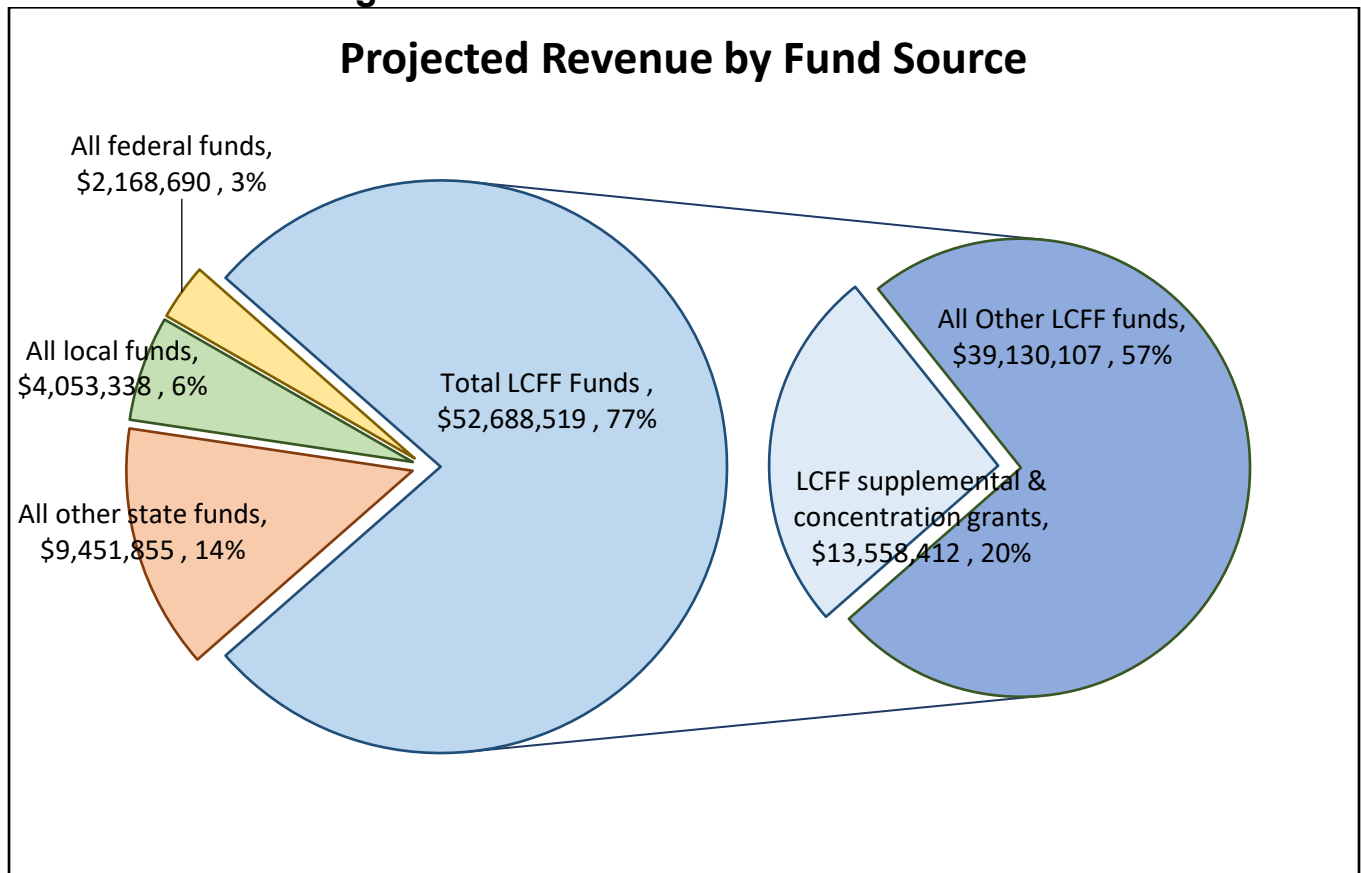# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Southern Kern Unified School District
CDS Code: 15637760000
School Year: 2024-25
LEA contact information:
Barbara Gaines
Superintendent
bgaines@skusd.k12.ca.us
661-256-5000

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

All federal funds, $2,168,690 , 3%
All local funds, $4,053,338 , 6%
All other state funds, $9,451,855 , 14%
Total LCFF Funds , $52,688,519 , 77%
All Other LCFF funds, $39,130,107 , 57%
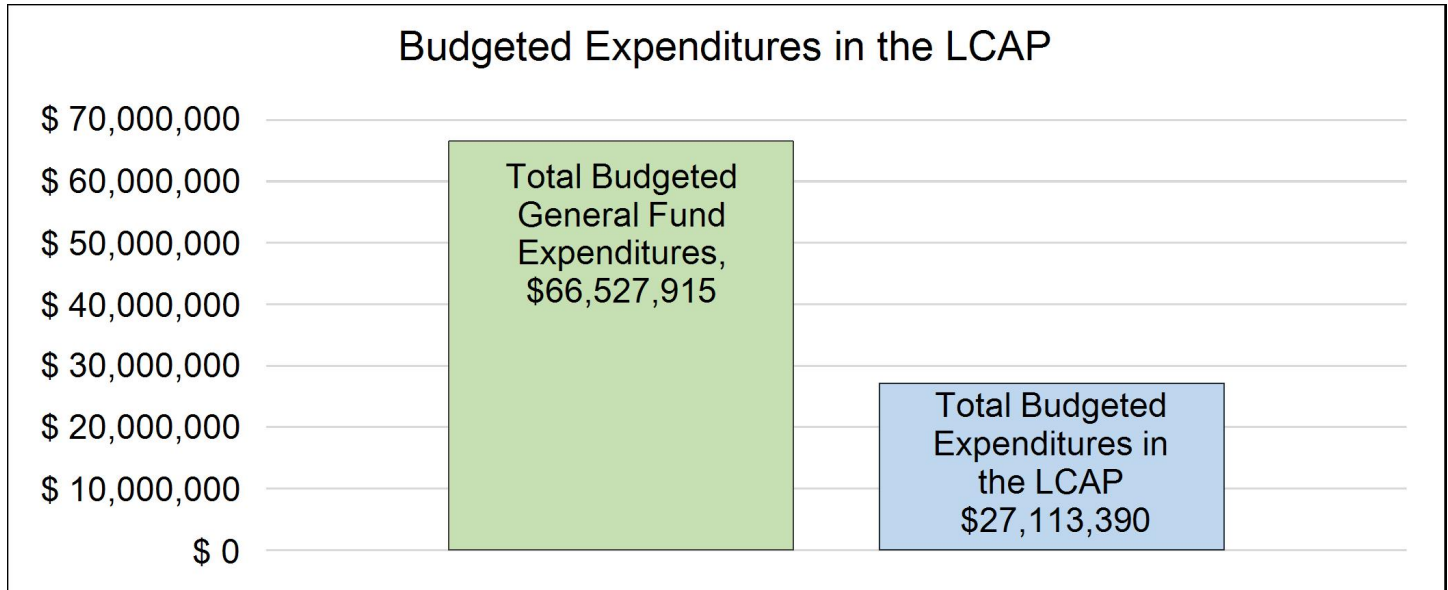LCFF supplemental & concentration grants, $13,558,412 , 20%

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

The text description for the above chart is as follows: The total revenue projected for Southern Kern Unified School District is $68,362,402, of which $52,688,519 is Local Control Funding Formula (LCFF), $9,451,855 is other state funds, $4,053,338 is local funds, and $2,168,690 is federal funds. Of the $52,688,519 in LCFF Funds, $13,558,412 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Amount	
$ 70,000,000	
$ 60,000,000	
$ 50,000,000	
$ 40,000,000	
$ 30,000,000	
$ 20,000,000	
$ 10,000,000	
$ 0	

Total Budgeted General Fund Expenditures, $66,527,915

Total Budgeted Expenditures in the LCAP $27,113,390

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

The text description of the above chart is as follows: Southern Kern Unified School District plans to spend $66,527,915 for the 2024-25 school year. Of that amount, $27,113,390 is tied to actions/services in the LCAP and $39,414,525 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
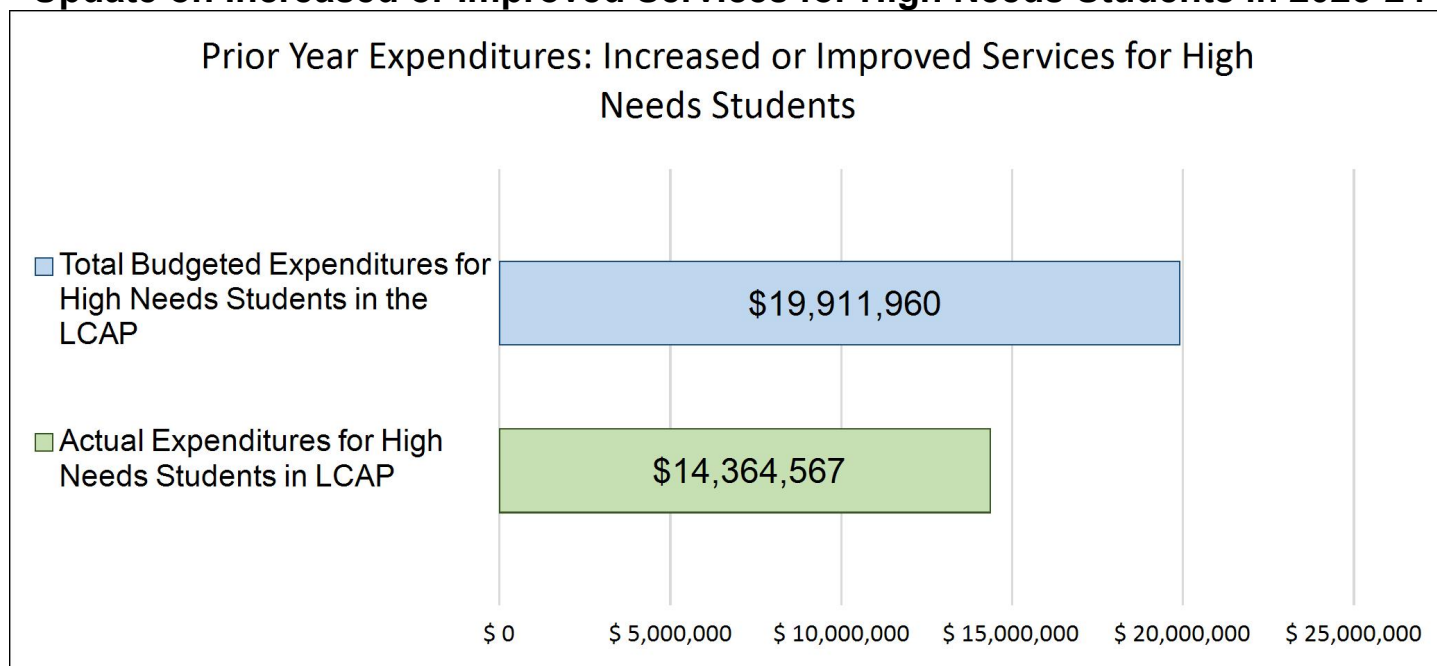
General Fund expenditures not present in the LCAP include administrator and teacher salary and benefits, classified staff salary and benefits, supplies, utilities, repairs and maintenance, and services provided by outside vendors.

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

In 2024-25, Southern Kern Unified School District is projecting it will receive $13,558,412 based on the enrollment of foster youth, English learner, and low-income students. Southern Kern Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Southern Kern Unified School District plans to spend $19,502,529 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP

$19,911,960

☐ Actual Expenditures for High Needs Students in LCAP

$14,364,567

$ 0 $ 5,000,000 $ 10,000,000 $ 15,000,000 $ 20,000,000 $ 25,000,000

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

The text description of the above chart is as follows: In 2023-24, Southern Kern Unified School District's LCAP budgeted $19,911,960 for planned actions to increase or improve services for high needs students. Southern Kern Unified School District actually spent $14,364,567 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-5,547,393 had the following impact on Southern Kern Unified School District's ability to increase or improve services for high needs students:

In order to ensure effective use of expiring one-time funds, federal and state funds were used when appropriate as opposed to LCAP funds. We were unable to hire or retain all the staff we had budgeted. This includes positions such as substitute teachers, tutors and others. Staffing shortages led to smaller-scale tutoring, and reading and math academies. We wereunable to fill the Interventionist positions. The District provided student backpacks and classroom budget funding, but not at the level that we budgeted. Extensive professional development was held, but was funded through one-time state and federal funding sources.

The impact of not being able to attract and hire staff to support English Learners, Foster Youth and Low Income students was a reduction in services such as tutoring, and reading and math academies. The impact of not using all of the budgeted items was reflected in the reading benchmark scores which showed limited growth.

2023–24 Local Control and Accountability Plan Annual Update

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

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1B. Standards aligned instructional materials for every student as measured by local data.	100% of students have access to standards-aligned materials.	100% of students have access to standards-aligned materials. Metric met.	100% of students have access to standards-aligned materials.	100% of students have access to standards-aligned materials. Metric met	Maintain 100% of students have access to standards-aligned materials.
1C. School facilities in good repair per Facilities Inspection Tool.	All facilities maintained in good repair.	All facilities maintained in good repair. Metric met.	All facilities maintained in good repair.	All facilities maintained in good repair. Metric met	All facilities will be maintained in good repair.
2A. Implementation of CA academic standards, as measured by Dashboard Local Performance Indicators.	ELA: Full Implementation ELD: Initial Implementation Math: Full Implementation NGSS: Initial Implementation History/Social Sciences: Initial Implementation	ELA: Full Implementation ELD: Full Implementation Math: Full Implementation NGSS: Initial Implementation History/Social Sciences: Initial Implementation	ELA: Initial Implementation ELD: Full Implementation Math: Initial Implementation NGSS: Full Implementation History/Social Sciences: Full Implementation	ELA: Full Implementation ELD: Full Implementation Math: Full Implementation NGSS: Full Implementation History/Social Sciences: Full 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					History/Social Sciences: Maintain Full Implementation and Sustainability
2B. How programs and services enable EL students to access CCSS and ELD standards for academic content knowledge and English Language proficiency. Verified by checks of master schedules and classroom walkthroughs.	Local Data 100% of EL students will receive daily instruction in designated ELD, where the ELD standards are the focus and integrated ELD, where the content standards and ELD standards are used in tandem in all subjects to support ELs in gaining academic knowledge and language proficiency.	100% of EL students received daily instruction in designated ELD, where the ELD standards are the focus and integrated ELD, where the content standards and ELD standards are used in tandem in all subjects to support ELs in gaining academic knowledge and language proficiency. Metric met.	Local Data 100% of EL students receive daily instruction in designated ELD, where the ELD standards are the focus and integrated ELD, where the content standards and ELD standards are used in tandem in all subjects to support ELs in gaining academic knowledge and language proficiency.	100% of EL students receive daily instruction in designated ELD Metric met	100% of EL students will receive daily instruction in designated ELD, where the ELD standards are the focus and integrated ELD, where the content standards and ELD standards are used in tandem in all subjects to support ELs in gaining academic knowledge and language proficiency.
4A. Student performance on statewide assessments in English Language Arts.	2019 CA School Dashboard. 43.4 points below standard.	Did not test due to COVID-19. See 4A Local below.	2022 CA School Dashboard. 63.6 points below standard	2023 CA School Dashboard. 70.6 points below standard. Declined 6.9 points. Metric not met	33.4 points below standard.
4A. Student performance on statewide	2019 CA School Dashboard. 85.6 points below standard.	Did not test due to COVID-19. See 4A Local below.	2022 CA School Dashboard. 108 points below standard.	2023 CA School Dashboard. 107.8 points below standard. Maintained 0.2 points.	75.6 points below standard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assessments in Mathematics.				Metric not met	
4A Local. Renaissance Star Reading. Consolidated Progress Report, showing growth in Grade Equivalency from fall to spring. For every school, Avg. Grade Equivalency will grow by 0.8 every year.	Renaissance Star Reading. Consolidated Progress Report. Spring 2021 ALIS: -0.4 REHS: + 0.4 RES: +0.1 RHSECC: -0.3 TMS: +0.5 WES: -0.3	Renaissance Star Reading. Consolidated Progress Report. Spring 2022 ALIS: +0.2 REHS: -0.6 RES: +1.0 RHSECC: -0.3 TMS: +0.5 WES: -0.3 Metric not met.	Renaissance Star Reading. Consolidated Progress Report. Spring 2023 ALIS: .5 REHS: -.5 RES: .1 RHECC: -.1 TMS: .5 WES: .3 Metric not met.	Renaissance Star Reading. Consolidated Progress Report. Spring 2024 ALIS: .7 REHS: -1.2 RES: N/A RHECC: 0 TMS: .0 WES: N/A Metric not met.	ALIS: 0.8 REHS: 0.8 RES: +0.8 RHSECC: 0.8 TMS: 0.8 WES: 0.8
4A Local. Renaissance Star Math. Consolidated Progress Report, showing growth in Grade Equivalency from fall to spring. For every school, Avg. Grade Equivalency will grow by 0.8 every year.	Renaissance Star Math. Consolidated Progress Report. Spring 2021 ALIS: -0.3 REHS: + 1.9 RES: +0.1 RHSECC: N/A TMS: +0.1 WES: +0.1	Renaissance Star Math. Consolidated Progress Report. Spring 2022 ALIS: +0.5 REHS: -0.7 RES: +.3 RHSECC: -0.4 TMS: +.4 WES: -+.3 Metric not met.	Renaissance Star Math. Consolidated Progress Report. Spring 2023 ALIS: .7 REHS: 1 RES: .8 RHECC: -.2 TMS: .5 WES: 1 Metric not met.	Renaissance Star Math. Consolidated Progress Report. Spring 2024 ALIS: .6 REHS: .1 RES: N/A RHECC: .7 TMS: 1 WES: N/A Metric not met.	ALIS: 0.8 REHS: 0.8 RES: +0.8 RHSECC: 0.8 TMS: 0.8 WES: 0.8
4B. % of pupils who have successfully completed A-G requirements. Increase by 5% annually.	Aeries Analytics LCAP Dashboard 2019-2020 20.7%	Aeries Analytics LCAP Dashboard 2021-22 20.8% Metric not met.	Aeries Analytics LCAP Dashboard 2022-2023 20.8% Metric not met	N/A	35.7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4C. % of students who complete a CTE pathway. Increase by 1% annually.	Per Aeries, during the 2019-2020 school year, 44 out of 840 students completed a CTE sequence for a percentage of 5.2%.	Per Aeries, during the 2021-22 school year, 64 out of 764 students completed a CTE pathway, for a percentage of 8.4%. Metric met.	Per Aeries, during the 2022-2023 school year, 93 out of 823 students completed a CTE sequence for a percentage of 11.3%. Metric met	N/A	11.2%
4D. % of pupils who have successfully completed both types of courses described in subparagraphs B and C.	25.9%	Per 2021 Dashboard: 11 students or 5.1%	Per 2022 Dashboard: 6.9%	Per 2023 Dashboard: 2.6%	40.9%
4E. % of English Learners who made progress toward proficiency as measured by the English Language Proficiency Assessments for California (ELPAC). % will increase to 80% or higher.	2019 CA School Dashboard. 49.8% of English Learners made progress towards English language proficiency.	According to Kern Integrated Data System (KIDS), 43.4% of of English Learners made progress towards English language proficiency between the 2019-20 and 2020-21 ELPAC assessments. Metric not met.	2022 CA School Dashboard. 39.8% of English Learners made progress towards English language proficiency. Metric not met.	2023 CA School Dashboard. 43.9% of English Learners made progress towards English language proficiency. Metric not met.	59.8% of English Learners will make progress towards English language proficiency.
4F. English Learner (EL) Reclassification Rate. Increase the English Learner reclassification rate by 2% annually until the	Per Dataquest, during the 2019-2020 school year, 46 out of 492 English Language Learners were reclassified. The EL	According to Kern Integrated Data System (KIDS), the estimated reclassification rate for the 2021-22 school year is 4%.	According to Kern Integrated Data System (KIDS), the estimated reclassification rate for the 2022-23 school year is 4.2%.	According to Kern Integrated Data System (KIDS), the estimated reclassification rate for the 2023-24 school year is 4.18%.	15.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
rate is maintained at 50%.	reclassified rate was 9.4%	Metric not met.	Metric not met.	Metric not met.	
4G. % of students who pass AP exams with a score of 3 or higher. Increase by 1% annually.	0%. District did not offer AP classes during the 2019-20 school year.	During the 2020-21 school year, per local data, 4 students passed an AP exam. This was 1.2% of the total enrollment of 11th and 12th grade students. Metric met.	During the 2021-22 school year, there were 15 students who passed an exam with a score of 3 or higher. This was 3.4% of the total enrollment of 11th and 12th grade students. Metric met.	During the 2022-23 school year, there were 15 students who passed an exam with a score of 3 or higher. This was 3.3% of the total enrollment of 11th and 12th grade students. Metric met.	4%
4H. % of pupils who participate and demonstrate college preparedness on EAP. Will increase by 2% annually.	2018-2019 CAASPP. ELA: 57.3% of 11th graders scored Level 3 or 4, Standard Met or Standard Exceeded. Math: 39.7% of students scored Level 3 or 4.	2018-2019 CAASPP. ELA: 57.3% of 11th graders scored Level 3 or 4, Standard Met or Standard Exceeded. Math: 39.7% of students scored Level 3 or 4.	2021-2022 CAASPP. ELA: 54.8% of 11th graders scored Level 3 or 4, Standard Met or Standard Exceeded. Math: 27% of students scored Level 3 or 4 Standard not met.	2022-2023 CAASPP. ELA: 34.1% of 11th graders scored Level 3 or 4, Standard Met or Standard Exceeded. Math: 9.8% of students scored Level 3 or 4 Metric not met.	ELA: 67.3% of 11th graders will score Level 3 or 4. Math: 49.7% of students will score Level 3 or 4.
7A. Extent to which students are granted access and enrolled in a broad course of study, as evidenced by master schedules.	Local data. 100% of students are granted access and enrolled in a broad course of study, as evidenced by master schedules.	100% of students were granted access and enrolled in a broad course of study, as evidenced by master schedules. Metric met.	Local data. 100% of students are granted access and enrolled in a broad course of study, as evidenced by master schedules.	Local data. 100% of students are granted access and enrolled in a broad course of study, as evidenced by master schedules. Metric met.	Maintain 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
7B. Extent to which unduplicated students are granted access and enrolled in a broad course of study, as evidenced by master schedules.	Local data. 100% of unduplicated students being granted access and enrolled in a broad course of study, as evidenced by master schedules	Per local data, 100% of unduplicated students were granted access and enrolled in a broad course of study, as evidenced by master schedules Metric met.	Local data. 100% of unduplicated students are granted access and enrolled in a broad course of study, as evidenced by master schedules	Local data. 100% of unduplicated students are granted access and enrolled in a broad course of study, as evidenced by master schedules Metric met.	Maintain 100%
7C. Programs and services are developed and provided to students with disabilities deemed appropriate by IEP teams, as evidenced by CASEMIS data.	Local data. 100% of students with disabilities being granted access and enrolled in programs and services deemed appropriate by IEP team, as evidenced by CASEMIS data.	Per local data,100% of students with disabilities being granted access and enrolled in programs and services deemed appropriate by IEP team, as evidenced by CASEMIS data. Metric met.	Local data. 100% of students with disabilities are granted access and enrolled in programs and services deemed appropriate by IEP team, as evidenced by CASEMIS data.	Local data. 100% of students with disabilities are granted access and enrolled in programs and services deemed appropriate by IEP team, as evidenced by CASEMIS data. Metric met	Maintain 100%
7D Local. % of students who are dually enrolled in college classes will increase by 2% annually.	Per Aeries, for the 2019-2020 school year, 27 out of 840 students were dually enrolled: 3.2%	Per Aeries, for the 2021-22 school year, 55 out of 1,287 students (cumulative enrollment) were dually enrolled: 4.3% Metric not met.	For the 2022-2023 school year, 93 out of 999 students were dually enrolled: 9.3% Metric met.	For the first semester of the 2023-24 school year, there were 64 RHECC students who took at least one college class. Metric not met.	11.3%

Goal Analysis

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

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

All 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 (24), and the tutoring program (25). We only had two Interventionists (28) when we budgeted for four. The Math Intervention program (29) was not widely used. The Reading Intervention program (5) was implemented at Tropico Middle and Rosamond High, but was not implemented in the upper grades at Westpark Elementary and Rosamond Elementary. Supplemental Support for State Testing (6) was implemented, but cost less than was budgeted. The Credit Recovery program (10) was fully implemented, but the courseware cost less than was anticipated. The Dual Enrollment College Classes were fully implemented. We did not use LCFF funding for the Dual Enrollment Coordinator position. The para-educators (17) were fully staffed, but we used other funding sources to pay for the positions. The Spanish Program at Tropico Middle School (30) was fully implemented, but cost less than was budgeted.

The CTE program was a success (7). RHECC had twelve pathways. The District successfully provided a 1:1 device to every student in the district (18) with access to digital curriculum (3), supplemental learning applications (20), and mobile hotspots (19), which contributed to the District meeting metric 1B: 100% of students have access to standards-aligned materials.

Actions 1, 2, 4, 8, 9, 11-16, 21, 22, 23 and 26 were implemented as intended. This led to growth in the District's CAASPP scores. The preliminary score reports for 2023-24 show growth of 8 points in ELA, and growth of 10 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.
1. Professional Learning Communities - Every school site held regular PLCs this year. As of June 11, 2024, estimated expenditures were $541,826.74 out of a budget of $287,980. We expanded our contract with Solution Tree.
3. Supplemental Digital Curriculum Resources - We had a small number of curriculum adoptions for the 2023-24 school year. As of June 11, 2024, estimated expenditures were $118,963.28 out of a budget of $753,380.
5. Reading Intervention - Spent 108k of 416k planned. The program cost less than anticipated, and we did not have a reading intervention program for grades 3-5. We used iReady for reading intervention for grades 3-5.
6. Supplemental Support for State Testing - Spent 3k of 16k planned. We held additional trainings for state testing. Reimbursing the teachers for their extra duty time cost less than anticipated.
7. CTE Program - The CTE program had eleven pathways. A stipend for the CTE Coordinator position at RHECC was offered. As of June 11, 2024, expenditures were $1,115,610.05 out of a budget of $1,564,133.
10. Credit Recovery - Spent 45k of 94k planned. We fully implemented the credit recovery programs at Tropico Middle and Rosamond High School. The cost of Acellus licenses was less than anticipated.

13. Dual Enrollment College Classes - Spent 47k of 133k planned. The program was fully implemented. We used other funding sources to pay for the Dual Enrollment Program Coordinator position.
14. Inclusion of Special Education Students - Spent $0 of 5k planned. The program to include special education students in general education classes was fully implemented. There was no cost for the program.
17. Para-Educators - Spent 92k of 653k planned. We were fully staffed with para-educators. We used non LCFF funds to pay for the para-educators.
19. Mobile hot spots - Spent $0 of 30k planned. The federal ECFF program paid for the hotspots. We deployed 250 hotspots to families without home internet access.
21. Supplemental Technology Training - We held numerous technology trainings this year, including new teacher technology training, ALEKS, IXL, GoGuardian, and Promethean Boards. As of June 11, 2024, estimated expenditures were $35,555.06 out of a budget of $77,450. The cost of extra duty hours for teachers was less than anticipated.
22. Student Support Team - There is a teacher at each site who coordinates the SST process. The cost of the stipends for this position was less than anticipated. There were less extra duty hours spent on the SST process this year. As of June 11, 2024, estimated expenditures were $34,020.54 out of a budget of $78,260.
23. Special Day Classes - Spent 3 times planned. We had SDC classes at each school site. We were staffed with more para-educators than we anticipated.
24. Reading and Math Academies - As of June 11, 2024, estimated expenditures were $0 out of a budget of $112,887. Reading and Math Academies were held at Rosamond Elementary, Westpark Elementary, Tropico Middle, and Rosamond High. The program was smaller than anticipated. We used ELO-P funding for the Reading and Math Academies.
25. Tutoring – As of June 11, 2024, Estimated expenditures were $10,395 out of a budget of $96,920. There was a shortage of tutors and a lack of students who wanted tutoring.
28. Interventionists - Spent 246k of 600k planned. We had two interventionists. We budgeted for four.
29. Math Intervention - Spent $0 of 92k planned. We did not have the math intervention program.
30. Spanish Program at Tropico Middle School - Fully implemented. The program cost less than anticipated.

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

LCAP Goal 1 is to improve academic achievement for all students. On the 2023 CA School Dashboard for ELA, the District scored 70.6 points below standard, a decline of 6.9 points, Red status level. On the 2023 CA School Dashboard for math, the District scored 107.8 points below standard, an increase of 6.9 points, Red status level. The District did show growth in its preliminary CAASPP scores for 2023-24. For ELA, the District improved 8 points. For math, the district improved 10 points.

Professional Learning Communities (1) were effective at helping teachers to collaborate on improving classroom instruction.
Supplemental digital curriculum resources (3) gave students online, personalized, multimedia learning experiences.
Monitoring student progress (4) was effective at providing teachers and students with actionable data about student learning.
The Reading Intervention Program (5) using R180 at the middle school and high school levels was effective.

The Supplemental Support for State Testing (6) successfully trained the teachers to use the designated supports and accommodations that are assigned to some students for CAASPP testing.
The CTE program (7) was effective in preparing students for careers in twelve different pathways.
The After School programs (8) were well attended.
The Academic Counseling Program (9) helped students who needed additional support.
The Credit Recovery program (10) effectively helped students to make up credits at Tropico Middle and Rosamond High School.
The Summer School program (11) was well attended and effectively taught students academic concepts.
The AVID program (12) effectively taught students WICOR skills.
185 students took one or more Dual Enrollment College Classes (13)
The Director of Educational Support Programs (16) successfully led the implementation of the ELD program program at all school sites.
The para-educators (17) provided support to teachers and students.
Actions 18, 19, 20, and 21 enabled students to take advantage of digital learning at school and at home.
The Student Support Teams (22) effectively provided supports for students.
Actions 24-25 provided additional academic support to students outside of school hours.
The Libraries (26) at all school sites were well stocked with books and run by library media technicians.
The Interventionists (28) provided academic support to students. There were only two Interventionists instead of the four that were budgeted for.
The Math Intervention program (29) was not widely used.
The Spanish Program at Tropico Middle School (30) saw full student enrollment.

Although many actions led to effective practice and outcomes, the following actions did not and were deemed ineffective: Actions 2, 14, 15, 23, and 27.

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

Based on an analysis of the District's data, the District is making the following changes to the Goal 1 Actions for 2024-25:
4. Monitoring Student Progress. We piloted iReady in grades 3-5 and 6-8. We will continue using iReady in grades 3-5. We will not switch to iReady for grades 6-8.
5. Reading Intervention. We will continue using Success4all in grades K-2, and Read 180 for grades 6-12. We will use iReady for reading intervention for grades 3-5.
18. 1:1 Devices. We will purchase 1,325 new Chromebooks for students for the 2024-25 school year.
26. Libraries. We are adding to the classroom libraries.

The District removed the following actions from the LCAP for 2024-25.
1.2 Clear Expectations for Classroom Instruction.
1.14 Inclusion of Special Education students

1.15 TK
1.23 Special Day Classes
1.27 Desired Results Developmental Profile

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5A. School attendance rate. Increase attendance by 1% annually until an attendance rate of 98% is met for all students & student groups.	Local data from Aeries. 2019-2020 All students: 94.1% EL students: 94.1% Foster Youth: 93.6% Students with disabilities: 92.3%	According to Kern Integrated Data System (KIDS), the school attendance rate for the 2021-22 school year was 89.2%. Metric not met.	Local data from KIDS. 2022-23 All students: 90.3% EL students: 90.3% Foster Youth: 89.3% Students with disabilities: 87.9% Metric met.	Local data from KIDS. 2023-24 All students: 92.1% EL students: 91.8% Foster Youth: 91.5% Students with disabilities: 89.6% Metric met.	All students: 97.1% EL students: 97.1% Foster Youth: 96.6% Students with disabilities: 95.3%
5B. Chronic Absenteeism Rate. Decrease by 1% annually until all student groups are under 5%.	2019 Dashboard. 16.4% chronically absent	According to KIDS, the chronic absentee rate for the 2021-22 school year was 39.7%. Metric not met.	Local data from KIDS. 2022-23. 34.1% Metric met.	Local data from KIDS, 2023-24: 27% Metric met.	13.4%
5C. Middle school dropout rate. Maintain less than 1% middle school dropout rate.	CALPADS. 2019-2020. 0.7%	CALPADS. 2020-21. 0%. Metric met.	CALPADS. 2021-22. 0 dropouts 0% dropout rate Metric met.	CALPADS. 2022-23. 0 dropouts 0% dropout rate Metric met.	Maintain less than 1%
5D. High school dropout rate. Maintain less than 3% dropout rate.	CALPADS. 2019-2020. 1.6%	CALPADS. 2020-21. 1.9%. Metric met.	CALPADS. 2021-22. 32 dropouts 2.7% dropout rate Metric met.	CALPADS. 2022-23. 13 dropouts 2.1% dropout rate Metric met.	Maintain less than 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5E. High school graduation rate. The District's 4 year cohort of students will maintain a graduation rate of 87% or higher.	2020 Dashboard. 82.1% graduation rate	According to Dataquest, the 2020-21 graduation rate was 80.2%. Metric not met.	2022 Dashboard. 87.5% graduation rate Metric met.	2023 Dashboard: 84.1% graduation rate. Declined 3.4% Metric not met.	Maintain graduation rate of 87% or higher
6A. Suspension Rate. Decrease suspension rates by 1% annually.	2019 Dashboard. 7% of students suspended at least once.	Per KIDS, the District's suspension rate for the 2021-22 school year was 6.1%. Metric not met.	KIDS 2022-23 School Year 9.3%. Metric not met.	Local data from KIDS, 2023-24, 6.18% Metric met.	4%
6B. Expulsion rate. Maintain an expulsion rate of less than 1%.	Dataquest. 2019-2020. 0.29% expulsion rate	Dataquest. 2020-21. 0% expulsion rate. Metric met.	Dataquest. 2021-22. 0.2% expulsion rate Metric met.	Aeries. There have been 53 expulsions. Expulsion rate of .5 is less than 1%. Metric met.	Less than 1% expulsion rate
6C. Other local measures of sense of safety and school connectedness. California Healthy Kids Survey administered to students in grades 7, 9, and 11. Question: "At my school, there is a teacher or some other adult who really cares about me."	2019-2020 CHKS. Grade 7: 46% Grade 9: 42% Grade 11: 56%	2021-22 CHKS Grade 7: 45% Grade 9: 35% Grade 11: 31% Metric not met.	2022-23 CHKS Grade 7: 59% Grade 9: 39% Grade 11: 46% Metric met.	2023-24 CHKS Grade 7: 44% Grade 9: 45% Grade 11: 39% Metric Not Met	Grade 7: 61% Grade 9: 57% Grade 11: 71%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
"Pretty much true" or "Very much true". Increase 5% 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%.	2019-2020 CHKS. Grade 7: 33% Grade 9: 19% Grade 11: 29%	2021-22 CHKS Grade 7: 45% Grade 9: 45% Grade 11: 53% Metric met.	2022-23 CHKS Grade 7: 34% Grade 9: 32% Grade 11: 35% Metric not met.	2023-24 CHKS Grade 7: 35% Grade 9: 39% Grade 11: 34% Metric Not Met	Grade 7: 48% Grade 9: 34% Grade 11: 44%
6C Local. Other local measures of sense of safety and school connectedness. LCAP Parent Survey. Question, "The campus is safe and secure." Percentage of respondents who answered Agree or Strongly Agree. Increase 5% annually until reaching 90%.	LCAP Survey 2020-2021. 51.4%	LCAP Survey 2021-2022. 38.3% Metric not met.	LCAP Survey 2022-23. 47% Metric met.	The LCAP survey for 23-24 did not include the question, "The campus is safe and secure."	66.4%
6C Local. Other local measures of sense of	2019-2020 CSSS. 56%	2021-2022 CSSS. 70%	2022-23 CSSS. 73% Metric not met.	2023-24 CSSS. 66% Metric not met.	71%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
safety and school connectedness. California School Staff Survey. Percentage of Staff feeling safe at school. Increase 5% annually until reaching 90%		Metric met.			
8. Pupil Outcomes. 5th and 7th Grade students will increase in all Physical Fitness Subtests by 3% annually until the District has reached and maintained 75.	2018-2019 PFT. Aerobic Capacity 5th grade: 42.6% 7th grade: 67.2% Body Composition 5th grade: 63.2% 7th grade: 49.8% Abdominal Strength 5th grade: 44.6% 7th grade: 94% Trunk Extension Strength 5th grade: 93.8% 7th grade: 88.1% Upper Body Strength 5th grade: 53.9% 7th grade: 63% Flexibility 5th grade: 59.7% 7th grade: 76.6%	Due to the COVID-19 pandemic, our current PFT data was not uploaded into the CDE portal; the most current data reported by Data Quest is from 2018-19. The following results are from 2018-19: Aerobic Capacity 5th grade: 42.6% 7th grade: 67.2% Body Composition 5th grade: 63.2% 7th grade: 49.8% Abdominal Strength 5th grade: 44.6% 7th grade: 94% Trunk Extension Strength 5th grade: 93.8% 7th grade: 88.1% Upper Body Strength 5th grade: 53.9% 7th grade: 63%	N/A. The CDE only collects participation data for the 2021-22, and 2022-23 school years.	N/A. The CDE only collects participation data	2018-2019 PFT. Aerobic Capacity 5th grade: 51.6% 7th grade: 76.2% Body Composition 5th grade:72.2% 7th grade: 56.8% Abdominal Strength 5th grade: 53.6% 7th grade: 100% Trunk Extension Strength 5th grade: 100% 7th grade: 97.1% Upper Body Strength 5th grade: 62.9% 7th grade: 72% Flexibility 5th grade: 68.7% 7th grade: 85.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Flexibility 5th grade: 59.7% 7th grade: 76.6%			

Goal Analysis

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

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

The District had some successes and some challenges in implementing the actions for Goal 2.

We did not launch the student orientations and transitions programs this year (15): Where Everybody Belongs and Link Crew. We did not launch the anti-vaping program this year (17). The Workout Stations for Students and Community (23) were not installed for the 2023-24 school. They will be ready for the start of the 2024-25 school year. The New Multipurpose Room for Rosamond High Early College Campus (25) is being constructed. We were unable to fill the positions for Alternative to Suspension Teachers (26).

There were some differences between planning and implementation of the following actions:
Action 1. Positive Behavioral Interventions and Supports were not fully implemented
Action 2. Mental Health Services were not fully staffed for the whole year
Action 3. Anti-bullying and Anti-Drug Campaigns were not fully implemented
Action 4. Child Nutrition was fully implemented but not paid for with LCFF funding
Action 6. Surveys were fully implemented but not paid for with LCFF funding
Action 9. Risk Management was fully implemented but not paid for with LCFF funding
Action 10. Multi-Tiered System of Supports. Spent $21,728.21 out of a budget of $81,639.24
Action 22. Music and Band. Spent $203,628.28 out of a budget of $324,189.12

The District had success implementing the following actions:
Action 5. Additional Nurses
Action 7. Extracurricular Activities
Action 8. Attention to Attendance
Action 11. Campus Safety Officers
Action 12. Transportation
Action 13. Facilities

Action 14. California Cadet Corps
Action 16. Disciplinary Matrix
Action 18. Attendance Incentive Program
Action 19. Assistant Principals
Action 20. Elementary Physical Education
Action 21. Visual Arts
Action 24. Welcome and Enrollment Center

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. As of June 12, 2024, the estimated actual expenditures for Goal 2 are:
1. Positive Behavioral Interventions and Supports. Spent $18,000 out of a budget of $193,880.14
2. Mental Health Services. Spent $1,073,337.69 out of a budget of $1,948,831.31
3. Anti-bullying and Anti-Drug Campaigns. Spent $0 out of a budget of $50,000
5. Nurses. Spent $309,992.90 out of a budget of $326,842.05
6. Surveys. Spent $0 out of a budget of $10,500
7. Extracurricular Activities. Spent $493,671.99 out of a budget of $767,426.12
8. Attention to Attendance. Spent $78,775 out of a budget of $78,775
10. Multi-Tiered System of Supports. Spent $21,728.21 out of a budget of $81,639.24
11. Campus Safety Officers. Spent $1,222,316.41 out of a budget of $1,184,817.36
12. Transportation. Spent $2,087,328.86 out of a budget of $4,640,265.54
13. Facilities. Spent $1,432,502.95 out of a budget of $1,303,473.81
14. California Cadet Program. Spent $240,578.96 out of a budget of $405,940.79
17. Anti-Vaping Program. Spent $0 out of a budget of $12,200
18. Attendance Incentive Program. Spent $18,190.49 out of a budget of $17,000
19. Assistant Principals. Spent $918,819.58 out of a budget of $1,150,000
20. Elementary Physical Education. Spent $341,682 out of a budget of $330,000
21. Visual Arts. Spent $114,490.66 out of a budget of $182,625.55
22. Music and Band. Spent $203,628.28 out of a budget of $324,189.12
23. Workout Stations for Students and Community. Spent $0 out of a budget of $166,844
24. Welcome and Enrollment Center. Spent $81,452.98 out of a budget of $83,622.18
25. New Multipurpose Room for Rosamond High Early College Campus. Spent $4,444,702.41 out of a budget of $7,000,000
26. Alternative to Suspension Teachers. Spent $0 out of a budget of $240,000

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

LCAP Goal 2 is to establish a healthy school climate at all school sites.

The District had a lot of success with its actions designed to create a healthy school climate. Based on data from the Kern Integrated Data System (KIDS), 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 28.1% during the 2023-24 school year.

The A2A attendance management program (Action 8) showed some success in improving student attendance. The district held 1,220 attendance conferences during the 2023-24 school year, as of April 21, 2024. Student attendance improved by 12% after their parent/guardian met with the school for an attendance conference.

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, 10, 11, 12, 13, 14, 18, 19, 20, 21, 22, and 24.

The District did not fully implement the Student Orientations and Transitions program (Action 15). The District did hold orientations for incoming 6th and 9th graders. The District did not implement an Anti-Vaping Program (Action 17). The Workout Stations for Students and Community (Action 23) were not ready for use during the 2023-24 school year. They will be ready at the start of the 2024-25 school year. The New Multipurpose Room for RHECC (Action 25) is being constructed. We anticipate it being ready for the start of the 2025-26 school year. We were unable to fill the positions of Alternative to Suspension Teachers (Action 26).

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

The District removed the following actions from the LCAP for 2024-25.
3. Anti Bullying and Anti Drug Campaigns. This is now being funded by the Community Schools grant
4. Child nutrition
9. Risk management
15. Student Orientations and Transitions
16. Disciplinary Matrix
17. Anti Vaping program. We did not have the resources to implement this program.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3A. The efforts the district makes to seek parent input in decision making for district and school sites.	Local data. In 2019-2020, each school site had at least eight school site council meetings.	Local data. During the 2021-22 school year, the school sites held monthly school site council meetings. We held several DELAC and District Advisory Council (DAC) meetings. Starting in March we held bi-monthly LCAP meetings. These meetings informed decision making at the school and district level. Metric met.	Each school site has a monthly SSC meeting. We held monthly DAC meetings. Starting in February we held two LCAP meetings per month. These meetings informed decision making at the school and district level. Metric met.	Holding monthly DAC meetings. The first LCAP Committee meeting is being held in February. School sites are holding monthly SSC meetings. Metric on pace to be met.	Each school site will have at least eight school site council meetings and at least three meetings will have agenda items to discuss the LCAP.
3A Local. The District will administer an LCAP survey annually that elicits parent input into the District's programs and budget.	Local data. Administer annual LCAP survey	Administered LCAP survey. 672 respondents. Metric met.	Administered LCAP survey. 368 respondents. Metric met.	Administered LCAP survey. 555 respondents. Metric met.	Administer annual LCAP survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 Blackboard notifications to invite 100% of all families to school events	School sites: * Maintained their school websites * Published monthly newsletters. * Maintained online school site calendars * Use Blackboard notifications to invite all families to school events Metric met.	Local data. District maintains district website. School sites: * Maintain their school websites * Publish monthly newsletters. * Maintain online school site calendars School sites use Blackboard or Aeries Communications posts to invite 100% of all families to school events Metric met.	Local data. District maintains district website. School sites: * Maintain their school websites * Publish monthly newsletters. * Maintain online school site calendars School sites use ParentSquare posts to invite 100% of all families to school events Metric met.	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.
3B Local. The District will hold at least eight District English Language Advisory Council (DELAC) meetings per year.	Local data. 8 meetings	Held six meetings. Metric not met.	We have held two DELAC meetings since the start of the school year. Metric not met.	The District has held 4 DELAC meetings. Metric not on pace to be met.	8 meetings
3C. How district promotes participation of parents of students with disabilities.	Local data. 100% of parents of students with disabilities receive IEP quarterly goal progress reports with each report card. 100% of parents of exceptional needs students have a signed IEP.	100% of parents of students with disabilities received IEP quarterly goal progress reports with each report card. 100% of parents of exceptional needs students have a signed IEP. Metric met.	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. Metric met.	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. Metric met.	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	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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

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

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 communicating regularly with families, and with holding school site council meetings (Action 2). There were some substantive differences between the planned actions and the actual implementation of those actions. We did not provide supplemental student materials (Action 7) at the level for which we budgeted. Interpreters for Parent Meetings (Action 4) were not always used. The College and Career Fair (Action 9) was smaller in scope than was planned. The transition to Parent Square as the district's communications platform (Action 2) was successful. The school sites used the platform extensively for communications with families and educational partners. Action 6 (Parent Nights) was smaller in scope than we anticipated.

Actions 1, 3, 5, 8, and 10 were successfully implemented as intended.

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.

We spent far less on the following actions than was budgeted:
Action 2. Communication with School Community. As of April 21, 2024, we spent $18,098 out of a budget of $57,901. The cost of Parent Square was less than we budgeted.
Action 6. Parent Nights. As of April 21, 2024, we spent $13,469 out of a budget of $23,239. We held fewer parent nights than we anticipated.
Action 7. Supplemental Student Materials. As of April 21, 2024, we spent $70,520 out of a budget of $105,000. We purchased and distributed fewer and less expensive student materials than we budgeted.

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 550 responses to the LCAP survey. We used feedback from the LCAP survey to make meaningful changes to the LCAP. According to the 2023-24 California School Parent Survey (132 respondents):
83% of respondents had attended a general school meeting.
36% of respondents had attended a parent teacher conference.
79% of respondents agreed that school staff treat parents with respect.
68% of respondents agreed that the school promptly responds to my phone calls, messages, or emails.
81% of respondents agreed that the schools let them know how their child is doing in school between report cards.
77% of respondents agreed that school keeps them well informed about school activities.
As of April 21, 2024, 1,730 parents had logged into the Aeries portal to view information about their students, especially their grades and assignments. The school sites sent out monthly newsletters. 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.

No actions within Goal 3 were found to be ineffective in making progress towards the stated goal over the three-year LCAP cycle.

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

Based on an analysis of the District's School Climate data, the District has removed the following actions from the LCAP for 2024-25.
3.3 Adult Education
3.5 Website

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

Goals and Actions

Goal

Goal #	Description
4	Students will be taught and served by highly qualified, well trained, and diverse faculty, staff and administration who will prepare students for success in college and career.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A. Teachers appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. This measure will increase by 3% each year.	Per the 2019-2020 SARC, during the 2020-2021 school year, 89.6% of the teachers were fully credentialed. There were no teachers misassigned.	Per the 2021 SARC, 91.4% of teachers were fully credentialed. There were no teachers misassigned during the 2020-21 school year. We don't have the teacher misassignment data for the 2021-22 school year yet. Metric not met.	Per the 2022 SARC, 83.1% of the teachers were fully credentialed and properly assigned. 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.	Per the 2023 SARC, 78.3% of the teachers were fully credentialed. 4.9% of teachers were interns. 7.6% of teachers were without credentials and misassignments. 5.4% of teachers were credentialed assigned out of field. 3.8% were unknown. Metric not met.	98.6% of teachers will be fully credentialed. 100% of teachers will be appropriately assigned.

Goal Analysis

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

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

Overall, the District had some successes and some challenges in implementing the actions for Goal 4. The District engaged in extensive professional development (Action 1), including trainings in ELD, PLC, MTSS, AVID and new curriculum. We continued the teacher induction program (Action 2) and the mentor teacher program (Action 3). We added additional recruitment methods (Action 6), including putting up billboards for recruitment. There were some challenges in implementing the actions for Goal 4. Due to staffing shortages with substitute

teachers, we were unable to have learning walks (Action 9). Due to the District's remote location in southeastern Kern County, it is an ongoing challenge to recruit and retain highly-qualified and appropriately assigned teachers (Actions 6, 7, and 8). Actions 4 and 5 were focused on supporting site principals and was fully implemented

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 conducted an analysis of material differences between Budgeted Expenditures and Estimated Actual Expenditures. There were several actions with substantive differences:
1. Professional Development. Budget $500,000. Estimated actual expenses as of April 21, 2024 were $259,576. The District held extensive professional development, especially with KCSOS and Solution Tree. We expect to spend most of the budget by the end of the school year.
2. Teacher Induction program. Total budget is $97,980. Estimated actual expenditures as of April 21, 2024 were $39,882. Cost significantly less than was budgeted. Held the teacher induction program as per usual.
3. Mentor teachers. Total budget is $53,445. As of April 21, 2024, estimated actual expenditures were $21,582. Cost significantly less than was budgeted. Held the mentor teacher program as per usual.
5. Professional Development to support Principals as Instructional Leaders. Total budget was $15,000, estimated actual expenditures were $0. There was extensive professional development for the District that principals participated in. The cost went to 4.1 Professional Development.
6. Recruitment and Retention. Total budget was $185,000. As of April 21, 2024, the District estimated actual expenditures were $95,383 This included paying for billboards and a recruitment video.
8. Learning Walks. Due to staffing shortages, we did not do learning walks because we did not have enough substitute teachers to cover teachers doing learning walks.

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

The following actions were effective at improving student achievement in ELA and math:
Action 1, Professional Development
Action 2, Teacher Induction Program
Action 3, Mentor Teachers
Action 6, Recruitment
Action 7, Assignment Monitoring
Action 8, Teacher Retention

Actions 4 and 5 were focused on supporting site principals. Effectiveness related to this goal was undeterminable and these actions will be removed moving forward.

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

The District removed the following actions from the LCAP for 2024-25, due to no LCFF funding for these actions.
4.2 Teacher Induction program
4.3 Mentor teachers
4.4 Principals as instructional leaders
4.5 PD for principals
4.7 Assignment Monitoring

The District moved the following actions from Goal 4 to Goal 1:
4.1 Professional Development
4.6 Recruitment and Retention
4.8 Learning Walks

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4A. California Science Test. Increase % of student groups that met or exceeded standard by 5% annually.	2018-2019 CAST Test results 18.1% met or exceeded standard for science	N/A. Due to COVID-19, we did not take the CAST during the 2020-21 school year.	2021-2022 CAST Test results 12.2% met or exceeded standard for science	2022-2023 CAST Test results 14.3% met or exceeded standard for science Metric not met.	28.1% of students will meet or exceed science standard on the CAST assessment
Local. Increase mandated instructional minutes per week spent on Science for TK-5	Local data. 0 minutes mandated	TK/K 30 minutes/week 1st grade 30-40 minutes/week 2nd grade - 60 minutes/week 3rd grade 60-70 minutes/week 4th grade 90-100 minutes/week 5th grade 100-120 minutes/week Metric met.	Mandated minutes of science instruction weekly: TK/K: 30 1st: 30 2nd: 60 3rd: 60 4th: 90 5th: 100	Mandated minutes of science instruction weekly: TK/K: 30 1st: 30 2nd: 60 3rd: 60 4th: 90 5th: 100 Metric met.	TK/K 30 minutes/week 1st grade 30-40 minutes/week 2nd grade - 60 minutes/week 3rd grade 60-70 minutes/week 4th grade 90-100 minutes/week 5th grade 100-120 minutes/week

Goal Analysis

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

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

We have had some success implementing the actions for Goal 5. During 2022-23 we adopted NGSS-aligned curriculum and resources (Actions 1 and 2), and provided professional development in NGSS curriculum and instruction (Action 3). We did not have any additional professional development or purchase any additional core NGSS curriculum during the 2023-24 school year. We did not have any Science Events (Action 5). Master scheduling (Action 4) has previously been implemented and continued throughout the 2023-24 school year.

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

SKUSD conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. There were several actions with substantive differences:
1. Curriculum and Materials. We did not purchase any NGSS curriculum during the 2023-24 school year. We spent $0 out of a budget of $50,000.
3. Professional Learning. The District did not hold any NGSS Professional Learning. We spent $0 out of a budget of $27,585.
5. Science Events. The District did not hold any science events. We spent $0 out of a budget of $40,468

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

The District's actions were partially effective in accomplishing its goal of students learning the Next Generation Science Standards. On the 2022-23 CAST, 14.3% of students met or exceeded the standard. This is an increase of 2.1 points. The following actions were effective:
Action 1: Curriculum and Materials
Action 2: Supplemental NGSS Resources
Action 3: Professional Learning
Action 4: Master Schedules
As we did not have any Science Events (Action 5) as originally planned, this action was deemed to be not effective and will be changed moving forward.

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

We have eliminated Goal 5 from the 2024-25 LCAP. We have integrated the actions and outcomes from Goal 5 into Goal 1.

The District removed the following actions from the LCAP for 2024-25:
5.1 Adopt NGSS designed or aligned curriculum and materials. Included in Goal 1, Action 3: Supplemental Digital Curriculum Resources
5.3 NGSS PD. Included in Goal 4, Action 1: Professional Development
5.4 Master schedules. Removed
5.5 Science Events. Included in Goal 3, Action 10: Family Events

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

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

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, Tropico 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 64.1% Hispanic, 20.0% White, 8.9% African American, and 0.7% Asian.
Our community of diverse learners includes (as of 5-31-24):
Total SKUSD student population: 3,600
Low Income: 81.2%
English Learners: 14.6%
Foster Youth: 2.6%
Homeless: 11.0%

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).

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

Successes
Chronic Absenteeism. Yellow. 33.2% chronically absent. Declined 5.6%.
English Learner Progress. Yellow. 43.9% making progress. Increased 4.1%.

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 2022-23 school year, 11.3% of RHECC students completed a CTE pathway.

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. Students without adequate home internet have been issued a mobile hot spot. All classrooms are equipped with an interactive flat panel monitor, leading to increased student engagement.

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

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 for RHECC

Challenges
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

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: Tropico Middle School
SED: Abraham Lincoln
Two or More Races: Tropico Middle
Abraham Lincoln Independent Study

ELA:
AA: Rosamond Elementary and Tropico Middle
EL: Rosamond Elementary, Tropico Middle, and Westpark Elementary
Hispanic: Rosamond Elementary, Rosamond High Tropico Middle
Homeless: Rosamond Elementary and Tropico Middle
SED: Abraham Lincoln, Rosamond Elementary, Rosamond High, and Tropico Middle
SWD: Rosamond Elementary, Tropico Middle, and Westpark Elementary
White: Rosamond Elementary and Tropico Middle

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

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

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 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

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 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."

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

On the 2023 CA School Dashboard, the percentage of chronically absent students was 33.2%, Declined 5.6%. Yellow.
* African American: 41.8%. Declined 8.4%. Yellow.
* White: 29%. Declined 5.8%. Yellow.
* Hispanic: 33.8%. Declined 5.4%. Yellow.
* Foster Youth: 30.6%. Declined 12.8%. Orange.
* English Learners: 28.5%. Declined 8.8%. Yellow.
* Socioeconomically Disadvantaged: 34.8%. Declined 6.8%. Yellow

On the 2023 CA School Dashboard, the suspension rate was 9.2%, Increased 3%. Red. The groups with Red indicators are:

* African American: 20.1%. Increased 6.7%
* White: 8.7%. Increased 2.1%
* Hispanic: 7.7%. Increased 2.5%
* Foster Youth: 19.1%. Increased 2.9%
* English Learners: 8.4%. Increased 3.2%
* Socioeconomically Disadvantaged: 9.9%. Increased 2.9%
* All Students: 9.2%. Increased 3%
* Homeless: 9.7%. Increased 1.5%
* Students with Disabilities: 13.1%. Increased 2%
* Two or More Races: 8.1%. Increased 4%

The schools with Red indicators for Suspensions are:
Rare Earth: 15%. Increased 2.7%
Rosamond High: 12.6%. Increased 3.8%
Tropico Middle: 18.8%. Increased 8.5%

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 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%

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."

The following student groups had a red indicator for the district-wide College and Career Indicator (CCI):
* African American
* English Learner
* Homeless
* Students with Disabilities

The following schools had a red indicator for the College and Career Indicator (CCI):
* Abraham Lincoln Independent Study
* Rare Earth Continuation High School

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) 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:
* African American
* English Learners
* Foster Youth
* Hispanic
* Homeless
* Socioeconomically Disadvantaged
* Students with Disabilities

Homeless students also met criteria for Graduation Rate
English Learners, Homeless students, and Students with Disabilities also met criteria for College and Career Indicators.

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 2nd 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.

Tropico Middle School and Rare Earth Continuation High School have been identified for CSI due to being low performing schools.

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 Tropico Middle School and 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 committees 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 committees 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	There are several teachers on the LCAP Committee. The LCAP Committee met on: 2-7-24, 2-21-24, 3-6-24, 3-20-24, 4-24-24, 5-8-24, and 5-28-24. The meetings were held in the Parent Center from 3:30 PM - 5:00 PM. 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 10-17-23, 11-15-23, 12-13-23, 1-30-23, 2-20-24, 4-17-24, 5-21-24. The LCAP Survey was sent out on 04-01-24. There were 127 teachers/certificated employees who responded.
Principals	There are several principals on the District Advisory Council. The District Advisory Council met in the Parent Center from 3:30 - 4:30 on 10-17-23, 11-15-23, 12-13-23, 1-30-23, 2-20-24, 4-17-24, 5-21-24.
Administrators	There are several administrators on the LCAP Committee. The LCAP Committee met on: 2-7-24, 2-21-24, 3-6-24, 3-20-24, 4-24-24, 5-8-24, and 5-28-24. The meetings were held in the Parent Center from 3:30 PM - 5:00 PM.

Educational Partner(s)	Process for Engagement
	There are several administrators 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 10-17-23, 11-15-23, 12-13-23, 1-30-23, 2-20-24, 4-17-24, 5-21-24.
Other school personnel	The LCAP Survey was sent out on 04-01-24. There were 86 classified staff who responded.
Local bargaining units	There was a presentation of the LCAP given to the local bargaining units on May 31st. The bargaining units in attendance were the Rosamond Teachers Association (RTA) and the Classified School Employees Association (CSEA). The LCAP Survey was sent out on 04-01-24.There were 127 teachers/certificated employees who responded. There were 86 classified staff who responded.
Parents	There are several parents on the LCAP Committee. The LCAP Committee met on: 2-7-24, 2-21-24, 3-6-24, 3-20-24, 4-24-24, 5-8-24, and 5-28-24. The meetings were held in the Parent Center from 3:30 PM - 5:00 PM. 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 10-17-23, 11-15-23, 12-13-23, 1-30-23, 2-20-24, 4-17-24, 5-21-24. The LCAP Survey was sent out on 04-01-24. There were 288 parents/guardians who responded. 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.
Students	The LCAP Survey was sent out on 04-01-24. There were 107 high school students who responded.

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 3-19-24.
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 January through May. There were 550 responses to the LCAP Survey.

The LCAP Committee made the following revisions to actions in the LCAP:
1.1 PLCs. Added: The District will pay teachers two hours a week of supplemental pay for meeting after school for PLCs.
1.9 Summer School. Added: The District will offer teacher-led classes and enrichment classes.
3.5 Supplies for Students and Families, which contains an increased budget and provides additional supplies to students and families.
3.8 Family Events. Added: The District will offer child care for Family Events.

The respondents to the LCAP Survey provided a great deal of constructive feedback on the district's programs. Much of this feedback helped shape the LCAP. The following LCAP actions were influenced by feedback from the LCAP Survey:
2.8 Campus Safety Officers. Included the following verbiage in the action: Additional training for CSOs, including training of new CSOs before they are assigned to a school and retraining experienced CSOs.
2.12 Attendance Incentive Program. Changed to Student Incentives. Includes the Achiever Trips. Increased budget.
2.21 The LCAP Survey suggested that the District pay for all 6th grade students to attend Camp Keep. This was written as a new action: Camp Keep
2.24 The LCAP Survey suggested the District purchase updated equipment for recess and playgrounds. This was written as a new action.

The LCAP Committee and District Advisory Council approved of all of the new actions:
2.21 Camp Keep for all 6th graders at Tropico Middle School
2.22 Updated Locker Rooms for Rosamond High Early College Campus
2.23 New Weight Room for Rosamond High Early College Campus
2.24 New Playground Equipment

The Equity Multiplier Committee for Abraham Lincoln Independent Study and Rare Earth Continuation High School met on 3-19-24. 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 suggested the two actions:
4.1 Mental Health Therapist for REHS and ALIS
4.2 Tutoring for REHS and ALIS

Both of these actions have been approved by the Cabinet and adopted into the LCAP.

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 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
>
> 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 ELA:
> * 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
>
> On the 11th grade Smarter Balanced Assessment, 36.9% of juniors scored "Ready" on the Early Assessment Program (EAP) for ELA, and 11.7% 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.	
1.2	1C. School facilities in good repair per Facilities Inspection Tool.	2023-24 School Year: All facilities 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			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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	2B. How programs and services enable EL students to access CCSS and ELD standards for academic content knowledge and English Language proficiency. Verified by checks of master schedules and classroom walkthroughs.	2023-24 Local Data: 100% of EL students will receive daily instruction in designated ELD where the ELD standards are the focus, and integrated ELD where the content standards and ELD standards are used in tandem in all subjects to support ELs in gaining academic knowledge and language proficiency.			100% of EL students will receive daily instruction in designated ELD where the ELD standards are the focus, and integrated ELD where the content standards and ELD standards are used in tandem in all subjects to support ELs in gaining academic knowledge and language proficiency.	
1.5	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			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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 139.3 points below standard Abraham Lincoln: 91.2 points below standard Rosamond Elementary: 84.1 points below standard Tropico Middle: 95.5 points below standard CAA ELA: 15.8% of students met standard			Homeless: 72.9 points below standard Socioeconomically Disadvantaged: 62.8 points below standard 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	
1.6	4A. Student performance on statewide assessments in Mathematics. Improve by 5 points annually.	2023 CA School Dashboard All Students 77.8 points below standard African American: 116.4 points below standard English Learners: 106 points below standard Hispanic: 78 points below standard Homeless: 84.7 points below standard Two or More Races: 78.1 points below standard			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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		* Socioeconomically Disadvantaged: 84 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			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	
1.7	4B. % of pupils who have successfully completed A-G requirements. Increase by 5% annually.	Aeries Analytics LCAP Dashboard 2022-2023 20.8%			35.8%	
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%			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%			9.9%	
1.10	4E. % of English Learners who made	2023 CA School Dashboard. 43.9% of			58.9%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	progress toward proficiency as measured by the English Language Proficiency Assessments for California (ELPAC). % will increase by 5% annually, up to 80% or higher.	English Learners made progress towards English language proficiency.				
1.11	4F. English Learner (EL) Reclassification Rate. Increase the English Learner reclassification rate by 2% annually until the rate is maintained at 50%.	According to Kern Integrated Data System (KIDS), the estimated reclassification rate for the 2022-23 school year is 4.2%.			10.2%	
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.			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			2025-2026 CAASPP ELA: 42.9% Math: 17.7%	
1.14	7A. Extent to which students are granted access and enrolled in a	Local data from 2023-24 school year.			Local data. 100% of students are granted access	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	broad course of study, as evidenced by master schedules.	100% of students are granted access and enrolled in a broad course of study, as evidenced by master schedules.			and enrolled in a broad course of study, as evidenced by master schedules.	
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. 1 00% 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.	
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. 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%			15.3%	
1.18	1A. Teachers appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. This measure	Per the 2022 SARC, 83.1% of the teachers were fully credentialed and properly assigned. 1.5% of teachers were interns. 4.1% of			2025 SARC 92.1% of teachers will be fully credentialed. 100% of teachers will be	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	will increase by 3% each year.	teachers were without credentials and misassignments. 4.4% of teachers were credentialed assigned out of field. 6.9% were unknown.			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			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			2026 CA School Dashboard All Students: 22.6% prepared English Learners: 9.7% prepared Homeless: 3% prepared SWD: 3% prepared	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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. The District will pay teachers two hours a week of supplemental pay for meeting after school for PLCs. The District has budgeted $350,000 in contributing funds for its Professional Learning Communities.	$382,980.00	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.	$653,380.00	Yes
1.3	Monitoring Student Progress	Continue to utilize common formative assessments and benchmark assessments districtwide to monitor students' progress toward meeting	$130,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. The District has budgeted $130,000 in contributing funds for Monitoring Student Progress.		
1.4	Reading Intervention	Throughout the district we use Houghton Mifflin Harcourt's supplemental reading intervention programs: READ 180 Universal. We have ongoing training and support for faculty and administrators. Students in the reading intervention program continue to take their regular ELA classes. The District has budgeted $90,000 in contributing funds for Reading Intervention, including the Lightning Squad reading intervention program.	$416,204.20	Yes
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 twelve pathways that have both concentrator and capstone courses. For 2024-25, we will use contributing funds to pay for additional faculty and additional equipment and supplies to support unduplicated students within these programs. The District has budgeted $1,022,197 in contributing funds for the CTE Program.	$1,349,171.12	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 Tropico 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.	$991,811.25	Yes
1.7	Academic Counseling Program	Continue the college counseling program at Rosamond High Early College Campus, and an academic counselor at Tropico Middle School. The counselors (3 FTE) support the academic needs of Low Income Students,	$444,166.38	Yes

Action #	Title	Description	Total Funds	Contributing
		Foster Youth, and English Learners. The District has budgeted $298,509.00 in contributing funds for the Academic Counseling Program.		
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. SKUSD has budgeted $60,000 in contributing funds for Credit Recovery. This budget is for Acellus courseware at Tropico Middle School and Rosamond High Early College Campus, and also covers the extra duty hours of teachers teaching credit recovery after school.	$94,930.00	Yes
1.9	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.	$477,858.08	No
1.10	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 $241,871 in contributing funds for the AVID Program.	$241,871.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	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 position, which coordinates the dual enrollment program. SKUSD has budgeted $58,303 in contributing funds for Dual Enrollment College Classes.	$58,303.00	Yes
1.12	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. This includes the salary and benefits of the Director of Educational Support Programs position ($212,966). 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.	$277,511.00	Yes
1.13	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.	$652,953.68	Yes
1.14	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	$796,162.63	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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 377,556.80 for salary and benefits of the Information Systems Technicians.		
1.15	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
1.16	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, Gaggle, Typing Club, ALEKS, Turnitin, Zoom, etc.	$90,000.00	Yes
1.17	Supplemental Technology Training	The District provides additional technology training for faculty and staff. This includes training in Aeries student information system, Google Suite, classroom A/V systems, digital curriculum, and a variety of digital learning applications. There will be technology training at the beginning of the year for new teachers. 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.	$64,330.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.18	Student Support Team	The District will continue to supplement the Student Support Teams at every site with teachers who coordinate the SST process. These teachers improve the SST process by managing referrals, analyzing data, holding SST meetings, and contacting families and 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.	$78,260.20	Yes
1.19	Reading and Math Academies	The District will hold Reading and Math Academies after school at Rosamond Elementary, Westpark Elementary, Tropico 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
1.20	Tutoring	The District will offer Tutoring to all students, both in person and online. The District has contracted with TutorMe to provide on-demand, one-on-one, online Tutoring for its students.	$96,920.00	No
1.21	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, Tropico Middle, and Rosamond High Early College Campus. SKUSD has budgeted $193,184.42 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.	$326,039.59	Yes
1.22	Interventionists	To meet the academic and behavioral needs of its Foster Youth, English Learners, and Low Income Students, SKUSD has created an	$450,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Interventionist position. The District will add one interventionist position at each school: Rosamond Elementary, Westpark Elementary, Tropico Middle, and Rosamond High. Interventionists will coordinate the MTSS 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 $450,000 in contributing funds for Interventionists, which will pay for salary and benefits.		
1.23	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
1.24	Spanish Program at Tropico Middle School	As part of a well-rounded education, the District will provide a Spanish program at Tropico 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 $150,394.66 in contributing funds for the Spanish program at Tropico Middle School.	$150,394.66	Yes
1.25	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	$500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Math, CHAMPS classroom management training, and Mathematics at Work. The District has budgeted $500,000 in contributing funds for Professional Development.		
1.26	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 $185,000 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.	$185,000.00	Yes
1.27	Learning Walks	To promote faculty development, teachers and administrators will engage in learning walks, with ample time for discussion and reflection. This action will pay for substitute teachers, which will enable teachers to spend time outside of their classroom. The District has budgeted $10,000.00 in contributing funds for learning walks.	$10,000.00	Yes
1.28	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

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 is significant work to do in these areas.

On the 2023 CA School Dashboard, the percentage of chronically absent students was 33.2%, Declined 5.6%. Yellow.
African American: 41.8%. Declined 8.4%. Yellow.
White: 29%. Declined 5.8%. Yellow.
Hispanic: 33.8%. Declined 5.4%. Yellow.
Foster Youth: 30.6%. Declined 12.8%. Orange.
English Learners: 28.5%. Declined 8.8%. Yellow.
Socioeconomically Disadvantaged: 34.8%. Declined 6.8%. Yellow

On the 2023 CA School Dashboard, the suspension rate was 9.2%, Increased 3%. Red.
African American: 20.1%. Increased 6.7%. Red.
White: 8.7%. Increased 2.1%. Red.
Hispanic: 7.7%. Increased 2.5%. Red.
Foster Youth: 19.1%. Increased 2.9%. Red.
English Learners: 8.4%. Increased 3.2%. Red.
Socioeconomically Disadvantaged: 9.9%. Increased 2.9%. Red.
Students with Disabilities: 13.1% Increased 2%. Red

In the California Healthy Kids Survey administered in the fall of 2023:
33% of 7th grade students perceived their school as very safe or safe
38% of 9th grade students perceived their school as very safe or safe
28% 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%			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%			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 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 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			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			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. 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% annually until reaching 90%.	2023-24 CHKS Grade 7: 44% Grade 9: 45% Grade 11: 39%			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	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%			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%			2026-27 CSSS 81%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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 is adding 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	$342,747.11	Yes

Action #	Title	Description	Total Funds	Contributing
		unduplicated students, many of whom may not have health insurance, and would not otherwise have access to adequate health care. Base funding is for one RN and one LVN. Contributing funds are for additional LVNs and additional supplies. The District has budgeted $250,550 in contributing funds for Additional Nurses.		
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 $400,000 in contributing funds for Extracurricular Activities.	$461,694.10	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

Action #	Title	Description	Total Funds	Contributing
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
2.8	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 $272,695 of contributing funds to pay for additional Campus Safety Officers.	$1,216,453.82	Yes
2.9	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 Tropico Middle School, and the ASES program, and clubs. Transportation is being provided for Rare Earth students. For 2024-25, the district is adding two full sized buses and hiring two additional drivers. This action will contribute to increased attendance, reduced chronic absenteeism, and increased engagement with school. The District has budgeted $1,866,636.00 in contributing funds for Transportation.	$2,282,001.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.10	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, $291,370.00 of contributing funds are budgeted to support the additional food services and after school programs. This funds hiring of additional custodial staff (3.8 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.	$1,446,933.38	Yes
2.11	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
2.12	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). The District has budgeted $195,179.09 in contributing funds for the Student Incentive Program.	$195,179.09	Yes
2.13	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	$1,143,974.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Youth students. Assistant principals support student attendance. There is an additional Assistant Principal position at Rosamond High Early College Campus. The District has budgeted $1,143,974.00 in contributing funds for Assistant Principals.		
2.14	Elementary Physical Education	To ensure students have engaging physical education courses, the District will employ a P.E. teacher and two P.E. para-educators at each elementary school: Rosamond Elementary and at Westpark Elementary as well as a roving 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 $455,539 in contributing funds for Elementary Physical Education.	$455,539.00	Yes
2.15	Visual Arts	As part of a well-rounded education, the District will provide a visual arts program. This program provides our Low-income, English Learners and Foster Youth students with opportunities to participate in classes that develop skills of self expression. These opportunities are particularly important to students whose home circumstances would not allow for private art lessons. Participation in visual arts promotes student connectedness to school as well as academic achievement. The District is adding a photography class at Rosamond High Early College Campus. The District has budgeted $158,407 in contributing funds for Visual Arts.	$158,407.00	Yes
2.16	Music and Band	SKUSD will maintain a music budget for instruments, new music, and a music/band teacher at Tropico Middle School and at Rosamond High School. SKUSD will supply students with instruments at no cost while they are enrolled in band. SKUSD 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 $265,610 in contributing funds for Music and Band.	$265,610.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.17	Welcome and Enrollment Center	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 salary and benefits for the CCSPP Grant Coordinator and the Community Engagement Specialist.	$104,062.00	Yes
2.18	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, pep rallies, 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 $2,807,000 in contributing funds to pay for the new MPR.	$2,807,000.00	Yes
2.19	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 $240,000 in contributing funds for alternative to suspension teachers.	$240,000.00	Yes
2.20	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	$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		develop responsibility and respect for others. The District has budgeted $200,000 in contributing funds for Camp Keep.		
2.21	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 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 budgeted 2.5 million dollars in contributing funds for new locker rooms for Rosamond High Early College Campus.	$2,500,000.00	Yes
2.22	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 1.5 million dollars in contributing funds to pay for the new weight room.	$1,500,000.00	Yes
2.23	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

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.			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			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			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			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.			100% of IEP quarterly goal progress is sent home with each report card. 100% of parents of exceptional needs students have a signed IEP.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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 parents to use the Aeries parent portal. SKUSD has budgeted $15,000 of contributing funds for the Parent Portal.	$30,000.00	Yes
3.2	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 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

Action #	Title	Description	Total Funds	Contributing
3.3	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 $8,245 in contributing funds to pay for the Interpreters.	$10,745.00	Yes
3.4	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
3.5	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 budget for additional school supplies. SKUSD has budgeted $112,500 in contributing funds for Supplies for Students and Families.	$117,500.00	Yes
3.6	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
3.7	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
3.8	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,	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
3.9	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 $10,000 in contributing funds for Parent Volunteers.	$10,000.00	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 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 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.			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			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			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. 139.2 points below standard			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. 91.2 points below standard			76.2 points below standard	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	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. 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.	$150,000.00	No
4.2	Tutoring	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.	$65,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$13558412	$1,652,098

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
35.202%	15.431%	$5,832,845.46	50.633%

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	**Action:** Professional Learning Communities **Need:** 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.	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.	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)

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
	CAASPP ELA: All Students: -70.6 DFS (RED) ELs: -104.5 DFS (RED) FY: -109.9 DFS (RED) SED: -77.8 DFS (RED) CAASPP Math All Students: -107.8 DFS (RED) ELs: -136 DFS (RED) FY: -137.7 DFS (RED) SED: -114 DFS (RED) 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. **Scope:** LEA-wide	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.	
1.2	**Action:** Supplemental Digital Curriculum Resources **Need:** 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. CAASPP ELA:	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	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)

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
	All Students: -70.6 DFS (RED) ELs: -104.5 DFS (RED) FY: -109.9 DFS (RED) SED: -77.8 DFS (RED) CAASPP Math All Students: -107.8 DFS (RED) ELs: -136 DFS (RED) FY: -137.7 DFS (RED) SED: -114 DFS (RED) 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.. **Scope:** LEA-wide	access to adaptive learning platforms that provide them with real time feedback and learning experiences that are customized for their needs.	
1.3	**Action:** Monitoring Student Progress **Need:** 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. CAASPP ELA: All Students: -70.6 DFS (RED) ELs: -104.5 DFS (RED) FY: -109.9 DFS (RED) SED: -77.8 DFS (RED)	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.	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)

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
	CAASPP Math All Students: -107.8 DFS (RED) ELs: -136 DFS (RED) FY: -137.7 DFS (RED) SED: -114 DFS (RED) 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.. **Scope:** LEA-wide		
1.4	**Action:** Reading Intervention **Need:** On the 2023 CA School Dashboard, ELA was in the Red performance level for all unduplicated student groups. Furthermore, all unduplicated student groups scored lower than the All Students group for CAASPP ELA. CAASPP ELA: All Students: -70.6 DFS (RED) ELs: -104.5 DFS (RED) FY: -109.9 DFS (RED) SED: -77.8 DFS (RED)	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.	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)

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
	The LCAP Survey indicated a desire of the educational partners to expand the reading intervention program. **Scope:** Schoolwide		
1.5	**Action:** CTE Program **Need:** 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 **Scope:** Schoolwide	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.	The effectiveness of this action will be measured by the number of students who complete a CTE sequence (Metric 1.8)
1.6	**Action:** After School Programs **Need:**	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.	The effectiveness of this action will be measured by the number of students who participate in the

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
	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. **Scope:** Schoolwide	Providing the after school programs school-wide allows SKUSD to support the extended learning and enrichment of all students in a safe, supportive environment.	ASES program. Student safety survey (Metric 2.9)
1.7	**Action:** Academic Counseling Program **Need:** 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. CAASPP ELA: All Students: -70.6 DFS (RED) ELs: -104.5 DFS (RED) FY: -109.9 DFS (RED) SED: -77.8 DFS (RED) CAASPP Math All Students: -107.8 DFS (RED) ELs: -136 DFS (RED) FY: -137.7 DFS (RED) SED: -114 DFS (RED)	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.	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)

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
	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. **Scope:** Schoolwide		
1.8	**Action:** Credit Recovery **Need:** 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. CAASPP ELA: All Students: -70.6 DFS (RED) ELs: -104.5 DFS (RED) FY: -109.9 DFS (RED) SED: -77.8 DFS (RED) CAASPP Math All Students: -107.8 DFS (RED) ELs: -136 DFS (RED) FY: -137.7 DFS (RED) SED: -114 DFS (RED) Feedback from students, teachers, and administrators indicates that the students like	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.	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)

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
	using Acellus, and are motivated to use Acellus to recover credits. **Scope:** Schoolwide		
1.10	**Action:** AVID Program **Need:** 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. CAASPP ELA: All Students: -70.6 DFS (RED) ELs: -104.5 DFS (RED) FY: -109.9 DFS (RED) SED: -77.8 DFS (RED) CAASPP Math All Students: -107.8 DFS (RED) ELs: -136 DFS (RED) FY: -137.7 DFS (RED) SED: -114 DFS (RED) Feedback from the LCAP Committee indicates strong support for AVID. **Scope:**	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.	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)

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
	LEA-wide		
1.11	**Action:** Dual Enrollment College Classes **Need:** 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. **Scope:** Schoolwide	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.	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).
1.13	**Action:** Para-Educators **Need:** 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. CAASPP ELA: All Students: -70.6 DFS (RED) ELs: -104.5 DFS (RED) FY: -109.9 DFS (RED) SED: -77.8 DFS (RED) CAASPP Math	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. Providing paraeducators LEA-wide, SKUSD is able to help support the academic engagement of all students especially those with the greatest level of needs.	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)

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
	All Students: -107.8 DFS (RED) ELs: -136 DFS (RED) FY: -137.7 DFS (RED) SED: -114 DFS (RED) The LCAP Committee has recommended that the District add para-educators to support the teachers, especially for the primary grades. **Scope:** LEA-wide		
1.14	**Action:** 1:1 Devices **Need:** 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. CAASPP ELA: All Students: -70.6 DFS (RED) ELs: -104.5 DFS (RED) FY: -109.9 DFS (RED) SED: -77.8 DFS (RED) CAASPP Math All Students: -107.8 DFS (RED) ELs: -136 DFS (RED) FY: -137.7 DFS (RED) SED: -114 DFS (RED)	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.	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)

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
	The LCAP Committee expressed support for continuing to provide 1:1 devices to students. **Scope:** 　LEA-wide		
1.15	**Action:** Mobile Hot Spots **Need:** 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. The LCAP Committee expressed support for continuing to provide mobile hotspots to students who do not have home internet access. **Scope:**	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.	Number of hotspots checked out to unduplicated students. State assessment in ELA (Metric 1.5) and Math (Metric 1.6).

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
	LEA-wide		
1.16	**Action:** Supplemental Learning Applications **Need:** 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. CAASPP ELA: All Students: -70.6 DFS (RED) ELs: -104.5 DFS (RED) FY: -109.9 DFS (RED) SED: -77.8 DFS (RED) CAASPP Math All Students: -107.8 DFS (RED) ELs: -136 DFS (RED) FY: -137.7 DFS (RED) SED: -114 DFS (RED) There is strong usage and growth data for IXL and Accelerated Reader, showing the effectiveness of this action. **Scope:** LEA-wide	To address the learning needs of unduplicated students, the District provides supplemental 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.	The effectiveness of the Supplemental Learning Applications will be measured by growth in students' benchmark and CAASPP assessments. Priority 4(a). See Metrics 1.5 (ELA) and 1.6 (Math)
1.17	**Action:** Supplemental Technology Training	The district provides additional technology training to teachers at each school in the use of	The effectiveness of the Supplemental Technology

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Many of our Low-income, Foster Youth and ELs come to us with large gaps in their experience with the use of technology and depend on our teachers to provide additional support in using the technology to access content. 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. 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. **Scope:** LEA-wide	technology. Training teachers in the integration of technology improves the use of technology for our students and will narrow the technology divide. The integration of technology is important as we work to close the achievement gap and digital divide for our Foster Youth, English Learners, and Low Income Students. The LCAP Committee has recommended that the District provide additional technology training on an LEA-wide basis to provide technology support to all student groups.	Training will be measured by growth in students' benchmark and CAASPP assessments. Priority 4(a). See Metrics 1.5 (ELA) and 1.6 (Math)
1.18	**Action:** Student Support Team **Need:** 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.	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	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)

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
	CAASPP ELA: All Students: -70.6 DFS (RED) ELs: -104.5 DFS (RED) FY: -109.9 DFS (RED) SED: -77.8 DFS (RED) CAASPP Math All Students: -107.8 DFS (RED) ELs: -136 DFS (RED) FY: -137.7 DFS (RED) SED: -114 DFS (RED) The LCAP Committee expressed the need to add a 2nd SST Coordinator position at each school site. **Scope:** LEA-wide	recommendation of the LCAP Committee, the District is adding 2nd SST coordinators at the school sites.	
1.19	**Action:** Reading and Math Academies **Need:** 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. CAASPP ELA: All Students: -70.6 DFS (RED) ELs: -104.5 DFS (RED) FY: -109.9 DFS (RED)	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.	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)

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
	SED: -77.8 DFS (RED) CAASPP Math All Students: -107.8 DFS (RED) ELs: -136 DFS (RED) FY: -137.7 DFS (RED) SED: -114 DFS (RED) 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.. **Scope:** LEA-wide		
1.21	**Action:** Libraries **Need:** 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. CAASPP ELA: All Students: -70.6 DFS (RED) ELs: -104.5 DFS (RED) FY: -109.9 DFS (RED) SED: -77.8 DFS (RED) CAASPP Math	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.	This Libraries action will be measured by book checkout data. See Metrics 1.5 (ELA) and 1.6 (Math)

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
	All Students: -107.8 DFS (RED) ELs: -136 DFS (RED) FY: -137.7 DFS (RED) SED: -114 DFS (RED) 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. **Scope:** LEA-wide		
1.22	**Action:** Interventionists **Need:** 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. CAASPP ELA: All Students: -70.6 DFS (RED) ELs: -104.5 DFS (RED) FY: -109.9 DFS (RED) SED: -77.8 DFS (RED) CAASPP Math All Students: -107.8 DFS (RED)	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. The Interventionist position is needed to support unduplicated and other pupils academically	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)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	ELs: -136 DFS (RED) FY: -137.7 DFS (RED) SED: -114 DFS (RED) The LCAP Committee expressed support for continuing the Interventionist positions, as the Interventionists provide additional support for unduplicated students. **Scope:** LEA-wide	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 (Increased 10.3 points). For Socioeconomically Disadvantaged students, the performance level was Yellow, 53.6 points below standard (Increased 3.5 points). 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%. 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%.	
1.23	**Action:** Math Intervention **Need:** 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.	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	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)

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
	CAASPP ELA: All Students: -70.6 DFS (RED) ELs: -104.5 DFS (RED) FY: -109.9 DFS (RED) SED: -77.8 DFS (RED) CAASPP Math All Students: -107.8 DFS (RED) ELs: -136 DFS (RED) FY: -137.7 DFS (RED) SED: -114 DFS (RED) The LCAP Committee expressed support for continuing the math intervention program, as the program provides additional support for unduplicated students. **Scope:** LEA-wide	better understanding of mathematical concepts and increase their academic achievement.	
1.24	**Action:** Spanish Program at Tropico Middle School **Need:** 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	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. The Spanish program is provided school-wide to unduplicated and all students to support access to a broad course of study and academic engagement.	The success of the Spanish program will be measured by course enrollment and course grades (Metric 1.14, LCFF Priority 7A).

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
	areas (e.g., Chronic Absenteeism, ELA and Math Scores, etc). **Scope:** Schoolwide		
1.25	**Action:** Professional Development **Need:** 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. CAASPP ELA: All Students: -70.6 DFS (RED) ELs: -104.5 DFS (RED) FY: -109.9 DFS (RED) SED: -77.8 DFS (RED) CAASPP Math All Students: -107.8 DFS (RED) ELs: -136 DFS (RED) FY: -137.7 DFS (RED) SED: -114 DFS (RED) Feedback from the LCAP Committee indicated the need for additional professional development for faculty in order to support the needs of unduplicated students.	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.	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)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.26	**Action:** Recruitment and Retention **Need:** 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. 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. **Scope:** LEA-wide	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.	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
1.27	**Action:** Learning Walks **Need:** On the 2023 CA School Dashboard, Math and ELA were in the Red performance level for all unduplicated student groups. Furthermore, all	Our unduplicated students come to school with diverse learning needs. Learning walks, an LEA-wide initiative, enables faculty and administration to work together and learn from each other to support all students' academic achievement and behavior, and to ensure that differentiated	We will evaluate the effectiveness of the Learning Walks by feedback from the teachers. See Metrics 1.5 (ELA) and 1.6 (Math)

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
	unduplicated student groups scored lower than the All Students group for both CAASPP ELA and CAASPP Math. CAASPP ELA: All Students: -70.6 DFS (RED) ELs: -104.5 DFS (RED) FY: -109.9 DFS (RED) SED: -77.8 DFS (RED) CAASPP Math All Students: -107.8 DFS (RED) ELs: -136 DFS (RED) FY: -137.7 DFS (RED) SED: -114 DFS (RED) The LCAP Committee expressed support for holding learning walks. **Scope:** LEA-wide	instruction is available to our unduplicated students.	
1.28	**Action:** Supplemental NGSS Resources **Need:** 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%	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.	CAST. See Metric 1.19

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
	The LCAP Committee expressed support for continuing to provide supplemental NGSS resources. **Scope:** LEA-wide		
2.1	**Action:** Positive Behavioral Interventions and Supports (PBIS) **Need:** On the 2023 CA School Dashboard, the Suspension Rate metric was in the Red performance level for all unduplicated student groups. Suspension Rate All Students: -9.2% (RED) ELs: 8.4% (RED) FY: 19.1% (RED) SED: 9.9% (RED) On the 2023 CA School Dashboard, the Chronic Absenteeism metric was in the Yellow performance level for all unduplicated student groups. Chronic Absenteeism Rate All Students: 33.2% (Yellow) ELs: 28.5% (Yellow) FY: 30.6% (Orange) SED: 34.8% (Yellow)	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.	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.

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
	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. **Scope:** LEA-wide		
2.2	**Action:** Mental Health Services **Need:** On the 2023 CA School Dashboard, the Suspension Rate metric was in the Red performance level for all unduplicated student groups. Suspension Rate All Students: -9.2% (RED) ELs: 8.4% (RED) FY: 19.1% (RED) SED: 9.9% (RED) On the 2023 CA School Dashboard, the Chronic Absenteeism metric was in the Yellow performance level for all unduplicated student groups. Chronic Absenteeism Rate All Students: 33.2% (Yellow) ELs: 28.5% (Yellow) FY: 30.6% (Orange) SED: 34.8% (Yellow)	Low-income, ELs and Foster Youth students tend to experience trauma in their personal lives, which interferes with learning. The district's psychologist and therapists provide additional counseling and mental health services. This benefits all students as SKUSD intends to provide these services LEA-wide.	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.

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
	Assistance with mental health has been identified by the LCAP Committee as a need. Caseloads for mental health workers have continued to increase. **Scope:** LEA-wide		
2.3	**Action:** Additional Nurses **Need:** On the 2023 CA School Dashboard, the Chronic Absenteeism metric was in the Yellow performance level for all unduplicated student groups. Chronic Absenteeism Rate All Students: 33.2% (Yellow) ELs: 28.5% (Yellow) FY: 30.6% (Orange) SED: 34.8% (Yellow) Feedback from the LCAP survey indicates the community values the services provided by the nurses. **Scope:** LEA-wide	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.	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.
2.4	**Action:** Surveys	The District sends out numerous educational partner feedback surveys using SurveyMonkey software. The District also administers the	We use the CA Healthy Kids Surveys (Metrics 2.8, 2.9, 2.10) to evaluate the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: 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. **Scope:** LEA-wide	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 CSPS 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.	effectiveness of our actions in Goal 2.
2.5	**Action:** Extracurricular Activities **Need:** 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. **Scope:** LEA-wide	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.	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.
2.6	**Action:** Attention to Attendance **Need:** On the 2023 CA School Dashboard, the Chronic Absenteeism metric was in the Yellow	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 in the management of all attendance processes including preventative methods, interventions and recognitions that will improve overall attendance	The effectiveness of Attention to Attendance will be evaluated by the chronic absenteeism (2.2) rate and the attendance (2.1) rate.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	performance level for all unduplicated student groups. Chronic Absenteeism Rate All Students: 33.2% (Yellow) ELs: 28.5% (Yellow) FY: 30.6% (Orange) SED: 34.8% (Yellow) 2023-24 Attendance Rate: All Students: 92.1% ELs: 91.8% FY: 91.5% SED: 91.8% Anecdotal evidence from conversations with the school site administrators indicates strong support for continuing the A2A program. **Scope:** LEA-wide	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.	
2.7	**Action:** Multi-Tiered System of Support **Need:** On the 2023 CA School Dashboard, the Suspension Rate metric was in the Red performance level for all unduplicated student groups. Suspension Rate All Students: -9.2% (RED) ELs: 8.4% (RED) FY: 19.1% (RED)	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 analyze student data and determine students' support needs. KIDS will enable us to monitor the	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).

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
	SED: 9.9% (RED) On the 2023 CA School Dashboard, the Chronic Absenteeism metric was in the Yellow performance level for all unduplicated student groups. Chronic Absenteeism Rate All Students: 33.2% (Yellow) ELs: 28.5% (Yellow) FY: 30.6% (Orange) SED: 34.8% (Yellow) 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. **Scope:** LEA-wide	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.	
2.8	**Action:** Campus Safety Officers **Need:** On the 2023 CA School Dashboard, the Suspension Rate metric was in the Red performance level for all unduplicated student groups. Suspension Rate All Students: -9.2% (RED) ELs: 8.4% (RED) FY: 19.1% (RED) SED: 9.9% (RED)	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 unduplicated and all students the opportunity for enrichment activities and academic support.	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.

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
	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. **Scope:** LEA-wide	Decreases in the suspension rate during the 2023-24 school year indicate that this action is effective.	
2.9	**Action:** Transportation **Need:** On the 2023 CA School Dashboard, the Chronic Absenteeism metric was in the Yellow performance level for all unduplicated student groups. Chronic Absenteeism Rate All Students: 33.2% (Yellow) ELs: 28.5% (Yellow) FY: 30.6% (Orange) SED: 34.8% (Yellow) The LCAP Committee and LCAP Survey indicated support for expanding the Transportation program to support the consistent attendance of our unduplicated student as well as all students. **Scope:** LEA-wide	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.	The effectiveness of Transportation will be the chronic absenteeism rate (Metric 2.2).

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
2.10	**Action:** Facilities **Need:** 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. Chronic Absenteeism Rate All Students: 33.2% (Yellow) ELs: 28.5% (Yellow) FY: 30.6% (Orange) SED: 34.8% (Yellow) **Scope:** LEA-wide	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.	The District will measure this action through student participation in after school programs and chronic absenteeism rate (Metric 2.2).
2.11	**Action:** California Cadet Corps **Need:** 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. 2023-24 Attendance Rate: All Students: 92.1% ELs: 91.8%	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.	This action will be measured with a Cadet Corps end of year survey and attendance rates (Metric 2.1)

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
	FY: 91.5% SED: 91.8% **Scope:** Schoolwide		
2.12	**Action:** Student Incentive Program **Need:** On the 2023 CA School Dashboard, the Suspension Rate metric was in the Red performance level for all unduplicated student groups. Suspension Rate All Students: -9.2% (RED) ELs: 8.4% (RED) FY: 19.1% (RED) SED: 9.9% (RED) On the 2023 CA School Dashboard, the Chronic Absenteeism metric was in the Yellow performance level for all unduplicated student groups. Chronic Absenteeism Rate All Students: 33.2% (Yellow) ELs: 28.5% (Yellow) FY: 30.6% (Orange) SED: 34.8% (Yellow) The LCAP Committee is strongly in favor of continuing the Student Incentive Program in order to reduce chronic absenteeism for our	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.	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).

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
	unduplicated students and any students at risk. **Scope:** LEA-wide		
2.13	**Action:** Assistant Principals **Need:** On the 2023 CA School Dashboard, the Suspension Rate metric was in the Red performance level for all unduplicated student groups. Suspension Rate All Students: -9.2% (RED) ELs: 8.4% (RED) FY: 19.1% (RED) SED: 9.9% (RED) On the 2023 CA School Dashboard, the Chronic Absenteeism metric was in the Yellow performance level for all unduplicated student groups. Chronic Absenteeism Rate All Students: 33.2% (Yellow) ELs: 28.5% (Yellow) FY: 30.6% (Orange) SED: 34.8% (Yellow) Our educational partners, including the LCAP committee, recognizes the benefit of having Assistant Principals as a means to support our	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.	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).

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
	unduplicated students in having better overall educational outcomes and support. **Scope:** LEA-wide		
2.14	**Action:** Elementary Physical Education **Need:** 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. Through the LCAP Survey, Educational partners indicated a need for more physical fitness opportunities for students. **Scope:** Schoolwide	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.	This action will be measured by 5th graders' scores on the Physical Fitness Test (Metric 2.11) and Attendance (Metric 2.1)
2.15	**Action:** Visual Arts **Need:** Having access to well-rounded educational experiences support students progress academically, which data has shown a disparity between unduplicated student groups and all students.	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 who do not have the opportunity to attend private art lessons, thus improving their educational	This action will be measured by student enrollment in visual arts classes and state assessments (Metric 1.5, 1.6)

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
	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. **Scope:** Schoolwide	experience and increasing their connectedness to school.	
2.16	**Action:** Music and Band **Need:** Having access to well-rounded educational experiences support students progress academically, which data has shown a disparity between unduplicated student groups and all students. 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 **Scope:** LEA-wide	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.	This action will be measured by student enrollment in music and band classes as well as state assessment (Metric 1.5, 1.6)
2.17	**Action:** Welcome and Enrollment Center **Need:**	Many low income and Spanish speaking families need support with the enrollment process. An LEA-wide resource, the Welcome and Enrollment Center helps any families enroll their students in school by providing technical support and	The effectiveness of this action will be measured by questions on the LCAP survey regarding the Welcome and Enrollment

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
	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. Educational partners and the LCAP Committee indicated a need for the Welcome and Enrollment Center to connect families to educational and community resources. **Scope:** LEA-wide	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.	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
2.18	**Action:** New Multipurpose Room for Rosamond High Early College Campus **Need:** 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 reported that they were happy to be at this school. 30% of 9th graders and 28% of 11th	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.	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)

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
	graders indicated that they felt like they were a part of this school. Our data shows disparities in attendance rates (see Metric 2.1) between unduplicated pupils and all students. **Scope:** LEA-wide		
2.19	**Action:** Alternative to Suspension Teachers **Need:** On the 2023 CA School Dashboard, the Suspension Rate metric was in the Red performance level for all unduplicated student groups. Suspension Rate All Students: -9.2% (RED) ELs: 8.4% (RED) FY: 19.1% (RED) SED: 9.9% (RED) The LCAP Committee expressed approval of adding Alternative to Suspension Teachers as they will support the academic and social-emotional needs of suspended students. **Scope:** Schoolwide	On the 2023 Dashboard, the suspension rate at Tropico Middle School was 18.8%, The suspension rate at TMS for SED students was 20.7% 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% 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 classwork and participate in a social emotional learning program.	The effectiveness of this program will be measured by a decreased suspension rate (Metric 2.6) at RHECC and TMS.

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
2.20	**Action:** Camp Keep **Need:** 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. 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. **Scope:** Schoolwide	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.	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)
2.21	**Action:** New Locker Rooms **Need:** 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%. The LCAP Committee expressed approval of this action as a means to increase the	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. 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 number of health benefits, including cognitive development and obesity reduction.	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).

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
	participation levels and consistent attendance of our unduplicated students as well as all students. **Scope:** Schoolwide		
2.22	**Action:** Weight Room **Need:** 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%. 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. **Scope:** Schoolwide	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. 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.	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).
2.23	**Action:** New Playground Supplies **Need:**	The new playground supplies will support the health and wellness of all of our students. This will especially benefit our high-needs students who may not have access to extracurricular physical activities.	This action will be measured by improved scores on the Physical Fitness Test, as well as increased attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	According to 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%. The need for New Playground Supplies was suggested by a respondent to the LCAP Survey. The LCAP Committee approved of this new action. **Scope:** LEA-wide	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.	(Metric 2.1) and decreased chronic absenteeism (Metric 2.2).
3.1	**Action:** Parent Portal **Need:** 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.	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. Provided LEA-wide, the parent portal enables the families of unduplicated and other student groups to stay informed about their students.	This action will be measured by the number of parents who log into the Parent Portal during the year. (Metric 3.3) See Metrics 1.5 (ELA) and 1.6 (Math)

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
	Educational partner feedback indicated a need for continuing with parent access to Aeries and Parent Portal. **Scope:** LEA-wide		
3.2	**Action:** Communication with School Community **Need:** 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. 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. **Scope:**	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.	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)

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
	LEA-wide		
3.4	**Action:** Parent Nights **Need:** 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. **Scope:** LEA-wide	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.	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)
3.5	**Action:** Supplies for Students and Families **Need:** 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	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.	This action will be measured by questions about student materials on the LCAP Survey. (Metrics 3.1, 3.2, 3.3)

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
	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. **Scope:** LEA-wide		
3.7	**Action:** College and Career Fair **Need:** 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. **Scope:** Schoolwide	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.	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).
3.8	**Action:** Family Events **Need:** 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	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.	This action will be measured by the California School Parent Survey's questions about parental involvement. (Metric 3.2)

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
	Events to increase parent involvement and input from families of unduplicated students as well as all families. **Scope:** LEA-wide		
3.9	**Action:** Parent Volunteers **Need:** 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 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. **Scope:** LEA-wide	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.	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)

Limited Actions

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.12	**Action:** Director of Educational Support Programs **Need:** 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 proficiency in English, nor are they reclassifying at a desired rate. 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. **Scope:** Limited to Unduplicated Student Group(s)	The Director of Educational Support Programs will oversee the English Language Development Program. This position is responsible for ensuring that all English Language Learners receive the support they need to bridge linguistic gaps, and move towards reclassification. The Director of Educational Support Programs implements research based ELD curriculum, and ensures that staff comply with ELD standards. The Director of Educational Support Programs ensures that the reclassification process is consistent with LEA standards. The Director of Educational Support Programs coordinates ELD professional development for faculty. This action will support our English Learners, enabling them to improve their performance on the ELA, Math, and Science CAASPP assessments. This action will help the District to increase the percentage of English learners being reclassified, as described in our Annual Measurable Outcomes.	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)
3.3	**Action:** Interpreters for Parent Meetings	14.5% of the students of SKUSD are English Learners. Families of English Learners require language translation in order to participate in	This action will be measured by tracking the number of meetings and

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: 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 state assessments in ELA (Metric 1.5) and Math (Metric 1.6). **Scope:** Limited to Unduplicated Student Group(s)	meetings and events. Interpreters for Parent Meetings provide the necessary language support for families of English Learners.	events that have an interpreter. (Metric 3.3)
3.6	**Action:** ELD Ceremonies **Need:** 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. **Scope:** Limited to Unduplicated Student Group(s)	This action is to celebrate the reclassification of EL students. This will provide incentive to EL students, and will help connect the families of EL students to school.	This action will be measured by ELD reclassification rates (Metric 1.11)

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.
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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	38516422	13558412	35.202%	15.431%	50.633%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$19,502,528.71	$2,486,790.18	$2,983,950.41	$2,140,120.73	$27,113,390.03	$14,336,291.99	$12,777,098.04

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	$37,860.00	$345,120.00	$350,000.00			$32,980.00	$382,980.00	
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	$653,380.00	$100,000.00	$153,380.00		$400,000.00	$653,380.00	
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, Tropico 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	$1,011,697.00	$337,474.12	$1,022,197.00	$326,974.12			$1,349,171.12	

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	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Westpark Elementary, Rosamond Elementary, Tropico Middle School	Ongoing	$524,846.25	$466,965.00	$16,965.00	$974,846.25			$991,811.25	
1	1.7	Academic Counseling Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tropico Middle School, Rosamond High Early College Campus	Ongoing	$444,166.38	$0.00	$298,509.00		$145,657.38		$444,166.38	
1	1.8	Credit Recovery	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tropico Middle School, Rosamond High Early College Campus	Ongoing	$28,930.00	$66,000.00	$60,000.00	$34,930.00			$94,930.00	
1	1.9	Summer School	All	No			All Schools	Ongoing	$477,858.08	$0.00				$477,858.08	$477,858.08	
1	1.10	AVID Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$237,871.00	$4,000.00	$241,871.00				$241,871.00	
1	1.11	Dual Enrollment College Classes	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Rosamond High Early College Campus	Ongoing	$53,303.00	$5,000.00	$58,303.00				$58,303.00	
1	1.12	Director of Educational Support Programs	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	All Schools	Ongoing	$217,411.00	$60,100.00	$212,966.00			$64,545.00	$277,511.00	

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
					s)											
1	1.13	Para-Educators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$652,953.68	$0.00	$123,704.41			$529,249.27	$652,953.68	
1	1.14	1:1 Devices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$686,162.63	$110,000.00	$487,556.80		$308,605.83		$796,162.63	
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	$64,330.00	$0.00	$36,880.00			$27,450.00	$64,330.00	
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, Tropico Middle, and Rosamond High Early College Campus	Ongoing	$72,887.64	$50,000.00	$10,000.00	$112,887.64			$122,887.64	
1	1.20	Tutoring	All	No			All Schools	Ongoing	$81,920.00	$15,000.00		$96,920.00			$96,920.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.21	Libraries	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Rosamond Elementary, Westpark Elementary, Tropico Middle, and Rosamond High Early College Campus	Ongoing	$226,039.59	$100,000.00	$193,184.42			$132,855.17	$326,039.59	
1	1.22	Interventionists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$450,000.00	$0.00	$450,000.00				$450,000.00	
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	$120,000.00	$30,394.66	$150,394.66				$150,394.66	
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	$308,393.17	$500,000.00				$500,000.00	
1	1.26	Recruitment and Retention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$87,591.00	$97,409.00	$150,000.00			$35,000.00	$185,000.00	
1	1.27	Learning Walks	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.28	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	

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	2.1	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	$317,747.11	$25,000.00	$250,550.00	$92,197.11			$342,747.11	
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	$261,694.10	$200,000.00	$400,000.00	$61,694.10			$461,694.10	
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	$1,191,453.82	$25,000.00	$272,695.00		$943,758.82		$1,216,453.82	
2	2.9	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$978,136.00	$1,303,865.00	$1,866,636.00		$415,365.00		$2,282,001.00	
2	2.10	Facilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,446,933.38	$0.00	$291,370.00		$1,155,563.38		$1,446,933.38	
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,	Ongoing	$327,106.00	$0.00	$327,106.00				$327,106.00	

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
							Rosamond High Early College Campus									
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	$195,179.09	$195,179.09				$195,179.09	
2	2.13	Assistant Principals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,143,974.00	$0.00	$1,143,974.00				$1,143,974.00	
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	$455,539.00	$0.00	$455,539.00				$455,539.00	
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	$88,407.00	$70,000.00	$158,407.00				$158,407.00	
2	2.16	Music and Band	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$165,610.00	$100,000.00	$265,610.00				$265,610.00	
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	$104,062.00	$0.00	$104,062.00				$104,062.00	
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	$2,807,000.00	$2,807,000.00				$2,807,000.00	
2	2.19	Alternative to Suspension Teachers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth	Specific Schools: Rosamond High	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	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income	Early College Campus, Tropico Middle School									
2	2.20	Camp Keep	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Tropico Middle School	Ongoing	$10,000.00	$190,000.00	$200,000.00				$200,000.00	
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	$1,500,000.00	$1,500,000.00				$1,500,000.00	
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	
3	3.1	Parent Portal	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$30,000.00	$15,000.00		$15,000.00		$30,000.00	
3	3.2	Communication with School Community	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	$8,245.00	$2,500.00	$8,245.00			$2,500.00	$10,745.00	
3	3.4	Parent Nights	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$13,239.50	$10,000.00	$23,239.50				$23,239.50	

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
						Low Income										
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	$117,500.00	$112,500.00			$5,000.00	$117,500.00	
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	$10,000.00	$10,000.00				$10,000.00	
4	4.1	Mental Health Therapist	All	No			Specific Schools: Abraham Lincoln Independent Study, Rare Earth Continuation High School	Ongoing	$150,000.00	$0.00		$150,000.00			$150,000.00	
4	4.2	Tutoring	All	No			Specific Schools: Abraham Lincoln Independent Study, Rare Earth Continuat	Ongoing	$65,000.00	$0.00		$65,000.00			$65,000.00	

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
							ion High School									

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
38516422	13558412	35.202%	15.431%	50.633%	$19,502,528.71	0.000%	50.634 %	**Total:**	$19,502,528.71
								LEA-wide Total:	$12,198,897.05
								Limited Total:	$223,211.00
								Schoolwide Total:	$7,080,420.66

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	$350,000.00	
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	$1,022,197.00	

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 (%)
					Low Income	Early College Campus		
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	$298,509.00	
1	1.8	Credit Recovery	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tropico Middle School, Rosamond High Early College Campus	$60,000.00	
1	1.10	AVID Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$241,871.00	
1	1.11	Dual Enrollment College Classes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Rosamond High Early College Campus	$58,303.00	
1	1.12	Director of Educational Support Programs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$212,966.00	
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	$487,556.80	
1	1.15	Mobile Hot Spots	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
1	1.16	Supplemental Learning Applications	Yes	LEA-wide	English Learners Foster Youth	All Schools	$90,000.00	

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			
1	1.17	Supplemental Technology Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$36,880.00	
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	$193,184.42	
1	1.22	Interventionists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$450,000.00	
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	$150,394.66	
1	1.25	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500,000.00	
1	1.26	Recruitment and Retention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	
1	1.27	Learning Walks	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
1	1.28	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 (%)
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	$250,550.00	
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	$400,000.00	
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	$272,695.00	
2	2.9	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,866,636.00	
2	2.10	Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$291,370.00	
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	$195,179.09	

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	2.13	Assistant Principals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,143,974.00	
2	2.14	Elementary Physical Education	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Rosamond Elementary, Westpark Elementary	$455,539.00	
2	2.15	Visual Arts	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tropico Middle School, Rosamond High Early College Campus	$158,407.00	
2	2.16	Music and Band	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$265,610.00	
2	2.17	Welcome and Enrollment Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$104,062.00	
2	2.18	New Multipurpose Room for Rosamond High Early College Campus	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,807,000.00	
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	$240,000.00	
2	2.20	Camp Keep	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tropico Middle School	$200,000.00	
2	2.21	New Locker Rooms	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Rosamond High Early College Campus	$2,500,000.00	
2	2.22	Weight Room	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Rosamond High Early College Campus	$1,500,000.00	
2	2.23	New Playground Supplies	Yes	LEA-wide	English Learners Foster Youth	All Schools	$20,000.00	

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			
3	3.1	Parent Portal	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
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	All Schools	$8,245.00	
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	$112,500.00	
3	3.6	ELD Ceremonies	Yes	Limited to Unduplicated Student Group(s)	English Learners	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		$30,000.00	
3	3.9	Parent Volunteers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$28,609,920.18	$17,896,821.75

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	$287,980.00	396706.95
1	1.2	Clear Expectations for Classroom Instruction	No	$0.00	0
1	1.3	Supplemental Digital Curriculum Resources	Yes	$753,380.00	118963.28
1	1.4	Monitoring Student Progress	Yes	$100,000.00	60850.32
1	1.5	Reading Intervention	Yes	$416,204.20	108718.44
1	1.6	Supplemental Support for State Testing	Yes	$16,675.25	3462.76
1	1.7	CTE Program	Yes	$1,564,133.21	1004930.30
1	1.8	After School Programs	Yes	$548,311.25	687928.47
1	1.9	Academic Counseling Program	Yes	$425,154.98	363963.16
1	1.10	Credit Recovery	Yes	$94,930.00	44933.97
1	1.11	Summer School	No	$477,858.08	413465.87

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	AVID Program	Yes	$221,263.00	228521.37
1	1.13	Dual Enrollment College Classes	Yes	$133,055.23	46907.45
1	1.14	Inclusion of Special Education Students	No	$5,295.00	0
1	1.15	Transitional Kindergarten	No	$324,746.89	239194.39
1	1.16	Director of Educational Support Programs	Yes	$257,794.56	200301.96
1	1.17	Para-Educators	Yes	$652,953.68	92361.17
1	1.18	1:1 Devices	Yes	$796,162.63	810596.76
1	1.19	Mobile Hot Spots	Yes	$30,000.00	0
1	1.20	Supplemental Learning Applications	Yes	$145,250.00	182614.75
1	1.21	Supplemental Technology Training	Yes	$77,450.00	32047.76
1	1.22	Student Support Team	Yes	$78,260.20	22729.20
1	1.23	Special Day Classes	No	$9,878.34	29535.53
1	1.24	Reading and Math Academies	No	$112,887.64	0

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	Tutoring	No	$96,920.00	10395
1	1.26	Libraries	Yes	$326,039.59	239609.34
1	1.27	Desired Results Developmental Profile	No	$0.00	0
1	1.28	Interventionists	Yes	$600,000.00	246635.81
1	1.29	Math Intervention	Yes	$92,000.00	0
1	1.30	Spanish Program at Tropico Middle School	Yes	$150,394.66	75527.08
2	2.1	Positive Behavioral Interventions and Supports (PBIS)	Yes	$193,880.14	18000
2	2.2	Mental Health Services	Yes	$1,384,181.46	978200.87
2	2.3	Anti-Bullying and Anti-Drug Campaigns	Yes	$50,000.00	15128.37
2	2.4	Child Nutrition	No	$1,105,400.00	0
2	2.5	Additional Nurses	Yes	$329,118.56	280281.83
2	2.6	Surveys	Yes	$10,500.00	0
2	2.7	Extracurricular Activities	Yes	$461,694.10	420314.23
2	2.8	Attention to Attendance	Yes	$78,775.00	78775

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	2.9	Risk Management	No	$25,000.00	0
2	2.10	Multi-Tiered System of Support	Yes	$100,000.00	20634.93
2	2.11	Campus Safety Officers	Yes	$1,167,665.22	1098970.65
2	2.12	Transportation	Yes	$2,444,046.83	1876684.30
2	2.13	Facilities	Yes	$1,393,861.89	1304046.26
2	2.14	California Cadet Corps	Yes	$330,554.00	211412.98
2	2.15	Student Orientations and Transitions	No	$0.00	0
2	2.16	Disciplinary Matrix	No	$0.00	0
2	2.17	Anti-Vaping Program	Yes	$6,200.00	0
2	2.18	Attendance Incentive Program	Yes	$7,000.00	16111.50
2	2.19	Assistant Principals	Yes	$1,150,000.00	832715.52
2	2.20	Elementary Physical Education	Yes	$330,000.00	296382.34
2	2.21	Visual Arts	Yes	$181,927.00	104156.53

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	2.22	Music and Band	Yes	$279,196.00	178900.61
2	2.23	Workout Stations for Students and Community	Yes	$166,844.00	0
2	2.24	Welcome and Enrollment Center	Yes	$77,129.52	73963.52
2	2.25	New Multipurpose Room for Rosamond High Early College Campus	Yes	$7,000,000.00	3792824.02
2	2.26	Alternative to Suspension Teachers	Yes	$240,000.00	0
3	3.1	Parent Portal	Yes	$30,000.00	34034.40
3	3.2	Communication with School Community	Yes	$57,901.62	18149.32
3	3.3	Adult Education	No	$0.00	0
3	3.4	Interpreters for Parent Meetings	Yes	$10,745.00	10266.59
3	3.5	District Website	No	$0.00	0
3	3.6	Parent Nights	Yes	$23,239.50	15272.32
3	3.7	Supplemental Student Materials	Yes	$105,000.00	70520.51
3	3.8	ELD Ceremonies	Yes	$2,000.00	121.24
3	3.9	College and Career Fair	Yes	$3,000.00	0

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	3.10	Family Events	Yes	$20,000.00	27688.40
3	3.11	Parent Volunteers	Yes	$5,000.00	0
4	4.1	Professional Development	Yes	$500,000.00	271924.06
4	4.2	Teacher Induction Program	No	$97,580.00	39882.41
4	4.3	Mentor teachers	No	$53,445.00	21582.96
4	4.4	Principals as instructional leaders	No	$0.00	0
4	4.5	Professional Development to Support Principals as Instructional Leaders	No	$15,000.00	0
4	4.6	Recruitment and Retention	Yes	$185,000.00	104883
4	4.7	Assignment monitoring	No	$0.00	0
4	4.8	Learning Walks	Yes	$10,000.00	0
5	5.1	Curriculum and Materials	No	$50,000.00	0
5	5.2	Supplemental NGSS Resources	Yes	$66,003.00	24091.99
5	5.3	Professional Learning	No	$27,585.00	0

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)
5	5.4	Master Schedules	No	$0.00	0
5	5.5	Science Events	No	$40,468.95	0

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
13276365	$19,911,959.68	$14,364,566.61	$5,547,393.07	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	$255,000.00	344,742.37		
1	1.3	Supplemental Digital Curriculum Resources	Yes	$200,000.00	142,035.02		
1	1.4	Monitoring Student Progress	Yes	$100,000.00	60,850.32		
1	1.5	Reading Intervention	Yes	$90,000.00	35,001.02		
1	1.6	Supplemental Support for State Testing	Yes	$16,675.25	3,462.76		
1	1.7	CTE Program	Yes	$1,237,159.09	711,508.11		
1	1.8	After School Programs	Yes	$16,965.00	0		
1	1.9	Academic Counseling Program	Yes	$279,497.60	293,817.00		
1	1.10	Credit Recovery	Yes	$60,000.00	10,599.97		
1	1.12	AVID Program	Yes	$221,263.00	139,685.08		
1	1.13	Dual Enrollment College Classes	Yes	$133,055.23	52,445.74		
1	1.16	Director of Educational Support Programs	Yes	$193,249.56	204,364.83		
1	1.17	Para-Educators	Yes	$123,704.41	107,456.47		

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	1.18	1:1 Devices	Yes	$487,556.80	704,173.22		
1	1.19	Mobile Hot Spots	Yes	$30,000.00	18,204.00		
1	1.20	Supplemental Learning Applications	Yes	$145,250.00	182,614.75		
1	1.21	Supplemental Technology Training	Yes	$50,000.00	38,304.91		
1	1.22	Student Support Team	Yes	$78,260.20	22,729.20		
1	1.26	Libraries	Yes	$193,184.42	23,618.46		
1	1.28	Interventionists	Yes	$600,000.00	309,172.41		
1	1.29	Math Intervention	Yes	$92,000.00	0		
1	1.30	Spanish Program at Tropico Middle School	Yes	$150,394.66	97,038.65		
2	2.1	Positive Behavioral Interventions and Supports (PBIS)	Yes	$107,401.13	18,000.00		
2	2.2	Mental Health Services	Yes	$966,220.50	728,924.42		
2	2.3	Anti-Bullying and Anti-Drug Campaigns	Yes	$50,000.00	16,028.37		
2	2.5	Additional Nurses	Yes	$236,921.45	215,842.18		
2	2.6	Surveys	Yes	$10,500.00	0		
2	2.7	Extracurricular Activities	Yes	$400,000.00	496,022.81		
2	2.8	Attention to Attendance	Yes	$78,775.00	78,775.00		
2	2.10	Multi-Tiered System of Support	Yes	$100,000.00	9,602.24		
2	2.11	Campus Safety Officers	Yes	$223,906.40	207,385.28		

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	2.12	Transportation	Yes	$2,028,681.83	2,228,691.08		
2	2.13	Facilities	Yes	$238,298.51	221,530.70		
2	2.14	California Cadet Corps	Yes	$330,554.00	259,353.05		
2	2.17	Anti-Vaping Program	Yes	$5,000.00	0		
2	2.18	Attendance Incentive Program	Yes	$7,000.00	17,594.65		
2	2.19	Assistant Principals	Yes	$1,150,000.00	985,048.27		
2	2.20	Elementary Physical Education	Yes	$330,000.00	374,324.43		
2	2.21	Visual Arts	Yes	$181,927.00	122,178.33		
2	2.22	Music and Band	Yes	$279,196.00	255,855.82		
2	2.23	Workout Stations for Students and Community	Yes	$166,844.00	0		
2	2.24	Welcome and Enrollment Center	Yes	$77,129.52	82,608.53		
2	2.25	New Multipurpose Room for Rosamond High Early College Campus	Yes	$7,000,000.00	3,991,048.75		
2	2.26	Alternative to Suspension Teachers	Yes	$240,000.00	0		
3	3.1	Parent Portal	Yes	$15,000.00	34,034.40		
3	3.2	Communication with School Community	Yes	$57,901.62	18,149.32		
3	3.4	Interpreters for Parent Meetings	Yes	$8,245.00	10,266.59		
3	3.6	Parent Nights	Yes	$23,239.50	15,272.32		
3	3.7	Supplemental Student Materials	Yes	$100,000.00	70,598.31		

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	3.8	ELD Ceremonies	Yes	$2,000.00	121.24		
3	3.9	College and Career Fair	Yes	$3,000.00	0		
3	3.10	Family Events	Yes	$20,000.00	9,945.30		
3	3.11	Parent Volunteers	Yes	$5,000.00	0		
4	4.1	Professional Development	Yes	$500,000.00	395,218.51		
4	4.6	Recruitment and Retention	Yes	$150,000.00	0		
4	4.8	Learning Walks	Yes	$10,000.00	0		
5	5.2	Supplemental NGSS Resources	Yes	$56,003.00	322.42		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
37799274	13276365	18.31	53.433%	$14,364,566.61	0.000%	38.002%	$5,832,845.46	15.431%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

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

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

    o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

    o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

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

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

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

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

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

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

Broad Goal
Description

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

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

Maintenance of Progress Goal
Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

  o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

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

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

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

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 **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

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

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

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

    o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

    o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

    o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

        ▪ The reasons for the ineffectiveness, and

        ▪ How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

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

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

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

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

  - o Professional development for teachers.

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

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

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

  - 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.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

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

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

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

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

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

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

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

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- 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%).

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

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

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

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- 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 of 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 %)**

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

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