.78		0.00		164.06
4	8	0.69	5.52	0.120	\$ 79.39	76.21		0.00		81.73
5	14	0.12	1.68	0.040	\$ 79.39	44.46		0.00		46.14
6	4	1.78	7.12	0.300	\$ 79.39	95.27		0.00		102.39
7	4	0.65	2.60	0.150	\$ 79.39	47.63		0.00		50.23
8	170	0.22	37.40	0.006	\$ 79.39	80.98		0.00		118.38
9	4	22.50	90.00	0.250	\$ 79.39	79.39		0.00		169.39
10	4		0.00	1.500	\$ 79.39	476.34		0.00		476.34
11	4	2.50	10.00	0.250	\$ 79.39	79.39		0.00		89.39
12			0.00	0.000	\$ 79.39	0.00		0.00		0.00
13			0.00	0.000	\$ 79.39	0.00		0.00		0.00
14			0.00	0.000	\$ 79.39	0.00		0.00		0.00
15			0.00	0.000	\$ 79.39	0.00		0.00		0.00
16			0.00	0.000	\$ 79.39	0.00		0.00		0.00
17			0.00	0.000	\$ 79.39	0.00		0.00		0.00
18			0.00	0.000	\$ 79.39	0.00		0.00		0.00
19			0.00	0.000	\$ 79.39	0.00		0.00		0.00
20			0.00	0.000	\$ 79.39	0.00		0.00		0.00
21			0.00	0.000	\$ 79.39	0.00		0.00		0.00
22			0.00	0.000	\$ 79.39	0.00		0.00		0.00
23			0.00	0.000	\$ 79.39	0.00		0.00		0.00
24			0.00	0.000	\$ 79.39	0.00		0.00		0.00
25			0.00	0.000	\$ 79.39	0.00		0.00		0.00
26			0.00	0.000	\$ 79.39	0.00		0.00		0.00
27			0.00	0.000	\$ 79.39	0.00		0.00		0.00
28			0.00	0.000	\$ 79.39	0.00		0.00		0.00
29			0.00	0.000	\$ 79.39	0.00		0.00		0.00
30			0.00	0.000	\$ 79.39	0.00		0.00		0.00
31			0.00	0.000	\$ 79.39	0.00		0.00		0.00
32			0.00	0.000	\$ 79.39	0.00		0.00		0.00
33			0.00	0.000	\$ 79.39	0.00		0.00		0.00
34			0.00	0.000	\$ 79.39	0.00		0.00		0.00
35			0.00	0.000	\$ 79.39	0.00		0.00		0.00
36			0.00	0.000	\$ 79.39	0.00		0.00		0.00
37			0.00	0.000	\$ 79.39	0.00		0.00		0.00
38			0.00	0.000	\$ 79.39	0.00		0.00		0.00
39			0.00	0.000	\$ 79.39	0.00		0.00		0.00
40			0.00	0.000	\$ 79.39	0.00		0.00		0.00
41			0.00	0.000	\$ 79.39	0.00		0.00		0.00
42			0.00	0.000	\$ 79.39	0.00		0.00		0.00
43			0.00	0.000	\$ 79.39	0.00		0.00		0.00
44			0.00	0.000	\$ 79.39	0.00		0.00		0.00
45			0.00	0.000	\$ 79.39	0.00		0.00		0.00
46			0.00	0.000	\$ 79.39	0.00		0.00		0.00
47			0.00	0.000	\$ 79.39	0.00		0.00		0.00
48			0.00	0.000	\$ 79.39	0.00		0.00		0.00
49			0.00	0.000	\$ 79.39	0.00		0.00		0.00
50	1		0.00	0.000	\$ 79.39	0.00	20.00	20.00	0.00	20.00
			Tax	\$	20.54					
						1,652.90	\$20.00	20.00	0.00	1,873.30

Summary

Material including sheets 2 thru 7	\$	220.94
Material contingencies @ 5%	\$	11.05
Jobsite labor including sheets 2 thru 7	\$	1,652.90
Labor burden @ 38%	\$	628.10
<b>Subtotal</b>	\$	<b>2,512.99</b>
Equipment/Fuel total	\$	20.00
Subcontractor /other total	\$	-
Subcontractor /other O&P @ 5%	\$	-
<b>Subtotal</b>	\$	<b>2,532.99</b>
(0)% TOTAL LABOR OT PREMIUM @ (\$39.70) P/H	\$	-
<b>Subtotal</b>	\$	<b>2,532.99</b>
<b>Job subtotal</b>	\$	<b>2,532.99</b>
<b>Job total</b>	\$	<b>2,532.99</b>

SHEET 2

\$ -
\$ -

SHEET 3

\$ -
\$ -

SHEET 4

\$ -	CONCRETE SUB
\$ -	ASPHALT SUB

JOBSITE MAN HOURS

20.8
------

DAYS/2 MEN

1.3
-----

WEEKS

0.3
-----

CALENDAR DAYS

1.8
-----

SHEET 5

\$ -
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SHEET 6

\$ -
------

SHEET 7

\$ -	DATA COMM SUB
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May 14, 2025

Steven Navarro  
Project Manager/Estimator  
COAST CONSTRUCTION GROUP  
530 West Avenue L  
Lancaster, CA 93534

RE: After School Program at Rosamond Elementary School  
SOUTHERN KERN UNIFIED SCHOOL DISTRICT  
Flewelling & Moody Job No. 3000.0150

Dear Mr. Navarro,

On behalf of the Southern Kern Unified School District, your Change Order Request No. 29 dated May 6, 2025, to provide temporary power for the facility data system located at the old RES-MPR building during the Edison power outage, in the amount of \$5,081.87, has been accepted by the District with no additional time extension. You are hereby authorized to proceed. A formal Change Order shall be forthcoming.

Should you have any questions, please call our office.

Thank you,

  
Megan Fries

cc: Troy Spurlock, Coast  
David Pugh, Coast  
Rick Sawyer, Coast  
Jennifer Miller, Coast  
Robert Irving, SKUSD  
Rawley Davis, SKUSD  
Bob Nelson, IOR  
Matt Buchanan, F&M  
Joselito Lacson, F&M

**To:** Southern Kern Unified School District  
 2601 Rosamond Blvd  
 Rosamond, CA 93560

**Project Name:** Rosamond Elementary School Modernization  
**Building SF:** -  
**Current Date:** 5/6/2025  
**Change Order:** 29  
**Project Number:** 24149  
**Contract Date:** 9/20/2024

## Change Order Summary

Worker Rates By Classification Kern County PW DIR Rates

- Electrician Rate \$109.56 Per Hour
- 79.39 (Labor/Fringe) \$30.17 Burden (38%)
- Carpenters Rate \$107.85 Per Hour
- 78.15 (Labor/Fringe) \$29.70 Burden (38%)
- Superintendent Rate \$109.05 Per Hour
- 79.02 (Labor/Fringe/Union) \$30.03 Burden (38%)
- Project Manager \$130.00 Per Hour (Non-DIR)
- Electrical Project Manager \$90.00 Per Hour (Non DIR)

ITEM	PROJECT TASK	QTY	UNIT	UNIT COST	SUBTOTAL	COST PER SF	DESCRIPTION
<b>DIV. 1 - General Requirements</b>							
1050.000	BONDS	1	LS	\$ 83.00	\$ 83.00	\$ -	* Bonds
1380.000	PROJECT MANAGER	1	HR	\$ 130.00	\$ 130.00	\$ -	* 1 Hour Project Management
1400.000	SUPERINTENDENT	1	HR	\$ 109.05	\$ 109.05	\$ -	* \$130.00 Labor & Burden * Superintendent
1490.000	TRUCK EXPENSES	1	LS	\$ 40.00	\$ 40.00	\$ -	* 1 Hour @ \$109.05 Per Hour (Labor & Burden) * Fuel
<b>TOTAL DIVISION 1</b>						<b>\$ 362.05</b>	<b>\$ 0.00</b>

ITEM	PROJECT TASK	QTY	UNIT	UNIT COST	SUBTOTAL	COST PER SF	DESCRIPTION	
16010.000	DIV. 16 - Electrical ELECTRICAL WORK	36	HR	\$ 109.56	\$ 3,944.16	\$ -	Labor * Provide Temporary Facility Data Systems Power During Outage . * Required for Power Connections at 1600A MSB	
16010.000	ELECTRICAL WORK	1	LS	\$ 313.67	\$ 313.67	\$ -	Materials * 1-1/4" PVC * 1-1/4" PVC 90 * 1" PVC * 1" PVC 90 * 1" TWO Screw Connector * #6 THHN * #10 THHN * Temp Disconnect, Jumper & N3r Pull Box to Panel	
<b>TOTAL DIVISION 16</b>							<b>\$ 4,257.83</b>	<b>\$ 0.00</b>
<b>SUB TOTAL DIV 1-16</b>							<b>\$ 4,619.88</b>	<b>\$ 0.00</b>
20100.000	DIV. 20 - Overhead OVERHEAD, INS & FEE	10.00	%	\$ -	\$ 461.99	\$ -	* 10% Overhead and Profit per Contract	
<b>TOTAL DIVISION 20</b>							<b>\$ 461.99</b>	<b>\$ 0.00</b>

SUBTOTAL	\$ 5,081.87	\$ 0.00
PLUS WSST	\$ 0.00	\$ 0.00
<b>TOTAL PROPOSAL</b>	<b>\$ 5,081.87</b>	<b>\$ 0.00</b>

Coast Construction Group

530 West Avenue L  
Lancaster, CA 93534  
(661) 948-1674

24149

PROVIDE TEMPORARY FACILITY DATA SYSTEMS POWER DURING  
OUTAGE REQUIRED FOR POWER CONNECTIONS AT 1600A MSB.

CHANGE ORDER REQUEST #29

Item No.		Quantity	Material	Material Total	Labor Unit	Labor Rate	Labor Total	Equip. Unit	Equip. Total	Sub/Other Total	Total Cost
1	1-1/4" PVC	10	1.49	14.90	0.000	\$ 79.39	0.00		0.00		14.90
2	1-1/4" PVC 90	2	3.57	7.14	0.000	\$ 79.39	0.00		0.00		7.14
3	1" PVC	50	0.99	49.50	0.000	\$ 79.39	0.00		0.00		49.50
4	1" PVC 90	1	2.60	2.60	0.000	\$ 79.39	0.00		0.00		2.60
5	1" TWO SCREW CONNECTOR	1	1.82	1.82	0.000	\$ 79.39	0.00		0.00		1.82
6	#6 THHN	180	0.97	174.60	0.000	\$ 79.39	0.00		0.00		174.60
7	#10 THHN	60	0.34	20.40	0.000	\$ 79.39	0.00		0.00		20.40
8	DRILL AND PATCH 2X3 UNDERGROUND SIGNAL PULL BOX	1		0.00	0.000	\$ 79.39	0.00		0.00		0.00
9	INSTALL TEMPORARY DISCONNECT	1		0.00	0.000	\$ 79.39	0.00		0.00		0.00
10	INSTALL TEMPORARY CORD JUMPER, N3R PULL BOX TO PANEL "EW"	1		0.00	0.000	\$ 79.39	0.00		0.00		0.00
11				0.00	0.000	\$ 79.39	0.00		0.00		0.00
12	LABOR HOURS	1		0.00	36.000	\$ 79.39	2,858.04		0.00		2,858.04
13				0.00	0.000	\$ 79.39	0.00		0.00		0.00
14				0.00	0.000	\$ 79.39	0.00		0.00		0.00
15				0.00	0.000	\$ 79.39	0.00		0.00		0.00
16				0.00	0.000	\$ 79.39	0.00		0.00		0.00
17				0.00	0.000	\$ 79.39	0.00		0.00		0.00
18				0.00	0.000	\$ 79.39	0.00		0.00		0.00
19				0.00	0.000	\$ 79.39	0.00		0.00		0.00
20				0.00	0.000	\$ 79.39	0.00		0.00		0.00
21				0.00	0.000	\$ 79.39	0.00		0.00		0.00
22				0.00	0.000	\$ 79.39	0.00		0.00		0.00
23				0.00	0.000	\$ 79.39	0.00		0.00		0.00
24				0.00	0.000	\$ 79.39	0.00		0.00		0.00
25				0.00	0.000	\$ 79.39	0.00		0.00		0.00
26				0.00	0.000	\$ 79.39	0.00		0.00		0.00
27				0.00	0.000	\$ 79.39	0.00		0.00		0.00
28				0.00	0.000	\$ 79.39	0.00		0.00		0.00
29				0.00	0.000	\$ 79.39	0.00		0.00		0.00
30				0.00	0.000	\$ 79.39	0.00		0.00		0.00
31				0.00	0.000	\$ 79.39	0.00		0.00		0.00
32				0.00	0.000	\$ 79.39	0.00		0.00		0.00
33				0.00	0.000	\$ 79.39	0.00		0.00		0.00
34				0.00	0.000	\$ 79.39	0.00		0.00		0.00
35				0.00	0.000	\$ 79.39	0.00		0.00		0.00
36				0.00	0.000	\$ 79.39	0.00		0.00		0.00
37				0.00	0.000	\$ 79.39	0.00		0.00		0.00
38				0.00	0.000	\$ 79.39	0.00		0.00		0.00
39				0.00	0.000	\$ 79.39	0.00		0.00		0.00
40				0.00	0.000	\$ 79.39	0.00		0.00		0.00
41				0.00	0.000	\$ 79.39	0.00		0.00		0.00
42				0.00	0.000	\$ 79.39	0.00		0.00		0.00
43				0.00	0.000	\$ 79.39	0.00		0.00		0.00
44				0.00	0.000	\$ 79.39	0.00		0.00		0.00
45				0.00	0.000	\$ 79.39	0.00		0.00		0.00
46				0.00	0.000	\$ 79.39	0.00		0.00		0.00
47				0.00	0.000	\$ 79.39	0.00		0.00		0.00
48				0.00	0.000	\$ 79.39	0.00		0.00		0.00
49				0.00	0.000	\$ 79.39	0.00		0.00		0.00
50	TRANS FUEL RAM TRUCK (10) MPG (28) MILE R/T	1		0.00	0.000	\$ 79.39	0.00	40.00	40.00	0.00	40.00
				\$ 270.96			2,858.04	\$40.00	40.00	0.00	3,169.00

Tax \$ 27.77

Summary

Material including sheets 2 thru 7	\$ 298.73
Material contingencies @ 5%	\$ 14.94
Jobsite labor including sheets 2 thru 7	\$ 2,858.04
Labor burden @ 38%	\$ 1,086.06
<b>Subtotal</b>	<b>\$ 4,257.77</b>
Equipment/Fuel total	\$ 40.00
Subcontractor /other total	\$ -
Subcontractor /other O&P @ 5%	\$ -
<b>Subtotal</b>	<b>\$ 4,297.77</b>
(0)% TOTAL LABOR OT PREMIUM @ (\$39.70) P/H	\$ -
<b>Subtotal</b>	<b>\$ 4,297.77</b>
<b>Job subtotal</b>	<b>\$ 4,297.77</b>
<b>Job total</b>	<b>\$ 4,297.77</b>

SHEET 2

\$ -

SHEET 3

\$ -

SHEET 4

\$ - CONCRETE SUB

\$ -

\$ -

\$ - ASPHALT SUB

JOBSITE

MAN HOURS

36.0

DAYS/2 MEN

2.3

WEEKS

0.5

CALENDAR DAYS

3.2

FIRE ALARM SUB

SHEET 5

\$ -

SHEET 6

\$ -

SHEET 7

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# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Southern Kern Unified School District	Barbara Gaines Superintendent	bgaines@skusd.k12.ca.us 661-256-5000

## Plan Summary [2025-26]

### General Information

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

The Southern Kern Unified School District (SKUSD) is committed to excellence in TK-12 education. SKUSD serves the unincorporated area 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 over 3,600 students. SKUSD consists of Rosamond High Early College Campus, Tropic Middle, Westpark Elementary, Rosamond Elementary, Abraham Lincoln Independent Study, and Rare Earth Alternative. A variety of socioeconomic and demographic backgrounds make up the Rosamond community. SKUSD students are 64.8% Hispanic, 19.1% White, 8.9% African American, and 0.7% Asian. Our community of diverse learners includes (as of 4-11-25):

Total SKUSD student population: 3,647

Low Income: 74.7%

English Learners: 14.1%

Foster Youth: 2.2%

Homeless: 14.1%

SKUSD has a history of success. Three of our 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). Westpark Elementary is a California Distinguished School. Rosamond High Early

College Campus, Tropico Middle, and Westpark Elementary have been designated California Purple Star Schools for being committed to meet the unique needs of military families.

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 faces some challenges. Rosamond is in a remote location in southeastern Kern County. This makes it difficult to recruit highly qualified employees.

Abraham Lincoln Independent Study and Rare Earth Continuation High School will both receive Equity Multiplier funding.

SKUSD is committed to utilizing the LCAP as our strategic plan, or "Roadmap to Success," for 2024-2027.

## Reflections: Annual Performance

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

Reflections on successes are based on the most recently available state (2024 CA School Dashboard) and local (2024-25) data. SKUSD is proud of a number of initiatives that have yielded improved outcomes for students.

### Successes

Chronic Absenteeism. Yellow. 26.6% chronically absent. Declined (Improved) 6.6%.

Suspension Rate. Yellow. 6.2% suspended at least one day. Declined (Improved) 3.0%

Graduation Rate. Blue. 90.5% graduated. Increased 6.3%

College/Career Readiness. Yellow. 26.5% prepared. Increased 6.8%

English Language Arts. Yellow. 58.7 points below standard. Increased 11.9 points

SKUSD is proud of a number of our successful programs, which include:

CTE Program. The CTE Program at Rosamond High Early College Campus offers twelve pathways. These pathways prepare our students for a wide range of high wage, high skill and high demand careers. RHECC offers the following pathways: Agri-science, Animal Science, Mental and Behavioral Health, Design, Visual and Media Arts; Information Support and Services, Performing Arts, Residential and Commercial Construction, Machining and Form Technologies, Public Safety, Welding and Materials Joining, Systems, Diagnostics, Services and Repairs; and Patient Care. During the 2023-24 school year, there were 148 RHECC students who completed a CTE pathway (14.9%). For the 2025-2026 school year, RHECC is adding two new pathways: Production and Managerial Arts, and Biotechnology.

Tropico Middle School has a Paxton-Patterson STEM Lab that leads students to participate in the high school CTE pathways. The lab introduces students to a variety of STEM fields. Modules that students work through include several medical careers, alternative energy, electronics, research and development, culinary arts, home maintenance, rocketry and drone technology, video production, CAD and manufacturing, and forensic science. We have welcomed teachers and administrators from middle schools across Kern County to tour and learn from our classroom.

#### Technology Program

SKUSD is a leader in technology integration. Since the beginning of the 2014-2015 school year, all students at Rosamond High and Tropico Middle have participated in the district's 1:1 take home student laptop program. Since the 2020-2021 school year, all students in the District have received a student device (iPad or Chromebook). Students use their devices 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, research, communication, creativity, personalized academic support, and a digital mobile hot spot. All classrooms are equipped with an interactive flat panel monitor, leading to increased student engagement.

#### WASC Accreditation

All three of SKUSD's high schools are WASC accredited. In 2025, Rosamond High Early College Campus received a six year WASC accreditation through 2031. In 2025, Abraham Lincoln Independent Study and Rare Earth Continuation received six year WASC accreditations through 2031.

Actions for the 2024-27 LCAP three-year cycle that build upon our successes are:

- \* An after-school music program at Rosamond Elementary and Westpark Elementary
- \* An after school academic academy at all school sites
- \* The Cadet Corps program has been expanded to Tropico Middle School
- \* The P.E. program at Rosamond Elementary and Westpark Elementary is being led by credentialed P.E. teachers
- \* We have expanded the printed library collections at Tropico Middle School and Rosamond High Early College Campus, and added a library media technician at both sites. We are expanding the classroom libraries.
- \* New multipurpose room for Rosamond High Early College Campus will provide a state-of-the-art space for a variety of school events
- \* New locker rooms for RHECC P.E.
- \* New weight room and dance studio for RHECC
- \* Full time ELD teachers at Rosamond Elementary and Westpark Elementary, 1 for each school

#### Challenges 2024 Dashboard

On the 2024 California School Dashboard, SKUSD was in the Red performance category in English Learner Progress. For All Students, the performance level was Red. 34.1% making progress. Declined 9.8%. For Long Term English Learners, the performance level was Red. 32.6% making progress. Declined 17.4%.

The following schools were in the Red performance category for English Learner Progress:

- \* Rosamond High Early College Campus 16% making progress. Declined 32.7%

The following groups at the school level were in the Red performance category:

English Learner Progress:  
Rosamond High Early College Campus: English Learners, Long Term English Learners

CCI Indicator:  
Rosamond High Early College Campus: Students with Disabilities

Chronic Absenteeism:  
Tropico Middle School: English Learners, Long-Term English Learners

ELA:  
Rosamond Elementary: English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities  
Tropico Middle School: Homeless

Math:  
Rosamond Elementary: English Learners  
Tropico Middle School: English Learners, Hispanic, Homeless, Students with Disabilities

Suspension:  
Rosamond Elementary: Two or More Races  
Rosamond High Early College Campus: Two or More Races, Homeless

#### Challenges 2023 Dashboard

On the 2023 California School Dashboard, SKUSD was in the Red performance category in Mathematics, and the Red performance category in English Language Arts.

Mathematics is an area of concern for SKUSD. On the 2023 Dashboard, for All Students, the performance level was Red, 107.8 points below standard, Maintained 0.2 Points. The following groups were in the Red performance categories for Math:

- \* African American: 146.4 points below standard. Declined 5.7 Points
- \* English Learners: 136 points below standard. Declined 7.3 Points
- \* Hispanic: 108 points below standard. Maintained 1.5 Points
- \* Homeless: 114.7 points below standard. Maintained -0.6 Points
- \* Two or More Races: 108.1 points below standard. Declined 18.8 Points
- \* Socioeconomically Disadvantaged: 114 points below standard. Maintained 2.4 Points
- \* All Students: 107.8 points below standard. Maintained .2 Points

The following schools were in the Red performance categories for Math:

- \* Rosamond Elementary 108.8 points below standard. Maintained -2.5 Points
- \* Tropico Middle 130.2 points below standard. Declined 15 points

On the 11th grade Smarter Balanced Assessment, 11.7% of juniors scored ready on the Early Assessment Program (EAP) for math. This reinforces the need to focus on standards mastery at the high school level.

To address the student groups and schools that scored Red in Mathematics, the district has implemented the following actions in Goal 1 (Improve academic achievement for all students):

1. Professional Learning Communities
2. Supplemental Digital Curriculum Resources
3. Monitoring Student Progress
7. Academic Counseling Program
8. Credit Recovery
9. Summer School
10. AVID Program
11. Dual Enrollment College Classes
13. Para-Educators
14. 1:1 Devices
15. Mobile Hot Spots
16. Supplemental Learning Applications
- 18 Student Support Team
19. Reading and Math Academies
20. Tutoring
22. Interventionists
23. Math Intervention
25. Professional Development

ELA is an area of concern for SKUSD. On the 2023 Dashboard, for All Students, the performance level was Red, 70.6 points below standard, Declined 6.9 Points. The following groups were in the Red performance categories for Math:

- \* African American: 106.6 points below standard. Declined 12.2 Points
  - \* English Learners: 104.5 points below standard. Declined 17.2 Points
  - \* Foster Youth: 109.9 points below standard. Declined 21.9 Points
  - \* Hispanic: 75.8 points below standard. Declined 9.7 Points
  - \* Homeless: 87.9 points below standard. Declined 9.4 Points
  - \* Socioeconomically Disadvantaged: 77.8 points below standard. Declined 4.8 Point
  - \* Students with Disabilities: 139.3 points below standard. Declined 6 Points
  - \* All Students: 70.6 points below standard. Declined 6.9 Points
- At the school level, these schools were in the Red performance level for ELA:
- Abraham Lincoln: 91.2 points below standard. Declined 21.4 points
- Rosamond Elementary: 84.1 points below standard. Maintained -1.6 points
- Tropico Middle: 95.5 points below standard. Declined 14.9 points

On the 11th grade Smarter Balanced Assessment, 36.9% of juniors scored “Ready” on the Early Assessment Program (EAP) for ELA. This reinforces the need to focus on standards mastery at the high school level.

To address the student groups and schools that scored Red in ELA, the district implemented the following actions in Goal 1 (Improve academic achievement for all students):

1. Professional Learning Communities
2. Supplemental Digital Curriculum Resources
3. Monitoring Student Progress
4. Reading Intervention
7. Academic Counseling Program
8. Credit Recovery
9. Summer School
10. AVID Program
11. Dual Enrollment College Classes
13. Para-Educators
14. 1:1 Devices
15. Mobile Hot Spots
16. Supplemental Learning Applications
18. Student Support Team
19. Reading and Math Academies
20. Tutoring
22. Interventionists
25. Professional Development

The following groups at the school level were in the Red performance category:

CCI Indicator:

Hispanic: Rare Earth

Homeless: Rosamond High

SED: Abe Lincoln and Rare Earth

Students with Disabilities: Rosamond High

Chronic Absenteeism:

AA: Tropic Middle School

SED: Abraham Lincoln

Two or More Races: Tropic Middle

Abraham Lincoln Independent Study

ELA:

AA: Rosamond Elementary and Tropic Middle

EL: Rosamond Elementary, Tropic Middle, and Westpark Elementary

Hispanic: Rosamond Elementary, Rosamond High Tropic Middle

Homeless: Rosamond Elementary and Tropic Middle  
SED: Abraham Lincoln, Rosamond Elementary, Rosamond High, and Tropic Middle  
SWD: Rosamond Elementary, Tropic Middle, and Westpark Elementary  
White: Rosamond Elementary and Tropic Middle

Math:

White: Rosamond Elementary and Tropic Middle  
African American: Rosamond Elementary and Tropic Middle  
EL: Rosamond Elementary, Tropic Middle, and Westpark Elementary  
Hispanic: Rosamond Elementary, Rosamond High, and Tropic Middle  
Homeless: Rosamond Elementary and Tropic Middle  
SED: Rosamond Elementary and Tropic Middle  
SWD: Tropic Middle and Westpark Elementary  
White: Rosamond Elementary and Tropic Middle

Suspension:

African American: Rosamond Elementary, Rosamond High, and Tropic Middle  
EL: Rosamond High and Tropic Middle  
Hispanic: Rare Earth High, Rosamond High and Tropic Middle  
Homeless: Tropic Middle  
SED: Rare Earth High, Rosamond High and Tropic Middle  
SWD: Rosamond High and Tropic Middle  
Two or More Races: Tropic Middle  
White: Rosamond High and Tropic Middle

On the 11th grade Smarter Balanced Assessment, 13.8% of juniors scored ready on the Early Assessment Program (EAP) for math. This reinforces the need to focus on standards mastery at the high school level.

To address the student groups and schools that scored Red in Mathematics, the district is implementing the following actions in Goal 1 (Improve academic achievement for all students):

1. Professional Learning Communities
2. Supplemental Digital Curriculum Resources
3. Monitoring Student Progress
7. Academic Counseling Program
8. Credit Recovery
9. Summer School
10. AVID Program
11. Dual Enrollment College Classes

- 13. Para-Educators
- 14. 1:1 Devices
- 15. Mobile Hot Spots
- 16. Supplemental Learning Applications
- 18. Student Support Team
- 19. Reading and Math Academies
- 20. Tutoring
- 22. Interventionists
- 23. Math Intervention
- 25. Professional Development

On the 11th grade Smarter Balanced Assessment, 41.9% of juniors scored “Ready” on the Early Assessment Program (EAP) for ELA. This reinforces the need to focus on standards mastery at the high school level.

To address the student groups and schools that scored Red in ELA, the district is implementing the following actions in Goal 1 (Improve academic achievement for all students):

- 1. Professional Learning Communities
- 2. Supplemental Digital Curriculum Resources
- 3. Monitoring Student Progress
- 4. Reading Intervention
- 7. Academic Counseling Program
- 8. Credit Recovery
- 9. Summer School
- 10. AVID Program
- 11. Dual Enrollment College Classes
- 13. Para-Educators
- 14. 1:1 Devices
- 15. Mobile Hot Spots
- 16. Supplemental Learning Applications
- 18. Student Support Team
- 19. Reading and Math Academies
- 20. Tutoring
- 22. Interventionists
- 25. Professional Development

For SKUSD, our goal is for all TK thru 12th grade students to master the standards for their grade levels. To assist with this need, SKUSD will provide additional support for our ELs, Low Income, and Foster Youth to help these students achieve academic success. We have developed Goal 1 to “Improve academic achievement for all students.”

We have developed Goal 2 to, “Develop a healthy school climate that supports the social, emotional, and physical needs of all students.”

To address Chronic Absenteeism, the district is implementing the following actions in Goal 2 (Develop a healthy school climate):

- 2.6 Attention to Attendance
- 2.9 Transportation
- 2.12 Student Incentive Program

To address the suspension rate, the district is implementing the following actions in Goal 2 (Develop a healthy school climate):

- 2.1 PBIS
- 2.2 Mental Health Services
- 2.7 MTSS
- 2.8 Campus Safety Officers
- 2.12 Student Incentive Program
- 2.13 Assistant Principals
- 2.19 Alternative to Suspension Teachers

Abraham Lincoln Independent Study and Rare Earth Continuation High School are Equity Multiplier school sites due to low stability rates and high rates of socioeconomically disadvantaged students. Data from the CA School Dashboard on ELA, math, and suspensions show that there is significant work to do in these areas for ALIS and REHS.

On the 2024 CA School Dashboard, the performance levels for ALIS and REHS in ELA were:

- \* ALIS: Yellow. 68 points below standard. Increased 23.2 points
- \* REHS: No Performance Color. 117.8 points below standard. Increased 27.8 points

On the 2024 CA School Dashboard, the performance levels for ALIS and REHS in Math were:

- \* ALIS: Red. 149 points below standard. Declined 9.8 points
- \* REHS: No Performance Color. 202.9 points below standard. Increased 13.9 points

On the 2024 CA School Dashboard, the suspension rate was:

- \* ALIS: Blue. 0% suspension rate
- \* REHS: Red. 16.1% suspension rate. Increased 1.1%

We have developed Goal 4, "Abraham Lincoln Independent Study and Rare Earth Continuation High School are Equity Multiplier school sites. The District will provide additional academic and social-emotional support to the ALIS and REHS students."

Learning Recovery and Emergency Block Grant  
SKUSD does not have any unexpended LREBG funding.

## Reflections: Technical Assistance

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

SKUSD is working with the Kern County Superintendent of Schools (KCSOS) and the CA Collaborative for Educational Excellence as part of the Continuous Support and Improvement Program. SKUSD qualified for differentiated assistance because the following groups met the criteria in the priority areas of CAASPP ELA and Math, and Suspensions:

\* English Learners: CAASPP, ELPI, CCI

\* Long Term English Learners: CAASPP, ELPI, Chronic Absenteeism

We have worked closely with KCSOS on the Continuous Support and Improvement Process. We have used the LEVERS for System Change tool to engage in discussions about student outcomes and current systems. We have identified root causes, as well as strengths and weaknesses. We are focusing on implementing PLCs to improve academic achievement, PBIS to improve student behavior, Hope Squad, and Character Strong to provide social/emotional support to students.

SKUSD is about to enter into its 3rd year of the work and have worked diligently this past year to make sure that teams received adequate training necessary to successfully implement the practice of PLCs (Goal 1, Action 1) and PBIS (Goal 2, Action 1) on each campus.

## 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.

Rare Earth Continuation High School has been identified for CSI due to being a low performing school.

### *Support for Identified Schools*

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

The SKUSD administration will meet regularly with the Rare Earth faculty, staff, and administration. Planning will include root cause analysis and selecting evidence-based interventions to implement as part of the process of developing the CSI plans. The committee will evaluate the success of the evidence based interventions.

### *Monitoring and Evaluating Effectiveness*

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

At the monthly CSI committee meetings, the committee will evaluate the success of the evidence-based interventions and identify any resource inequities. The Committee will analyze benchmark assessment data to evaluate the effectiveness of the academic support program.

# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	<p>There are several teachers on the LCAP Committee. The LCAP Committee met on: 03-06-25, 03-17-25, 04-07-25, 04-23-25. The meetings were held in the Parent Center from 3:30 PM - 5:00 PM.</p> <p>There are several teachers on the District Advisory Council, where there is an LCAP discussion at every meeting. The District Advisory Council met in the Parent Center from 3:30 - 4:30 on 09-17-24, 11-04-24, 12-17-24, 02-27-25, 03-11-25, 04-08-25, 05-13-25.</p> <p>The LCAP Survey was sent out on 04-10-25. There were 63 teachers/certificated employees who responded.</p>
Principals	<p>There are several principals on the District Advisory Council. The District Advisory Council met in the Parent Center from 3:30 - 4:30 on 09-17-24, 11-04-24, 12-17-24, 02-27-25, 03-11-25, 04-08-25, and 05-13-25.</p>
Administrators	<p>There are several administrators on the LCAP Committee. The LCAP Committee met on: 03-06-25, 03-17-25, 04-07-25, 04-23-25, 05-07-25, and 05-21-25. The meetings were held in the Parent Center from 3:30 PM - 5:00 PM.</p> <p>There are several administrators on the District Advisory Council, where there is an LCAP discussion at every meeting. The District</p>

Educational Partner(s)	Process for Engagement
	<p>Advisory Council met in the Parent Center from 3:30 - 4:30 on 09-17-24, 11-04-24, 12-17-24, 02-27-25, 03-11-25, 04-08-25, and 05-13-25.</p>
Other school personnel	<p>The LCAP Survey was sent out on 04-10-25. There were 39 classified staff who responded.</p>
Local bargaining units	<p>There was a presentation of the LCAP given to the local bargaining units on May 28th. The bargaining units in attendance were the Rosamond Teachers Association (RTA) and the Classified School Employees Association (CSEA).</p> <p>The LCAP Survey was sent out on 04-10-25. There were 63 teachers/certificated employees who responded. There were 39 classified staff who responded.</p>
Parents	<p>There are several parents on the LCAP Committee. The LCAP Committee met on: 03-06-25, 03-17-25, 04-07-25, 04-23-25, 05-7-25, and 05-21-25. The meetings were held in the Parent Center from 3:30 PM - 5:00 PM.</p> <p>There are several parents on the District Advisory Council, where there is an LCAP discussion at every meeting. The District Advisory Council met in the Parent Center from 3:30 - 4:30 on 09-17-24, 11-04-24, 12-17-24, 02-27-25, 03-11-25, 04-08-25 and 05-13-25.</p> <p>The LCAP Survey was sent out on 04-10-25. There were 86 parents/guardians who responded.</p> <p>Parents join and participate in the Parent Advisory Committees and English Learner Advisory Committees at each school site. The PACs and ELACs discuss the LCAP.</p>
Students	<p>The LCAP Survey was sent out on 04-10-25. There were 31 high school students who responded. We met with the RHECC ASB on June 3rd. We presented the LCAP to the students and got their feedback.</p>

Educational Partner(s)	Process for Engagement
Equity Multiplier Site-Specific Engagement	A meeting was held with the Rare Earth and Abraham Lincoln educational partners on 5-7-25.
SELPA	The District consulted with the SELPA administrators and received feedback on the LCAP which we integrated into the LCAP.

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

The District received extensive feedback about the LCAP from the LCAP Committee, the District Advisory Council, and the LCAP Survey. The LCAP Committee met twice a month from March through May. There were 334 responses to the LCAP Survey.

The LCAP Committee made the following revisions to actions in the LCAP:

- 1.1 PLCs. Added the verbiage: "SPED teachers work with their grade level and department teams during PLCs"
- 1.4 Reading Intervention. Add additional training for Success for All reading intervention program
- 2.5 Supplies for Students and Families. "SKUSD has increased the budget to \$160,000 in contributing funds for Supplies for Students and Families. This will enable the District to purchase more clothing and food boxes."

The District Advisory Committee made the following revisions to actions in the LCAP:

- 1.3 Monitoring Student Progress. Extend iReady from grades 2-5 to grades K-8

The respondents to the LCAP Survey provided a great deal of constructive feedback on the district's programs. The following new actions were proposed by respondents to the LCAP Survey:

- 1.29 Purchase Paxton Patterson lab equipment for Tropico Middle School
- 2.24 Saturday school. One per month for attendance recovery

The following actions were modified based on feedback from the LCAP Survey:

- 1.5 CTE. Upgrade Agriculture facilities at Rosamond High Early College Campus. This includes new animal pens, fences, upgrade storage facility for feed and equipment.

The Cabinet added the following action to the LCAP

- 1.28 ELD teachers for Rosamond Elementary and Westpark Elementary

The Equity Multiplier Committee for Abraham Lincoln Independent Study and Rare Earth Continuation High School met on May 7, 2025. They discussed the root causes of the schools' low stability rates, as well as their poor academic achievement, high chronic absenteeism, and the high suspension rate at Rare Earth. To address these areas of concern, the committee approved of continuing the two actions:

- 4.1 Mental Health Therapist for REHS and ALIS
- 4.2 Tutoring for REHS and ALIS

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Improve academic achievement for all students.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

On the 2024 California School Dashboard, SKUSD was in the Red performance category in English Learner Progress

English Learner Progress is an area of concern for SKUSD. On the 2024 Dashboard, for All Students, the performance level was Red. 34.1% making progress. Declined 9.8%.

Mathematics is an area of concern for SKUSD. On the 2024 Dashboard, for All Students, the performance level was Orange. 100.6 points below standard. Increased 7.2 Points. The following groups were in the Red performance categories for Math:

\* English Learners: 142.3 points below standard. Declined 6.3 Points

\* Long Term English Learners: 180.3 points below standard. Maintained 2.8 Points

ELA is an area of concern for SKUSD. However, the District showed significant improvement in ELA. On the 2024 Dashboard, for All Students, the performance level was Yellow, 58.7 points below standard, Increased 11.9 Points. There were no groups in the Red performance level.

On the 11th grade Smarter Balanced Assessment, 41.9% of juniors scored “Ready” on the Early Assessment Program (EAP) for ELA, and 13.8% of juniors scored ready in math. This reinforces the need to focus on standards mastery at the high school level.

The District grouped together the actions and metrics for Goal 1 in order to help all TK thru 12th grade students master the academic standards for their grade levels. To assist with this need, SKUSD will provide additional support for our ELs, Low Income, and Foster Youth to help these students achieve academic success.

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	1B. Standards aligned instructional materials for every student as measured by local data.	2023-24 School Year: 100% of students have access to standards-aligned materials.	100% of students have access to standards-aligned materials.		100% of students have access to standards-aligned materials.	
1.2	1C. School facilities in good repair per Facilities Inspection Tool.	2023-24 School Year: All facilities maintained in good repair.	All facilities are maintained in good repair.		All facilities will be maintained in good repair.	
1.3	2A. Implementation of CA academic standards, as measured by Dashboard Local Performance Indicators.	2023-24 School Year: ELA: Full Implementation ELD: Initial Implementation Math: Full Implementation NGSS: Initial Implementation History/Social Sciences: Initial Implementation	2024-25 School Year: ELA: Full Implementation ELD: Full 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	
1.4	2B. How programs and services enable EL students to access CCSS and ELD standards for academic content knowledge and	2023-24 Local Data: 100% of EL students will receive daily instruction in designated ELD where the ELD standards are	100% of EL students receive daily instruction in designated ELD where the ELD standards are the		100% of EL students will receive daily instruction in designated ELD where the ELD	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	English Language proficiency. Verified by checks of master schedules and classroom walkthroughs.	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 and language proficiency.	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 and language proficiency.		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 and language proficiency.	
	4A. Student performance on statewide assessments in English Language Arts. Improve by 5 points annually.	2023 CA School Dashboard All Students: 70.6 points below standard African American: 106.6 points below standard. English Learners: 104.5 points below standard Foster Youth: 109.9 points below standard Hispanic: 75.8 points below standard Homeless: 87.9 points below standard Socioeconomically Disadvantaged: 77.8 points below standard Students with Disabilities: 139.3 points below standard Abraham Lincoln: 91.2 points below standard	2024 CA School Dashboard All Students: 58.7 points below standard. Increased 11.9 points. African American: 94.1 points below standard. Increased 12.5 points. English Learners: 100.3 points below standard. Increased 4.2 points. Foster Youth: 136.8 points below standard. Declined 26.9 points. Hispanic: 61 points below standard .		2026 CA School Dashboard All Students: 55.6 points below standard African American: 91.6 points below standard. English Learners: 89.5 points below standard Foster Youth: 94.9 points below standard Hispanic: 60.8 points below standard Homeless: 72.9 points below standard Socioeconomically Disadvantaged: 62.8 points below standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Rosamond Elementary: 84.1 points below standard  Tropico Middle: 95.5 points below standard  CAA ELA: 15.8% of students met standard</p>	<p>Increased 14.8 points.  Homeless: 80.5 points below standard.  Increased 7.4 points.  Socioeconomically Disadvantaged: 65.8 points below standard.  Increased 11.9 points.  Students with Disabilities: 127.2 points below standard.  Increased 12.1 points.  Abraham Lincoln: 68 points below standard.  Increased 23.2 points.  Rosamond Elementary: 85.8 points below standard  Maintained -1.6 points  Tropico Middle: 73.1 points below standard.  Increased 22.4 points.</p>		<p>Students with Disabilities: 124.3 points below standard  Abraham Lincoln: 76.2 points below standard  Rosamond Elementary: 69.1 points below standard  Tropico Middle: 80.5 points below standard</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	4A. Student performance on statewide assessments in Mathematics. Improve by 5 points annually.	2023 CA School Dashboard All Students 107.8 points below standard African American: 146.4 points below standard English Learners: 136 points below standard Hispanic: 108 points below standard Homeless: 114.7 points below standard Two or More Races: 108.1 points below standard * Socioeconomically Disadvantaged: 114 points below standard Rosamond Elementary 108.8 points below standard Tropico Middle 130.2 points below standard CAA Math: 8.9% of students met standard	2024 CA School Dashboard All Students: 58.7 points below standard. Increased 11.9 points. African American: 94.1 points below standard. Increased 12.5 points. English Learners: 100.3 points below standard. Increased 4.2 points. Foster Youth: 136.8 points below standard. Declined 26.9 points. Hispanic: 61 points below standard . Increased 14.8 points. Homeless: 80.5 points below standard. Increased 7.4 points.		2026 CA School Dashboard All Students 92.8 points below standard African American: 131.4 points below standard English Learners: 121 points below standard Hispanic: 93 points below standard Homeless: 99.7 points below standard Two or More Races: 93.1 points below standard Socioeconomically Disadvantaged: 99 points below standard Rosamond Elementary 93.8 points below standard Tropico Middle 115.2 points below standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	4B. % of pupils who have successfully	Aeries Analytics LCAP Dashboard 2022-2023	<p>Socioeconomically Disadvantaged: 65.8 points below standard.            Increased 11.9 points.            Students with Disabilities: 127.2 points below standard.            Increased 12.1 points.            Abraham Lincoln: 68 points below standard.            Increased 23.2 points.            Rosamond Elementary: 85.8 points below standard            Maintained -1.6 points            Tropico Middle: 125.9 points below standard.            Increased 4.3 points.            CAA Math: 4.4% of students met standard            Metric met for All Students</p>		35.8%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	completed A-G requirements. Increase by 5% annually.	20.8%	2023-24, 29/220 high school seniors met A-G requirements. 13.2%			
1.8	4C. % of students who complete a CTE pathway. Increase by 1% annually.	Per Aeries, during the 2022-2023 school year, 93 out of 823 students completed a CTE sequence for a percentage of 11.3%	Per CALPADS, during the 2023-2024 school year, 148 out of 995 students completed a CTE sequence for a percentage of 14.9% Metric met		14.3%	
1.9	4D. % of pupils who have successfully completed both types of courses described in subparagraphs B and C.	Per 2023 Dashboard: 6.9%	Per 2024 Dashboard: 3.6%		9.9%	
1.10	4E. % of English Learners who made progress toward proficiency as measured by the English Language Proficiency Assessments for California (ELPAC). % will increase by 5% annually, up to 80% or higher.	2023 CA School Dashboard. 43.9% of English Learners made progress towards English language proficiency.	2024 CA School Dashboard. 34.1% of English Learners made progress towards English language proficiency. Declined 9.8% Metric not met		58.9%	
1.11	4F. English Learner (EL) Reclassification Rate. Increase the English Learner reclassification rate by 2% annually until	According to Kern Integrated Data System (KIDS), the estimated reclassification rate for	According to Kern Integrated Data System (KIDS), the estimated reclassification		10.2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the rate is maintained at 50%.	the 2022-23 school year is 4.2%.	rate for the 2023-24 school year is 7.1% Metric met.			
1.12	4G. % of students who pass AP exams with a score of 3 or higher. Increase by 1% annually.	During the 2022-23 school year, there were 15 students who passed an exam with a score of 3 or higher. This was 4.2% of the total enrollment of 11th and 12th grade students.	During the 2023-24 school year, there were 29 students who passed an exam with a score of 3 or higher. This was 8% of the total enrollment of 11th and 12th grade students Metric met.		7.2	
1.13	4H. % of pupils who participate and demonstrate college preparedness on EAP. Will increase by 2% annually.	2022-2023 CAASPP. ELA: 36.9% of 11th graders scored Level 3 or 4, Standard Met or Standard Exceeded. Math: 11.7% of students scored Level 3 or 4	2023-2024 CAASPP. ELA: 41.9% of 11th graders scored Level 3 or 4, Standard Met or Standard Exceeded. Math: 13.8% of students scored Level 3 or 4 Metric met		2025-2026 CAASPP ELA: 42.9% Math: 17.7%	
1.14	7A. Extent to which students are granted access and enrolled in a broad course of study, as evidenced by master schedules.	Local data from 2023-24 school year. 100% of students are granted access and enrolled in a broad course of study, as	Local data. 100% of students are granted access and enrolled in a broad course of study, as		Local data. 100% of students are granted access and enrolled in a broad course of study, as	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	7B. Extent to which unduplicated students are granted access and enrolled in a broad course of study, as evidenced by master schedules.	Local data from 2023-24 school year. 100% of unduplicated students being 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.	evidenced by master schedules.	evidenced by master schedules.	
1.16	7C. Programs and services are developed and provided to students with disabilities deemed appropriate by IEP teams.	Local data from 2023-24 school year. 100% of students with disabilities being granted access and enrolled in programs and services deemed appropriate by IEP teams.	Local data from 2024-25 school year. 100% of students with disabilities being granted access and enrolled in programs and services deemed appropriate by IEP teams.	Local data. 100% of students with disabilities being granted access and enrolled in programs and services deemed appropriate by IEP teams.	Local data. 100% of students with disabilities being granted access and enrolled in programs and services deemed appropriate by IEP teams.	
1.17	8. Local. % of students who are dually enrolled in college classes will increase by 2% annually.	For the 2022-2023 school year, 93 out of 999 students were dually enrolled: 9.3%	For the 2023-2024 school year, 160 out of 995 students were dually enrolled: 16.1% Metric met		15.3%	
1.18	1A. Teachers appropriately assigned and fully credentialed in the subject area and for	Per the 2022 SARC, 83.1% of the teachers were fully credentialed and properly assigned.	Per the 2023-2024 SARC, 70.8% of the teachers were fully credentialed		2025 SARC 92.1% of teachers will be fully credentialed.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the pupils they are teaching. This measure will increase by 3% each year.	1.5% of teachers were interns. 4.1% of teachers were without credentials and misassignments. 4.4% of teachers were credentialed assigned out of field. 6.9% were unknown.	and properly assigned. 5.5% of teachers were interns. 17.5% of teachers were without credentials and misassignments. 5.6% of teachers were credentialed assigned out of field. 0.5% were unknown.		100% of teachers will be appropriately assigned.	
1.19	4A. California Science Test. Increase % of student groups that met or exceeded standard by 5% annually.	2021-2022 CAST Test results 12.2% met or exceeded standard for science	2023-2024 CAST Test results 15.1% met or exceeded standard for science Metric not met		2026 CA School Dashboard 27.2% of students will meet or exceed science standard on the CAST assessment	
1.20	8. College and Career Indicator. Increase % of student groups that met or exceeded standard by 1% annually.	2023 CA School Dashboard All Students: 19.6% prepared English Learners: 6.7% prepared Homeless: 0% prepared SWD: 0% prepared	2023 CA School Dashboard All Students: 26.5% prepared English Learners: 3% prepared Homeless: 11.5% prepared SWD: 2.4% prepared Metric met for All Students		2026 CA School Dashboard All Students: 22.6% prepared English Learners: 9.7% prepared Homeless: 3% prepared SWD: 3% prepared	

## Goal Analysis [2024-25]

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

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

All of the actions for Goal 1 were implemented, but a number of the actions in Goal 1 were smaller in scope and cost less than their budgets. Staffing shortages made it challenging to fully implement some of the actions. Staffing shortages affected the scope of the Reading and Math Academies (19), and the tutoring program (20). The Math Intervention program (23) was not widely used. The Learning Walks (27) were not held.

The CTE program was a success (5). RHECC had twelve pathways. The District successfully provided a 1:1 device to every student in the district (14) with access to digital curriculum (2), supplemental learning applications (16), and mobile hotspots (15), which contributed to the District meeting metric 1.1: 100% of students have access to standards-aligned materials.

Actions 1, 2, 3, 8–11, 13–16, 21, 22, 25, and 26 were implemented as intended. This led to growth in the District's CAASPP scores for ELA and Math. According to the 2024 Dashboard, the District grew 11.9 points in ELA, and 7.2 points in math.

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

SKUSD did have some significant differences between budgeted expenditures and estimated actual expenditures from May 15, 2025:

1. Professional Learning Communities - Every school site held regular PLCs this year. Estimated expenditures were \$629,351.53 out of a budget of \$382,980. We had extensive PLC time and professional development. and paid for the trainers, travel, and certificated and classified employees' salary and benefits during PLC training and extra PLC time.
5. CTE - Spent \$825,824 of \$1,349,171.12 budgeted. The CTE program had twelve pathways. We spent less on teacher salaries and benefits, and supplies than we anticipated.
6. After School program - We spent \$395,664 out of a budget of \$991,811. The program was smaller in scope than anticipated due to staffing shortages.
8. Credit Recovery - We spent \$148,814.69 out of a budget of \$94,930.00. We used more software licenses than we anticipated.
9. Summer School - We spent \$11,154 out of a budget of \$477,858.08. We used ELOP funding for Summer School. The program was held as planned.
14. 1:1 Devices - We spent \$962,019.22 out of a budget of \$796,162. We purchased more Chromebooks than we anticipated.
19. Reading and Math Academies - We spent \$2,737.88 out of a budget of \$122,887.64. We held the Academies as planned, but we used ELO-P funding.
20. Tutoring - We spent \$6,222.60 out of a budget of \$96,920.00. We were unable to hire after school tutors. We used TutorMe for online tutoring.
23. Math Intervention - We spent \$30,076.33 out of a budget of \$92,000.00. This paid for the salaries and benefits of teachers and para-educators for the math intervention program.

27. Learning Walks - We spent \$0 out of a budget of \$10,000. We did not do the Learning Walks. This action has been removed from the 2025-26 LCAP.

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

**Metric 1.5 – ELA: Student Performance on Statewide Assessments**  
Progress in ELA was demonstrated on the 2024 CA School Dashboard, with the District scoring 58.7 points below standard, an increase of 11.9 points (Yellow status). The following actions supported this improvement and deemed effective:  
Professional Learning Communities (Action 1.1): Effective at increasing collaboration around instructional practices in ELA, contributing to positive growth in CAASPP scores.  
Supplemental Digital Curriculum Resources (1.2): Enabled personalized, multimedia learning, supporting student engagement and skill development in reading.  
Monitoring Student Progress (1.3): Regular use of benchmark assessments, including the expanded use of iReady in K-8, provided teachers actionable data for reading intervention.  
Reading Intervention Program (1.4): Implementation of Success for All, iReady, and READ 180 programs provided targeted reading support across grade spans.  
Para-Educators (1.13) & Interventionists (1.22): Provided in-class and small group support, particularly benefiting struggling readers.  
AVID Program (1.10): Focused on WICOR strategies, supporting reading and writing skills.  
After School (1.6), Summer School (1.9), Credit Recovery (1.8), and Tutoring (1.20): These provided extended learning opportunities to reinforce ELA skills, with high attendance noted in after-school and summer offerings.  
Libraries (1.21): Stocked and staffed libraries promoted independent reading.  
Professional Development (1.25): Focused on ELD, new curriculum, and differentiated instruction supported ELA growth.  
Student Support Teams (1.18): Offered early interventions for struggling students.  
Supplemental Learning Applications (1.16), 1:1 Devices (1.14), and Mobile Hotspots (1.15): Ensured equitable access to digital literacy resources at school and home.  
Spanish Program at TMS (1.24): Supported language acquisition, indirectly reinforcing literacy.

**Metric 1.6 – Math: Student Performance on Statewide Assessments**  
In Math, the District scored 100.6 points below standard, with a 7.2-point improvement (Orange status). The following actions contributed and were deemed effective:  
Professional Learning Communities (1.1): Enhanced collaborative analysis of math data and instruction.  
Supplemental Digital Curriculum (1.2) & Monitoring Student Progress (1.3): Provided data to drive math instruction and intervention.  
Reading and Math Academies (1.19) & Interventionists (1.22): Offered targeted support in math, though staffing shortages limited reach.  
Math Intervention Program (1.23): Was not widely used, limiting its effectiveness. A new program is planned for next year.  
Credit Recovery (1.8), Summer School (1.9), and Tutoring (1.20): Supported students needing math remediation.  
After School Programs (1.6): Well attended, supporting both ELA and math.  
Supplemental Learning Applications (1.16): Provided adaptive math practice.  
Professional Development (1.25): Included Visible Learning for Math, Math at Work.  
1:1 Devices (1.14), Mobile Hot Spots (1.15): Supported access to digital math resources.

Student Support Teams (1.18): Provided early intervention for math difficulties.  
NGSS Resources (1.27): Supported STEM skills, indirectly aiding math achievement.

Metric 1.10 – English Learner Progress Indicator (ELPI)  
Despite targeted actions, the ELPI metric declined by 9.8% (Red status) and was ineffective at producing the desired result during the 2024-25 school year. Actions intended to address EL progress included:  
Director of Educational Support Programs (1.12): Led the ELD program but was not effective, prompting the hiring of elementary ELD teachers (1.28).  
Professional Development (1.25): Included ELD-focused training  
Elementary ELD Teachers (1.28): Added for direct designated ELD instruction in response to ongoing need.  
Monitoring Student Progress (1.3): Used to track EL growth.  
Despite these efforts, the Red status on ELPI highlighted the need for more robust, direct support for EL students.

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

Based on an analysis of the District's data, the District is making the following changes to the Goal 1 Actions for 2025-26:

3. Monitoring Student Progress. For 2025-26, we are expanding the iReady assessment and learning program to grades 2-5 to grades K-8.
  5. CTE Programs. We are adding two new pathways: Production and Managerial Arts; Biotechnology
  18. 1:1 Devices. We will purchase 600 new Chromebooks for students for the 2025-26 school year.
  20. Tutoring. We will find a new tutoring program for 2025-26
  23. Math Intervention. We will pilot a new math intervention program at Tropico Middle School next year
  25. We will add a writing program to the professional development offered to faculty
- The District removed Action 27. Learning Walks. It has been hard for the school sites to get substitute teachers to cover the teachers doing the learning walks.
29. We added a new action: Elementary English Language Development Teachers. This will provide all EL students at Rosamond Elementary and Westpark Elementary with designated ELD instruction.

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

## **Actions**

Action #	Title	Description	Total Funds	Contributing
1.1	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 contracted with Solution Tree to provide ongoing training to faculty and administration. Special Education teachers work with the grade level and department teams during PLCs. The District will pay teachers two hours a week of supplemental pay for meeting after school for PLCs. The District has budgeted \$635,120 in contributing funds for its Professional Learning Communities.	\$635,120.00	Yes
1.2	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 \$100,000 in contributing funds for Supplemental Digital Curriculum Resources.	\$253,380.00	Yes
1.3	Monitoring Student Progress	Continue to utilize common formative assessments and benchmark assessments districtwide to monitor 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 improving student achievement. For the 2025-26 school year, the District will use iReady Reading and Math for its benchmark assessments for grades K-8. The District has budgeted \$130,000 in contributing funds for Monitoring Student Progress.	\$130,000.00	Yes
1.4	Reading Intervention	Throughout the District, we use supplemental reading intervention programs. This includes: Success for All for grades K-2, iReady for grades 2-5, and READ 180 Universal for grades 6-12. We have ongoing training and support for faculty and administrators, including additional training for the Success for All reading intervention program. Students in the reading intervention program continue to take their regular ELA classes. The	\$416,204.20	Yes

Action #	Title	Description	Total Funds	Contributing
		District has budgeted \$90,000 in contributing funds for Reading Intervention.		
1.5	CTE Program	Expand access to opportunities to demonstrate college and career readiness through the proliferation and support of CTE pathways designed to meet the needs of our Low Income, Foster Youth and English Learners. We will provide fourteen 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. For the 2025-2026 school year, RHECC is adding two new pathways: Production and Managerial Arts, and Biotechnology. The District will upgrade the facilities for the Agriculture program including new animal pens, fences, upgrade storage facility for feed and equipment. The District has budgeted \$1,107,197 in contributing funds for the CTE Program.	\$1,434,171.12	Yes
1.6	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 Tropic Middle School that offer academic support, tutoring, and enrichment opportunities to students. The District has budgeted \$16,965 in contributing funds for After School Programs.	\$466,965.00	Yes
1.7	Academic Counseling Program	Continue the college counseling program at Rosamond High Early College Campus, and an academic counselor at Tropic Middle School. The counselors (3 FTE) support the academic needs of Low Income Students, Foster Youth, and English Learners. The District has budgeted \$303,143.00 in contributing funds for the Academic Counseling Program.	\$459,957.00	Yes
1.8	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.	\$168,290.00	Yes

Action #	Title	Description	Total Funds	Contributing
		SKUSD has budgeted \$60,000 in contributing funds for Credit Recovery. This budget is for Acellus courseware at Tropic Middle School and Rosamond High Early College Campus, Credit Recovery periods and covers the extra duty hours of teachers teaching credit recovery after school. The District has budgeted \$133,360.00 in contributing funds for the Academic Counseling Program.		
<b>1.9</b>	Summer School	Summer School will be held at all school sites, and will focus primarily on math and language arts. There will be two, three-week sessions of summer school. Various teacher-led classes will also be offered, including P.E. Transportation will be provided. Breakfast, snack, and lunch will be provided. Priority will be given to admitting unduplicated students into the summer school program. Summer school will be offered for all SKUSD students. This includes the extended school year program for students with special needs. The District will offer teacher-led classes and enrichment classes. Certificated and classified staff will be paid their daily rate during summer to ensure there is enough staff to meet the needs of all students. The district has budgeted \$150,000.00 to contribute funds for summer school.	\$445,000.00	Yes
<b>1.10</b>	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. Staff will attend the AVID summer institute. The AVID program will ensure greater success principally directed towards unduplicated students. SKUSD will send faculty, staff and administrators to the AVID Conference over the summer. There will be continued PD throughout the school year, and purchase of AVID materials for all sites. SKUSD has budgeted \$109,443 in contributing funds for the AVID Program.	\$243,061.00	Yes
<b>1.11</b>	Dual Enrollment College Classes	Continue to offer additional dual/concurrent 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. The District has added a College and Career Counselor	\$59,820.00	Yes

Action #	Title	Description	Total Funds	Contributing
		position, which coordinates the dual enrollment program. SKUSD has budgeted \$59,820 in contributing funds for Dual Enrollment College Classes.		
<b>1.12</b>	Director of Educational Support Programs	The Director of Educational Support Programs oversees 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. The District has budgeted \$212,966 in contributing funds to build the capacity of the ELD program through professional development. There is ongoing ELD PD all year for designated ELD teachers. There is integrated ELD training at the beginning of the year for all teachers. The budget for action 12 includes the salary and benefits of the Director of Educational Support Programs position (\$224,242). Title II and Title III funds will be used for curriculum and professional development (\$60,100), including \$54,000 for designated ELD training. There is coordination with the Community Schools Partnership Grant to ensure family and community engagement with the EL/LTEL population.	\$288,787.00	Yes
<b>1.13</b>	Para-Educators	Provide para-educators 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 \$123,704.41 in contributing funds for Para-educators. Currently, there are eleven general education Para-educators at the elementary level, two at alternative education, one at Tropico Middle, and three at RHECC. Funding for paraeducators is split between Title I and LCFF contributing funds.	\$725,620.41	Yes
<b>1.14</b>	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. Students in grades 4-12 take their devices home. The District will refresh those devices on a four year cycle. The District provides an Information Systems Technician at each school site to provide ongoing support to students. IT support staff maintain technology for students to succeed in a 21st century learning	\$922,721.00	Yes

Action #	Title	Description	Total Funds	Contributing
		environment. The District has budgeted \$487,556.80 in contributing funds for 1:1 devices. This includes \$110,000 for the purchase of student devices, and 402,000 for salary and benefits of the Information Systems Technicians.		
<b>1.15</b>	Mobile Hot Spots	The District provides mobile hot spots to provide Internet access to students without reliable, high-speed Internet at home. This action is principally directed towards supporting low income families, as many of our unduplicated students do not have reliable, high-speed internet access at home. The District has budgeted \$10,000 in contributing funds for Mobile Hot Spots.	\$30,000.00	Yes
<b>1.16</b>	Supplemental Learning Applications	Continue to provide access to supplemental learning software to faculty, staff, and students. SKUSD has budgeted \$90,000 in contributing funds for Supplemental Learning Applications. This includes Google Workspaces, IXL, Adobe Creative Cloud, GoGuardian, Accelerated Reader, Gaggie, Typing Club, ALEKS, Turnitin, Zoom, etc.	\$90,000.00	Yes
<b>1.17</b>	Supplemental Technology Training	The District provides additional technology training for faculty and staff. This includes training in Aeries student information system, Google Suite, classroom AV systems, digital curriculum, and a variety of digital learning applications. There will be technology training at the beginning of the year for new teachers. 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 \$36,880 in contributing funds for supplemental technology training. This pays for 10% of the salary and benefits of the Director of Technology and Instructional Support, as well as the cost of trainers and extra duty hours for faculty and staff.	\$73,086.00	Yes
<b>1.18</b>	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	\$78,260.20	Yes

Action #	Title	Description	Total Funds	Contributing
		SST meetings, and contacting families and educational partners. This will supplement the SST process and enable school sites to reduce the number of unduplicated students who are referred to special education by proactively meeting their unique needs. All faculty will be trained in the SST process. The District has budgeted \$78,260.20 in contributing funds for the Student Support Team. This pays for the SST Coordinators' stipends.		
<b>1.19</b>	Reading and Math Academies	The District will hold Reading and Math Academies after school at Rosamond Elementary, Westpark Elementary, Tropic Middle, Rare Earth Continuation High School, and Rosamond High Early College Campus. We have budgeted \$10,000 in contributing funds for Reading and Math Academies.	\$122,887.64	Yes
<b>1.20</b>	Tutoring	The District will offer Tutoring to all students, both in person and online. The District had contracted with TutorMe to provide on-demand, one-on-one, online tutoring for its students. TutorMe is ceasing operations so the District will implement a new tutoring solution for the 2025-26 school year.	\$96,920.00	No
<b>1.21</b>	Libraries	The District will continue to supplement library collections and library spaces district-wide with culturally responsive reading materials that promote student reading. SKUSD has a library media technician for Rosamond Elementary, Westpark Elementary, Tropic Middle, and Rosamond High Early College Campus. SKUSD has budgeted \$296,917 in contributing funds for the libraries. This includes \$100,000 for books and materials, including classroom libraries. We have budgeted \$193,184.42 in LCFF funding for salaries and benefits of the Library Media Technicians.	\$345,177.00	Yes
<b>1.22</b>	Interventionists	To meet the academic and behavioral needs of its Foster Youth, English Learners, and Low Income Students, SKUSD has created an Interventionist position. The District will add one interventionist position at each school: Rosamond Elementary, Westpark Elementary, Tropic Middle, and Rosamond High. Interventionists will coordinate the MTSS	\$497,910.00	Yes

Action #	Title	Description	Total Funds	Contributing
		learning support program, focusing on reading and math. Interventionists will review student data and coach teachers on meeting the needs of their unduplicated students. The interventionists will meet with students individually to discuss academic outcomes and develop plans for improvement. They will meet with students in small groups to provide academic support, which will help reduce the number of students referred to special education. The District has budgeted \$170,000 in contributing funds for Interventionists, which will pay for salary and benefits.		
<b>1.23</b>	Math Intervention	The District is implementing a supplemental math intervention program. For K-5th, students will use Bridges Math curriculum. For 6th-8th grades, students will attend math intervention classes that use the Ready Math curriculum. Both curricula are based on the California Common Core State Standards for math. The Math Intervention program will utilize small group instruction and hands-on learning. The District has budgeted \$92,000 in contributing funds, which will pay for the curriculum and professional development.	\$92,000.00	Yes
<b>1.24</b>	Spanish Program at Tropic Middle School	As part of a well-rounded education, the District will provide a Spanish program at Tropic Middle School. Spanish classes will provide our Low-income, English Learners and Foster Youth students opportunities to increase their cultural understanding, improve their career opportunities, and a variety of cognitive benefits. The District has budgeted \$180,734.66 in contributing funds for the Spanish program at Tropic Middle School.	\$180,734.66	Yes
<b>1.25</b>	Professional Development	Southern Kern USD will continue to offer additional professional development to faculty and staff to meet the unique needs of our unduplicated students. There will be additional trainings in English Language Development, classroom management, differentiating instruction, equity, co-teaching and inclusion, writing instruction, training on the district's curriculum, Character Strong, and a coaching program with KCSOS. We will also hold Teacher Clarity training, Visible Learning for Math, CHAMPS classroom management training, and Mathematics at Work. The District has budgeted \$600,000 in contributing funds for Professional Development.	\$600,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.26</b>	Recruitment and Retention	In order to compete with neighboring districts in hiring and retaining qualified faculty and staff, the District is undertaking a variety of recruitment and retention initiatives. The District has budgeted \$315,000 in contributing funds for Recruitment and Retention. This funds the district's recruitment billboards, recruitment videos, and recruitment software. The contributing funds also pay for 50% of the HR Specialist's salary and benefits, and 50% of the HR Clerk's salary and benefits.	\$315,000.00	Yes
<b>1.27</b>	Supplemental NGSS Resources	Ensure access to supplemental resources to support NGSS implementation. The District has budgeted \$56,003 in contributing funds to pay for supplemental science resources.	\$56,003.00	Yes
<b>1.28</b>	Elementary English Language Development Teachers	To meet the language development and academic needs of its English Learners, SKUSD has created a full time English Language Development teacher position for its elementary schools. The District will add one ELD teacher position at each school: Rosamond Elementary and Westpark Elementary. The District has budgeted \$200,000 in contributing funds for ELD teachers, which will pay for salary and benefits.	\$240,000.00	Yes
<b>1.29</b>	Paxton Patterson Lab for Tropic Middle School	To support the district's goals of increasing college and career readiness and providing equitable access to engaging, hands-on learning experiences, Tropic Middle School has a Paxton Patterson lab. The District will add additional Paxton Patterson equipment to its lab. These new labs are designed to provide Career and Technical Education (CTE) aligned with 21st-century skills in fields such as health science, engineering, and STEM. The District has budgeted \$200,000 in contributing funds for Paxton Patterson, which will pay for the teacher's salary and benefits, and additional lab equipment.	\$200,000.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Develop a healthy school climate that supports the social, emotional, and physical needs of all students.	Broad Goal

State Priorities addressed by this goal.

- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

District data on school climate, suspensions, and absenteeism show that there has been significant improvement in these areas.

On the 2024 CA School Dashboard, the percentage of chronically absent students was 26.6%, Declined 6.6%. Yellow.  
 African American: 33.1%. Declined 8.7%. Yellow.  
 White: 23.3%. Declined 5.6%. Yellow.  
 Hispanic: 27.7%. Declined 6.1%. Yellow.  
 Foster Youth: 28.3%. Declined 1.6%. Orange.  
 English Learners: 26.9%. Declined 1.6%. Orange.  
 Socioeconomically Disadvantaged: 28.8%. Declined 6%. Yellow

On the 2024 CA School Dashboard, the suspension rate was 6.2%, Declined 3%. Yellow.  
 African American: 13.6%. Declined 6.6%. Yellow.  
 White: 6.1%. Declined 2.6%. Red.  
 Hispanic: 7.7%. Increased 2.5%. Red.  
 Foster Youth: 19%. Maintained -0.19%. Red.  
 English Learners: 4.1%. Declined 4.2%. Green.  
 Socioeconomically Disadvantaged: 6.5%. Declined 3.4%. Yellow.  
 Students with Disabilities: 10.5% Declined 2.7%. Yellow

In the California Healthy Kids Survey administered in the fall of 2024:  
 39% of 7th grade students perceived their school as very safe or safe  
 43% of 9th grade students perceived their school as very safe or safe  
 34% of 11th grade students perceived their school as very safe or safe

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	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 KIDS. 2022-23 All students: 90.3% EL students: 90.3% Foster Youth: 89.3% Students with disabilities: 87.9%	Local data from KIDS. 2024-25 All students: 92.2% EL students: 92.3% Foster Youth: 92.4% Students with disabilities: 89.9%		2026-2027 school year All students: 93.3% EL students: 93.3% Foster Youth: 92.3% Students with disabilities: 90.9%	
2.2	5B. Chronic Absenteeism Rate. Decrease by 1% annually until all student groups are under 5%.	Local data from KIDS. 2022-23 All students: 34.1% EL students: 34.2% Foster Youth: 34.4% Socioeconomically Disadvantaged : 35.3%	CA School Dashboard 2024 All students: 26.6% EL students: 26.9% Foster Youth: 28.3% Socioeconomically Disadvantaged : 28.8% Metric met		2026-2027 school year All students: 31.1% EL students: 31.2% Foster Youth: 31.4% Socioeconomically Disadvantaged : 32.3%	
2.3	5C. Middle school dropout rate. Maintain less than 1% middle school dropout rate.	CALPADS. 2022-23. 0 dropouts 0% dropout rate	CALPADS. 2023-24. 2 dropouts 0.3% dropout rate Metric met		CALPADS 2025-26 0 dropouts 0% dropout rate	
2.4	5D. High school dropout rate. Maintain less than 3% dropout rate.	CALPADS. 2022-23. 12 dropouts 1.4% dropout rate	CALPADS. 2023-24. 8 dropouts .8% dropout rate Metric met		CALPADS 2025-26 Maintain less than 3% dropout rate.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	5E. High school graduation rate. The District's 4 year cohort of students will maintain a graduation rate of 87% or higher.	2023 Dashboard. 84.1% graduation rate	2024 Dashboard. 90.5% graduation rate Metric met		2026 Dashboard Maintain graduation rate of 87% or higher	
2.6	6A. Suspension Rate. Decrease suspension rates by 1% annually.	2023 Dashboard. 9.2% of students suspended at least once. 13.1% of students with disabilities suspended at least once	2024 Dashboard. 6.2% of students suspended at least once. 10.5% of students with disabilities suspended at least once Metric met		2026 Dashboard 6.2% All students 10.1% students with disabilities	
2.7	6B. Expulsion rate. Maintain an expulsion rate of less than 1%.	Dataquest. 2022-23. 0.1% expulsion rate	Dataquest. 2023-24. 0% expulsion rate		Dataquest. 2025-26. Less than 1% expulsion rate	
2.8	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%	2023-24 CHKS Grade 7: 44% Grade 9: 45% Grade 11: 39%	2024-25 CHKS Grade 7: 46% Grade 9: 41% Grade 11: 54% Metric not met		2026-27 CHKS Grade 7: 59% Grade 9: 60% Grade 11: 54%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	annually until reaching 90%. 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%.	2023-24 CHKS Grade 7: 35% Grade 9: 39% Grade 11: 34%	2024-25 CHKS Grade 7: 39% Grade 9: 36% Grade 11: 28% Metric not met		2026-27 CHKS Grade 7: 50% Grade 9: 54% Grade 11: 49%	
2.10	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%	2023-24 CSSS 66%	2024-25 CSSS 62% Metric not met		2026-27 CSSS 81%	

### Goal Analysis [2024-25]

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

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

Metric 2.6 – Suspension Rate and Metric 2.2 Chronic Absenteeism Rate

Progress in suspension rate was demonstrated on the 2024 CA School Dashboard, where the suspension rate was 6.2%, a decline of 3%. Progress in Chronic Absenteeism Rate rate was demonstrated on the 2024 CA School Dashboard, where the Chronic Absenteeism Rate was 26.6%, a decline of 6.6%.

The following actions supported the improvement in Suspension Rate and Chronic Absenteeism Rate, and are deemed effective:

PBIS (2.1) helped improve student behavior and create positive school environments. Mental Health Services (2.2) supported students' well-being and overall development. Additional Nurses (2.3) promoted the physical, mental, and emotional well-being of students. Extra Curricular Activities (2.5) play a role in students' personal growth and social development. MTSS (2.7) provided support to students based on their academic, behavioral, social-emotional, and mental health needs. CSOs (2.8) promote the safety and security of students. They help create a safe and secure school environment. California Cadet Corps program (2.11) is a youth leadership and training program. It helps build discipline, leadership, citizenship, physical fitness, and character development in students. Student Incentive Program (2.12) motivated students to have good citizenship and good attendance. Assistant Principals (2.13) contribute to a positive school culture. There was at least one AP at each comprehensive school site. Elementary P.E. teachers (2.14) promote students' physical health, fitness, and well-being. Visual Arts teachers (2.15) were staffed at TMS and RHECC. They help students explore their creativity. Music and Band Program (2.16) improves student engagement and attendance. Welcome and Enrollment Center (2.17) supports equitable access to educational services. The New MPR for RHECC (2.18) provides a comfortable space for students to eat and participate in events. Alternative to Suspension Teachers (2.19) focus on restorative practices and improve school climate. Camp Keep (2.20) provides hands on science learning in an outdoor setting. New Playground Supplies (2.23) support safe and active play.

The following actions supported the improvement in Metric 2.2: Chronic Absenteeism Rate Attention to Attendance Program (2.6) reduced chronic absenteeism and improved student attendance by helping students and families understand the importance of regular attendance and address barriers preventing students from coming to school. Transportation (2.9) provided equitable access to education for SKUSD students.

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

(1) PBIS - We spent \$5,529.43 out of a budget of \$193,880.14. This was the cost of the Character Strong curriculum. We did pay for professional development for Character Strong.  
(4). Surveys - We spent \$0 out of a budget of \$10,500. We paid for Survey Monkey software with other funding sources. We administered numerous surveys throughout the year.  
(7) MTSS - We spent \$41,079.87 out of a budget of \$100,000.00. This paid for an MTSS consultant and teacher extra duty hours. The MTSS consultant cost less than we budgeted for.  
(18) New Multipurpose Room for RHECC - We spent \$5,329,388.64 out of a budget of \$2,807,000.00.  
(20) Camp Keep - We spent \$106,191.63 out of a budget of \$200,000. Fewer students went to Camp Keep than we anticipated.

- (21) New Locker Rooms - We spent \$148,487.05 out of a budget of \$2,500,000. We have not yet started construction on the new locker rooms.
- (22) Weight Room - We spent \$40,105.64 out of a budget of \$1,500,000. We have not yet started construction on the weight room.
- (23) New Playground Supplies - We spent \$2,172.70 out of a budget of \$20,000. The school sites spent less on new playground supplies than we budgeted for.

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

The District had a lot of success with its actions designed to create a healthy school climate. Per the 2024 CA School Dashboard, the District improved its suspension percentage by 3%: From 9.2% for the 2022-23 school year to 6.2% during the 2023-24 school year. The District also improved its Chronic Absence % from 33.2% during the 2022-23 school year to 26.6% during the 2023-24 school year.

The A2A attendance management program (Action) showed some success in improving student attendance. The district has held 1,901 attendance conferences during the 2024-25 school year, as of May 13, 2025. Student attendance improved by 35% after their parent/guardian met with the school for an attendance conference.

We staffed the positions of Alternative to Suspension Teachers (Action 19) at Tropico Middle School and Rosamond High Early College Campus. This has led to a decrease in the suspension rate at these schools. According to KIDS, TMS's suspension rate has gone from 13% to 10.2%. RHECC's suspension rate has gone from 8.9% to 5.7%

The following actions were effective at helping the District to meet its goal of establishing a positive school climate: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, and 23

The New Multipurpose Room for RHECC (Action 18) has been completed. It will open at the start of the 2025-26 school year. The New Locker Rooms (21) and New Weight Room (22) are still in the design phase.

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

The District added the following action to Goal 2: Saturday School (Action 24). We increased the budget for Camp Keep (20) from \$200,000 - \$300,000. We increased the budget for the Achiever Trips from \$195,179.09 to \$250,000

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

# Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Positive Behavioral Interventions and Supports (PBIS)	Southern Kern USD is implementing PBIS districtwide to support positive behavior for students. SKUSD is partnering with the Kern County Superintendent of Schools on this program. KCSOS will provide ongoing training and coaching which will support faculty, staff, and administrators to establish clear behavioral expectations, rules, and routines that are communicated consistently to all students. Elements of the Character Strong program will be integrated into the PBIS program. The District has budgeted \$107,401.13 in contributing funds for the PBIS program. This pays for training and coaching for faculty, staff, and administration.	\$193,880.14	Yes
2.2	Mental Health Services	The District employs five school psychologists, a social emotional learning specialist, and two therapists. The District has added a new position: Board Certified Behavior Analyst (BCBA). 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. The District has added mental health brochures at each site. Base level funding is for the two psychologists. Supplemental/Concentration funding is for the three additional psychologists. The District has budgeted \$966,220.50 in contributing funds for Mental Health Services.	\$1,384,181.46	Yes
2.3	Additional Nurses	Continue to have additional licensed vocational nurses (LVN) at each site, and one registered nurse (RN) who support all school sites. 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 school sites will communicate to the families about the services available through the nurses' offices. Base funding is for one RN and one LVN. Contributing funds are for additional LVNs and additional supplies. The District has budgeted \$252,332 in contributing funds for Additional Nurses.	\$478,775.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	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 \$10,500 in unduplicated funds to pay for SurveyMonkey software and 7% of the Director of Technology and Instructional Support's salary and benefits.	\$10,500.00	Yes
2.5	Extracurricular Activities	Increase student connectedness to school at the middle and upper levels through extracurricular activities such as music, sports, robotics, mathletes, and a variety of clubs. The District has budgeted \$445,000 in contributing funds for Extracurricular Activities.	\$506,694.10	Yes
2.6	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. The District has budgeted \$82,500 in contributing funds for Attention to Attendance.	\$82,500.00	Yes
2.7	Multi-Tiered System of Support	To improve the school climate, lower the suspension rate, and align itself with best practices, the district is implementing an MTSS 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. The District has budgeted \$100,000 in contributing funds for Multi-Tiered System of Support. This pays for the cost of MTSS training and Kern Integrated Data Systems (KIDS) software.	\$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2.8</b>	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. CSO's establish positive relationships with students, and play an integral role in establishing a healthy climate at each school site. To help with this, CSO's will attend trainings and implement relationship-building techniques. The CSO's also attend Crisis Prevention Intervention training (CPI). There will be additional training for CSOs, including training of new CSOs before they are assigned to a school and retraining experienced CSOs. Their work will contribute to decreased suspensions and chronic absenteeism, and increased attendance. CSOs are used to support after-school activities like ASES, athletics, and college classes after hours. The District has budgeted \$295,120 of contributing funds to pay for additional Campus Safety Officers.	\$1,268,825.00	Yes
<b>2.9</b>	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, the athletics program at Tropic Middle School, and the ASES program, and clubs. Transportation is being provided for Rare Earth students. For 2024-25, the district added two full sized buses and hiring two additional drivers. For 2025-26 the District is hiring additional drivers and buying electric buses. This action will contribute to increased attendance, reduced chronic absenteeism, and increased engagement with school. The District has budgeted \$2,017,198 in contributing funds for Transportation.	\$2,432,563.00	Yes
<b>2.10</b>	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, \$380,000.00 of contributing funds are budgeted to support the additional food services and after school programs. This funds hiring of additional custodial staff (3.8	\$1,625,184.00	Yes

Action #	Title	Description	Total Funds	Contributing
		FTE) at all sites due to year-round nature of school, summer school, and enrichment programs. In order to ensure rooms are adequately cleaned, more staff and more OT opportunities are made available. Being able to open back up to the public on a more frequent basis, we will have the need for availability on weekends and off hours.		
<b>2.11</b>	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. The District has budgeted \$327,106 in contributing funds for the California Cadet Corps.	\$327,106.00	Yes
<b>2.12</b>	Student Incentive Program	The District will offer incentives and special recognition to students with exemplary and/or improved attendance. The District will offer Achiever Trips to students with good attendance (over 90%), behavior (no referrals), and grades (2.5 GPA or above). For 2025-26, the District has increased its budget for Student Incentive Programs to \$250,000 in contributing funds.	\$250,000.00	Yes
<b>2.13</b>	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. There is an additional Assistant Principal position at Rosamond High Early College Campus. The District has budgeted \$1,520,000.00 in contributing funds for Assistant Principals.	\$1,520,000.00	Yes
<b>2.14</b>	Elementary Physical Education	To ensure students have engaging physical education courses, the District employs a P.E. teacher and two P.E. para-educators at each elementary	\$511,261.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>school: Rosamond Elementary and at Westpark Elementary as well as a rotating PE teacher to ensure adequate class sizes are maintained. The P.E. program has adopted the Learning Development through Physical Education curriculum. Physical Education has a direct health impact on low-income students who face barriers to participating in outdoor activities. The District has budgeted \$511,261 in contributing funds for Elementary Physical Education.</p>		
<b>2.15</b>	Visual Arts	<p>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. The District has photography classes at Tropico Middle School and Rosamond High Early College Campus. The District has budgeted \$196,379 in contributing funds for Visual Arts.</p>	\$196,379.00	Yes
<b>2.16</b>	Music and Band	<p>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 sends the Tropico Middle School and Rosamond High Early College Campus band students to band camp for one week over the summer. The District has budgeted \$281,720 in contributing funds for Music and Band.</p>	\$281,720.00	Yes
<b>2.17</b>	Welcome and Enrollment Center	<p>The Welcome and Enrollment Center is a centralized location for families to enroll their students. This is especially helpful to low income families who may lack the technology at home to fill out the online forms. Translation services are provided to Spanish speaking families. The Welcome and Enrollment Center provides access to resources, services and programs which increase family engagement. The District has budgeted \$104,062.00 in contributing funds for this action. This will pay 50% of the Enrollment Coordinator's salary and benefits and 33% of the</p>	\$107,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
		salary and benefits for the CCSPG Grant Coordinator and the Community Engagement Specialist.		
<b>2.18</b>	New Multipurpose Room for Rosamond High Early College Campus	The District will construct a new multipurpose room at Rosamond High Early College Campus. RHECC will use the MPR for dances, clubs, professional development, assemblies, and other school events. The MPR will also be used for a variety of family and community events for the district, including art shows, band concerts, etc. The MPR will have state-of-the-art technology, lighting, and sound systems, which will enhance the quality of performances and presentations. This will lead to improved attendance, and increased connectedness to school, as measured by the California Healthy Kids Survey. We will budget \$500,000 in contributing funds to pay for the new MPR.	\$500,000.00	Yes
<b>2.19</b>	Alternative to Suspension Teachers	The District will provide an alternative classroom setting for students that have been suspended but not expelled. The ATS program will be held at RHECC and TMS. Students who attend ATS will receive credit for attending school and the suspension will not be reflected on their attendance record and disciplinary action. ATS will be supervised by a credentialed teacher. In addition to doing their school work, students will partake in life skills activities and group activities that promote social emotional learning and conflict resolution. The district has budgeted \$303,647 in contributing funds for alternative to suspension teachers.	\$303,647.00	Yes
<b>2.20</b>	Camp Keep	Camp Keep is an overnight outdoor science program. SKUSD will pay the fees for all 6th grade students to attend Camp Keep. This will provide hands on learning experiences for students. The program helps students develop responsibility and respect for others. The District has budgeted \$200,000 in contributing funds for Camp Keep.	\$300,000.00	Yes
<b>2.21</b>	New Locker Rooms	Low income students, English learners, and Foster Youth have limited access to facilities that support physical activity and participation in sports. To support the physical education needs of its high needs students, the	\$2,500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		district will construct new boys and girls locker rooms at Rosamond High Early College Campus. This will enable high school students to dress out for P.E, leading to improved participation in P.E. and improved student fitness. This will also enable sports teams to comfortably change into and out of their uniforms. The District has increased the budget from 2.5 million to 3 million dollars in contributing funds for new locker rooms for Rosamond High Early College Campus.		
<b>2.22</b>	Weight Room	Low income students, English learners, and Foster Youth have limited access to workout facilities. To promote strength and conditioning for its students, the District will construct a new weight room at Rosamond High Early College Campus. This will give our sports teams a level playing field against teams from other schools that have weight rooms. We will budget 3.8 million dollars in contributing funds to pay for the new weight room.	\$3,800,000.00	Yes
<b>2.23</b>	New Playground Supplies	Low income students, English learners, and Foster Youth have limited access to playground supplies, which is essential for play and exercise. To promote healthy play and exercise for its students, the District will purchase additional playground supplies for all schools.	\$20,000.00	Yes
<b>2.24</b>	Saturday School	To Increase academic achievement and reduce chronic absenteeism for our unduplicated students. The District will provide monthly Saturday School sessions focused on academic support and attendance recovery. We will budget \$45,000 which will pay for extra duty hours for the Saturday school teachers and \$5,000 for materials and supplies.	\$50,000.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Engage families and community in effective educational partnerships	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

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 2024 LCAP survey, 64% 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 2023-2024 California School Parent Survey (CSPS), for the question "Attended a school or class event," 44% of parents/guardians responded Yes. In the 2023-24 CSPS survey, for the question, "Parents feel welcome to participate at this school," 62% of parents/guardians responded strongly agree or agree. This is an area of needed growth.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	3A. The efforts the district makes to seek parent input in decision making for district and school sites.	Local data. In 2022-2023, each school site had at least eight school site council meetings, and at least three meetings will have agenda items to discuss the LCAP.	RES, WES, TMS and RHECC each had 8 or more SSC meetings. REHS and ALIS had 4 SSC meetings		2026-2027 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.	
3.2	3A Local. The District will administer an LCAP survey annually that elicits parent input into the District's programs and budget	Local data. 2024. 550 responses. Administer annual LCAP survey	Local data. 2025. 335 responses. Administer annual LCAP survey		2027. Administer annual LCAP survey and receive at least 600 responses.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	3B. How district promotes participation of parents for unduplicated pupils.	Local data. District maintains district website. School sites: * Maintain their school websites * Publish monthly newsletters. * Maintain online school site calendars School sites use ParentSquare notifications to invite 100% of all families to school events	Local data. District maintains district website. School sites: * Maintain their school websites * Publish monthly newsletters (most school sites did not publish monthly newsletters) * Maintain online school site calendars School sites use ParentSquare notifications to invite 100% of all families to school events		District maintains district website. All school sites maintain their school websites. All school sites publish monthly newsletters. All school sites maintain online school site calendar.	
3.4	3B Local. The District will hold at least eight District English Language Advisory Council (DELAC) meetings per year.	Local data, 2023-24. 8 meetings	The District held six DELAC meetings during the 24-25 school year.		By 2026-27, maintain 8 or more meetings per year	
3.5	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.	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.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			students have a signed IEP.			

## Goal Analysis [2024-25]

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

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

Overall, the District had some success and some challenges implementing the actions for Goal 3, which focus on establishing effective partnerships with families and the community.

We had some success in engaging families and community in effective educational partnerships. The Aeries Parent Portal was widely used (1). During the 24-25 school year, 1,730 parents/guardians logged into the Aeries portal. The ParentSquare communications platform was widely used (2). The school sites sent out over 3,800 posts during the school year. We made school supplies readily accessible to student, families, and teachers (5). The HR Dept. provided free LiveScans for new parent volunteers (9).

We had some challenges in engaging families and community in effective educational partnerships. Not all meetings had an interpreter (3). We had some Family Events, but not as many as we planned on (8).

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

(7) College and Career Fair - This event was not held.

(8) Family Events - We held numerous family events, but they cost less than we budgeted.

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

The District was effective in working with its educational partners to improve student outcomes. The school sites held monthly school site council meetings. We held several DELAC and District Advisory Council (DAC) meetings. Starting in February we held bi-monthly LCAP meetings. These meetings informed decision making at the school and district level. We had over 335 responses to the LCAP survey. We used feedback from the LCAP survey to make meaningful changes to the LCAP. According to the 2024-25 California School Parent Survey (122 respondents):

85% of respondents had attended a general school meeting.

41% of respondents had attended a parent teacher conference.

76% of respondents agreed that school staff treat parents with respect.

64% of respondents agreed that the school promptly responds to my phone calls, messages, or emails.

76% of respondents agreed that the schools let them know how their child is doing in school between report cards. 76% of respondents agreed that school keeps them well informed about school activities.

Parent Portal (3.1) As of May 12, 2025, 1,730 parents had logged into the Aeries portal to view information about their students, especially their grades and assignments. Metric 3.3  
 Communication with School Community (3.2) The teachers send out regular messages to parents and guardians. The District sends regular messages to families, and uses social media platforms to keep the community informed and engaged. Metric 3.2  
 Parent Nights (3.4) Strengthen family-school partnerships. Metric 3.2  
 Supplies for Students and Families (3.5) Ensure all students have the resources they need. Metrics 3.1, 3.2, and 3.3  
 Family Events (3.8) Build positive relationships between families, schools and the wider community. Metric 3.2  
 Parent Volunteers (3.9) Increase family engagement. Metric 3.2

Not Effective  
 College and Career Fair (3,7) was not held

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

Supplies for Students and Families (5): We are increasing the class budget from \$350 to \$400. We are increasing the overall budget for this action to \$160,000.

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

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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 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	\$70,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		parents to use the Aeries parent portal. SKUSD has budgeted \$35,000 of contributing funds for the Parent Portal.		
<b>3.2</b>	Communication with School Community	The District and school sites regularly communicate with the school community. We have adopted Aeries Communications as our districtwide communications platform. We keep our district and school websites up to date. We post information to the District's Facebook and to the schools' marquees. 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. The District has budgeted \$15,000 in contributing funds for Communication with School Community.	\$15,000.00	Yes
<b>3.3</b>	Interpreters for Parent Meetings	Provide additional 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. When appropriate, meetings will also be available to the community via Zoom. SKUSD has budgeted \$15,000 in contributing funds to pay for the Interpreters.	\$17,500.00	Yes
<b>3.4</b>	Parent Nights	Parent nights to improve the academic success of students. Trainings will include Alternative Dispute Resolution (ADR), Internet Safety, Student Safety Awareness, and Cyberbullying. When appropriate, meetings will also be available to the community via Zoom. The District has budgeted \$23,239.50 in contributing funds for Parent Nights.	\$23,239.50	Yes
<b>3.5</b>	Supplies for Students and Families	Unduplicated students lack resources and necessary school supplies. Our Community Center will provide supplies to students, including school supplies, clothing, hygiene products, backpacks, etc. Every classroom gets a \$400 budget for additional school supplies. SKUSD has increased the budget to \$160,000 in contributing funds for Supplies for Students and	\$160,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Families. This will enable the District to purchase more clothing and food boxes.		
<b>3.6</b>	ELD Ceremonies	Reclassified students will be celebrated annually at ELD ceremonies. The District has budgeted \$2,000 in contributing funds for ELD Ceremonies.	\$2,000.00	Yes
<b>3.7</b>	College and Career Fair	College and Career fair at RHECC for all students in the district in grades 9-12. Including college applications and scholarships, grants, and FAFSA. The District has budgeted \$3,000 in contributing funds for the College and Career Fair.	\$3,000.00	Yes
<b>3.8</b>	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, AVID Celebrations, Math and Literacy Nights, Family Science Nights, Music Concerts, Art shows, AVID nights, High School Night at the Museum, Open House, etc. When appropriate, meetings will also be available to the community via Zoom. Childcare will be available during Family Events. The District has budgeted \$30,000 in contributing funds for Family Events.	\$30,000.00	Yes
<b>3.9</b>	Parent Volunteers	To promote parent involvement, the District owns and operates a Live Scan system. The District will cover the cost of the Live Scan for new volunteers using the District's equipment. The District has budgeted \$15,000 in contributing funds for Parent Volunteers.	\$15,000.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	Abraham Lincoln Independent Study and Rare Earth Continuation High School are Equity Multiplier school sites. The District will provide additional academic and social-emotional support to the ALIS and REHS students. By 2027, students at ALIS and REHS will improve their scale score on the CAASPP ELA and Math by 15 points. By 2024, students at REHS will decrease their suspension rate by 3%.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Abraham Lincoln Independent Study and Rare Earth Continuation High School are Equity Multiplier school sites due to low stability rates and high rates of socioeconomic disadvantage. Data from the CA School Dashboard on ELA, math, and suspensions show that there is significant work to do in these areas for ALIS and REHS.

On the 2023 CA School Dashboard, the performance levels for ALIS and REHS in ELA were:  
 ALIS: Orange. 139.2 points below standard. Increased 10.3 points  
 REHS: No Performance Color. 145.6 points below standard. Declined 47.9 points

On the 2023 CA School Dashboard, the performance levels for ALIS and REHS in Math were:  
 ALIS: Red. 91.2 points below standard. Declined 21.4 points  
 REHS: No Performance Color. 216.8 points below standard. Declined 7.6 points

On the 2023 CA School Dashboard, the suspension rate was:  
 ALIS: Blue. 0% suspension rate  
 REHS: Red. 15% suspension rate. Increased 2.7%

Per the 2022-23 SARC, the following were the percentages of teachers with a clear credential:  
 ALIS: 22.8%  
 REHS: 20.9%  
 SKUSD: 70.8%

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	6A. Suspension Rate. Decrease suspension rates by 1% annually at Rare Earth.	2023 Dashboard. 15% of students suspended at least once.	2024 Dashboard. 16.1% of students suspended at least once. Increase 1.1%. Metric not met.		12%	
4.2	4A. Rare Earth student performance on statewide assessments in English Language Arts. Improve by 5 points annually.	2023 CA School Dashboard. 145.6 points below standard	2024 CA School Dashboard. 117.8 points below standard Increased 27.8 points. Metric met.		130.6 points below standard	
4.3	4A. Rare Earth student performance on statewide assessments in Mathematics. Improve by 5 points annually.	2023 CA School Dashboard. 216.8 points below standard	2024 CA School Dashboard. 202.9 points below standard. Increased 13.9 points. Metric met.		201.8 points below standard	
4.4	4A. Abraham Lincoln student performance on statewide assessments in English Language Arts. Improve by 5 points annually	2023 CA School Dashboard 91.2 points below standard	2024 CA School Dashboard. 68 points below standard. Increased 23.2 points. Metric met.		124.2 points below standard	
4.5	4A. Abraham Lincoln student performance on statewide assessments in Mathematics. Improve by 5 points annually.	2023 CA School Dashboard 139.2 points below standard	2024 CA School Dashboard. 149 points below standard. Declined 9.8 points. Metric not met.		76.2 points below standard	

## Goal Analysis [2024-25]

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

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

There were no substantive differences in planned actions and actual implementation of these actions. It was challenging to provide enough support to all students at ALIS and REHS. It was challenging to provide enough tutoring services to students at REHS. The tutor was more focused on working with the students at ALIS.

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

Mental Health Therapist. The budget was \$150,000 and the estimated expenditures were \$143,141.88  
Tutor. The budget was \$65,000 and the estimated expenditures were \$52,350.16

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

Per the 2024 CA School Dashboard. 16.1% of REHS students were suspended at least once. Per KIDS, during the 24-25 school year, 14.9% of REHS students were suspended at least once. This is a slight improvement, showing effectiveness of the Mental Health Therapist action. On the Star Math benchmark assessment, ALIS students showed 3 months of growth during the first semester of the 24-25 school year. On the Star Reading benchmark assessment, ALIS students showed no growth during the first semester of the 24-25 school year. This does not demonstrate effectiveness of the tutoring position.

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

The tutor will spend more time at REHS. The mental health therapist will provide more services to general education students.

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

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Mental Health Therapist	Many Low-income, English Learners and Foster Youth students experience trauma in their personal lives, which interferes with their learning. For students at Rare Earth Continuation High School and Abraham Lincoln Independent Study, the District will employ a full time mental health therapist to provide counseling and mental health services.	\$150,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Assistance with mental health has been identified by the Equity Multiplier Committee as a need. This action is in place to help improve suspension rates and decrease chronic absenteeism.</p>		
4.2	Tutoring	<p>The District will employ a tutor to support student learning at Abraham Lincoln Independent Study and Rare Earth Continuation High School. The tutor will provide one-on-one tutoring to students who need additional academic support, which will increase ELA, Math, and CCI indicators at both schools.</p>	\$65,000.00	No

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$13124650	\$1561904

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

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
34.075%	0.000%	\$0.00	34.075%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p><b>Action:</b> Professional Learning Communities</p> <p><b>Need:</b> On the 2023 CA School Dashboard, Math and ELA were in the Red performance level for all unduplicated student groups. Furthermore, all unduplicated student groups scored lower than the All Students group for both CAASPP ELA and CAASPP Math.</p>	<p>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.</p>	<p>The effectiveness of the District's PLCs will be measured by growth in students' benchmark and CAASPP assessments. Priority 4(a). See Metrics 1.5 (ELA) and 1.6 (Math)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>CAASPP ELA: All Students: -70.6 DFS (RED) ELs: -104.5 DFS (RED) FY: -109.9 DFS (RED) SED: -77.8 DFS (RED)</p> <p>CAASPP Math All Students: -107.8 DFS (RED) ELs: -136 DFS (RED) FY: -137.7 DFS (RED) SED: -114 DFS (RED)</p> <p>The LCAP Committee agrees that there is a strong need for ongoing PLC training to increase the academic achievement of our low performing unduplicated student groups. Educational partner feedback indicates that PLCs successfully help the faculty to deliver effective lessons to unduplicated students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Provided LEA-wide, teachers collaborate in PLCs to improve academic achievement and behavior at each of our schools for all students. PLCs are a vital part of creating curricular improvements and designing effective interventions for unduplicated students. The effectiveness of PLCs for meeting the needs of Low Income Students, Foster Youth, and English Learners is supported by research.</p>	
1.2	<p><b>Action:</b> Supplemental Digital Curriculum Resources</p> <p><b>Need:</b> On the 2023 CA School Dashboard, Math and ELA were in the Red performance level for all unduplicated student groups. Furthermore, all unduplicated student groups scored lower than the All Students group for both CAASPP ELA and CAASPP Math.</p> <p>CAASPP ELA:</p>	<p>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 provided LEA-wide enhance learning opportunities to our unduplicated (and all) students, giving them</p>	<p>The effectiveness of the District's Supplemental Digital Curriculum Resources will be measured by growth in students' benchmark and CAASPP assessments. Priority 4(a). See Metrics 1.5 (ELA) and 1.6 (Math)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>All Students: -70.6 DFS (RED)            ELs: -104.5 DFS (RED)            FY: -109.9 DFS (RED)            SED: -77.8 DFS (RED)</p> <p>CAASPP Math            All Students: -107.8 DFS (RED)            ELs: -136 DFS (RED)            FY: -137.7 DFS (RED)            SED: -114 DFS (RED)</p> <p>The DAC indicated approval for the district's ongoing use of digital curriculum resources to increase the academic achievement of our low performing unduplicated student groups..</p> <p><b>Scope:</b> LEA-wide</p>	<p>access to adaptive learning platforms that provide them with real time feedback and learning experiences that are customized for their needs.</p>	
1.3	<p><b>Action:</b> Monitoring Student Progress</p> <p><b>Need:</b> On the 2023 CA School Dashboard, Math and ELA were in the Red performance level for all unduplicated student groups. Furthermore, all unduplicated student groups scored lower than the All Students group for both CAASPP ELA and CAASPP Math.</p> <p>CAASPP ELA:            All Students: -70.6 DFS (RED)            ELs: -104.5 DFS (RED)            FY: -109.9 DFS (RED)            SED: -77.8 DFS (RED)</p>	<p>The District uses Star Reading, Star Math, Star Early Literacy, iReady Reading, and iReady Math 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 play a significant part in the District's placing students into intervention programs. The District uses the benchmark assessments LEA-wide to monitor unduplicated and all student growth and the effectiveness of its programs.</p>	<p>Grade K takes the Star Early Literacy assessments.            Grade 1 takes the Star Reading and Math assessments.            Grades 2-5 take the iReady Math and Reading assessments.            Grades 6-12 take the Star Reading and Star Math assessments.            CAASPP - Metrics 1.5 (ELA) and 1.6 (Math)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	<p>CAASPP Math All Students: -107.8 DFS (RED) ELs: -136 DFS (RED) FY: -137.7 DFS (RED) SED: -114 DFS (RED)</p> <p>Surveys of teachers indicated strong support for the use of iReady in grades 2-5, and the use of the Renaissance Star tests in grades K-1 and 6-12 to increase the academic achievement of our low performing unduplicated student groups..</p> <p><b>Scope:</b> LEA-wide</p>	<p>The reading intervention program is needed to support students' mastery of reading, which is foundational to students' academic success. In order to close the achievement gap in reading for unduplicated students, SKUSD is providing extended learning opportunities in reading for students in need of support. By providing additional reading opportunities school-wide for our unduplicated and other student groups, we expect they will increase their academic achievement in all core subjects, but especially in English Language Arts.</p>	<p>The effectiveness of this action will be measured by growth in the Star Reading assessments and the CAASPP ELA assessments. Priority 4(a). See Metric 1.5 (ELA)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The LCAP Survey indicated a desire of the educational partners to expand the reading intervention program.</p> <p><b>Scope:</b> Schoolwide</p>		
1.5	<p><b>Action:</b> CTE Program</p> <p><b>Need:</b> Educational Partners spoke to the need for CTE courses in order to balance career readiness with college readiness for our low-performing unduplicated student groups. Per the 2023 Dashboard, 19.6% of our graduating seniors were college and career ready (All Students). EL: 6.7% prepared SED: 18.2% prepared</p> <p><b>Scope:</b> Schoolwide</p>	<p>CTE courses and pathways provide enhanced career opportunities for English Learners, Foster Youth, and Low Income Students. Currently, Rosamond High Early College Campus offers ten 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 provided school-wide will prepare our unduplicated students for graduation, and give them the skills and knowledge for entry-level jobs. This action is continued from the previous LCAP cycle. We believe that the additional CTE instructors, pathways and resources meet the needs of the community, based on educational partner feedback indicating support for the CTE program. During the 2021-2022 school year, forty unduplicated students completed a CTE sequence.</p>	<p>The effectiveness of this action will be measured by the number of students who complete a CTE sequence (Metric 1.8)</p>
1.6	<p><b>Action:</b> After School Programs</p> <p><b>Need:</b></p>	<p>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.</p>	<p>The effectiveness of this action will be measured by the number of students who participate in the</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.7	<p>The District's educational partners have indicated through the LCAP survey and the Available data (see Metric 1.5, 1.6) and feedback by the LCAP Committee indicate that there is a strong need for expanded learning and enrichment opportunities after school to increase the academic achievement of our low performing unduplicated student groups.</p> <p><b>Scope:</b> Schoolwide</p>	<p>Providing the after school programs school-wide allows SKUSD to support the extended learning and enrichment of all students in a safe, supportive environment.</p>	<p>ASES program. Student safety survey (Metric 2.9)</p>
	<p><b>Action:</b> Academic Counseling Program</p> <p><b>Need:</b> On the 2023 CA School Dashboard, Math and ELA were in the Red performance level for all unduplicated student groups. Furthermore, all unduplicated student groups scored lower than the All Students group for both CAASPP ELA and CAASPP Math.</p> <p>CAASPP ELA: All Students: -70.6 DFS (RED) ELs: -104.5 DFS (RED) FY: -109.9 DFS (RED) SED: -77.8 DFS (RED)</p> <p>CAASPP Math All Students: -107.8 DFS (RED) ELs: -136 DFS (RED) FY: -137.7 DFS (RED) SED: -114 DFS (RED)</p>	<p>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. Provided school-wide, 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.</p>	<p>The effectiveness of the Academic Counseling Program will be measured by growth in students' benchmark and CAASPP assessments. Priority 4(a). See Metrics 1.5 (ELA) and 1.6 (Math)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.8	<p>Educational partner 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.</p> <p><b>Scope:</b> Schoolwide</p> <p><b>Action:</b> Credit Recovery</p> <p><b>Need:</b> On the 2023 CA School Dashboard, Math and ELA were in the Red performance level for all unduplicated student groups. Furthermore, all unduplicated student groups scored lower than the All Students group for both CAASPP ELA and CAASPP Math.</p> <p>CAASPP ELA: All Students: -70.6 DFS (RED) ELs: -104.5 DFS (RED) FY: -109.9 DFS (RED) SED: -77.8 DFS (RED)</p> <p>CAASPP Math All Students: -107.8 DFS (RED) ELs: -136 DFS (RED) FY: -137.7 DFS (RED) SED: -114 DFS (RED)</p> <p>Feedback from students, teachers, and administrators indicates that the students like</p>	<p>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. By providing this action school-wide, all students at Rare Earth Continuation High School successfully use Acellus to recover their high school credits.</p>	<p>The effectiveness of the Credit Recovery Program will be measured by growth in students' benchmark and CAASPP assessments. Priority 4(a). See Metrics 1.5 (ELA) and 1.6 (Math)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>using Acellus, and are motivated to use Acellus to recover credits.</p> <p><b>Scope:</b> Schoolwide</p>		
1.9	<p><b>Action:</b> Summer School</p> <p><b>Need:</b> On the 2023 CA School Dashboard, Math and ELA were in the Red performance level for all unduplicated student groups. Furthermore, all unduplicated student groups scored lower than the All Students group for both CAASPP ELA and CAASPP Math.</p> <p>CAASPP ELA: All Students: -70.6 DFS (RED) ELs: -104.5 DFS (RED) FY: -109.9 DFS (RED) SED: -77.8 DFS (RED)</p> <p>CAASPP Math All Students: -107.8 DFS (RED) ELs: -136 DFS (RED) FY: -137.7 DFS (RED) SED: -114 DFS (RED)</p> <p>Surveys of teachers indicated strong support for the use of iReady in grades 2-5, and the use of the Renaissance Star tests in grades K-1 and 6-12 to increase the academic achievement of our low performing unduplicated student groups..</p>	<p>The District uses Star Reading, Star Math, Star Early Literacy, iReady Reading, and iReady Math 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 play a significant part in the District's placing students into intervention programs. The District uses the benchmark assessments LEA-wide to monitor unduplicated and all student growth and the effectiveness of its programs.</p>	<p>Grade K takes the Star Early Literacy assessments. Grade 1 takes the Star Reading and Math assessments. Grades 2-5 take the iReady Math and Reading assessments. Grades 6-12 take the Star Reading and Star Math assessments. CAASPP - Metrics 1.5 (ELA) and 1.6 (Math)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> LEA-wide</p>		
<p><b>1.10</b></p>	<p><b>Action:</b> AVID Program</p> <p><b>Need:</b> On the 2023 CA School Dashboard, Math and ELA were in the Red performance level for all unduplicated student groups. Furthermore, all unduplicated student groups scored lower than the All Students group for both CAASPP ELA and CAASPP Math.</p> <p>CAASPP ELA: All Students: -70.6 DFS (RED) ELs: -104.5 DFS (RED) FY: -109.9 DFS (RED) SED: -77.8 DFS (RED)</p> <p>CAASPP Math All Students: -107.8 DFS (RED) ELs: -136 DFS (RED) FY: -137.7 DFS (RED) SED: -114 DFS (RED)</p> <p>Feedback from the LCAP Committee indicates strong support for AVID.</p> <p><b>Scope:</b> LEA-wide</p>	<p>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 and apply for financial aid. This improves student success as they plan for careers and graduation. Research indicates that the AVID program has a school-wide impact on improving all students' college and career readiness. Provided LEA-Wide, the strategies learned in the AVID elective class increased student success in all of their other classes – especially note-taking, study skills, time management, writing and research skills.</p>	<p>The effectiveness of the AVID Program will be measured by growth in students' benchmark and CAASPP assessments. Priority 4(a). See Metrics 1.5 (ELA) and 1.6 (Math)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.11	<p><b>Action:</b> Dual Enrollment College Classes</p> <p><b>Need:</b> The District's educational partners have indicated through the LCAP survey and the LCAP Committee that there is a strong need for dual enrollment college classes to increase the college or career readiness (see Metric 1.20) of our low performing unduplicated student groups.</p> <p><b>Scope:</b> Schoolwide</p>	<p>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. For the fall semester of the 2023-24 school year, 64 out of 849 students at Rosamond High Early College Campus were dually enrolled. Based on educational partner feedback, we expect additional enrollment in the dual enrollment program.</p>	<p>The effectiveness of the dual enrollment college classes will be measured by growth in the number of students enrolled in college classes and college/career ready (Metric 1.20).</p>
1.13	<p><b>Action:</b> Para-Educators</p> <p><b>Need:</b> On the 2023 CA School Dashboard, Math and ELA were in the Red performance level for all unduplicated student groups. Furthermore, all unduplicated student groups scored lower than the All Students group for both CAASPP ELA and CAASPP Math.</p> <p>CAASPP ELA: All Students: -70.6 DFS (RED) ELs: -104.5 DFS (RED) FY: -109.9 DFS (RED) SED: -77.8 DFS (RED)</p> <p>CAASPP Math All Students: -107.8 DFS (RED) ELs: -136 DFS (RED) FY: -137.7 DFS (RED)</p>	<p>Paraeducators provide support to general education classrooms to increase and improve services related to the educational challenges of unduplicated students. The para-educators help create smaller group sizes and more small group instruction.</p> <p>Providing paraeducators LEA-wide, SKUSD is able to help support the academic engagement of all students especially those with the greatest level of needs.</p>	<p>The effectiveness of the Paraeducators will be measured by growth in students' benchmark and CAASPP assessments. Priority 4(a). See Metrics 1.5 (ELA) and 1.6 (Math)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>SED: -114 DFS (RED)</p> <p>The LCAP Committee has recommended that the District add para-educators to support the teachers, especially for the primary grades.</p> <p><b>Scope:</b> LEA-wide</p>		
1.14	<p><b>Action:</b> 1:1 Devices</p> <p><b>Need:</b> On the 2023 CA School Dashboard, Math and ELA were in the Red performance level for all unduplicated student groups. Furthermore, all unduplicated student groups scored lower than the All Students group for both CAASPP ELA and CAASPP Math.</p> <p>CAASPP ELA: All Students: -70.6 DFS (RED) ELs: -104.5 DFS (RED) FY: -109.9 DFS (RED) SED: -77.8 DFS (RED)</p> <p>CAASPP Math All Students: -107.8 DFS (RED) ELs: -136 DFS (RED) FY: -137.7 DFS (RED) SED: -114 DFS (RED)</p> <p>The LCAP Committee expressed support for continuing to provide 1:1 devices to students.</p>	<p>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 LEA-wide action has been proved to be effective based on the increased usage of technology including software and web-based programs for all 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.</p>	<p>The effectiveness of the 1:1 Devices will be measured by growth in students' benchmark and CAASPP assessments. Priority 4(a). See Metrics 1.5 (ELA) and 1.6 (Math)</p>

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	<p><b>Scope:</b> LEA-wide</p>		
1.15	<p><b>Action:</b> Mobile Hot Spots</p> <p><b>Need:</b> Many of our Low-income students, English Learners and Foster Youth do not have reliable, high-speed internet access at home in order to access school assignments and educational resources. This is confirmed by the home internet survey sent to all families at the start of each school year, which showed 250 families that needed an internet hotspot. Connected families and students are provided access to educational assignments and resources, which allows them to progress further in their academic endeavors. Based on 2023 CA Dashboard in ELA (Metric 1.5) and Math (Metric 1.6), this is a need for our unduplicated student groups.</p> <p>The LCAP Committee expressed support for continuing to provide mobile hotspots to students who do not have home internet access.</p> <p><b>Scope:</b> LEA-wide</p>	<p>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. By providing hot spots LEA-wide, we will enable all students, especially unduplicated pupils, to access their core curriculum and supplemental learning resources from home.</p>	<p>Number of hotspots checked out to unduplicated students. State assessment in ELA (Metric 1.5) and Math (Metric 1.6).</p>
1.16	<p><b>Action:</b> Supplemental Learning Applications</p>	<p>To address the learning needs of unduplicated students, the District provides supplemental</p>	<p>The effectiveness of the Supplemental Learning</p>

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	<p><b>Need:</b> On the 2023 CA School Dashboard, Math and ELA were in the Red performance level for all unduplicated student groups. Furthermore, all unduplicated student groups scored lower than the All Students group for both CAASPP ELA and CAASPP Math.</p> <p>CAASPP ELA: All Students: -70.6 DFS (RED) ELs: -104.5 DFS (RED) FY: -109.9 DFS (RED) SED: -77.8 DFS (RED)</p> <p>CAASPP Math All Students: -107.8 DFS (RED) ELs: -136 DFS (RED) FY: -137.7 DFS (RED) SED: -114 DFS (RED)</p> <p>There is strong usage and growth data for IXL and Accelerated Reader, showing the effectiveness of this action.</p> <p><b>Scope:</b> LEA-wide</p>	<p>learning applications, such as IXL and Accelerated Reader to unduplicated students. By providing access on an LEA-wide scale to supplemental learning programs for reading comprehension and math, SKUSD can support all students requiring support in ELA and Math.</p>	<p>Applications will be measured by growth in students' benchmark and CAASPP assessments. Priority 4(a). See Metrics 1.5 (ELA) and 1.6 (Math)</p>
1.17	<p><b>Action:</b> Supplemental Technology Training</p> <p><b>Need:</b> Many of our Low-income, Foster Youth and ELs come to us with large gaps in their experience with the use of technology and</p>	<p>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</p>	<p>The effectiveness of the Supplemental Technology Training will be measured by growth in students' benchmark and CAASPP assessments. Priority 4(a).</p>

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	<p>depend on our teachers to provide additional support in using the technology to access content. Connected families and students are provided access to educational assignments and resources, which allows them to progress further in their academic endeavors. Based on 2023 CA Dashboard in ELA (Metric 1.5) and Math (Metric 1.6), this is a need for our unduplicated student groups.</p> <p>The need for additional technology training has been identified as a need by the LCAP Committee in order to support the academic growth of our low performing unduplicated student groups.</p> <p><b>Scope:</b> LEA-wide</p>	<p>divide for our Foster Youth, English Learners, and Low Income Students. The LCAP Committee has recommended that the District provide additional technology training on an LEA-wide basis to provide technology support to all student groups.</p>	<p>See Metrics 1.5 (ELA) and 1.6 (Math)</p>
1.18	<p><b>Action:</b> Student Support Team</p> <p><b>Need:</b> On the 2023 CA School Dashboard, Math and ELA were in the Red performance level for all unduplicated student groups. Furthermore, all unduplicated student groups scored lower than the All Students group for both CAASPP ELA and CAASPP Math.</p> <p>CAASPP ELA: All Students: -70.6 DFS (RED) ELs: -104.5 DFS (RED) FY: -109.9 DFS (RED) SED: -77.8 DFS (RED)</p>	<p>The student support team identifies and supports students with academic or behavioral problems by providing assistance and connecting them to interventions and supports. Provided LEA-wide, this action enables certificated teachers at each school site to lead the SST process in order to avoid over-identification of unduplicated or other student groups into special education. This action is a proactive approach to meeting students' needs and reducing the need for special education referrals when a referral is not warranted. Per the recommendation of the LCAP Committee, the District is adding 2nd SST coordinators at the school sites.</p>	<p>The effectiveness of the Student Support Team will be measured by growth in students' benchmark and CAASPP assessments. Priority 4(a). See Metrics 1.5 (ELA) and 1.6 (Math)</p>

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	<p>CAASPP Math  All Students: -107.8 DFS (RED)  ELs: -136 DFS (RED)  FY: -137.7 DFS (RED)  SED: -114 DFS (RED)</p> <p>The LCAP Committee expressed the need to add a 2nd SST Coordinator position at each school site.</p> <p><b>Scope:</b>  LEA-wide</p>		
1.19	<p><b>Action:</b>  Reading and Math Academies</p> <p><b>Need:</b>  On the 2023 CA School Dashboard, Math and ELA were in the Red performance level for all unduplicated student groups. Furthermore, all unduplicated student groups scored lower than the All Students group for both CAASPP ELA and CAASPP Math.</p> <p>CAASPP ELA:  All Students: -70.6 DFS (RED)  ELs: -104.5 DFS (RED)  FY: -109.9 DFS (RED)  SED: -77.8 DFS (RED)</p> <p>CAASPP Math  All Students: -107.8 DFS (RED)  ELs: -136 DFS (RED)</p>	<p>The reading and math academies are needed to support students' mastery of reading and math, which are foundational to students' academic success. In order to close the achievement gap in reading and math for unduplicated students, SKUSD is providing after school reading and math academies for students. By providing additional reading and math support LEA-wide for our unduplicated students and others in need, we expect they will increase their academic achievement in English Language Arts and math.</p>	<p>The effectiveness of the Student Support Team will be measured by growth in students' benchmark and CAASPP assessments. Priority 4(a). See Metrics 1.5 (ELA) and 1.6 (Math)</p>

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1.21	<p>FY: -137.7 DFS (RED)            SED: -114 DFS (RED)</p> <p>The LCAP Survey showed support for expanding the Reading and Math Academies to increase the reading and math achievement of our low performing unduplicated student groups..</p> <p><b>Scope:</b>            LEA-wide</p>	<p>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. By providing this action LEA-wide, SKUSD also provides a digital library (Sora) to provide high-quality books to its unduplicated pupils and all student groups. This will help unduplicated students develop a love of reading.</p>	<p>This Libraries action will be measured by book checkout data. See Metrics 1.5 (ELA) and 1.6 (Math)</p>

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1.22	<p>Anecdotal evidence from conversations with educational partners indicates a desire within the community to expand the school and classroom libraries to increase access to a variety of literacy options of our unduplicated student groups which is likely to increase their reading and math skills.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Interventionists will use data to identify struggling students and provide support to meet students' academic and behavioral needs. Interventionists will provide ongoing progress monitoring for their students. Interventionists will support students' positive behavior and engagement. Interventionists will help reduce the number of students referred to special education. As of the start of the 2022-23 school year, the percentage of students in the district receiving special education services is 16.4%. The success of the interventionist position will be measured by growth on the CAASPP and Star assessments, as well as an increase in the graduation rate. It will be measured by decreases in suspensions and chronic absenteeism.</p> <p>The Interventionist position is needed to support unduplicated and other pupils academically throughout the LEA. On the 2019 Dashboard for ELA, for Foster Youth the performance level was Red, 103 points below standard (Declined 23.2 points). For English Learners, the performance level was Yellow, 61.7 points below standard</p>	<p>The effectiveness of the Interventionists will be measured by growth in students' benchmark and CAASPP assessments. Priority 4(a). See Metrics 1.5 (ELA) and 1.6 (Math)</p>

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	<p>The LCAP Committee expressed support for continuing the Interventionist positions, as the Interventionists provide additional support for unduplicated students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>(Increased 10.3 points). For Socioeconomically Disadvantaged students, the performance level was Yellow, 53.6 points below standard (Increased 3.5 points).</p> <p>The interventionist position is needed to support students behaviorally. For the 2021-22 school year, the district's suspension rate was 6.2%. For English Learners the suspension rate was 5.2%. For Low Income Students, the suspension rate was 6.4%. For Foster Youth, the suspension rate was 16,5%.</p> <p>The interventionist position will help high needs students graduate on time. This is an area of need for SKUSD. For the 2021-21 school year, the overall graduation rate was 80.2%. The graduation rate for English Learners was 69.2%. The graduation rate for Low Income Students was 78.4%.</p>	<p>The effectiveness of the Math Intervention program will be measured by growth in the Star Math assessments and the CAASPP math assessments. Priority 4(a). See Metric 1.6 (Math)</p>
1.23	<p><b>Action:</b> Math Intervention</p> <p><b>Need:</b> On the 2023 CA School Dashboard, Math and ELA were in the Red performance level for all unduplicated student groups. Furthermore, all unduplicated student groups scored lower than the All Students group for both CAASPP ELA and CAASPP Math.</p> <p>CAASPP ELA: All Students: -70.6 DFS (RED) ELs: -104.5 DFS (RED) FY: -109.9 DFS (RED)</p>	<p>The math intervention program is needed to support students' mastery of the mathematics standards. In order to close the achievement gap in mathematics for unduplicated students, SKUSD is providing extended learning opportunities in math for students in need of support. By providing additional math opportunities LEA-wide for our Low Income, Foster Youth, English Learner, and other student groups, we expect they will have a better understanding of mathematical concepts and increase their academic achievement.</p>	

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	<p>SED: -77.8 DFS (RED)</p> <p>CAASPP Math</p> <p>All Students: -107.8 DFS (RED)</p> <p>ELs: -136 DFS (RED)</p> <p>FY: -137.7 DFS (RED)</p> <p>SED: -114 DFS (RED)</p> <p>The LCAP Committee expressed support for continuing the math intervention program, as the program provides additional support for unduplicated students.</p> <p><b>Scope:</b> LEA-wide</p>		
1.24	<p><b>Action:</b> Spanish Program at Tropico Middle School</p> <p><b>Need:</b> The Spanish program at Tropico Middle School will provide our Low-income, English Learners and Foster Youth students with opportunities to participate in classes that increase cultural understanding. The need for increased cultural understanding has been expressed by the LCAP Committee. Data from the 2023 CA School Dashboard shows our unduplicated student groups at Tropico Middle School are performing at a lower rate in most areas (e.g., Chronic Absenteeism, ELA and Math Scores, etc).</p> <p><b>Scope:</b></p>	<p>Learning Spanish can help students understand the language, customs, and traditions of Spanish-speaking cultures. Learning Spanish can improve students' career opportunities: Spanish is the second most spoken language in the world, and it is becoming increasingly important in the global economy. There are cognitive benefits to learning a second language, including improved memory and problem-solving.</p> <p>The Spanish program is provided school-wide to unduplicated and all students to support access to a broad course of study and academic engagement.</p>	<p>The success of the Spanish program will be measured by course enrollment and course grades (Metric 1.14, LCFF Priority 7A).</p>

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1.25	<p data-bbox="198 256 279 487">Schoolwide</p> <p data-bbox="198 487 279 928"><b>Action:</b> Professional Development</p> <p data-bbox="198 928 279 1222"><b>Need:</b> On the 2023 CA School Dashboard, Math and ELA were in the Red performance level for all unduplicated student groups. Furthermore, all unduplicated student groups scored lower than the All Students group for both CAASPP ELA and CAASPP Math.</p> <p data-bbox="198 1222 279 1432">CAASPP ELA: All Students: -70.6 DFS (RED) ELs: -104.5 DFS (RED) FY: -109.9 DFS (RED) SED: -77.8 DFS (RED)</p> <p data-bbox="198 1432 279 1642">CAASPP Math All Students: -107.8 DFS (RED) ELs: -136 DFS (RED) FY: -137.7 DFS (RED) SED: -114 DFS (RED)</p> <p data-bbox="198 1642 279 1906">Feedback from the LCAP Committee indicated the need for additional professional development for faculty in order to support the needs of unduplicated students.</p> <p data-bbox="198 1906 279 2070"><b>Scope:</b> LEA-wide</p>	<p data-bbox="198 487 717 928">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 2023 CAASPP ELA and Math. Ongoing professional development helps teachers support our English Learners, Low Income Students, and Foster Youth. For the 2024-25 school year, SKUSD has contracted with KCSOS to provide ongoing coaching to our faculty within the LEA. As a result, we expect academic outcomes for high needs students to improve.</p>	<p data-bbox="198 928 1474 1906">The effectiveness of the Interventionists will be measured by growth in students' benchmark and CAASPP assessments. Priority 4(a). See Metrics 1.5 (ELA) and 1.6 (Math)</p>

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1.26	<p><b>Action:</b> Recruitment and Retention</p> <p><b>Need:</b> Due to its remote location, SKUSD is challenged to recruit, hire, and retain qualified staff. This has created many difficulties in supporting students, especially our unduplicated students who have unique academic and engagement needs. Data shows that sites with high percentages of unduplicated students also have low percentages of teachers with clear credentials and appropriately assigned.</p> <p>The LCAP Survey indicated that the community wants SKUSD to expand its efforts to recruit highly-qualified teachers and staff members to increase access to high quality learning and foster growth for our low performing unduplicated student groups.</p> <p><b>Scope:</b> LEA-wide</p>	<p>To better recruit, hire and retain qualified staff, the District has undertaken a variety of recruitment and retention initiatives, including recruitment billboards, recruitment videos, and recruitment websites. By providing this action LEA-wide, SKUSD intends to provide highly qualified teachers to service unduplicated and all student groups.</p>	<p>The effectiveness of the Recruitment and Retention action will be determined by the staff assignments section of the annual SARC report. See Metric 1.18</p>
1.27	<p><b>Action:</b> Supplemental NGSS Resources</p> <p><b>Need:</b> In 2023, 14.3 percent of SKUSD students met or exceeded standard on the CAST. The percentage of unduplicated students that met or exceeded standard on the CAST was: SED: 12.3% EL: .7% Foster: 0%</p>	<p>This action will support hands-on, experiential learning in science that is a core aspect of the Next Generation Science Standards. This is in addition to the core curriculum that is taught in SKUSD's science classes. An LEA-wide action, these NGSS resources will support our unduplicated students as well as all towards mastering the NGSS and potentially pursue higher learning and careers in STEM.</p>	<p>CAST. See Metric 1.19</p>

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	<p>The LCAP Committee expressed support for continuing to provide supplemental NGSS resources.</p> <p><b>Scope:</b> LEA-wide</p>		
1.28	<p><b>Action:</b> Elementary English Language Development Teachers</p> <p><b>Need:</b> According to the 2024 CA School Dashboard, the District was Red for English Learner Progress. 34.1% of EL students made progress, a decline of 9.8%. 32.6% of LTEL students made progress, a decline of 17.4%. Both the EL and LTEL student groups were Red.</p> <p>Feedback from the LCAP Committee and the LCAP Survey indicated a need to provide additional support to the District's English Learners and Long-Term English Learners.</p> <p><b>Scope:</b> Schoolwide</p>	<p>The Elementary ELD teachers will ensuring that all English Language Learners at Rosamond Elementary and Westpark Elementary receive the support they need to bridge linguistic gaps, and move towards reclassification. The Elementary ELD teachers will implement research based ELD curriculum. The Elementary ELD teachers will provide instruction to our elementary students so that these students do not become LTELs in middle and high school.</p>	<p>The effectiveness of the Elementary ELD Teachers will be measured by growth in EL students' benchmark and CAASPP (Metrics 1.5 (ELA), 1.6 (Math)) assessments, as well as growth in their ELPI rate (Metric 1.10)</p>
1.29	<p><b>Action:</b> Paxton Patterson Lab for Tropico Middle School</p>	<p>Career Technical Education (CTE) programs offer valuable opportunities for English Learners, Foster Youth, and Low-Income Students by equipping them with both technical and employability skills</p>	<p>Student enrollment and grades in Paxton Patterson courses.</p>

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2.1	<p><b>Need:</b> Educational Partners spoke to the need for CTE programs in order to balance career readiness with college readiness for our low-performing unduplicated student groups. Per the 2024 Dashboard, 26.5% of our graduating seniors were college and career ready (All Students).</p> <p><b>Scope:</b> Schoolwide</p>	<p>that align with their individual learning needs. These courses allow students to explore career pathways of interest while integrating real-world skills into their high school education. By participating in CTE, unduplicated students are not only better prepared for graduation but are also equipped with the foundational knowledge and hands-on experience necessary for success in entry-level careers.</p>	<p>The effectiveness of this action will be evaluated by suspension rate (Metric 2.6), chronic absenteeism rate (Metric 2.2), and measures of student wellness that are part of the California Healthy Kids Survey.</p>
	<p><b>Action:</b> Positive Behavioral Interventions and Supports (PBIS)</p> <p><b>Need:</b> On the 2023 CA School Dashboard, the Suspension Rate metric was in the Red performance level for all unduplicated student groups.</p> <p>Suspension Rate All Students: -9.2% (RED) ELs: 8.4% (RED) FY: 19.1% (RED) SED: 9.9% (RED)</p> <p>On the 2023 CA School Dashboard, the Chronic Absenteeism metric was in the Yellow performance level for all unduplicated student groups.</p> <p>Chronic Absenteeism Rate All Students: 33.2% (Yellow) ELs: 28.5% (Yellow)</p>	<p>Faculty, staff and administrators require support to address the social-emotional and behavioral needs of English learners, Low Income Students, and Foster Youth. SKUSD is implementing Positive Behavioral Interventions and Supports districtwide. PBIS is a framework to promote and support positive student behavior. The PBIS framework will help to create a positive school culture LEA-wide that fosters social and emotional well-being, academic achievement, and positive behavior for all individuals.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.2	<p>FY: 30.6% (Orange) SED: 34.8% (Yellow)</p> <p>PBIS has been selected as a focus area for the District by the Differentiated Assistance committee that works with the Kern County Superintendent of Schools.</p> <p><b>Scope:</b> LEA-wide</p>	<p><b>Action:</b> Mental Health Services</p> <p><b>Need:</b> On the 2023 CA School Dashboard, the Suspension Rate metric was in the Red performance level for all unduplicated student groups.</p> <p>Suspension Rate All Students: -9.2% (RED) ELs: 8.4% (RED) FY: 19.1% (RED) SED: 9.9% (RED)</p> <p>On the 2023 CA School Dashboard, the Chronic Absenteeism metric was in the Yellow performance level for all unduplicated student groups.</p> <p>Chronic Absenteeism Rate All Students: 33.2% (Yellow) ELs: 28.5% (Yellow) FY: 30.6% (Orange)</p>	<p>The effectiveness of this action will be evaluated by suspension rate (Metric 2.6), chronic absenteeism rate (Metric 2.2), and measures of student wellness that are part of the California Healthy Kids Survey.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.3	<p>SED: 34.8% (Yellow)</p> <p>Assistance with mental health has been identified by the LCAP Committee as a need. Caseloads for mental health workers have continued to increase.</p> <p><b>Scope:</b> LEA-wide</p>	<p>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 LEA-wide. 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.</p>	<p>The effectiveness of this action will be evaluated by suspension rate (Metric 2.6), chronic absenteeism rate (Metric 2.2), and measures of student wellness that are part of the California Healthy Kids Survey.</p>

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2.4	<p><b>Action:</b> Surveys</p> <p><b>Need:</b> Educational Partner input in the District's programs. Local data to evaluate the effectiveness of our programs. Surveys enable families of unduplicated students to provide the school district with valuable feedback.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The District sends out numerous educational partner 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. We know the surveys are effective because numerous pieces of educational partner feedback from the LCAP survey were incorporated into the 2024 LCAP. We use the CHKS and CSPA surveys to measure the District's performance (LEA-wide) and progress in a number of vital areas, like students' well-being and school culture. This data informs our LCAP.</p>	<p>We use the CA Healthy Kids Surveys (Metrics 2.8, 2.9, 2.10) to evaluate the effectiveness of our actions in Goal 2.</p>
2.5	<p><b>Action:</b> Extracurricular Activities</p> <p><b>Need:</b> The LCAP Survey and LCAP Committee have indicated a need to expand the extracurricular activities offered at Tropico Middle School and Rosamond High Early College Campus to foster a positive school climate for our unduplicated student groups as well as all students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>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 LEA-wide to our Foster Youth, Low-income, English learners, and all students, SKUSD prepares our students for college and career.</p>	<p>The effectiveness of Extracurricular Activities will be evaluated by suspension rate (Metric 2.6), chronic absenteeism rate (Metric 2.2), and measures of student wellness that are part of the California Healthy Kids Survey.</p>
2.6	<p><b>Action:</b> Attention to Attendance</p> <p><b>Need:</b></p>	<p>The school sites use A2A to analyze and support the attendance needs of English Learners, Foster Youth and Low Income Students. Provided to all student groups in the LEA, A2A assists the district</p>	<p>The effectiveness of Attention to Attendance will be evaluated by the chronic absenteeism (2.2)</p>

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	<p>On the 2023 CA School Dashboard, the Chronic Absenteeism metric was in the Yellow performance level for all unduplicated student groups.</p> <p>Chronic Absenteeism Rate  All Students: 33.2% (Yellow)  ELs: 28.5% (Yellow)  FY: 30.6% (Orange)  SED: 34.8% (Yellow)</p> <p>2023-24 Attendance Rate:  All Students: 92.1%  ELs: 91.8%  FY: 91.5%  SED: 91.8%</p> <p>Anecdotal evidence from conversations with the school site administrators indicates strong support for continuing the A2A program.</p> <p><b>Scope:</b>  LEA-wide</p>	<p>in the management of all attendance processes including preventative methods, interventions and recognitions that will improve overall attendance and reduce chronic absenteeism. According to the 2023 Dashboard, the District's chronic absenteeism rate declined by 5.6%. 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.</p>	<p>rate and the attendance (2.1) rate.</p>
2.7	<p><b>Action:</b>  Multi-Tiered System of Support</p> <p><b>Need:</b>  On the 2023 CA School Dashboard, the Suspension Rate metric was in the Red performance level for all unduplicated student groups.</p> <p>Suspension Rate  All Students: -9.2% (RED)</p>	<p>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 2022-23 CAASPP 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) LEA-wide to</p>	<p>The effectiveness of MTSS will be evaluated by suspension rate (Metric 2.6), chronic absenteeism rate (Metric 2.2), and CAASPP scores (Metrics 1.5, 1.6).</p>

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	<p>ELs: 8.4% (RED)  FY: 19.1% (RED)  SED: 9.9% (RED)</p> <p>On the 2023 CA School Dashboard, the Chronic Absenteeism metric was in the Yellow performance level for all unduplicated student groups.</p> <p>Chronic Absenteeism Rate  All Students: 33.2% (Yellow)  ELs: 28.5% (Yellow)  FY: 30.6% (Orange)  SED: 34.8% (Yellow)</p> <p>Our educational partners, including the LCAP committee, recognizes the need for MTSS as a means to support our unduplicated students in having better overall educational outcomes.</p> <p><b>Scope:</b>  LEA-wide</p>	<p>analyze student data and determine students' support needs. KIDS will enable us to monitor the progress of our unduplicated and all 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.</p>	
2.8	<p><b>Action:</b>  Campus Safety Officers</p> <p><b>Need:</b>  On the 2023 CA School Dashboard, the Suspension Rate metric was in the Red performance level for all unduplicated student groups.</p> <p>Suspension Rate  All Students: -9.2% (RED)  ELs: 8.4% (RED)</p>	<p>In the 2023 CHKS survey, 52% of 7th graders, 28% of 9th graders, and 23% of 11th graders experienced harassment or bullying at school. The 2023 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. Additionally, CSOs support after school programs such as ASES, athletics, Reading and Math Academies, and college classes after hours. Provided on an LEA-wide basis, these after school programs give</p>	<p>The effectiveness of Campus Safety Officers will be evaluated by suspension rate (Metric 2.6) and measures of student wellness that are part of the California Healthy Kids Survey.</p>

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2.9	<p>FY: 19.1% (RED) SED: 9.9% (RED)</p> <p>The LCAP Committee indicated support for expanding the number of CSOs on campuses to decrease the suspension rates of our unduplicated students as well as all students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>unduplicated and all students the opportunity for enrichment activities and academic support. Decreases in the suspension rate during the 2023-24 school year indicate that this action is effective.</p> <p>Transportation is provided to support the attendance of students of limited means. Rosamond is a rural, remote community. Per educational partner 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 LEA-wide action is based on the need of our unduplicated and all 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.</p>	<p>The effectiveness of Transportation will be the chronic absenteeism rate (Metric 2.2).</p>

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2.10	<p>LEA-wide</p> <p><b>Action:</b> Facilities</p> <p><b>Need:</b> Feedback from the LCAP Committee and the LCAP survey indicates a strong need for after school programs, which are supported by the custodians and LCAP committee. Safe and clean facilities help prevent illnesses and injuries that may lead to high rates of absenteeism.</p> <p>Chronic Absenteeism Rate All Students: 33.2% (Yellow) ELs: 28.5% (Yellow) FY: 30.6% (Orange) SED: 34.8% (Yellow)</p> <p><b>Scope:</b> LEA-wide</p>	<p>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 LEA-wide action enables unduplicated and all students to participate in after school programs in a safe and clean environment.</p>	<p>The District will measure this action through student participation in after school programs and chronic absenteeism rate (Metric 2.2).</p>
2.11	<p><b>Action:</b> California Cadet Corps</p> <p><b>Need:</b> Feedback from parents, students and administrators about the Cadet Corps program has been very positive, and indicates a strong need for the program at the middle and high school levels. Students that are connected to programs tend to attend school more regularly.</p>	<p>This school-wide program gives unduplicated and all 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.</p>	<p>This action will be measured with a Cadet Corps end of year survey and attendance rates (Metric 2.1)</p>

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	<p>2023-24 Attendance Rate: All Students: 92.1% ELs: 91.8% FY: 91.5% SED: 91.8%</p> <p><b>Scope:</b> Schoolwide</p>		
2.12	<p><b>Action:</b> Student Incentive Program</p> <p><b>Need:</b> On the 2023 CA School Dashboard, the Suspension Rate metric was in the Red performance level for all unduplicated student groups.</p> <p>Suspension Rate All Students: -9.2% (RED) ELs: 8.4% (RED) FY: 19.1% (RED) SED: 9.9% (RED)</p> <p>On the 2023 CA School Dashboard, the Chronic Absenteeism metric was in the Yellow performance level for all unduplicated student groups.</p> <p>Chronic Absenteeism Rate All Students: 33.2% (Yellow) ELs: 28.5% (Yellow) FY: 30.6% (Orange) SED: 34.8% (Yellow)</p>	<p>During the 2022-23 school year, the attendance percentage for the unduplicated student groups was lower than the attendance percentage for all students. Furthermore, unduplicated students had a higher suspension rate, and lower CAASPP scores. To support unduplicated and all students' attendance, behavior, and academic achievement, SKUSD is implementing a Student Incentive Program on an LEA-wide basis.</p>	<p>This program will be evaluated based on student attendance rates (2.1), chronic absenteeism rates (2.2), increased CAASPP scores (1.5, 1.6), and decreased suspension rate (2.6).</p>

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	<p>The LCAP Committee is strongly in favor of continuing the Student Incentive Program in order to reduce chronic absenteeism for our unduplicated students and any students at risk.</p> <p><b>Scope:</b> LEA-wide</p>		
2.13	<p><b>Action:</b> Assistant Principals</p> <p><b>Need:</b> On the 2023 CA School Dashboard, the Suspension Rate metric was in the Red performance level for all unduplicated student groups.</p> <p>Suspension Rate All Students: -9.2% (RED) ELs: 8.4% (RED) FY: 19.1% (RED) SED: 9.9% (RED)</p> <p>On the 2023 CA School Dashboard, the Chronic Absenteeism metric was in the Yellow performance level for all unduplicated student groups.</p> <p>Chronic Absenteeism Rate All Students: 33.2% (Yellow) ELs: 28.5% (Yellow) FY: 30.6% (Orange) SED: 34.8% (Yellow)</p>	<p>Assistant principals provide behavioral and academic support to students who have experienced difficulties in their lives. This LEA-wide focused support helps our Low-income, ELs, Foster Youth, and all students increase attendance and progress academically. Our most recent suspension, attendance, and assessment data shows that these are areas of concern. The AP of athletics position supports unduplicated students' participation in the athletics program. This will lead to increased engagement with school.</p>	<p>This action will be measured by improved academic achievement (1.5, 1.6) and attendance (2.1), and decreased suspensions (2.6) and chronic absenteeism (2.2).</p>

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	<p>Our educational partners, including the LCAP committee, recognizes the benefit of having Assistant Principals as a means to support our unduplicated students in having better overall educational outcomes and support.</p> <p><b>Scope:</b> LEA-wide</p>		
<p><b>2.14</b></p>	<p><b>Action:</b> Elementary Physical Education</p> <p><b>Need:</b> Physical healthy children come to school more often. Attendance rates (see Metric 2.1) haven shown that our unduplicated students have lower attendance rates than all students.</p> <p>Through the LCAP Survey, Educational partners indicated a need for more physical fitness opportunities for students.</p> <p><b>Scope:</b> Schoolwide</p>	<p>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. By providing this action school-wide, we believe it will result in a greater number of unduplicated and other students becoming more physically active and fit, as measured by the 5th grade scores on the PFT.</p>	<p>This action will be measured by 5th graders' scores on the Physical Fitness Test (Metric 2.11) and Attendance (Metric 2.1)</p>
<p><b>2.15</b></p>	<p><b>Action:</b> Visual Arts</p> <p><b>Need:</b> Having access to well-rounded educational experiences support students progress academically, which data has shown a</p>	<p>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. Provided school-wide, these classes are beneficial to all students</p>	<p>This action will be measured by student enrollment in visual arts classes and state assessments (Metric 1.5, 1.6)</p>

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2.16	<p>disparity between unduplicated student groups and all students.</p> <p>Educational partners and the LCAP Committee indicated a need for a well-rounded educational program, specifically visual arts classes for Tropico Middle School and Rosamond High Early College Campus.</p> <p><b>Scope:</b> Schoolwide</p>	<p>who do not have the opportunity to attend private art lessons, thus improving their educational experience and increasing their connectedness to school.</p>	<p>This action will be measured by student enrollment in music and band classes as well as state assessment (Metric 1.5, 1.6)</p>
2.17	<p>Having access to well-rounded educational experiences support students progress academically, which data has shown a disparity between unduplicated student groups and all students.</p> <p>Educational partners and the LCAP Committee indicated a need for a well-rounded educational program, specifically music and band classes at Rosamond Elementary and Westpark Elementary</p> <p><b>Scope:</b> LEA-wide</p>	<p>As part of a well-rounded education the District is maintaining its music and band programs. These LEA-wide programs enable all students as well as 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.</p>	<p>The effectiveness of this action will be measured by</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> Having a welcome and enrollment center helps families and unduplicated students get and stay connected at school. Data from the 2022-23 Stability Report (DataQuest) shows that unduplicated student groups have a lower stability rate than all students.</p> <p>Educational partners and the LCAP Committee indicated a need for the Welcome and Enrollment Center to connect families to educational and community resources.</p> <p><b>Scope:</b> LEA-wide</p>	<p>LEA-wide resource, the Welcome and Enrollment Center helps any families enroll their students in school by providing technical support and translation services. The Welcome and Enrollment Center staff also provide information on district resources related to health, mental health, transportation, and other needs. This will increase community engagement.</p>	<p>questions on the LCAP survey regarding the Welcome and Enrollment Center. The success of this action will also be evaluated by input from the District's educational partners. Student stability and connectedness survey (Metric 2.8), disaggregated by relevant student groups</p>
2.18	<p><b>Action:</b> New Multipurpose Room for Rosamond High Early College Campus</p> <p><b>Need:</b> The District's educational partners have indicated through the LCAP survey and the LCAP Committee that there is a strong need for a multipurpose room at Rosamond High Early College Campus. The need for a shared space for students and the community can be seen in the results of the CA Healthy Kids Survey from 2022-23. On this survey, only 19% of 9th graders, and 23% of 11th graders reported that they had meaningful participation at school. Only 36% of 9th graders and 36% of 11th graders felt connected to school. Only 30% of 9th graders and 28% of 11th graders</p>	<p>Many of our Low-income students, English Learners and Foster Youth do not have access to enrichment opportunities, especially in the arts. Outside of school, there are no fine arts, drama, or music programs available to students in Rosamond. The new MPR will provide all students LEA-wide with a space for the visual arts, drama, and band to have practices and performances. The new multipurpose room will have a positive impact on the school community as a whole. It will provide a space for students to gather, collaborate, and express themselves, fostering a sense of belonging and school pride. It will also provide a venue for parents and other community members to attend school events and engage with the school in a meaningful way.</p>	<p>The success of this action will be measured by improved scores of student connectedness (Metric 2.8) and participation on the CA Healthy Kids Survey. Attendance rates (see Metric 2.1)</p>

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2.19	<p>reported that they were happy to be at this school. 30% of 9th graders and 28% of 11th graders indicated that they felt like they were a part of this school.</p> <p>Our data shows disparities in attendance rates (see Metric 2.1) between unduplicated pupils and all students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>On the 2023 Dashboard, the suspension rate at Tropic Middle School was 18.8%, The suspension rate at TMS for SED students was 20.7%</p> <p>On the 2023 Dashboard, the suspension rate at Rosamond High Early College Campus was 12.6%. The suspension rate at RHECC for SED students was 13.5%</p> <p>In order to address the suspension rates school-wide at TMS and RHECC, especially for unduplicated students, SKUSD will hold an alternative to suspension program at both campuses. This will provide students with the opportunity to make up their coursework and participate in a social emotional learning program.</p>	<p>The effectiveness of this program will be measured by a decreased suspension rate (Metric 2.6) at RHECC and TMS.</p>

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	Schoolwide		
2.20	<p><b>Action:</b> Camp Keep</p> <p><b>Need:</b> Access to enrichment opportunities, especially science and outdoor education, incentivize children to attend school and engage with STEM activities. Our data shows disparities in attendance rates (see Metric 2.1) and science assessment scores (see Metric 1.19) between unduplicated pupils and all students.</p> <p>Educational partners through the LCAP survey and the LCAP Committee indicated a need for the District to pay for Camp Keep for all 6th grade students, especially socioeconomically disadvantaged students.</p> <p><b>Scope:</b> Schoolwide</p>	<p>Many of our Low-income students, English Learners and Foster Youth do not have access to enrichment opportunities, especially in science and outdoor education. As part of a well-rounded education the District is paying for all 6th grade students to attend Camp Keep. This program enables 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. By providing this action school-wide, we intend to improve unduplicated and all students' educational experience and increase their connectedness to school.</p>	<p>The success of this program will be measured by increased sense of connectedness (Metric 2.8) to school on the CA Healthy Kids Survey. Attendance rates (see Metric 2.1) and Science/CAST scores (see Metric 1.19)</p>
2.21	<p><b>Action:</b> New Locker Rooms</p> <p><b>Need:</b> According to the Kern Integrated Data System (KIDS), for the 2023-24 school year, SKUSD's high needs students had an elevated rate of chronic absenteeism. For all students, the chronic absenteeism rate was 27%. The rate for socioeconomically disadvantaged students was 29%.</p>	<p>The new locker rooms at Rosamond High Early College Campus will support the health and wellness of our high school students. This will especially benefit our high-needs students who may not have access to extracurricular physical activities.</p> <p>By providing a new locker room school-wide, we believe it will result in a greater number of unduplicated and other students becoming more physically active and fit. Physical activity has a</p>	<p>This action will be measured by improved scores on the Physical Fitness Test, as well as increased attendance (Metric 2.1) and decreased chronic absenteeism (Metric 2.2).</p>

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	<p>The LCAP Committee expressed approval of this action as a means to increase the participation levels and consistent attendance of our unduplicated students as well as all students.</p> <p><b>Scope:</b> Schoolwide</p>	<p>number of health benefits, including cognitive development and obesity reduction.</p>	
2.22	<p><b>Action:</b> Weight Room</p> <p><b>Need:</b> According to the Kern Integrated Data System (KIDS), for the 2023-24 school year, SKUSD's high needs students had an elevated rate of chronic absenteeism. For all students, the chronic absenteeism rate was 27%. The rate for socioeconomically disadvantaged students was 29%.</p> <p>The LCAP Committee expressed approval of this action as a means to increase the participation levels and consistent attendance of our unduplicated student as well as all students.</p> <p><b>Scope:</b> Schoolwide</p>	<p>The new weight room at Rosamond High Early College Campus will support the health and wellness of our high school students. This will especially benefit our high-needs students who may not have access to extracurricular physical activities.</p> <p>We believe this action will result in a greater number of unduplicated and other students becoming more physically active and fit throughout the school. Physical activity has a number of health benefits, including cognitive development and obesity reduction.</p>	<p>This action will be measured by improved scores on the Physical Fitness Test, as well as increased attendance (Metric 2.1) and decreased chronic absenteeism (Metric 2.2).</p>
2.23	<p><b>Action:</b> New Playground Supplies</p>	<p>The new playground supplies will support the health and wellness of all of our students. This will</p>	<p>This action will be measured by improved</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> According to the Kern Integrated Data System (KIDS), for the 2023-24 school year, SKUSD's high needs students had an elevated rate of chronic absenteeism. For all students, the chronic absenteeism rate was 27%. The rate for socioeconomically disadvantaged students was 29%.</p> <p>The need for New Playground Supplies was suggested by a respondent to the LCAP Survey. The LCAP Committee approved of this new action.</p> <p><b>Scope:</b> LEA-wide</p>	<p>especially benefit our high-needs students who may not have access to extracurricular physical activities.</p> <p>Provided LEA-wide, we believe this action will result in a greater number of unduplicated and other students becoming more physically active and fit. Physical activity has a number of health benefits, including cognitive development and obesity reduction.</p>	<p>scores on the Physical Fitness Test, as well as increased attendance (Metric 2.1) and decreased chronic absenteeism (Metric 2.2).</p>
2.24	<p><b>Action:</b> Saturday School</p> <p><b>Need:</b> Unduplicated students need academic support, credit recovery, and attendance recovery.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Saturday school addresses the needs of unduplicated pupils by providing academic support, credit recovery, and attendance recovery.</p>	<p>Improved academic performance in core subjects Reduction in unexcused absences Higher rates of credit recovery and graduation</p>
3.1	<p><b>Action:</b> Parent Portal</p> <p><b>Need:</b></p>	<p>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.</p>	<p>This action will be measured by the number of parents who log into the Parent Portal during the year. (Metric 3.3) See</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Parents/Guardians need the Aeries Portal to check on their students' grades and assignments. Informed parents strengthen the school-home connection that allows their children to perform better in school. This is a need of our unduplicated students. On the 2023 CA School Dashboard, Math and ELA were in the Red performance level for all unduplicated student groups. Furthermore, all unduplicated student groups scored lower than the All Students group for both CAASPP ELA and CAASPP Math.</p> <p>Educational partner feedback indicated a need for continuing with parent access to Aeries and Parent Portal.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Provided LEA-wide, the parent portal enables the families of unduplicated and other student groups to stay informed about their students.</p>	<p>Metrics 1.5 (ELA) and 1.6 (Math)</p>
3.2	<p><b>Action:</b> Communication with School Community</p> <p><b>Need:</b> We have received positive feedback about ParentSquare from the LCAP Survey. The LCAP Committee has indicated that there is a need for a unified communication platform to increase two-way communication to ensure parents/ families of unduplicated students (and all students) receive important information about their child's education as well as have the opportunity to provide meaningful input.</p>	<p>The District uses ParentSquare to send out email, phone, and text messages. All school sites send out regular text and email communications. During the 2023-24 school year, the District sent out 3,335 ParentSquare posts, as of 4-30-24. To support our English Learner families, all District communication is sent out in English and in the recipients' home language. An LEA-wide action, 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. Educational partner feedback has emphasized the need to maintain ongoing communication with families.</p>	<p>This action will be measured by the California School Parent Survey questions about school communication. (Metric 3.2). See Metrics 1.5 (ELA) and 1.6 (Math)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Informed parents strengthen the school-home connection that allows their children to perform better in school. This is a need of our unduplicated students. On the 2023 CA School Dashboard, Math and ELA were in the Red performance level for all unduplicated student groups. Furthermore, all unduplicated student groups scored lower than the All Students group for both CAASPP ELA and CAASPP Math.</p> <p><b>Scope:</b> LEA-wide</p>		
3.4	<p><b>Action:</b> Parent Nights</p> <p><b>Need:</b> The LCAP Committee and LCAP Survey indicated a need for more Parent Nights. 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. Informed parents strengthen the school-home connection that allows their children to perform better in school. This is a need of our unduplicated students. On the 2023 CA School Dashboard, Math and ELA were in the Red performance level for all unduplicated student groups. Furthermore, all unduplicated student groups scored lower than the All Students group for both CAASPP ELA and CAASPP Math.</p>	<p>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. Provided as an LEA-wide action, we expect this action to support all parents' ability to access their students' education through technology.</p>	<p>This action will be evaluated by the California School Parent Survey's questions about parental involvement. (Metric 3.2). See Metrics 1.5 (ELA) and 1.6 (Math)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> LEA-wide</p>		
3.5	<p><b>Action:</b> Supplies for Students and Families</p> <p><b>Need:</b> The LCAP Committee and educational partners suggested that unduplicated students and their families need additional supplies and materials at school and at home. Having adequate school supplies at home allow children to perform better academically in school. This is a need of our unduplicated students. On the 2023 CA School Dashboard, Math and ELA were in the Red performance level for all unduplicated student groups. Furthermore, all unduplicated student groups scored lower than the All Students group for both CAASPP ELA and CAASPP Math.</p>	<p>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. Providing this action LEA-wide, it will promote academic success for all our students, as they will have the necessary school supplies at school and at home.</p>	<p>This action will be measured by questions about student materials on the LCAP Survey. (Metrics 3.1, 3.2, 3.3)</p>
3.7	<p><b>Action:</b> College and Career Fair</p> <p><b>Need:</b> Per the Dashboard, 19.6% of graduating seniors were prepared for college/career. Feedback from the LCAP Survey indicated a desire by the community to hold the College and Career Fair.</p>	<p>To support college and career readiness for high school students. Having the College and Career Fair at Rosamond High Early College Campus will provide unduplicated students with the opportunity to apply to colleges, apply for grants and scholarships, and learn about different career paths. By providing this action school-wide, we expect this action to increase all students' matriculation in college.</p>	<p>This action will be measured by student matriculation in college, as measured by the reports from the Student Data Clearinghouse. College and Career Readiness (Metric 1.20).</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> Schoolwide</p>		
3.8	<p><b>Action:</b> Family Events</p> <p><b>Need:</b> From the California School Parent Survey, 56% of parents/guardians attended a school or class event. The LCAP Committee and LCAP Survey indicated a need for more Family Events to increase parent involvement and input from families of unduplicated students as well as all families.</p> <p><b>Scope:</b> LEA-wide</p>	<p>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. By providing this action LEA-wide, we expect this action to increase all parents' involvement with school.</p>	<p>This action will be measured by the California School Parent Survey's questions about parental involvement. (Metric 3.2)</p>
3.9	<p><b>Action:</b> Parent Volunteers</p> <p><b>Need:</b> The LCAP Committee and respondents from the LCAP Survey indicated that the District should provide Livescan services to parent volunteers free of charge, which should lead to increase parent involvement and input from families of unduplicated students as well as all families. Involved parents strengthen the school-home connection that allows their children to perform better in school. This is a need of our unduplicated students. On the 2023 CA School Dashboard, Math and ELA</p>	<p>Parent volunteers can play a crucial role in supporting disadvantaged students and helping them overcome barriers to education. They can provide academic support. Provided on an LEA-wide basis, parent volunteers can act as mentors, providing guidance and support to unduplicated and all students whom are likely to benefit from increased parental involvement.</p>	<p>The effectiveness of this action will be measured by improved student connection (Metric 2.8) to their schools, as measured by the CA Healthy Kids survey. See Metrics 1.5 (ELA) and 1.6 (Math)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>were in the Red performance level for all unduplicated student groups. Furthermore, all unduplicated student groups scored lower than the All Students group for both CAASPP ELA and CAASPP Math.</p> <p><b>Scope:</b> LEA-wide</p>		

**Limited Actions**

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p><b>1.12</b></p>	<p><b>Action:</b> Director of Educational Support Programs</p> <p><b>Need:</b> According to the 2023 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 70.6 points below standard, while ELs were 104.5 points below standard. For math, the All Students group was 107.8 points below standard, while the EL group was 136 points below standard. Furthermore, English Learners in SKUSD are not making adequate progress toward</p>	<p>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</p>	<p>The effectiveness of the Director of Educational Support Programs will be measured by growth in EL students' benchmark and CAASPP (Metrics 1.5 (ELA), 1.6 (Math)) assessments, as well as growth in their ELPI rate (Metric 1.10)</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>proficiency in English, nor are they reclassifying at a desired rate.</p> <p>Feedback from the LCAP Committee and the LCAP Survey indicated a need to provide additional support to the District's English Learners and Long-Term English Learners.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>District to increase the percentage of English learners being reclassified, as described in our Annual Measurable Outcomes.</p>	
1.28	<p><b>Action:</b> Elementary English Language Development Teachers</p> <p><b>Need:</b> Designated ELD instruction for EL students at Rosamond Elementary and Westpark Elementary</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>Providing ELD teachers for designated ELD instruction for our EL students</p>	<p>ELPAC CAASPP Benchmark assessments Anecdotal reports</p>
3.3	<p><b>Action:</b> Interpreters for Parent Meetings</p> <p><b>Need:</b> The LCAP Committee and the LCAP Survey have indicated the need for Interpreters at Parent Meetings to increase parental involvement of families with unduplicated pupils. Involved and informed parents are able to help support their students' academic progress, which is a need for our English learners as determined by performance on</p>	<p>14.5% of the students of SKUSD are English Learners. Families of English Learners require language translation in order to participate in meetings and events. Interpreters for Parent Meetings provide the necessary language support for families of English Learners.</p>	<p>This action will be measured by tracking the number of meetings and events that have an interpreter. (Metric 3.3)</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>state assessments in ELA (Metric 1.5) and Math (Metric 1.6).</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		
3.6	<p><b>Action:</b> ELD Ceremonies</p> <p><b>Need:</b> EL students and their families need to have the opportunity to celebrate their accomplishments. Per the Dashboard, the ELD reclassification rate for the 2022-23 school year, 43.9% of EL students made progress. Feedback from the LCAP Committee and the LCAP Survey indicated the need to continue to provide additional supports to the District's English Learners.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>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.</p>	<p>This action will be measured by ELD reclassification rates (Metric 1.11)</p>

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

Not applicable.

### Additional Concentration Grant Funding

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

The District is using the concentration grant add-on funding to increase the number of staff who provide services to low-income students, English learners, and foster youth. These positions include:

- 1.21 Created and filled two positions for Library Media Clerks. These staff members support student literacy, as they maintain the school libraries and assist students with finding and checking out books.
- 1.22 Created and filled two Interventionists positions. Interventionists help meet the academic and behavioral needs of Low Income, Foster, and EL students.
- 1.28 Created and filled two positions for Elementary English Language Development Teachers
- 2.2 Created and filled a position for Social Emotional Learning Coordinator. This staff member works with individuals and small groups of students to improve social emotional wellbeing. This position trains classroom staff on social emotional intervention strategies.
- 2.2 Created and filled a position for Coordinator of Special Education. This staff member provides support to the special education department and to students with special needs.
- 2.13 Created a position for Assistant Principal of Athletics. This staff member in this position will oversee the district's interscholastic sports program, including supervising the coaches.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:29
Staff-to-student ratio of certificated staff providing direct services to students		1:16

## 2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	38516422	13124650	34.075%	0.000%	34.075%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$21,697,069.40	\$2,391,189.82	\$3,236,789.00	\$1,643,882.21	\$28,968,930.43	\$16,468,920.48	\$12,500,009.95

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Learning Communities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$290,000.00	\$345,120.00	\$635,120.00				\$635,120.00	
1	1.2	Supplemental Digital Curriculum Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$253,380.00	\$100,000.00	\$153,380.00			\$253,380.00	
1	1.3	Monitoring Student Progress	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$75,000.00	\$55,000.00	\$130,000.00				\$130,000.00	
1	1.4	Reading Intervention	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Rosamond Elementary, Westpark Elementary, Tropic Middle, Rosamond High Early College Campus	Ongoing	\$43,389.20	\$372,815.00	\$90,000.00			\$326,204.20	\$416,204.20	
1	1.5	CTE Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Rosamond High Early College Campus	Ongoing	\$1,096,697.00	\$337,474.12	\$1,107,197.00	\$326,974.12			\$1,434,171.12	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.6	After School Programs	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Westpark Elementary, Rosamond Elementary, Tropic Middle School	Ongoing	\$225,000.00	\$241,965.00	\$16,965.00	\$450,000.00			\$466,965.00	
1	1.7	Academic Counseling Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Tropic Middle School, Rosamond High Early College Campus	Ongoing	\$459,957.00	\$0.00	\$303,143.00		\$166,814.00		\$459,957.00	
1	1.8	Credit Recovery	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Tropic Middle School, Rosamond High Early College Campus	Ongoing	\$102,290.00	\$66,000.00	\$133,360.00	\$34,930.00			\$168,290.00	
1	1.9	Summer School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$410,000.00	\$35,000.00	\$150,000.00	\$295,000.00			\$445,000.00	
1	1.10	AVID Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$239,061.00	\$4,000.00	\$109,443.00			\$133,618.00	\$243,061.00	
1	1.11	Dual Enrollment College Classes	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Rosamond High Early College Campus	Ongoing	\$54,820.00	\$5,000.00	\$59,820.00				\$59,820.00	
1	1.12	Director of Educational Support Programs	English Learners	Yes	Limited to Unduplicated	English Learners	All Schools	Ongoing	\$228,687.00	\$60,100.00	\$224,242.00			\$64,545.00	\$288,787.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Student Group(s)											
1	1.13	Para-Educators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$725,620.41	\$0.00	\$123,704.41			\$601,916.00	\$725,620.41	
1	1.14	1:1 Devices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$812,721.00	\$110,000.00	\$512,000.00		\$410,721.00		\$922,721.00	
1	1.15	Mobile Hot Spots	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$20,000.00	\$10,000.00	\$10,000.00			\$20,000.00	\$30,000.00	
1	1.16	Supplemental Learning Applications	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$90,000.00	\$90,000.00				\$90,000.00	
1	1.17	Supplemental Technology Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$73,086.00	\$0.00	\$45,636.00			\$27,450.00	\$73,086.00	
1	1.18	Student Support Team	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$73,260.20	\$5,000.00	\$78,260.20				\$78,260.20	
1	1.19	Reading and Math Academies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Rosamond Elementary, Westpark Elementary, Tropic Middle, and Rosamond High Early College Campus	Ongoing	\$72,887.64	\$50,000.00	\$10,000.00	\$112,887.64			\$122,887.64	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCOFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.20	Tutoring	All	No			All Schools	Ongoing	\$81,920.00	\$15,000.00		\$96,920.00			\$96,920.00	
1	1.21	Libraries	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Rosamond Elementary, Westpark Elementary IV, Tropico Middle, and Rosamond High Early College Campus	Ongoing	\$245,177.00	\$100,000.00	\$296,917.00			\$48,260.00	\$345,177.00	
1	1.22	Interventionists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$497,910.00	\$0.00	\$170,000.00			\$327,910.00	\$497,910.00	
1	1.23	Math Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,000.00	\$90,000.00	\$92,000.00				\$92,000.00	
1	1.24	Spanish Program at Tropico Middle School	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Tropico Middle School	Ongoing	\$150,340.00	\$30,394.66	\$180,734.66				\$180,734.66	
1	1.25	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$191,606.83	\$408,393.17	\$600,000.00				\$600,000.00	
1	1.26	Recruitment and Retention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$90,000.00	\$225,000.00	\$315,000.00				\$315,000.00	
1	1.27	Supplemental NGSS Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$56,003.00	\$56,003.00				\$56,003.00	
1	1.28	Elementary English Language Development Teachers	English Learners	Yes	School wide Limited to	English Learners	Specific Schools: Rosamond	Ongoing	\$240,000.00	\$0.00	\$240,000.00				\$240,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCOFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.29	Paxton Patterson Lab for Tropic Middle School	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Tropic Middle School	Ongoing	\$150,000.00	\$50,000.00	\$200,000.00				\$200,000.00	
2	2.1	Positive Behavioral Interventions and Supports (PBIS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$33,880.14	\$160,000.00	\$107,401.13			\$86,479.01	\$193,880.14	
2	2.2	Mental Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,384,181.46	\$0.00	\$966,220.50	\$417,960.96			\$1,384,181.46	
2	2.3	Additional Nurses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$453,775.00	\$25,000.00	\$252,332.00	\$226,443.00			\$478,775.00	
2	2.4	Surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$10,000.00	\$500.00	\$10,500.00				\$10,500.00	
2	2.5	Extracurricular Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$306,694.10	\$200,000.00	\$445,000.00	\$61,694.10			\$506,694.10	
2	2.6	Attention to Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$82,500.00	\$82,500.00				\$82,500.00	
2	2.7	Multi-Tiered System of Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$30,000.00	\$70,000.00	\$100,000.00				\$100,000.00	
2	2.8	Campus Safety Officers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,243,825.00	\$25,000.00	\$295,120.00		\$973,705.00		\$1,268,825.00	
2	2.9	Transportation	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$1,328,698.00	\$1,103,865.00	\$2,017,198.00		\$415,365.00		\$2,432,563.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.10	Facilities	Low Income English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,625,184.00	\$0.00	\$380,000.00		\$1,245,184.00		\$1,625,184.00	
2	2.11	California Cadet Corps	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Tropico Middle School, Rosamond High Early College Campus	Ongoing	\$327,106.00	\$0.00	\$327,106.00				\$327,106.00	
2	2.12	Student Incentive Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$250,000.00	\$250,000.00				\$250,000.00	
2	2.13	Assistant Principals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,520,000.00	\$0.00	\$1,520,000.00				\$1,520,000.00	
2	2.14	Elementary Physical Education	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Rosamond Elementary, Westpark Elementary	Ongoing	\$506,261.00	\$5,000.00	\$511,261.00				\$511,261.00	
2	2.15	Visual Arts	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Tropico Middle School, Rosamond High Early College Campus	Ongoing	\$126,379.00	\$70,000.00	\$196,379.00				\$196,379.00	
2	2.16	Music and Band	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$181,720.00	\$100,000.00	\$281,720.00				\$281,720.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.17	Welcome and Enrollment Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$107,900.00	\$0.00	\$107,900.00				\$107,900.00	
2	2.18	New Multipurpose Room for Rosamond High Early College Campus	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$500,000.00	\$500,000.00				\$500,000.00	
2	2.19	Alternative to Suspension Teachers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Rosamond High Early College Campus, Tropic Middle School	Ongoing	\$303,647.00	\$0.00	\$303,647.00				\$303,647.00	
2	2.20	Camp Keep	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Tropic Middle School	Ongoing	\$10,000.00	\$290,000.00	\$300,000.00				\$300,000.00	
2	2.21	New Locker Rooms	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Rosamond High Early College Campus	Ongoing	\$0.00	\$2,500,000.00	\$2,500,000.00				\$2,500,000.00	
2	2.22	Weight Room	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Rosamond High Early College Campus	Ongoing	\$0.00	\$3,800,000.00	\$3,800,000.00				\$3,800,000.00	
2	2.23	New Playground Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
2	2.24	Saturday School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$45,000.00	\$5,000.00	\$50,000.00				\$50,000.00	
3	3.1	Parent Portal	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$0.00	\$70,000.00	\$35,000.00		\$35,000.00		\$70,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	Communication with School Community	Low Income English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
3	3.3	Interpreters for Parent Meetings	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$15,000.00	\$2,500.00	\$15,000.00			\$2,500.00	\$17,500.00	
3	3.4	Parent Nights	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$13,239.50	\$10,000.00	\$23,239.50				\$23,239.50	
3	3.5	Supplies for Students and Families	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$160,000.00	\$155,000.00			\$5,000.00	\$160,000.00	
3	3.6	ELD Ceremonies	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
3	3.7	College and Career Fair	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Rosamond High Early College Campus	Ongoing	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
3	3.8	Family Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	\$30,000.00	\$0.00	\$30,000.00				\$30,000.00	
3	3.9	Parent Volunteers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
4	4.1	Mental Health Therapist	All	No			Specific Schools: Abraham Lincoln Independent	Ongoing	\$150,000.00	\$0.00	\$150,000.00	\$150,000.00			\$150,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.2	Tutoring	All	No		ent Study, Rare Earth Continuation High School	Specific Schools: Abraham Lincoln Independent Study, Rare Earth Continuation High School	Ongoing	\$65,000.00	\$0.00	\$65,000.00	\$65,000.00			\$65,000.00	

# 2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
38516422	13124650	34.075%	0.000%	34.075%	\$21,697,069.40	0.000%	56.332 %	<b>Total:</b>	\$21,697,069.40
								<b>LEA-wide Total:</b>	\$11,183,214.74
								<b>Limited Total:</b>	\$481,242.00
								<b>Schoolwide Total:</b>	\$10,272,612.66

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$635,120.00	
1	1.2	Supplemental Digital Curriculum Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	
1	1.3	Monitoring Student Progress	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$130,000.00	
1	1.4	Reading Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Rosamond Elementary, Westpark Elementary, Tropico Middle, Rosamond High Early College Campus	\$90,000.00	
1	1.5	CTE Program	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Rosamond High	\$1,107,197.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.6	After School Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Westpark Elementary, Rosamond Elementary, Tropico Middle School	\$16,965.00	
1	1.7	Academic Counseling Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tropico Middle School, Rosamond High Early College Campus	\$303,143.00	
1	1.8	Credit Recovery	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tropico Middle School, Rosamond High Early College Campus	\$133,360.00	
1	1.9	Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	
1	1.10	AVID Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$109,443.00	
1	1.11	Dual Enrollment College Classes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Rosamond High Early College Campus	\$59,820.00	
1	1.12	Director of Educational Support Programs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$224,242.00	
1	1.13	Para-Educators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$123,704.41	
1	1.14	1:1 Devices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$512,000.00	
1	1.15	Mobile Hot Spots	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$10,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.16	Supplemental Learning Applications	Yes	LEA-wide	Low Income English Learners Foster Youth Low Income	All Schools	\$90,000.00	
1	1.17	Supplemental Technology Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$45,636.00	
1	1.18	Student Support Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$78,260.20	
1	1.19	Reading and Math Academies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
1	1.21	Libraries	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Rosamond Elementary, Westpark Elementary, Tropico Middle, and Rosamond High Early College Campus	\$296,917.00	
1	1.22	Interventionists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$170,000.00	
1	1.23	Math Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$92,000.00	
1	1.24	Spanish Program at Tropico Middle School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tropico Middle School	\$180,734.66	
1	1.25	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$600,000.00	
1	1.26	Recruitment and Retention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$315,000.00	
1	1.27	Supplemental NGSS Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$56,003.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.28	Elementary English Language Development Teachers	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Rosamond Elementary and Westpark Elementary	\$240,000.00	
1	1.29	Paxton Patterson Lab for Tropico Middle School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tropico Middle School	\$200,000.00	
2	2.1	Positive Behavioral Interventions and Supports (PBIS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$107,401.13	
2	2.2	Mental Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$966,220.50	
2	2.3	Additional Nurses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$252,332.00	
2	2.4	Surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,500.00	
2	2.5	Extracurricular Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$445,000.00	
2	2.6	Attention to Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$82,500.00	
2	2.7	Multi-Tiered System of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	
2	2.8	Campus Safety Officers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$295,120.00	
2	2.9	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,017,198.00	
2	2.10	Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$380,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.11	California Cadet Corps	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tropico Middle School, Rosamond High Early College Campus	\$327,106.00	
2	2.12	Student Incentive Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$250,000.00	
2	2.13	Assistant Principals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,520,000.00	
2	2.14	Elementary Physical Education	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Rosamond Elementary, Westpark Elementary	\$511,261.00	
2	2.15	Visual Arts	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tropico Middle School, Rosamond High Early College Campus	\$196,379.00	
2	2.16	Music and Band	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$281,720.00	
2	2.17	Welcome and Enrollment Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$107,900.00	
2	2.18	New Multipurpose Room for Rosamond High Early College Campus	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500,000.00	
2	2.19	Alternative to Suspension Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Rosamond High Early College Campus, Tropico Middle School	\$303,647.00	
2	2.20	Camp Keep	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tropico Middle School	\$300,000.00	
2	2.21	New Locker Rooms	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Rosamond High	\$2,500,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.22	Weight Room	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Rosamond High Early College Campus	\$3,800,000.00	
2	2.23	New Playground Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
2	2.24	Saturday School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
3	3.1	Parent Portal	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$35,000.00	
3	3.2	Communication with School Community	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
3	3.3	Interpreters for Parent Meetings	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
3	3.4	Parent Nights	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$23,239.50	
3	3.5	Supplies for Students and Families	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$155,000.00	
3	3.6	ELD Ceremonies	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$2,000.00	
3	3.7	College and Career Fair	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Rosamond High Early College Campus	\$3,000.00	
3	3.8	Family Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	
3	3.9	Parent Volunteers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			

# 2024-25 Annual Update Table

Totals		Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)		
<b>Totals</b>		\$27,113,390.03	\$23,144,095.66		
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Learning Communities	Yes	\$382,980.00	660551.53
1	1.2	Supplemental Digital Curriculum Resources	Yes	\$653,380.00	165101.35
1	1.3	Monitoring Student Progress	Yes	\$130,000.00	139209.71
1	1.4	Reading Intervention	Yes	\$416,204.20	55710.65
1	1.5	CTE Program	Yes	\$1,349,171.12	825,824.00
1	1.6	After School Programs	Yes	\$991,811.25	395664.64
1	1.7	Academic Counseling Program	Yes	\$444,166.38	273051.63
1	1.8	Credit Recovery	Yes	\$94,930.00	157492.11
1	1.9	Summer School	No	\$477,858.08	11154.36
1	1.10	AVID Program	Yes	\$241,871.00	178302.52
1	1.11	Dual Enrollment College Classes	Yes	\$58,303.00	68714.69

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Director of Educational Support Programs	Yes	\$277,511.00	199777.12
1	1.13	Para-Educators	Yes	\$652,953.68	453131.05
1	1.14	1:1 Devices	Yes	\$796,162.63	1256208.25
1	1.15	Mobile Hot Spots	Yes	\$30,000.00	66205.37
1	1.16	Supplemental Learning Applications	Yes	\$90,000.00	208670.51
1	1.17	Supplemental Technology Training	Yes	\$64,330.00	54047.37
1	1.18	Student Support Team	Yes	\$78,260.20	46526.46
1	1.19	Reading and Math Academies	Yes	\$122,887.64	2737.88
1	1.20	Tutoring	No	\$96,920.00	8602.60
1	1.21	Libraries	Yes	\$326,039.59	336148.68
1	1.22	Interventionists	Yes	\$450,000.00	138181.04
1	1.23	Math Intervention	Yes	\$92,000.00	30076.33
1	1.24	Spanish Program at Tropico Middle School	Yes	\$150,394.66	114779.21

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.25	Professional Development	Yes	\$500,000.00	601375
1	1.26	Recruitment and Retention	Yes	\$185,000.00	299746.61
1	1.27	Learning Walks	Yes	\$10,000.00	0
1	1.28	Supplemental NGSS Resources	Yes	\$56,003.00	20992.87
2	2.1	Positive Behavioral Interventions and Supports (PBIS)	Yes	\$193,880.14	8746.15
2	2.2	Mental Health Services	Yes	\$1,384,181.46	1015081.54
2	2.3	Additional Nurses	Yes	\$342,747.11	396559.99
2	2.4	Surveys	Yes	\$10,500.00	0
2	2.5	Extracurricular Activities	Yes	\$461,694.10	338921.39
2	2.6	Attention to Attendance	Yes	\$82,500.00	82800
2	2.7	Multi-Tiered System of Support	Yes	\$100,000.00	76641
2	2.8	Campus Safety Officers	Yes	\$1,216,453.82	1117949.58
2	2.9	Transportation	Yes	\$2,282,001.00	2190598.68
2	2.10	Facilities	Yes	\$1,446,933.38	1444131.23

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.11	California Cadet Corps	Yes	\$327,106.00	400412.14
2	2.12	Student Incentive Program	Yes	\$195,179.09	109,103.04
2	2.13	Assistant Principals	Yes	\$1,143,974.00	849372.90
2	2.14	Elementary Physical Education	Yes	\$455,539.00	426733.74
2	2.15	Visual Arts	Yes	\$158,407.00	78866.77
2	2.16	Music and Band	Yes	\$265,610.00	174003.36
2	2.17	Welcome and Enrollment Center	Yes	\$104,062.00	106709.91
2	2.18	New Multipurpose Room for Rosamond High Early College Campus	Yes	\$2,807,000.00	5329388.64
2	2.19	Alternative to Suspension Teachers	Yes	\$240,000.00	220404.45
2	2.20	Camp Keep	Yes	\$200,000.00	106191.63
2	2.21	New Locker Rooms	Yes	\$2,500,000.00	1291896.15
2	2.22	Weight Room	Yes	\$1,500,000.00	195764.93
2	2.23	New Playground Supplies	Yes	\$20,000.00	2514.60

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Parent Portal	Yes	\$30,000.00	36530.92
3	3.2	Communication with School Community	Yes	\$15,000.00	38830.95
3	3.3	Interpreters for Parent Meetings	Yes	\$10,745.00	13479.72
3	3.4	Parent Nights	Yes	\$23,239.50	38654.37
3	3.5	Supplies for Students and Families	Yes	\$117,500.00	82028.50
3	3.6	ELD Ceremonies	Yes	\$2,000.00	3782.76
3	3.7	College and Career Fair	Yes	\$3,000.00	0
3	3.8	Family Events	Yes	\$30,000.00	5249.55
3	3.9	Parent Volunteers	Yes	\$10,000.00	10000
4	4.1	Mental Health Therapist	No	\$150,000.00	132413.37
4	4.2	Tutoring	No	\$65,000.00	52350.16

# 2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)	
\$13,116,860.00	\$19,502,528.71	\$18,461,720.93	\$1,040,807.78	0.000%	0.000%	0.000%	
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Learning Communities	Yes	\$350,000.00	629351.53		
1	1.2	Supplemental Digital Curriculum Resources	Yes	\$100,000.00	161495.64		
1	1.3	Monitoring Student Progress	Yes	\$130,000.00	139209.71		
1	1.4	Reading Intervention	Yes	\$90,000.00	72060.65		
1	1.5	CTE Program	Yes	\$1,022,197.00	825824.11		
1	1.6	After School Programs	Yes	\$16,965.00	10133.05		
1	1.7	Academic Counseling Program	Yes	\$298,509.00	246229.31		
1	1.8	Credit Recovery	Yes	\$60,000.00	148814.69		
1	1.10	AVID Program	Yes	\$241,871.00	274420.03		
1	1.11	Dual Enrollment College Classes	Yes	\$58,303.00	57298.80		
1	1.12	Director of Educational Support Programs	Yes	\$212,966.00	182532.01		
1	1.13	Para-Educators	Yes	\$123,704.41	78980.19		
1	1.14	1:1 Devices	Yes	\$487,556.80	962019.22		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.15	Mobile Hot Spots	Yes	\$10,000.00	66205.37		
1	1.16	Supplemental Learning Applications	Yes	\$90,000.00	208670.51		
1	1.17	Supplemental Technology Training	Yes	\$36,880.00	50881.61		
1	1.18	Student Support Team	Yes	\$78,260.20	46526.46		
1	1.19	Reading and Math Academies	Yes	\$10,000.00	2737.88		
1	1.21	Libraries	Yes	\$193,184.42	336148.68		
1	1.22	Interventionists	Yes	\$450,000.00	384611.75		
1	1.23	Math Intervention	Yes	\$92,000.00	30076.33		
1	1.24	Spanish Program at Tropic Middle School	Yes	\$150,394.66	103437.90		
1	1.25	Professional Development	Yes	\$500,000.00	522764.33		
1	1.26	Recruitment and Retention	Yes	\$150,000.00	224274.59		
1	1.27	Learning Walks	Yes	\$10,000.00	0.00		
1	1.28	Supplemental NGSS Resources	Yes	\$56,003.00	20100.39		
2	2.1	Positive Behavioral Interventions and Supports (PBIS)	Yes	\$107,401.13	5529.43		
2	2.2	Mental Health Services	Yes	\$966,220.50	1015081.54		
2	2.3	Additional Nurses	Yes	\$250,550.00	184448.77		
2	2.4	Surveys	Yes	\$10,500.00	0.00		
2	2.5	Extracurricular Activities	Yes	\$400,000.00	338921.39		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.6	Attention to Attendance	Yes	\$82,500.00	82800.00		
2	2.7	Multi-Tiered System of Support	Yes	\$100,000.00	41079.87		
2	2.8	Campus Safety Officers	Yes	\$272,695.00	289035.48		
2	2.9	Transportation	Yes	\$1,866,636.00	2190598.68		
2	2.10	Facilities	Yes	\$291,370.00	312266.22		
2	2.11	California Cadet Corps	Yes	\$327,106.00	400412.14		
2	2.12	Student Incentive Program	Yes	\$195,179.09	109102.86		
2	2.13	Assistant Principals	Yes	\$1,143,974.00	849372.90		
2	2.14	Elementary Physical Education	Yes	\$455,539.00	426733.74		
2	2.15	Visual Arts	Yes	\$158,407.00	78866.77		
2	2.16	Music and Band	Yes	\$265,610.00	174003.36		
2	2.17	Welcome and Enrollment Center	Yes	\$104,062.00	106709.91		
2	2.18	New Multipurpose Room for Rosamond High Early College Campus	Yes	\$2,807,000.00	5329388.64		
2	2.19	Alternative to Suspension Teachers	Yes	\$240,000.00	220404.45		
2	2.20	Camp Keep	Yes	\$200,000.00	106191.63		
2	2.21	New Locker Rooms	Yes	\$2,500,000.00	148487.45		
2	2.22	Weight Room	Yes	\$1,500,000.00	40105.64		
2	2.23	New Playground Supplies	Yes	\$20,000.00	2172.70		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Parent Portal	Yes	\$15,000.00	36530.92		
3	3.2	Communication with School Community	Yes	\$15,000.00	38830.95		
3	3.3	Interpreters for Parent Meetings	Yes	\$8,245.00	11100.72		
3	3.4	Parent Nights	Yes	\$23,239.50	38654.57		
3	3.5	Supplies for Students and Families	Yes	\$112,500.00	82028.50		
3	3.6	ELD Ceremonies	Yes	\$2,000.00	3782.76		
3	3.7	College and Career Fair	Yes	\$3,000.00	0.00		
3	3.8	Family Events	Yes	\$30,000.00	4274.20		
3	3.9	Parent Volunteers	Yes	\$10,000.00	10000.00		

# 2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$36,106,955.00	\$13,116,860.00		36.328%	\$18,461,720.93	0.000%	51.131%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

## [Plan Summary](#)

## [Engaging Educational Partners](#)

## [Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
  - If the LEA has unexpended LREBG funds the LEA must provide the following:
    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
      - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
    - Actions may be grouped together for purposes of these explanations.
    - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

#### **Reflections: Technical Assistance**

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

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

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

## **Comprehensive Support and Improvement**

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

### **Schools Identified**

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

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

### **Support for Identified Schools**

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

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

### **Monitoring and Evaluating Effectiveness**

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

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

## **Engaging Educational Partners Purpose**

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

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

## **Requirements Requirements**

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

## ***Instructions***

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

### **Educational Partners**

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

### **Process for Engagement**

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

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

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

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

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

## **Goals and Actions**

### ***Purpose***

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

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

### ***Requirements and Instructions***

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

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

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

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

### **Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

### **Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results:**

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of EC Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

#### Baseline

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

#### Year 1 Outcome

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

#### Year 2 Outcome

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

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

**Target for Year 3 Outcome**

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

**Current Difference from Baseline**

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

## Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

## **Required Actions**

### **For English Learners and Long-Term English Learners**

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

### **For Technical Assistance**

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

### **For Lowest Performing Dashboard Indicators**

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

### **For LEAs With Unexpended LREBG Funds**

- To implement the requirements of EC Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of EC Section 32526(d).

- o School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- o LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

### **Purpose**

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

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

### **Statutory Requirements**

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

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

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

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

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

### **LEA-wide and Schoolwide Actions**

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

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

### **For School Districts Only**

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

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

### **Requirements and Instructions**

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

**Required Descriptions:**

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

## **Metric(s) to Monitor Effectiveness**

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

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

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

## **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

## Action Tables

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

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

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

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

### ***Total Planned Expenditures Table***

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.
- See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
  - **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
  - **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
  - **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
  - **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
  - **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## ***Contributing Actions Table***

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

## ***Annual Update Table***

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

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

## ***Contributing Actions Annual Update Table***

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

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

## ***LCFF Carryover Table***

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

## ***Calculations in the Action Tables***

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

### **Contributing Actions Table**

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

### **Contributing Actions Annual Update Table**

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
  - **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
  - **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
  - **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
  - **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
  - **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
  - **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).
- LCFF Carryover Table**
- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
  - **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
  - **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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