

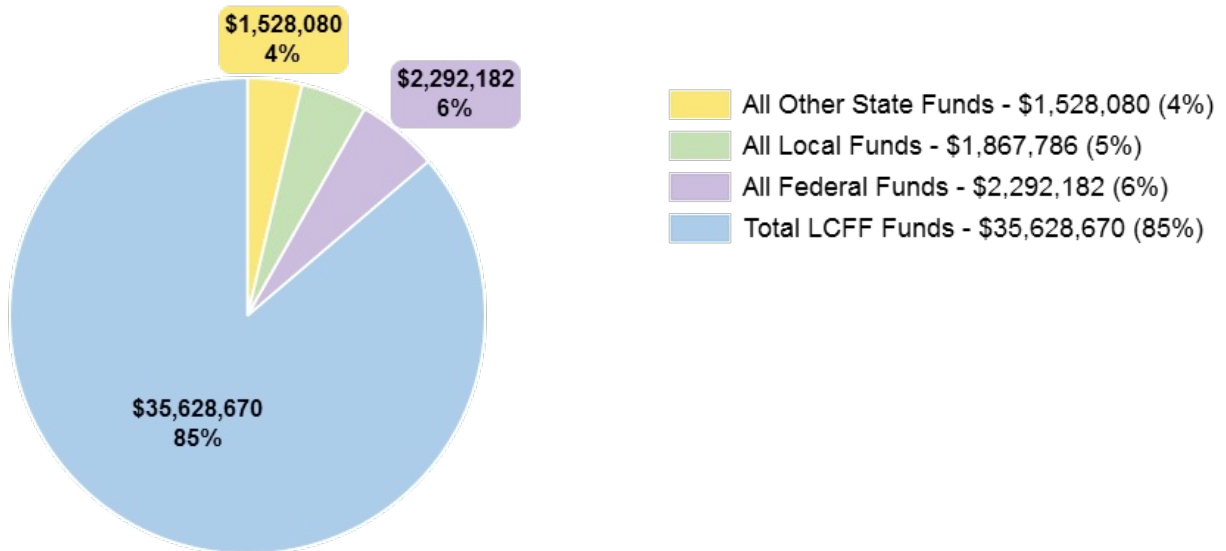
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Southern Kern Unified School District
 CDS Code: 15637760000000
 Local Control and Accountability Plan (LCAP) Year: 2019-20
 LEA Contact Information: Dan Wexler | dwexler@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).

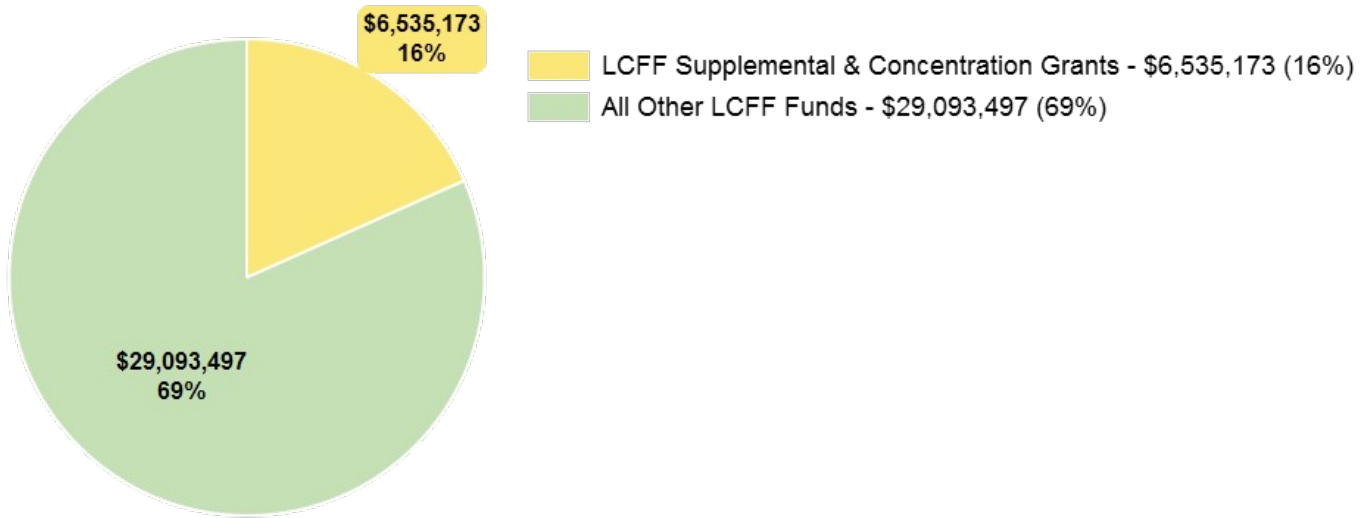
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$1,528,080	4%
All Local Funds	\$1,867,786	5%
All Federal Funds	\$2,292,182	6%
Total LCFF Funds	\$35,628,670	85%

Breakdown of Total LCFF Funds



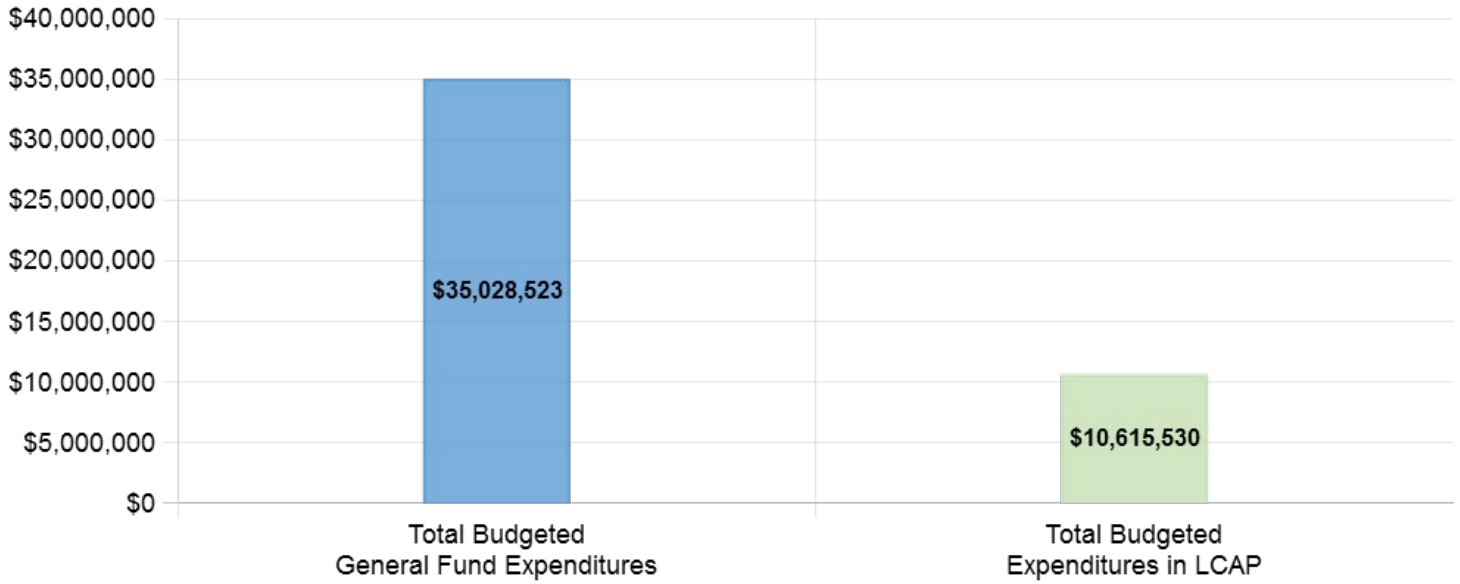
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$6,535,173	16%
All Other LCFF Funds	\$29,093,497	69%

These charts show the total general purpose revenue Southern Kern Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Southern Kern Unified School District is \$41,316,718, of which \$35,628,670 is Local Control Funding Formula (LCFF), \$1,528,080 is other state funds, \$1,867,786 is local funds, and \$2,292,182 is federal funds. Of the \$35,628,670 in LCFF Funds, \$6,535,173 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



Source

Funds

Total Budgeted General Fund Expenditures

\$35,028,523

Total Budgeted Expenditures in LCAP

\$10,615,530

This chart provides a quick summary of how much Southern Kern Unified School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Southern Kern Unified School District plans to spend \$35,028,523 for the 2019-20 school year. Of that amount, \$10,615,530 is tied to actions/services in the LCAP and \$24,412,993 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Many day-to-day expenses are not included in the LCAP. Operational costs such as utilities, building leases, salaries and benefits for personnel (not listed directly in LCAP), and the majority of the district's capital expenditures are not listed in the LCAP.

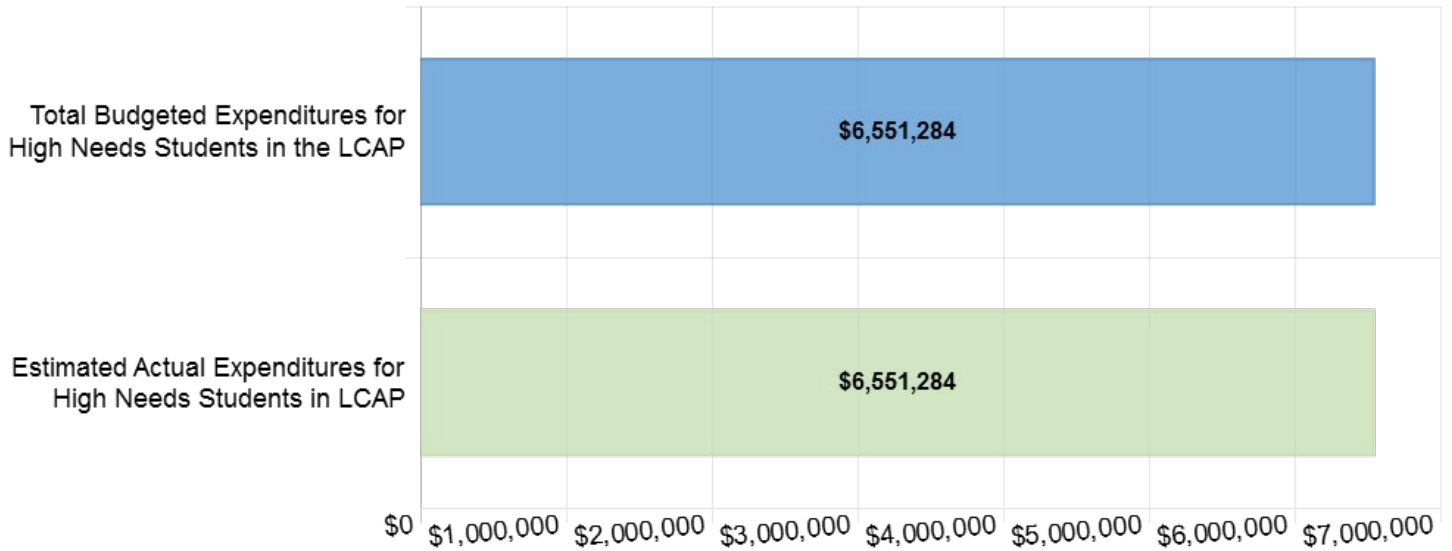
Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Southern Kern Unified School District is projecting it will receive \$6,535,173 based on the enrollment of foster youth, English learner, and low-income students. Southern Kern Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Southern Kern Unified School District plans to spend \$6,535,173 on actions to meet this requirement.

Update on Increased or Improved Services for

High Needs Students in 2018-19

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



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	\$6,551,284
Estimated Actual Expenditures for High Needs Students in LCAP	\$6,551,284

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.

In 2018-19, Southern Kern Unified School District's LCAP budgeted \$6,551,284 for planned actions to increase or improve services for high needs students. Southern Kern Unified School District estimates that it will actually spend \$6,551,284 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Southern Kern Unified School District

Contact Name and Title

Dan Wexler

Director of Technology and Instructional Support

Email and Phone

dwexler@skusd.k12.ca.us

661-256-5000

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

The Southern Kern Unified School District (SKUSD) is committed to excellence in TK-12 education. SKUSD serves the city of Rosamond, which is located in the Antelope Valley. SKUSD is home to a diverse community, with around 3,580 students. SKUSD consists of Rosamond High Early College Campus, Tropico Middle, Westpark Elementary, Rosamond Elementary, Abraham Lincoln Independent Study, and Rare Earth Alternative. The newest campus, Rosamond Elementary, was opened in August, 2017. The state of the art school features cutting edge classroom technology

A variety of socioeconomic and demographic backgrounds make up the Rosamond community. SKUSD students are 54% Hispanic, 29% White, 11% African American, 3% unknown/decline to state, and 1% Filipino.

Our community of diverse learners includes:

Total SKUSD student population: 3,580

Low Income: 68.9%

English Learners: 14.6%

Foster Youth: 1.3%

Homeless: 4.8%

SKUSD has a history of success. Three of the four comprehensive schools have received the California Department of Education's highest designation, the Gold Ribbon School Award. Abraham Lincoln

Independent Study and Rare Earth Continuation High have been WASC Accredited. Three of our schools, as well as our Special Education Program, The Ascend Academy, have received the Golden Bell Award from the CSBA. Additionally, Rosamond High 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." SKUSD is committed to utilizing the LCAP as our strategic plan, or "Roadmap to Success," for 2017-2020.

LCAP Highlights

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

The Southern Kern Unified School District is committed to the academic and socioemotional success and well-being of all its students. Our LCAP goals include a focus on principally supporting our unduplicated students, including low income, English learners, and foster youth. Through the district's work in the continuous improvement process, it was decided that we would concentrate our efforts in three distinct areas. The 2017-2020 LCAP is organized under the following three goals:

Goal 1: Improve academic achievement for all students

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

Goal 3: Engage families and community in effective educational partnerships

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

Review of Performance

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

Greatest Progress

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

Graduation Rate

One area of great progress for the District is graduation rate. For the 2017-2018 school year, 87.4% of the District's four-year cohort of students graduated. This is an increase of 1.1% compared to the 2016-2017 school year. The District's Dashboard indicator for Graduation Rate is Green.

CTE Program

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

Dual Enrollment

Rosamond High Early College Campus offers students as well as community members the ability to take college courses at the high school campus while also completing high school credits. During the 2018 fall semester, there were 171 dual-enrolled students with 35 students taking more than one college course. During the 2019 spring semester, there were 141 dual enrolled students with 32 taking more than one college course. Approximately 20.8% of RHECC students took at least one college class during the 2018-2019 school year.

College and Career Readiness

Our programs offer unique opportunities to engage students in an enormous variety of subjects, incorporating academic, creative and technical skills, with the specific goal of preparing students for life after high school.

Technology Program

SKUSD is a leader in technology integration. Since the beginning of the 2014-2015 school year, all students at Rosamond High and Tropic Middle have participated in the district's 1:1 take-home student laptop program. Students use their laptops to engage with digital curriculum in all core subjects. Students use a variety of applications for productivity, research, communication, creativity, personalized academic support, and a digital library.

Since the 2016-2017 school year, 4th-5th grade students at Westpark Elementary and Rosamond Elementary have participated in a 1:1 take-home Chromebook program. The 4th-5th grade students use their Chromebooks for productivity, research, communication, creativity, personalized academic support, and a digital library.

Attendance

SKUSD implemented the Attention to Attendance program at the start of the 2018-2019 school year. As of May 13, 2019, the District had conducted 1,358 attendance conferences, and sent out 6,580 attendance letters. For the 2018-2019 school year, the District's chronic absence rate was 16.27. This is a decline of 1.43% from 2017-2018, when the chronic absence rate was 17.7%. For the 2018-2019 school year, the District's attendance percentage was 94.28%. This is an increase of .5% from the previous school year.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

According to district-level California School Dashboard data, SKUSD was in the Orange performance category in the following areas: Chronic Absenteeism, English Language Arts, and Mathematics.

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

- * All Students: Orange. 17.7% (Increased 1.8%)
- * African American: Red. 32.7% (Increased 6.5%)
- * Foster Youth: Red. 24.5% (Maintained +0.4%)
- * Homeless: Red. 32.2% (Increased 10.2%)
- * Socioeconomically Disadvantaged: Orange. 18.4% (Increased 0.6%)
- * Students with Disabilities: Red. 24.1% (Increased 4.8%)
- * Hispanic: Orange. 15.6% (Increased 1.6%)
- * Two or More Races: Orange. 19.6% (increased 1.1%)
- * White: Orange. 15.3% (Maintained -0.4%)

Performance on the 2018 ELA CAASPP for students in grades 3-8 and 11 is in the Orange performance category, at an average of 48.7 points below standard (Maintained +2.4 Points). The following groups were in the Red or Orange performance categories for ELA:

- * English Learners: Red. 72.3 points below standard (Declined 6.3 points)
- * Homeless: Red. 70.8 points below standard (Declined 19.3 points)
- * Students with Disabilities: Red. 122.4 points below standard (Maintained -2.4 points)
- * Hispanic: Orange. 54.2 points below standard (Maintained +1.9 points)
- * Two or More Races: Orange. 40 points below standard (Declined 14.7 points)
- * White: Orange. 37.4 points below standard (Maintained +0.6 points)

Performance on the 2018 Math CAASPP for students in grades 3-8 and 11 is in the Orange performance category, at an average of 85.7 points below standard (Maintained -1.4 Points). The following groups were in the Red or Orange performance categories for Math:

- * English Learners: Red. 105.4 points below standard (Declined 14.3 points)
- * Foster Youth: Red. 103.3 points below standard (Declined 29 points)
- * Students with Disabilities: Red. 162.6 points below standard (Declined 4.3 points)
- * African American: Orange. 108.6 points below standard (Increased 19.8 points)
- * Hispanic: Orange. 90.8 points below standard (Maintained -2.3 points)
- * Homeless: Orange. 87.8 points below standard (Declined 14.5 points)
- * Two or More Races: Orange. 67.8 points below standard (Declined 19.1 points)
- * Socioeconomically Disadvantaged: Orange. 93.7 points below standard (Maintained -0.3 points)
- * White: Orange. 71.8 points below standard (Maintained -2 points)

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

Implement the Capturing Kids Hearts Program at each school site. This program is designed to give staff the tools to build relationships with students and colleagues. When students feel a social and emotional connection to school, research has shown that attendance and academic success will

increase.

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

The district will continue to provide intervention programs for struggling students. READ 180 and System 44 are both reading intervention programs that are provided for students in grades 3-12.

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

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

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

The 2018 CAASPP data for math show that All Students are at the Orange performance level. However, several subgroups are in the Red performance level:

- * English Learners: 105.4 points below standard (Declined 14.3 points)
- * Foster Youth: 103.3 points below standard (Declined 29 points)
- * Students with Disabilities: 162.6 points below standard (Declined 4.3 points)

The 2018 CAASPP data for ELA show that All Students are at the Orange performance level. However, several subgroups are in the Red performance level:

- * English Learners: 72.3 points below standard (Declined 6.3 points)
- * Homeless: 70.8 points below standard (Declined 19.3 points)
- * Students with Disabilities: 122.4 points below standard (Maintained -2.4 points)

The 2018 data on Chronic Absenteeism show that All Students are in the Orange performance level. There are four subgroups in the Red level:

- * African American: 32.7% (Increased 6.5%)
- * Students with Disabilities: 24.1% (Increased 4.8%)
- * Foster Youth: 24.5% (Maintained +0.4%)
- * Homeless: 32.2% (Increased 10.2%)

The 2018 data on suspension rate shows that All Students are in the Yellow performance level, with an average suspension rate of 6.3%. The Homeless group was in the Red level, with a suspension rate of 9.9% (Increased 2.8%)

Classroom teachers fully implement the CCSS daily in both math and English Language Arts. This will be monitored by site and district administration. Struggling students will be identified early and intervention support will be provided.

SKUSD began the initial implementation of the Capturing Kids' Hearts program this school year. Fifty faculty members and the majority of site administrators were trained prior to the start of the school year. This program teaches staff how to connect with students and colleagues. This research-based program has helped many districts around the country achieve gains in student engagement, student attendance, and student discipline.

Mental health therapists are available each day to a diverse student population. Many of our students come from divided homes where there may be violence. Violence or crime may be witnessed in and around their home. Many students suffer from extreme poverty in which the only meals they may have for the day are the ones that they receive at school.

Individual Education Plans are monitored by special education teachers, site administration, and the Director of Special Education to ensure proper placement and support of special education students.

SKUSD fully implemented the Attention to Attendance program this year. This research-based program has helped many districts nationwide to decrease chronic absenteeism and improve overall student attendance. The program consists of regular communication with the school community regarding the importance of attendance. Families of students with excessive tardies, excessive excused absences, or who are chronically absent receive individualized attendance letters. Families of students who continue to have attendance issues after receiving a letter come to school and meet with an administrator for an attendance conference. For the 2018-2019 school year, the District's chronic absence rate was 16.27%. This is a decline of 1.43% from 2017-2018, when the chronic absence rate was 17.7%. For the 2018-2019 school year, the District's attendance percentage was 94.28%. This is an increase of .5% from the previous school year.

Comprehensive Support and Improvement

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

Schools Identified

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

Abraham Lincoln Independent Study

Support for Identified Schools

Describe how the LEA supported 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.

Southern Kern USD supported Abraham Lincoln in developing a CSI plan. The following stakeholder meetings were held:

A member of the district administration and a member of the Abraham Lincoln faculty met on March 15 to assess the needs of Abraham Lincoln, to plan evidence-based interventions, and to identify any resource inequities that need to be addressed.

On April 24, the district held a meeting for Abraham Lincoln faculty and staff to review the proposed CSI plans and to provide their feedback.

On May 1, the district held a meeting for the ALIS community, including parents, students, faculty, staff and administration. During the meeting, the community reviewed the proposed CSI plans and provided their feedback.

A presentation about the CSI Plan was given at the Board meeting on May 1. Feedback about the plan was given by the Board and district community..

On May 29 District administration and faculty met with a representative from the Kern County Superintendent of Schools to fully develop the root cause analysis and the Continuous Support and Improvement Plan.

During these meetings, stakeholders analyzed the following data:

- Chronic Absenteeism Reports
- High School Graduation Status List of Students Reports
- Seniors Lacking Credit for Graduation Report
- Graduation Rate Report
- Attendance Summary Reports
- Independent Study Contract

The District worked with KCSOS to do a root cause analysis that identified the following issues as the root causes of low graduation rate:

Student attendance - As of January 8, 2019, ALIS had a Chronic Absenteeism rate of 46.7%.

Student transience - Students transfer back to RHS when they make up their credits

Credit deficiency - As of April 10, 2019, 48% of students were credit deficient.

The following resource inequity was identified: Some students do not have Internet access at home. To address this issue, all students at ALIS are issued printed textbooks.

The District worked with ALIS to determine the that the following evidence based interventions will be implemented in order to improve the graduation rate at ALIS:

- Tutoring services for ALIS students

- Supplement common core print curriculum with digital learning. For next year all students in grades 4-12

will be issued a laptop. ALIS teachers will be trained to use the technology.
Implement Acellus digital courseware for elective courses for ALIS students in grades 6-12
ALIS teachers will attend conference for the CA Consortium for Independent Study
Career guidance services for students
Offer GED program through Acellus for students who are not on track to graduate

The local needs assessment (including resource inequities) and evidence-based interventions were integrated into Abraham Lincoln's School Plan for Student Achievement (SPSA).

Monitoring and Evaluating Effectiveness

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

The District will monitor:

Credit deficiency. We will monitor the Graduation Status report in Aeries.

Attendance reports. Attendance Summary report in Aeries and Chronic Absenteeism report in A2A

Tutoring usage - Weekly reports

Grades - Weekly reports

Technology usage reports from Acellus, OverDrive, IXL, etc

Track students who make up credit deficiency and return to comprehensive school site

The District will meet quarterly with ALIS to review the progress of the program

CAASPP scores, as shown on the CA School Dashboard

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Improve academic achievement for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Actual

California School Dashboard English Language Arts (3rd-8th) State Indicator. Decrease all student groups' distance from 3 by 15 points annually.

All Students: 41.5 points below Level 3

Students with Disabilities: 105.7 points below Level 3

African American Students: 73.3 points below Level 3

2018 Dashboard:

All Students: 48.7 points below standard. Maintained. + 2.4 points. Metric Not Met.

Students with Disabilities: 122.4 points below Level 3. Maintained. - 2.4 points. Metric Not Met.

African American Students: 63.9 points below Level 3. Increased. 20.2 points. Metric Met.

California School Dashboard Mathematics (3rd-8th) State Indicator. Decrease all student groups' distance from 3 by 15 points annually.

All Students: 64.1 points below Level 3

Students with Disabilities: 134.7 points below Level 3

African American Students: 110.7 points below Level 3

2018 Dashboard:

All Students: 85.7 points below standard. Maintained -1.4 points. Metric Not Met.

Students with Disabilities: 162.6 points below standard. Declined 4.3 points. Metric Not Met.

African American Students: 108.6 points below standard. Increased 19.8 points. Metric Met.

English Learners who made progress toward proficiency per the California School Dashboard will increase to 80% or higher.

Per the 2018 Dashboard, there were 543 English language learners in SKUSD. For the English Language Proficiency Assessments for California (ELPAC), the percentage of students in each level were:

Level 4 - Well Developed: 34.1%

Level 3 - Moderately Developed: 35.5%

Level 2 - Somewhat Developed: 20.4%

Level 1 - Beginning Stage: 9.9%

Expected

Increase % of pupils who participate and demonstrate college preparedness on EAP by 5% annually.
 16.5% of juniors will score "Ready" in English Language Arts
 9.5% of juniors will score "Ready" in Mathematics

English Learner (EL) Reclassification Rate. Increase the English Learner reclassification rate by 5% annually until the rate is maintained at 50%.

API. This is no longer provided by the State.

% of students who complete a CTE sequence. Increase by 2% annually.
 3.7% of students will complete a CTE sequence.

The District does not offer AP Courses. However, Dual Enrollment is offered to all students. District goal is to increase 5 % annually the number of students who are dually enrolled.
 28% of students will be dually enrolled.

Actual

2018 CAASPP results:
 11.1% of juniors scored "Ready" in English Language Arts. Metric Not Met.
 5.6% of juniors scored "Ready" in Mathematics. Metric Not Met.

During the 2017-2018 school year, 9% of the district's English Learners were reclassified (63 out of 575). Metric Not Met.

This is no longer provided by the State.

During the 2017-2018 school year, 3.1% of students completed a CTE pathway (25 out of 817). Metric Not Met.

During the 2018 fall semester, there were 171 dual enrolled students with 35 students taking more than one college course. During the 2019 spring semester, there were 141 dual enrolled students with 32 taking more than one college course. Approximately 20.8% of Rosamond High Early College Campus students took at least one college class during the 2018-2019 school year. Metric Not Met.

Expected

Percentage of teachers appropriately assigned and fully credentialed.
This measure will increase by 5% each year.
73% of teachers will be fully credentialed.

100% of students will have access to standards-aligned materials.

Maintain all facilities in good repair.

Implementation of CA academic standards.
ELA - Maintain Full Implementation & Sustainability
ELD - Maintain Full Implementation & Sustainability
Math - Maintain Full Implementation & Sustainability
NGSS - Initial Development
History/Social Sciences - Maintain Full Implementation

Actual

During the 2018-2019 school year, 87% of the district's teachers were appropriately assigned and fully credentialed (168 out of 193). Metric Met.

100% of students have access to standards-aligned materials. Per the Williams First Quarterly Report, all school sites had sufficient instructional materials in all subjects that were reviewed. Metric Met.

All facilities maintained in good repair. Per the Williams Inspections, three schools had "Exemplary" facilities, and one school's facilities were "Good". Metric Met.

Per the Dashboard Local Performance Indicators:
ELA - Maintained Full Implementation & Sustainability
ELD - Initial Implementation
Math - Maintained Full Implementation & Sustainability
NGSS - Initial Implementation
History/Social Sciences - Full Implementation

Expected

Provide programs and services that enable EL students to access CCSS and ELD standards for academic content knowledge and English Language proficiency.
 Professional Development for EL program: Full Implementation & Sustainability
 Fully-aligned EL curriculum: Full Implementation
 Programs and Policies to support the EL program: Full Implementation

Maintain 100% of students being granted access and enrolled in a broad course of study, as evidenced by master schedules.

Maintain 100% of unduplicated students being granted access and enrolled in a broad course of study, as evidenced by master schedules

Maintained 100% of students with exceptional needs being granted access and enrolled in programs and services deemed appropriate by IEP team, as evidenced by CASEMIS data.

Actual

Professional Development for EL program: Initial Implementation
 Fully-aligned EL curriculum: Initial Implementation
 Programs and Policies to support the EL program: Initial Implementation
 Metric Not Met.

Maintained 100% of students being granted access and enrolled in a broad course of study, as evidenced by master schedules. Metric Met.

Maintained 100% of unduplicated students being granted access and enrolled in a broad course of study, as evidenced by master schedules. Metric Met.

Maintained 100% of students with exceptional needs being granted access and enrolled in programs and services deemed appropriate by IEP team, as evidenced by CASEMIS data. Metric Met.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Throughout the district we use Houghton Mifflin Harcourt's supplemental reading intervention programs: READ 180 and System 44. We have over 400 students in the program in grades 3-12. We have ongoing training and support for faculty and administrators through an HMH consultant.

Actual Actions/Services

The reading intervention program is fully implemented throughout the District. There are 355 students enrolled in reading intervention classes with at least ten software sessions: 185 students are using Read 180 and 170 students are using System 44. As of the end of the first semester, 85% of R180 students had Lexile gains. 67% of S44 students had Lexile gains.

The District received extensive coaching and professional development from Houghton Mifflin Harcourt. This included two full days of coaching prior to the school year and ongoing coaching of reading intervention teachers throughout the year.

Budgeted Expenditures

HMH Software: \$165,000
 HMH Consultant: \$25,000

Estimated Actual Expenditures

As of 6/11/2019
 Certificated Salary: \$4,531.39
 Certificated Benefits: \$803.87
 HMH Services Contracts: \$72,785.00
 4000 - 4999 Books and Supplies: \$3,013.37
 5000 - 5999 Services and Other Operating Expenditures: \$17,008.37

Source:
 Concentration/Supplemental

Budget References:
 1000-1999 Certificated Personnel Salaries
 3000-3999 Employee Benefits
 4000-4999 Books and Supplies
 5000-5999 Services and Other Operating Expenditures

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

We will schedule additional time for students to take the practice CAASPP assessments. All students will take a practice assessment in all four areas: ELA CAT and PT, Math CAT and PT. We will provide additional training for faculty in the accessibility features for the CAASPP assessments. This will help teachers to select the right accommodations for their students during IEP meetings. This will help teachers to support their students in the use of the accommodations when they are taking the assessments.

All CAASPP test administrators were trained to administer the summative and practice assessments. All school sites built time into their assessment schedules for the students to take the practice assessments in all four areas: ELA CAT and PT, Math CAT and PT, as well as the CAST for grades 5, 8 and 12. Additionally the SPED department at each school was trained in the accessibility features of the CAASPP assessments. Tropico Middle School piloted the Interim Assessment Blocks.

No extra cost for this: \$0.00

No extra cost for this: \$0.00

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Expand access to opportunities to demonstrate college and career readiness for all students through proliferation and support of CTE pathways. We will provide eight pathways that have both concentrator and capstone courses. We will have a CTE Coordinator at Rosamond High.

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

Certificated Teacher Salaries: \$283,875.00
 Certificated Teacher Benefits: \$70,970.00
 CTE Coordinator Salary: \$83,779.00
 CTE Coordinator Benefits: \$20,950.00

As of 6/11/2019
 Certificated Teacher Salaries: \$262,525.18
 Certificated Teacher Benefits: \$108,281.63
 CTE Coordinator Salary: \$69,969.28
 CTE Coordinator Benefits: \$24,120.07
 4000 - 4999 Books and Supplies: \$10,213.34

Source:
 Concentration/Supplemental

Budget References:
 1000-1999 Certificated Personnel Salaries
 3000-3999 Employee Benefits
 4000-4999 Books and Supplies

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Extended learning opportunities principally directed towards unduplicated students: Continue to have after school programs at Rosamond Elementary and Westpark Elementary that focus on Math and ELA. Continue to have before school and after school programs at Tropic Middle that offer academic support and tutoring.

SKUSD offers after school education and safety (ASES) programs at Westpark Elementary, Rosamond Elementary and Tropic Middle. The programs are free of charge for families. The programs focus on homework help. They also include physical fitness activities. The Tropic Middle School ASES program includes interscholastic sports and band. There are six instructors and a coordinator at both WES and RES. There are 3 instructors and a coordinator at Tropic Middle School.

TMS Zero Period Tutoring
 Certificated Salaries: \$20,000.00
 TMS Zero Period Tutoring
 Certificated Benefits: \$5,000.00
 ASES Classified Staff Salaries (ASES Grant Funded): \$359,203.00
 ASES Classified Benefits (ASES Grant Funded): \$89,800.75

As of 6/11/2019
 ASES Classified Staff Salaries (ASES Grant Funded): \$290,902.31
 ASES Classified Benefits (ASES Grant Funded): \$76,329.42

 Source:
 ASES Grant

 Budget References:
 1000-1999 Certificated Personnel Salaries
 3000-3999 Employee Benefits

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue the college counseling program at Rosamond High Early College Campus. Continue to have two college counselors principally directed to support unduplicated students.

RHECC continued to have two college/career counselors principally directed to support unduplicated students.

Guidance Counselor Salary (base): \$93,000
 Guidance Counselor Benefits (base): \$23,250
 Guidance Counselor Salary (c/s): \$76,566.00
 Guidance Counselor Benefits (c/s): \$19,145.00

As of 6/11/2019
 Guidance Counselor Salary (base): \$84,542.80
 Guidance Counselor Benefits (base): \$32,373.38
 Guidance Counselor Salary (c/s): \$74,071.81
 Guidance Counselor Benefits (c/s): \$28,274.89

Source:
 Base
 Concentration/Supplemental

Budget References:
 1000-1999 Certificated Personnel Salaries
 3000-3999 Employee Benefits

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

College Readiness classes.
Continue to hold Senior
Mathematics Acceleration and
Preparation classes at
Rosamond High principally
directed towards unduplicated
students.

Continued to hold Senior
Mathematics Acceleration and
Preparation classes at
Rosamond High Early College
Campus.

Certificated Salary: \$32,000.00
Certificated Benefits: \$8,000.00

As of 6/11/2019
Certificated Salary: \$24,193.18
Certificated Benefits: \$9,822.52

Source:
Concentration/Supplemental

Budget References:
1000-1999 Certificated Personnel
Salaries
3000-3999 Employee Benefits

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue to provide additional opportunities for students at Tropico Middle and Rosamond High to engage in learning and credit recovery through participation in online learning platform (A+). Continue to hold summer school for credit deficient students.

Students at Tropico Middle School and RHECC continued to have a credit recovery program using A+ software. Credit deficient students at RHECC go to Rare Earth Continuation School for credit recovery for one period a day.

Credit Retrieval Teacher Salaries: \$146,165.00
 Credit Retrieval Teacher Benefits: \$36,541.00
 Credit Retrieval Summer School Teacher Salaries: \$24,000.00
 Credit Retrieval Summer School Teacher Benefits: \$6,000.00
 Credit Retrieval Summer School Paraeducator Salaries: \$6,000.00
 Credit Retrieval Summer School Paraeducator Benefits: \$1,500.00
 Credit Retrieval Software: \$15,500.00

As of 6/11/19
 Certificated Salary: \$82,724.60
 Certificated Benefits: \$32,013.82
 4000 - 4999 Books and Supplies: \$15,500.00

 Source:
 Concentration/Supplemental

 Budget References:
 1000-1999 Certificated Personnel Salaries
 3000-3999 Employee Benefits
 4000-4999 Books and Supplies

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

The continued support of the AVID program allows for students to receive tutoring and mentoring, experiential learning, as well as additional skillbuilding to help ensure greater success principally directed towards unduplicated students in college prep and A-G level courses.

SKUSD ran the AVID program at Rosamond Elementary, Westpark Elementary, Tropic Middle and Rosamond High.

Classified Salaries: \$86,600.00
 Classified Benefits: \$21,650.00

As of 6/11/2019
 AVID Teacher Salary: \$12,279.30
 AVID Teacher Benefits: \$5,542.26
 AVID Tutors Salary: \$40,391.65
 AVID Tutors Benefits: \$2,421.44
 5000 - 5999 Services and Other Operating Expenditures: \$21,329.00

Source:
 Concentration/Supplemental

Budget References:
 1000-1999 Certificated Personnel Salaries
 2000-2999 Classified Personnel Salaries
 3000-3999 Employee Benefits
 4000-4999 Books and Supplies
 5000-5999 Services and Other Operating Expenditures

Action 9

Planned Actions/Services

Continue to offer dual enrollment college classes for our high school students through a

Actual Actions/Services

Rosamond High Early College Campus offered the following dual enrollment college classes

Budgeted Expenditures

Certificated Salaries: \$140,000.00
 Certificated Benefits: \$35,000.00

Estimated Actual Expenditures

As of 6/11/2019
 Certificated Salaries: \$55,855.46
 Certificated Benefits: \$22,933.31

Planned Actions/Services

partnership with Antelope Valley College.

Actual Actions/Services

during the 2018-2019 school year:

Fall 2018:
 History 108
 Political Science 101
 Economics 100
 Digital Media 113 with Digital Media Lab
 Spanish 101
 Deaf Studies 101
 Math 105 (Proofs of Geometry)
 Math 135 (Trigonometry)
 Math 150 (Calculus)

Spring 2019:
 History 104
 Political Science 101
 Deaf Studies 101
 Deaf Studies 102
 Digital Media 101 with Digital Media Lab
 Spanish 101
 Spanish 102
 Math 115 (Statistics)
 Math 140 (Precalculus)
 Math 160 (Calculus & Analytic Geometry)

Budgeted Expenditures

Classified Salaries: \$65,000.00
 Classified Benefits: \$16,250.00

Estimated Actual Expenditures

Classified Salaries: \$72,318.85
 Classified Benefits: \$36,326.45

Source:
 Concentration/Supplemental

Budget References:
 1000-1999 Certificated Personnel Salaries
 2000-2999 Classified Personnel Salaries
 3000-3999 Employee Benefits

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action 10

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue to implement formative and benchmark assessments Districtwide, in order to identify students' progress toward meeting grade-level standards. District and school-based staff continue to monitor student growth toward mastery of standards in literacy, language, and mathematics, as well as identify academic gaps between student groups.

Continued to implement formative and benchmark assessments Districtwide in order to identify students' progress toward meeting grade-level standards. District and school-based staff continued to monitor student growth toward mastery of standards in literacy, language, and mathematics, as well as identify academic gaps between student groups.

STAR Reading, STAR Math, STAR Early Literacy and professional development from Renaissance Learning: \$38,000

As of 3/5/2019
5000 - 5999 Services and Other Operating Expenditures: \$46,153.72

Source:
Concentration/Supplemental

Budget References:
5000-5999 Services and Other Operating Expenditures

Action 11

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Develop and implement a plan for “multiple approaches” to inclusion of students with special needs in elementary and secondary schools. Plan will focus on establishing a range of supports to students with disabilities in order to ensure structures for sufficient time in mainstream classes and appropriate delivery of services and supports in IEPs. Continue to provide training for all staff on appropriate modifications for pupils with disabilities when taking the state assessment. Special education staff will ensure that all IEPs contain the appropriate modifications for pupils with disabilities.

Special education staff ensured that all IEPs contain the appropriate modifications for pupils with disabilities. All RHECC resource students have inclusion availability, with most of the students participating. All RHECC SDC students have mainstreaming availability with most students participating. The Tropico Middle School RSP 8th graders all participated in inclusion, and SDC students mainstreamed. This will be expanded to 6th and 7th grade next year. The RSP elementary students all participate in general education. The SDC students started mainstreaming this year with increased time expected next year.

Certificated Labor: \$2,100.00
 Certificated Benefits: \$525.00
 Training: \$1,000.00

As of 6/11/2019
 Certificated Salary: \$24,120.45
 Certificated Benefits: \$4,724.85

Source:
 Concentration/Supplemental

Budget References:
 1000-1999 Certificated Personnel Salaries
 3000-3999 Employee Benefits

Action 12

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue to have transitional kindergarten classes in order to ensure our unduplicated students that have no preschool experience can succeed.

Continued to have transitional kindergarten classes. There were 69 students enrolled in the TK program.

TK Paraeducator Salary:
\$23,000.00
TK Paraeducator Benefits:
\$5,750.00

As of 6/11/2019
TK Paraeducator Salary:
\$19,941.02
TK Paraeducator Benefits:
\$5,614.58

Source:
Concentration/Supplemental

Budget References:
2000-2999 Classified Personnel Salaries
3000-3999 Employee Benefits

Action 13

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Implement English Language Development program at all school sites. Implement supplemental Pearson iLit curriculum at Tropic Middle. Westpark Elementary and Rosamond Elementary will have a designated ELD time to implement the EL portion of the McGraw Hill CA Wonders curriculum, in alignment with the ELD Common core standards. Administrator of English Language Development program provides additional ongoing support and coaching to teachers to support English Learners.

Pearson iLit has been fully implemented at Tropic Middle School. Westpark and Rosamond Elementary had 30 minutes of designated ELD time and used the ELD portion of McGraw Hill CA Wonders curriculum.

Certificated Salary: \$24,210.00
 Certificated Benefits: \$6,050.00
 Materials: \$12,000.00

As of 05/10/19
 Books and Supplies: \$ 22,359.00

 Source:
 Concentration/Supplemental

 Budget References:
 4000-4999 Books and Supplies

Action 14

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide one paraeducator for each grade level at Rosamond Elementary and Westpark Elementary. Paraeducators provide support to general education classrooms to increase and improve services related to educational and behavioral challenges of unduplicated students.

At Rosamond Elementary and Westpark Elementary there are two paraeducators at each grade level: Kindergarten, 1st grade, and 2nd grade. There is one paraeducator each for TK and P.E.

Classified Salary: \$708,350.00
 Classified Benefits: \$177,088.00
 Para-educators for K, 1st and 2nd paid for out of Title 1
 P.E. paid for out of general fund

As of 6/11/2019
 Classified Salary: \$327,722.25
 Classified Benefits: \$163,001.95
 Para-educators for K, 1st and 2nd paid for out of Title 1
 TK has its own line item

Source:
 Title I

Budget References:
 1000-1999 Certificated Personnel Salaries
 2000-2999 Classified Personnel Salaries
 3000-3999 Employee Benefits

Action 15

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue to implement the Professional Learning Community model of collaboration and school improvement districtwide. This includes supplemental professional development, dedicated monthly PLC meetings, and grade/department chairs for every team.

During the 18-19 school year, the District had 23 minimum days. Most of those minimum days were used for PLC time or professional development at each school site. Every department and grade level team had a chairperson.

Certificated Department Chair Stipends: \$25,000.00
 Certificated Department Chair Benefits: \$6,250.00

As of 6/11/2019
 Certificated Department Chair Stipends: \$28,398.69
 Certificated Department Chair Benefits: \$5,586.00

Source:
 Concentration/Supplemental

Budget References:
 1000-1999 Certificated Personnel Salaries
 3000-3999 Employee Benefits

Action 16

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue Teacher Induction Program (formerly BTSA) to better fulfill the needs of unduplicated students.

The teacher induction program was ongoing. There were sixteen beginning teachers participating and nine veteran teachers serving as mentors. The veteran teachers are trained to mentor beginning teachers. Veteran teachers do observations and help beginning teachers clear their preliminary credential. In December 2018, candidates took a survey about the teacher induction program. 98.7% of candidates said the quality of services provided by their mentor "Meets or exceeds the expectations."

Certificated Teacher Induction Provider Stipends: \$38,000.00
 Certificated Teacher Induction Provider Stipend Benefits: \$9,500.00

As of 6/11/2019
 Certificated Teacher induction Provider Stipends: \$32,227.80
 Certificated Teacher Induction Provider Stipend Benefits: \$6,501.7

Source:
 Concentration/Supplemental

Budget References:
 1000-1999 Certificated Personnel Salaries
 3000-3999 Employee Benefits

Action 17

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Voluntary peer coaching program for faculty. Teachers observe other teachers to learn from them. Teachers invite other teachers into their classroom to receive feedback. Teachers lead trainings during faculty meetings.

Some teachers informally observed other teachers. Some teachers led trainings during faculty meetings. Several teachers led Capturing Kids Hearts trainings during faculty meetings.

\$0.00 Voluntary program

\$0.00 Voluntary program

Action 18

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Establish clear accountability expectations for classroom instruction. Incorporate expectations into new classroom observation program. Site administrators will do a minimum of four classroom walkthrough per semester for every teacher.

Site administrators did informal classroom walkthroughs. The District did not implement clear accountability expectations for classroom instruction or a classroom observation program.

\$0.00 No additional costs for 2018-19

\$0.00 No additional costs for 2018-19

Action 19

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Southern Kern USD will continue to offer additional professional development to faculty to meet the unique needs of our unduplicated students.

SKUSD offered the following professional development opportunities for faculty:
Three NGSS trainings for grades K-5
Two NGSS trainings for grades 6-12
Two day Capturing Kids Hearts trainings held prior to the start of the 18-19 school year. Attended by fifty faculty and administrators
Two day Rtl training. Rosamond Elementary, Westpark Elementary and Tropico Middle each sent three faculty members
Two day English Language Learner training. One teacher attended per grade level, K-5.
PBIS training conducted by the Kern County Superintendent of Schools (KCSOS). 3-5 faculty and staff members attended from Rosamond Elementary, Westpark Elementary, and Tropico Middle.

Certificated Professional Development Days Salaries: \$65,000.00
Certificated Professional Development Days Benefits: \$16,250.00
Consultants/Trainers: \$15,000.00

As of 4/30/2019
Certificated Salary (c/s): \$41,846.52
Certificated Benefits (c/s): \$7,423.57

Source:
Two day English Language Learner training -Title III
PBIS training - SSAE Grant

Budget References:
1000-1999 Certificated Personnel Salaries
3000-3999 Employee Benefits

Action 20

Planned Actions/Services

The District will provide teachers who are fully credentialed and appropriately assigned, including administrators and support staff. The District will acquire, develop, and retain classroom teachers, certificated support personnel, and site administrators. The District will continue to increase the size, stability, and quality of the teacher applicant pool through targeted outreach and support, such as:

1. Recruitment events hosted by colleges and universities
2. Offering early employment contracts to high quality, diverse candidates in hardtostaff areas (Math, Science, and Special Education). The District will recruit a diverse teacher workforce that mirrors the diversity of the SKUSD community while striving towards finding fully credentialed teachers for the classroom.

Actual Actions/Services

Due to the reduction in force, the district did not attend recruitment events. The District hired a small number of teachers for the 2019-2020 school year.

Budgeted Expenditures

Job Fairs: \$1,500.00

Estimated Actual Expenditures

\$0.00

Action 21

Planned Actions/Services

Laptop refresh that is principally directed towards unduplicated students to ensure they have access to technology for academic success.
 Purchase 60 student laptops
 Purchase 10 teacher laptops
 Purchase 100 laptop chargers
 Purchase 200 laptop cases

Actual Actions/Services

The District purchased:
 67 student laptops
 0 teacher laptops
 205 chargers
 216 laptop cases

Budgeted Expenditures

Laptop Refreshment: \$30,000

Estimated Actual Expenditures

As of 6/11/2019
 4000 - 4999 Books and Supplies:
 \$21,757.97

 Source:
 Concentration/Supplemental

 Budget References:
 4000-4999 Books and Supplies

Action 22

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide unduplicated students with safe, secure, and reliable access to additional learning opportunities. This includes maintaining the following technologies:
 Email filter
 Internet filter
 Firewall
 Google Suite monitoring software
 Classroom management software
 Network monitoring software
 Antivirus software
 Continue to provide 1 gigabit per second access to the Internet to all faculty, staff, and students.
 Continue to provide 1 gigabit per second wide area network.

Continued to provide all students with safe, secure and reliable access to the Internet and online learning opportunities. Continued to provide 1 gigabit per second access to the Internet to all faculty, staff, and students.
 Continue to provide 1 gigabit per second wide area network. All internet safety technologies were maintained:
 Email filter
 Internet filter
 Firewall
 Google Suite monitoring software
 Classroom management software
 Network monitoring software
 Antivirus software

Software(c/s):
 Email filter: \$8,100
 Internet filter: \$18,000
 Firewall: \$16,500
 Google Suite monitoring software: \$9,000
 Classroom management software: \$7,500
 Network monitoring software: \$1,500
 Antivirus software: \$0
 Total: \$60,600
 1 gigabit per second Internet access (base): \$12,600
 1 gigabit per second wide area network (base): \$16,400
 1 gigabit per second Internet access (erate): \$50,400
 1 gigabit per second wide area network (erate): \$65,600

As of 6/11/2019
 4000 - 4999 Books and Supplies: \$ 2,119.00
 5000 - 5999 Services and Other Operating Expenditures: \$ 45,990.15

 Source:
 Concentration/Supplemental Erate pays 80% for Internet and wide area network

 Budget References:
 4000-5999 Books and Supplies
 5000-5999 Services and Other Operating Expenditures

Action 23

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Update wireless network infrastructure to ensure reliability, this includes purchasing a new wireless network controller, upgrade 80 wireless access points, and upgrade 12 network switches to ensure access principally directed to meet the needs of unduplicated students.

The District will complete the network and wireless network upgrade projects in the summer of 2019.

\$55,000 for 80 access points and licenses
\$5,000 for new wireless controller
\$12,500 for 12 network switches

E-Rate pays for 80% of these projects, SKUSD pays for 20%.
District share for switches: \$3,507
District share for wireless network upgrade: \$13,693

Source:
Concentration/Supplemental Erate

Budget References:
4000-5999 Books and Supplies
5000-5999 Services and Other Operating Expenditures

Action 24

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Ongoing supplemental technology training for faculty and staff. This includes training in Aeries student information system, Google Suite, classroom A/V systems, digital citizenship, digital curriculum, and a variety of digital learning applications to ensure access principally directed to meet the needs of unduplicated students.

The district offered Aeries training to teachers prior to the start of the school year. Teachers were trained in digital citizenship. This included all K-6 teachers, the 7th-8th grade history teachers and the 9th-12th grade English teachers. Grades 4-5 teachers were trained in using the OverDrive digital library program. There was ongoing training in using the Renaissance suite (Star Reading, Star Math, and Accelerated Reader). Some teachers attended a webinar from IXL. The school site information systems technicians provided numerous small trainings for teachers in a variety of learning and productivity applications, as well as in classroom A/V systems.

Beginning of School Year
 Certificated Professional
 Development Salaries:
 \$40,000.00
 Beginning of School Year
 Certificated Professional
 Development Benefits:
 \$10,000.00

As of 6/11/2019
 Certificated Salary:\$2,227.50
 Certificated Benefits:\$433.47

 Source:
 Concentration/Supplemental

 Budget References:
 1000-1999 Certificated Personnel
 Salaries
 3000-3999 Employee Benefits

Action 25

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue to provide supplemental access to learning and productivity software to faculty, staff, and students. This includes the following supplemental software tools:

- Google Suite
- Adobe Creative Cloud
- IXL
- Accelerated Reader
- OverDrive digital library
- Turnitin
- Illuminate
- Magic Box
- Typing Club

Continued to provide access to the following learning applications:

- Google Suite
- Adobe Creative Cloud
- IXL
- Accelerated Reader
- OverDrive digital library
- Turnitin
- Magic Box
- Typing Club

Illuminate was discontinued.

- Google Suite: \$0.00
- Adobe Creative Cloud: \$4,000.00
- IXL: \$24,000.00
- Renaissance: \$15,000.00
- OverDrive digital library: \$5,000.00
- Turnitin: \$4,000.00
- Illuminate: \$15,000.00
- Magic Box: \$10,000.00
- Typing Club: \$3,000.00
- Total: \$80,000.00

As of 6/11/19
 4000 - 4999 Books and Supplies: \$ 13,193.00
 5000 - 5999 Services and Other Operating Expenditures: \$ 27,500.00

Source:
 Concentration/Supplemental

Budget References:
 4000 - 4999 Books and Supplies
 5000 - 5999 Services and Other Operating Expenditures

Action 26

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Maintain additional staffing of IT Dept. The staffing of the IT Dept. consists of the Director of Technology and Instructional Support, two Systems Administrators, and four Information Systems Technicians. Continue to provide timely technical support to all faculty, staff, and students to ensure access principally directed to meet the needs of unduplicated students.

Maintained staffing of IT Dept. Continued to provide timely technical support to all faculty, staff, and students

3 IT Staff Salaries (base):
\$217,939.37
3 IT Staff Benefits (base):
\$104,225.92
IT Staff Salaries (c/s):
\$159,710.00
IT Staff Benefits (c/s):
\$39,928.00

As of 6/11/2019
3 IT Staff Salaries (base):
\$193,126.70
3 IT Staff Benefits (base):
\$99,655.20
IT Staff Salaries (c/s):
\$146,400.32
IT Staff Benefits (c/s): \$97,521.24

Source:
Base
Concentration/Supplemental

Budget References:
2000-2999 Classified Personnel Salaries
3000-3999 Employee Benefits

Action 27

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue to have extra support for unduplicated students. This includes Student Support Team teachers at every site to ensure access principally directed at meeting the needs of unduplicated students:
 One SST Coordinator at Rosamond Elementary and Westpark Elementary
 One SST Coordinator at Tropico Middle
 One SST Coordinator at Rosamond High
 One total SST Coordinator at Rare Earth and ALIS
 One SST Coordinator at Ascend Academy

Continued to have extra support for unduplicated students. This included a Student Support Team teacher at every site.

Certificated Stipends:
 \$41,000.00
 Certificated Benefits: \$10,250.00

As of 06/11/2019
 SST Coordinator Salary:
 \$22,718.88
 SST Coordinator Benefits:
 \$4,583.28

 Source:
 Concentration/Supplemental

 Budget References:
 1000-1999 Certificated Personnel Salaries
 3000-3999 Employee Benefits

Action 28

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue to support Ascend Academy. Ascend Academy focuses on providing academic and social-emotional support to students with significant behavioral and emotional issues. This action is principally directed towards unduplicated students.

Continued to support Ascend Academy, which focused on providing academic and social-emotional support to students with significant behavioral and emotional issues. As of 3-14-19, there were 57 students enrolled at Ascend Academy.

Certificated Salaries: \$419,550.00
Certificated Benefits: \$104,890.00
Classified Salaries: \$280,650.00
Classified Benefits: \$70,200.00
Administrator Salary: \$38,800.00
Administrator benefits: \$9,700.00
Certificated Stipends: \$41,000.00
Certificated Benefits:\$10,250.00

As of 6/11/2019
Administrator Salary: \$32,306.1
Administrator Benefits: \$11,346.81
Certificated Salary: \$361,911.51
Certificated Benefits: \$155,153.14

Classified Salary: \$447,644.98
Classified Benefits: \$218,617.14

Source:
Concentration/Supplemental

Budget References:
1000-1999 Certificated Personnel Salaries
2000-2999 Classified Personnel Salaries
3000-3999 Employee Benefits

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Most of the actions and services to achieve Goal #1 were successfully implemented. This includes the reading intervention program, CAASPP training for students, college and career counseling, credit recovery, dual enrollment, formative and benchmark assessments, TK, paraeducators at RES and WES, teacher induction program, access to technology, SST, the Ascend program, and the CTE program.

Cuts to the district's budget and going through a reduction in force made it challenging to accomplish some of the actions. The ASES program served fewer students in 2018-2019 compared to 2017-2018. The ELD program was not fully implemented throughout the District. The peer coaching program was done on a limited basis. The classroom observation program was done informally. The District did not attend teacher recruitment events.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The district administers the STAR Reading and STAR Math benchmark assessments during the fall, winter and spring. On average, from August - March, students in grades 1-8 grew .53 years in reading and .69 years in math. The goal is for students to grow a full year in reading and math from August - May. Our students are not on pace to grow a full year in reading, and are almost on pace to grow a full year in math.

On the 2018 CAASPP assessments for ELA, All Students are at the Orange performance level. The average scale score in ELA was 48.7 points below standard, an increase of 2.4 points. Several subgroups were in the Red performance level: English Learners, Foster Youth, and Students with Disabilities.

On the 2018 CAASPP Assessments for math, All Students are at the Orange performance level. The average scale score in math was 85.7 points below standard, a decrease of 1.4 points. Several subgroups were in the Red performance level: English Learners, Foster Youth and Students with Disabilities.

Based on the results of the 2018-2019 benchmark assessments, and the 2018 CAASPP assessments, the district's actions and services aimed at improving student achievement in ELA and math did achieve the growth targets in 2018, and are not projected to achieve the growth targets in 2019.

During the District's Continuous Support and Improvement process through the Kern County Superintendent of Schools, the District drafted the following Problem of Practice, which explains the root cause of the District's low academic achievement, "Southern Kern USD does not focus on continuously monitoring and improving...our instructional program."

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For Action 1, the cost of HMH reading intervention software was much less than we anticipated. For Action 7, there was not a credit retrieval position at Rosamond High, so the cost for credit retrieval teacher salaries was significantly less than budgeted. For Action 9, the budgeted expense was based on the assumption that more of the district's teachers would participate in teaching the dual enrollment courses. The estimated actual expenditures reflect courses taught by SKUSD teachers during the day. For Action 11, the cost for teacher's extra time for IEPs was underestimated by around \$15,500.00. For Action 14, the District employed fewer para-educators than was budgeted. For Action 20, due to the Reduction in Force, the District did not attend any job fairs. For Action 24, the District did not offer professional development to veteran teachers prior to the start of the 18-19 school year. For Action 27, the District had fewer SST Coordinators than was budgeted. For Action 28, Ascend Academy employed more classified staff than was budgeted.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

For Action 6, for the 2019-2020 school year, the District will discontinue the Senior Mathematics Acceleration and Preparation classes at Rosamond High. The District is replacing these classes with Pre-Calculus classes. For Action 7, the district is switching its online courseware from A+ to Acellus. Due to budget constraints, the district will be reducing the AVID program (Action 8) to just Rosamond High Early College Campus. The district will be purchasing 910 laptops to replace the five year old RHECC student laptops (Action 21). The Ascend Academy program (Action 28) will be relocated to the school sites so that the Ascend students will be mainstreamed with the general education population. The District will ensure that the ELD program is fully implemented throughout the District during the 2019-2020 school year. The District will fully implement the peer coaching and classroom observation programs.

Goal 2

Develop a healthy school climate that supports the social, emotional, and physical needs of all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 6, 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Suspension Rate:
All Students: 6%.
Students with Disabilities: 11.3%
African Americans: 16.9%
Foster Youth: 11.8
Socioeconomically Disadvantaged: 7.1%

Actual

According to the 2018 Dashboard, the District's suspension rates for the 2017-2018 school year were:
All Students: 6.3%
Students with Disabilities: 7.3%
African Americans: 12.1%
Foster Youth: 8.9%
Socioeconomically Disadvantaged: 6.8%
Metric Met for 4 out of 5 groups

Expected

Chronic Absenteeism Rate:

All Students: 14.8%

African American: 27.0%

Foster Youth: 24%

Homeless: 23%"

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." Percentage of students who responded "Agree" or "Strongly Agree". Increase 10% annually until reaching 90%.

Grade 7: 61%

Grade 9: 60%

Grade 11: 71%

California Healthy Kids Survey administered to students in grades 7, 9, and 11 Question: "I feel safe in my school."

Percentage of students who responded "Agree" or "Strongly Agree".

Increase 10% annually until reaching 90%.

Grade 7: 69%

Grade 9: 67%

Grade 11: 63%

Actual

According to the 2018 Dashboard, the District's chronic absenteeism rates for the 2017-2018 school year were:

All Students: 17.7%

African American: 32.7%

Foster Youth: 24.5%

Homeless: 32.2%

Metric Met for 0 out of 4 groups

For the CHKS administered in November, 2018:

Grade 7: 57%

Grade 9: 52%

Grade 11: 62%

Metric Not Met

For the CHKS administered in November, 2018:

Grade 7: 47%

Grade 9: 63%

Grade 11: 47%

Metric Not Met

Expected

Expulsion rate. Maintain an expulsion rate of less than 1%.

LCAP Parent Survey. Question, "The campus is safe and secure."
Percentage of respondents who answered Agree or Strongly Agree.
Increase 10% annually until reaching 90%
78.1% of parents will respond to the LCAP survey "The campus is safe and secure."

California School Staff Survey. Percentage of Staff feeling safe at school.
100% of staff will respond that they feel "safe or very safe" at school.

Actual

According to DataQuest, the expulsion rate for SKUSD for the 2017-2018 school year was 0.25% There were 10 total expulsions out of a cumulative enrollment of 3,972. Metric Met

The LCAP Parent Survey was administered in the spring of 2019. There were 413 total respondents. Each school site had its own section of the survey. Each school site had the question, "The school campus is safe". 51.7% of respondents answered Agree or Strongly Agree. Metric Not Met

For the CSSS administered in November, 2018, % of staff that responded "Strongly agree" or "Agree" to the question, "This school is a safe place for staff":
93% of middle school staff
82% of high school staff
Metric Not Met

Expected

High school dropout rate. Maintain less than 3% dropout rate.

Middle school dropout rate. The dropout rate for all students in grades 6-8 will be less than 1%

High school graduation. The District's 4 year cohort of students will maintain a graduation rate of 87% or higher.

Actual

According to CALPADS Fall 1 report 1.9 Completers and Dropouts Count, which looks at data from the 2017-2018 school year, SKUSD had the following dropout rates for grades 9-12:

Abraham Lincoln: 2 dropouts

Rosamond High: 6 dropouts

According to Dataquest, for 2017-2018, the enrollment at Abraham Lincoln was 116, and the enrollment at RHECC was 827.

The high school dropout rate for 2017-2018 was .84%

Metric Met

According to CALPADS Fall 1 report 1.9 Completers and Dropouts Count, which looks at data from the 2017-2018 school year, Tropic Middle School had 1 dropout. Tropic Middle had an enrollment of 802 students and Abraham Lincoln had an enrollment of 17 students in grades 6-8. The middle school dropout rate was .12%. Metric Met

According to the Dashboard, the graduation rate for the 4 year cohort that graduated in 2018 was 87.4%. Metric Met

Expected

5th and 7th Grade students will increase in all Physical Fitness Subtests by 3% annually until the District has reached and maintained 75%.

Aerobic Capacity (One Mile Run)

5th Grade: 57.9%

7th Grade: 58.0%

Body Composition (BMI)

5th Grade: 66.6%

7th Grade: 55.2%

Abdominal Strength

5th Grade: 75%

7th Grade: 95.0%

Trunk Strength

5th Grade: 98.9%

7th Grade: 96.9%

Upper Body Strength

5th Grade: 88.1%

7th Grade: 71%

Flexibility

5th Grade: 75.0%

7th Grade: 83.1%

All students: 93.2%

African American: 89.2%

Students w/Disabilities: 91.4%

Foster Youth: 86.7%

Actual

Aerobic Capacity (One Mile Run)

5th Grade: 61.5%

7th Grade: 54.7%

9th Grade: 44.1%

Body Composition (BMI)

5th Grade: 65.3%

7th Grade: 53.9%

9th Grade: 57.4%

Abdominal Strength

5th Grade: 60.7%

7th Grade: 90.5%

9th Grade: 79.7%

Trunk Strength

5th Grade: 96.6%

7th Grade: 91.4%

9th Grade: 94.1%

Upper Body Strength

5th Grade: 77.9%

7th Grade: 51.9%

9th Grade: 51.5%

Flexibility

5th Grade: 66.8%

7th Grade: 84%

9th Grade: 69.3%

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Southern Kern USD is partnering with Capturing Kids' Hearts to implement a system for improving school climate across the District. 100% of administrators will be trained by the start of the 2018-2019 school year. 25% of teachers will be trained by the start of the 2018-2019 school year. Ongoing training for teachers and administrators. This action is principally directed towards meeting unduplicated students needs.

Actual Actions/Services

Forty teachers and administrators were trained for two days, on Aug 2 - Aug 3, 2018.

Budgeted Expenditures

Capturing Kids' Hearts:
\$125,000.00
Professional Development for 25% of Teachers Salaries:
\$12,950.00
Professional Development for 25% of Teachers Benefits:
\$3,240.00

Estimated Actual Expenditures

As of 6/11/2019
5000-5999 Services and Other Operating Expenditures:
\$52,000.00

Source:
Concentration/Supplemental

Budget References:
5000-5999 Services and Other Operating Expenditures

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

The District employs two psychologists and three therapists. Psychologists and therapists hold anger regression training, parenting classes, and drug rehabilitation programs. This action is principally directed to support unduplicated students.

The District employed three psychologists, one intern psychologist, and one therapist. SKUSD held the Positive Parenting Program (Triple P) for parents who had children ages 2-12 years old. The class was held once a week and began February 4, 2019. It ran for seven weeks and the last session was held on 25, 2019. We had a total of 8 participants who attended every session. The feedback from the parents was positive. They reported being more confident in parenting their children. There were not enough participants signed up to hold the anger management program, drug rehabilitation program, or Triple P program for parents of adolescents.

Psychologist Salaries (base): \$167,928.00
 Psychologist Benefits (base): \$41,982.00
 Psychologist Intern Salary (c/s): \$44,868.00
 Psychologist Intern Benefits (c/s): \$11,217.00
 MFTs Salaries (c/s): \$153,019.00
 MFTs Benefits (c/s): \$38,255.00

As of 6/11/2019
 Psychologist Salaries (Base): \$220,918.10
 Psychologist Benefits (Base): \$87,277.14
 Psychologist Intern Salary (c/s): \$43,989.00
 Psychologist Intern Benefits (c/s): \$23,199.86
 MFTs Salaries (c/s): \$140,897.27
 MFTs Benefits(c/s): \$66,480.04

Source:
 Base
 Concentration/Supplemental

Budget References:
 1000-1999 Certificated Personnel Salaries
 2000-2999 Classified Personnel Salaries
 3000-3999 Employee Benefits

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Supplemental Anti-Bullying and Anti-Drug Campaigns. Continue to implement PSST World (Promoting Safer Schools Together) anonymous reporting tool for students. Continue anti-bullying and anti-drug weeks at Rosamond Elementary and Westpark Elementary.

We continued to use PSST World for anonymous student reporting. Anti drug assemblies were held at Rosamond Elementary, Tropico Middle, and Rosamond High. Sheriffs came to Westpark Elementary to address bullying.

Assemblies: \$5,000.00

\$0.00 no money was spent on this action.

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

We will continue to offer free breakfast, lunch, and dinner for all TK-8th grade students at Rosamond Elementary, Westpark Elementary, and Tropico Middle. We will continue to have free breakfast and lunch for all students at Rosamond High, Abraham Lincoln, Rare Earth, and Ascend Academy principally directed to unduplicated students for support. We will continue to have holiday and summer feeding programs at Rosamond Elementary, which will be available to all students in the District. This action is principally directed to supporting unduplicated students.

We continued to offer free breakfast, lunch, and dinner for all TK 8th grade students at Rosamond Elementary, Westpark Elementary, and Tropico Middle principally directed to unduplicated students for support. We continued to have free breakfast and lunch for all students at Rosamond High, Abraham Lincoln, Rare Earth, and Ascend Academy. We did not have holiday feeding programs due to low interest. We are holding the summer feeding program at the Rosamond Library.

Classified Salaries: \$ 643,300.00
 Classified Benefits: \$ 147,500.00

As of 6/11/2019
 Classified Salaries: \$542,455.50
 Classified Benefits: \$221,403.54

Source:
 Concentration/Supplemental

Budget References:
 2000-2999 Classified Personnel Salaries
 3000-3999 Employee Benefits

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue to have additional licensed vocational nurses (LVN) assigned to each school site.

Continued to have licensed vocational nurses (LVN) servicing each school site.

1 Classified Salary (base):
\$42,975.00
1 Classified Benefits (base):
\$10,744.00
Classified Salary (c/s):
\$78,392.00
Classified Benefits (c/s):
\$19,598.00

As of 6/11/19
1 Classified Salary (base):
\$44,267.12
1 Classified Benefits (base):
\$20,679.59
Classified Salaries (c/s):
\$93,761.36
Classified Benefits (c/s):
\$45,670.28

Source:
Base
Concentration/Supplemental

Budget References:
2000-2999 Classified Personnel Salaries
3000-3999 Employee Benefits

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide and administer surveys to staff, students, and parents around academics, safety, and connectedness to school.

We administered the following surveys:
California Healthy Kids, students in grades 7, 9 and 11
California School Staff Survey
LCAP Survey

\$0.00 - no additional expenditure

SurveyMonkey: \$252

Source:
Concentration/Supplemental

Budget Reference:
5000-5999 Services and Other
Operating Expenditures

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Increase student connectedness to school at the middle and upper levels through extracurricular activities such as music, sports, robotics, etc. Typically unduplicated students would otherwise not be able to participate in such activities.

Continued to have extracurricular activities such as music, sports, robotics, etc. for students in grades 6-12.

Extracurricular Stipends:
\$150,000.00

As of 6/11/2019
 Extracurricular Stipends
 Certificated Salaries: \$102,850.06
 Extracurricular Stipends
 Certificated Benefits: \$18,544.64
 Extracurricular Stipends
 Classified Salary: \$52,194.10
 Extracurricular Stipends
 Classified Benefits: \$4,261.07

Source:
 Concentration/Supplemental

Budget References:
 1000-1999 Certificated Personnel Salaries
 2000-2999 Classified Personnel Salaries
 3000-3999 Employee Benefits

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Southern Kern USD has partnered with The Achievement Initiative to implement the Attention to Attendance (A2A) program for grades K-3. This program involves ongoing communication with families to improve student attendance. The administration will monitor student attendance, using A2A as an online tool for attendance analysis and tracking. With this more effective documentation and notification of students' attendance, staff will continue to focus on supporting students with chronic absenteeism.

We have implemented the Attention to Attendance Program (A2A) for all schools, K-12. The program sends letters to families for truancy, excessive excused absences, chronic absenteeism, and excessive tardies. The site administrators are using the program to schedule attendance conferences with families of students with attendance problems. As of 5-6-19, site administrators had conducted 1,282 conferences..

A2A: \$63,800

As of 6/11/2019
A2A: \$60,700.00

Source:
Concentration/Supplemental

Budget References:
5000-5999 Services and Other
Operating Expenses

Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Risk management strategy:
 Continue to employ a school safety coordinator.
 Continue monthly fire and lockdown drills at all school sites.
 Continue to have emergency supply kits able to supply all students at all sites.

The school safety coordinator position has been eliminated.
 Assistant principals are serving as school safety coordinators.
 Each school develops a school safety plan that gets approved by school site councils. School sites continued to hold monthly fire and lockdown drills. Schools sites continued to have emergency supply kits able to supply all students at all sites.

Classified Salary(c/s): \$48,545.00
 Classified
 Benefits(c/s):\$12,136.00
 Asst. Principal Salary (c/s 25%): \$95,990.50
 Asst. Principal Benefits (c/s 25%): \$6,000.00
 Lockdown Drills (base): \$0.00 no extra costs
 Fire Drills (base): \$0.00 no extra costs
 Emergency Kits (base): \$0.00
 Supplies were replenished in 2016-17 and 2017-18

As of 6/11/19
 Asst. Principal Salaries \$92,528.81
 Asst. Principal Benefits: \$32,313.83
 Classified Salary:\$33,102.07
 Classified Benefits: \$14,863.99
 Lockdown Drills (base): \$0.00 no extra costs
 Fire Drills (base): \$0.00 no extra costs
 Emergency Kits (base): \$0.00
 Supplies were replenished in 2016-17 and 2017-18

Source:
 Base
 Concentration/Supplemental

Budget References:
 1000-1999 Certificated Personnel Salaries
 2000-2999 Classified Personnel Salaries
 3000-3999 Employee Benefits

Action 10

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

School administrators will annually review the school climate survey results regarding student, parent/guardian, and staff sense of safety and incorporate the data into their evaluations of the site Single Plans for Student Achievement to refine school-based approaches to increasing students' sense of safety at school.

The results of the California Healthy Kids Survey and California School Staff Survey were shared with the administrators at Tropico Middle School and Rosamond High. The school site councils used the survey information to inform their School Plan for Student Achievement.

\$0.00 - No expenditures

\$0.00 - No expenditures

Action 11

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Principally directed at supporting unduplicated students with positive conflict resolution, behavioral supports, and additional trusted adults on campus, the District will continue to staff 7 Campus Safety Officers at Rosamond Elementary, Westpark, Tropico Middle, and Rosamond High. We staffed four CSOs total at Rare Earth Continuation, Abraham Lincoln Independent Study, and Ascend Academy.

The number of campus safety officers has been reduced. There are a total of four at Alt Ed, including Ascend. There are five CSOs at RES and three at WES. There are 6 CSOs at RHECC and 7 at TMS.

5 Campus Safety Officer Salaries (base): \$522,515.00
 5 Campus Safety Officer Benefits (base): \$130,630.00
 8 Additional Campus Security Officers Salaries (2 more @ RES, WES, TMS, RHECC) (c/s): \$148,395.00
 8 Additional Campus Security Officers Benefits (2 more @ RES, WES, TMS, RHECC) (c/s): \$37,100.00

As of 6/11/2019
 CSO Salaries (base): \$421,898.76
 CSO Benefits (base): \$247,950.14
 CSO Salaries (c/s): \$129,457.06
 CSO Benefits (c/s): \$93,998.01

Source:
 Base
 Concentration/Supplemental

Budget References:
 2000-2999 Classified Personnel Salaries
 3000-3999 Employee Benefits

Action 12

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Offer free transportation (bus service) to and from school to all students in the District, principally directed at supporting unduplicated students that may have an alternative way to attend school due to expansive district boundaries.

SKUSD continues to offer free transportation (bus service) to and from school to all students in the District.

Transportation Salaries: \$616,385.00
 Transportation Benefits: \$154,096.00
 Transportation Supplies: \$50,000.00
 3 Bus Engines Replacement: \$90,000.00

As of 4/30/2019
 Classified Salaries: \$465,142.44
 Classified Benefits: \$296,305.36
 Bus Engine Replacement: \$40,076.10

 Source:
 Concentration/Supplemental

 Budget References:
 2000-2999 Classified Personnel Salaries
 3000-3999 Employee Benefits
 6000-6999 Capital Outlay

Action 13

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide Facility and Support Operations staff, including custodians, to provide a clean, safe, and secure learning environment for all students. Principally directed at supporting unduplicated students' health and welfare, therefore, improving their attendance.

SKUSD continues to provide Facility and Support Operations staff, including custodians, to provide a clean, safe, and secure learning environment for all students.

12 Day Shift Custodian Salaries (base): \$536,593.00
 12 Day Shift Custodian Benefits (base): \$134,148.00
 10 Night Shift Custodians 90% Salaries (base): \$353,078.00
 10 Night Shift Custodians 90% Benefits (base): \$88,270.00
 10 Night Shift Custodians 10% Salaries (c/s): \$39,231.00
 10 Night Shift Custodians 10% Benefits (c/s): \$9,808.00

As of 6/11/2019
 12 Day Shift Custodian Salaries (base): \$464,149.69
 12 Day Shift Custodian Benefits (base): \$302,857.78
 10 Night Shift Custodians 90% Salaries (base): \$296,277.97
 10 Night Shift Custodians 90% Benefits (base): \$203,722.05
 10 Night Shift Custodians 10% Salaries (c/s): \$32,919.77
 10 Night Shift Custodians 10% Benefits (c/s): \$22,635.78

Source:
 Base
 Concentration/Supplemental

Budget References:
 2000-2999 Classified Personnel Salaries
 3000-3999 Employee Benefits

Action 14

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Supplemental Parenting Classes to improve the academic success of students.

SKUSD held the Triple P (Positive Parenting Program) parenting program for parents who had children ages 2-12 years old. The class was held once a week for seven weeks. We had a total of 8 participants who attended every session.

Supplies: \$200.00

As of 6/11/2019
Classified Salary: \$360.00
Classified Benefits: \$36.34
Training for MFT: \$2,465.00

Source:
Concentration/Supplemental

Budget References:
2000-2999 Classified Personnel Salaries
3000-3999 Employee Benefits
5000-5999 Services and Other Operating Expenditures

Action 15

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services

Middle School Counselor principally directed at supporting the social/emotional, as well as academic needs of our unduplicated students.

Actual Actions/Services

The middle school counselor supports the academic needs of the students at Tropico Middle School.

Budgeted Expenditures

Certificated Salary: \$71,963.00
Certificated Benefits: \$17,990.75

Estimated Actual Expenditures

As of 6/11/2019
Certificated Salary: \$65,420.90
Certificated Benefits: \$33,620.26

Source:
Concentration/Supplemental

Budget References:
1000-9999 Certificated Personnel Salaries
3000-3999 Employee Benefits

Action 16

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Operate and fully staff Ascend Academy with certificated and classified staff. This is principally directed at supporting the social/emotional, as well as academic needs of our unduplicated students.

SKUSD operated and fully staffed Ascend Academy with certificated and classified staff.

Certificated Labor: \$458,325.09
Certificated Benefits:
\$197,878.44
Classified Labor: \$405,664.26
Classified Benefits: \$154,208.82

SAME AS GOAL 1 ACTION 28

As of 6/11/2019

Administrator Salary: \$32,306.1

Administrator Benefits:

\$11,346.81

Certificated Salary: \$361,911.51

Certificated Benefits: \$155,153.14

Classified Salary: \$447,644.98

Classified Benefits: \$218,617.14

Source:

Concentration/Supplemental

Budget References:

1000-1999 Certificated Personnel Salaries

2000-2999 Classified Personnel Salaries

3000-3999 Employee Benefits

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The district successfully implemented the actions and services designed to develop a healthy school climate that supports the social-emotional and physical needs of all students. This includes the initial implementation of the Capturing Kids' Hearts program, implementing the Attention to Attendance program for K-12, continuing to provide free transportation to all students, and providing free breakfast and lunch to all students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The Attention to Attendance program appears to be moderately successful. In 2017, the district's chronic absenteeism rate was 17.7%. For the 2018-2019 school year, the District's chronic absence rate was 16.27. This is a decline of 1.43% from 2017-2018, when the chronic absence rate was 17.7%. For the 2018-2019 school year, the District's attendance percentage was 94.28%. This is an increase of .5% from the previous school year.

The district continues to struggle with the health of its school climate, as evidenced by an increasing suspension rate. As of Feb 4, 2019, the district's suspension rate was 9.17%, an increase of 2.87 percent from the previous year. The Capturing Kids' Hearts program has only been initially implemented.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference in spending versus budget occurred.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As of Feb 4, 2019, the district's suspension rate was 9.17%, an increase of 2.87 percent from the previous year. In collaboration with the Kern County

Superintendent of Schools (KCSOS), through the Continuous Improvement Process, the District has determined that implementing a district-wide PBIS program is the best course of action to improve school climate and lower suspension rate. This will be a new action, #16.

To improve campus safety, the District is purchasing, installing and monitoring a new video surveillance system for Tropic Middle School. This will be a new action, #17.

Action 16 was to support Ascend Academy. This was a duplicate of Goal 1, Action 28. Action 16 has been removed.

Goal 3

Engage families and community in effective educational partnerships.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities: N/A

Annual Measurable Outcomes

Expected

The District will ensure that 8 school site council meetings occur annually at each site. Additionally, there must be an agenda item to discuss LCAP updates 3 times a year. Maintain 8 school site council meetings with LCAP updates provided 3 times a year.

Actual

Each school site held at least eight school site council meetings, and had an agenda item to discuss LCAP updates at least three times.

Expected

SKUSD will update and disseminate monthly updates and activities to 100% of unduplicated parents. District updates and disseminates monthly activities from all sites.

Continue to regularly inform parents of student progress (quarterly) and schedule the annual Individualized Education Program (IEP) meeting that involves their child. 100% of IEP quarterly goal progress is sent home with each report card. 100% of parents of exceptional needs students will have a signed IEP.

Actual

Four out of five school sites emailed a monthly newsletter to their school communities. The newsletters contained information about upcoming events, student awards and achievements, information from the PTA, school site council, after school program, interscholastic sports, etc. The school sites and District Office also used Blackboard Connect and Constant Contact to send out phone and email messages regarding school and district activities.

Continued to regularly inform parents of student progress (quarterly) and schedule the annual Individualized Education Program (IEP) meetings that involve their children. 100% of IEP quarterly goal progress reports were sent home with each report card. 98% of parents of exceptional needs students have a signed IEP.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services

We have implemented a new 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. Principally directed to the needs of unduplicated families.

Actual Actions/Services

During the 18-19 school year, 1,246 people logged into the Aeries parent portal at least once.

Budgeted Expenditures

AERIES: \$30,000.00

Estimated Actual Expenditures

AERIES: \$31,181.60

Source:
Concentration/Supplemental

Budget References:
5000-5999 Services and Other
Operating Expenditures

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services

Develop a custom, branded, mobile app using Blackboard Connect software. Using the app families will have access to student information, news, calendars, social media, notifications, and other vital school information. Principally directed to the needs of unduplicated families.

Actual Actions/Services

The District has developed a custom mobile app and released it to the school community. From the app, families have access to student information, such as grades, courses, missing assignments, and attendance. The app also shows district news, calendar, lunch menus, staff directory, and more. As of 4-12-19, 381 people had downloaded the app, and there were over 2,700 page views.

Budgeted Expenditures

Blackboard Mobile App:
\$13,000.00

Estimated Actual Expenditures

As of 6/11/2019
Mobile App: \$12,806.58

Source:
Concentration/Supplemental

Budget References:
5000-5999 Services and Other
Operating Expenditures

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services

Email campaigns using Constant Contact. The District sends out monthly newsletters to the school community. The District sends out informational notices such as messages about the college program and state testing. The District will increase the use of email newsletters by having each school site send out a monthly newsletter. Principally directed to the needs of unduplicated families.

Actual Actions/Services

The school sites have embraced the monthly newsletters. Four out of five school sites sent out a monthly school newsletter via Constant Contact. The newsletters contain a wealth of information, including upcoming school events, highlighting student achievements and awards, school values, fundraising, athletics, etc. At the District level, we send email communications to families regarding enrollment, state testing, adult education, meetings, etc. We held communications training on September 19 to train each school site on best practices for writing and distributing school newsletters.

Budgeted Expenditures

Constant Contact: \$840.00

Estimated Actual Expenditures

As of 6/11/2019
Constant Contact: \$840.00

Source:
Concentration/Supplemental

Budget References:
5000-5999 Services and Other
Operating Expenditures

Action 4

Planned Actions/Services

Rosamond High Early College

Actual Actions/Services

We are offering welding classes,

Budgeted Expenditures

Certificated Staff Adult Welding

Estimated Actual Expenditures

As of 3/5/2019

Planned Actions/Services

Campus (RHECC) offers and will continue to expand Adult Education course offerings aligned to the growing industry sectors in the state as well as across Kern and LA counties.

RHECC offers an Adult Welding class which provides practical experience in safety, setup, and basic welding techniques. This class is held 5 to 6 times a year on Tuesdays from 5 PM 8 PM.

In partnership with Antelope Valley College and the Los Angeles/Orange Counties Building and Trades Council, RHECC is offering the MultiCraft Core Curriculum (MC3) Pre-Apprenticeship Training Program. Training cohorts are 8 weeks, 5 days a week. The program includes 166 hours of instruction including 20 hours of hands on training, basic mathematics for construction, blueprint reading, plus First

Actual Actions/Services

but students do not receive a welding certificate. We are not offering MC3. We do offer GED preparation courses. We do offer English learner classes. We are still using Rosetta Stone. Due to low usage, the Pearson Testing Center shut down. RHECC did not offer the MultiCraft Core Curriculum Pre-Apprenticeship Training Program.

Budgeted Expenditures

Salary (CCPT): \$8,000.00
 Certificated Staff Adult Welding Benefits(CCPT): \$2,000.00
 Certificated Staff GED Course Salary (c/s): \$10,000.00
 Certificated Staff GED Course Benefits (c/s): \$2,500.00
 Certificated Staff ESL Course Salary (c/s): \$10,000.00
 Certificated Staff ESL Course Benefits (c/s): \$2,500.00
 Classified Staff Pearson Testing Center Salary(c/s): \$34,550.00
 Classified Staff Pearson Testing Center Benefits(c/s): \$8,637.00

Estimated Actual Expenditures

Certificated Staff Adult Welding Salary (Adult Ed Consortium): \$2,295.00
 Certificated Staff Adult Welding Benefits (Adult Ed Consortium): \$463.00
 Certificated Staff GED/ESL Salaries (c/s): 2,745.00
 Certificated Staff GED/ESL Benefits (c/s): \$553.78
 Classified Staff GED/ESL Salary (c/s): \$25.85
 Classified Staff GED/ESL Benefits (c/s): \$7.27
 Classified Staff Pearson Testing Center Salary (c/s): \$21,986.02
 Classified Staff Pearson Testing Center Benefits (c/s): \$16,221.67

Source:
 CCPT
 Concentration/Supplemental

Budget References:
 1000-1999 Certificated Personnel Salaries
 2000-2999 Classified Personnel Salaries

Planned Actions/Services

Aid/CPR, Hazmat, and OSHA 10 training.

RHECC offers GED preparation courses. The course runs through the school year and prepares students in the areas of social studies, reading, mathematics, science, and writing.

RHECC offers English learner classes through the school year. The students learn the English language through Rosetta Stone.

The district also has a PearsonVue Testing Center on site and is able to administer certification tests in a variety of testing areas.

Principally directed at supporting unduplicated families improve academic outcomes for students.

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

3000-3999 Employee Benefits

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services

Provide parent meeting opportunities to engage parents in the decision-making process. This includes school site council meetings, LCAP meetings, PTA, IEPs, etc.

Actual Actions/Services

All school sites have monthly school site council meetings. This allows a representative body of parents to participate in the decision-making process. The school site councils participate in the development and approval of the school safety plans and school plans for student achievement. The school site councils review the LCAP as part of the development of the school plans for student achievement.

Rosamond Elementary and Westpark Elementary have active PTAs. The PTAs hold fundraisers and host events for students and families.

Budgeted Expenditures

Supplies: \$1,500.00

Estimated Actual Expenditures

0.00 No supply expenditure

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services

Website maintenance principally directed at supporting unduplicated families connectedness to the district.

Actual Actions/Services

All school sites were trained in communications, including website maintenance, school calendars and Twitter feeds. Sites and departments have updated their sections of the website. Sites have added calendars and Twitter feeds. The District has developed a Facebook page. We held a communications training on September 19 to train the school sites and departments on updating their sections of the website, publishing school calendars online, and posting to Twitter.

Budgeted Expenditures

Blackboard Web Hosting:
\$1,656.00

Estimated Actual Expenditures

As of 6/11/2019
Web Hosting: \$1,656.33

Source:
Base

Budget References:
5000 - 5999 Services and Other
Operating Expenditures

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The district had some success in implementing its communications initiatives. During the 18-19 school year, 1,246 people logged in to the Aeries parent portal at least once. Four out of five school sites published informative newsletters every month. We developed a mobile app and a Facebook page. Two school sites use Twitter regularly. All school sites published their school calendar online and kept them updated. All school sites had at least eight school site council meetings with at least three meetings that included a discussion of the LCAP.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The district was effective in implementing its communications initiatives. However, per the results of the LCAP survey, there is still not enough engagement and partnership with the community. On the LCAP survey, there was a question for each school site, "The school site includes families in school decisions (School Site Council (SSC), Parent Teacher Association (PTA), English Learner Advisory Committee (ELAC)." The average response to the question was 3.43. This is between neutral and agree.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The adult education program cost significantly less that was budgeted. The program was smaller than we anticipated. We did not offer MultiCraft Core Curriculum Pre-Apprenticeship Training Program. Due to low usage, the Pearson Testing Center shut down.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

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

The District conducted a number of surveys that informed the LCAP. These surveys included:

California Healthy Kids Survey for grades 7, 9 and 11. 465 total respondents

California School Staff Survey administered to 25 faculty and staff members at Rosamond High School

LCAP parent survey. 413 respondents

SKUSD collaborates with the Kern County Superintendent of Schools on a Continuous Improvement Process. This process consisted of writing a Problem of Practice for the District, then developing an action plan with initiatives. The action plan for next year focuses on implementing a district-wide Positive Behavior and Intervention (PBIS) program.

The LCAP Committee consisted of parents, teachers, administrators, and classified staff/other school personnel. The LCAP Committee met 7 times.

There was an average of 10 attendees per meeting. The following LCAP Committee meetings were held:

Feb 13 - Annual Update Goal 1

Feb 27 - Annual Update Goal 1

Mar 13 - Annual Update Goal 2

Mar 27 - Annual Update Goal 2

April 17 - Annual Update Goal 3

May 1 - Goals, Actions and Services
May 15 - Financial Review

The following Board presentations were given:

November 7 - Dashboard Local Performance Indicator report Board presentation

March 20 - Progress Monitoring

April 17 - Progress Monitoring

May 1 - Continuous Support and Improvement Plan (CSI) for Abraham Lincoln. Report on Stakeholder Engagement process.

May 29 - LCFF Budget Overview Board Presentation.

June 12 - LCAP Draft Presentation to Board and public hearing. Solicit recommendations and comments from members of the public regarding the specific actions and expenditures proposed to be included in the LCAP.

June 26 - Board Adoption of LCAP

The following LCAP Community Forums were held:

May 13 at 3:30 PM for members of the Rosamond Teachers Association (RTA) and the California School Employees Association (CSEA)

May 14 at 10:00 AM

May 16 at 10:00 AM and 3:30 PM

May 17 at 3:30 PM

May 20 at 10:00 AM and 3:30 PM

May 28 at 6:00 PM

The Superintendent's Cabinet meets weekly. Part of the weekly meetings include reviewing the actions and annual measurable outcomes of the 2018-2019 LCAP. The Cabinet reviewed the recommendations of the LCAP Committee and integrated those recommendations into the LCAP.

The district administrative team meets monthly. Part of the monthly meetings include reviewing the actions and annual measurable outcomes of the 2018-2019 LCAP. These meetings included principals and administrators.

Each school site had a school site council that met at least eight times, including at least three meetings at each site that included an agenda item about the LCAP. These meetings included parents and students.

At the beginning of June, the District notified members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. This was done through an email being sent with a draft of the LCAP and a link to a Google Form that enabled people to submit their comments.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

In collaboration with the Kern County Superintendent of Schools, through the Continuous Support and Improvement Process, the District is implementing a PBIS program district-wide. This action was also recommended by numerous respondents to the LCAP Survey. This is a new action: Goal 2, Action 17.

Recommendations that resulted in modifications, deletions and/or additions to the LCAP include the following:

Goal 1, Action 11: "Provide training to the SPED Department and to the general education teachers regarding the requirements for writing and following Individualized Education Plans (IEPs)."

Goal 1, Action 27, "The District will develop guidelines and a District policy about the SST Process that is distributed to all faculty and administration. All faculty will be trained in the SST process."

Goal 1, Action 28, "CPI training will be held for faculty and staff at the school sites to help

Goal 2, Action 1: including front office staff in Capturing Kids' Hearts training

Goal 2, Action 2: Implement an efficient, transparent scheduling system for getting counseling for students

Goal 2, Action 9: Each school site will have a school safety committee comprised of one person per grade level or department and representatives from the school staff

Goal 3, Action 5: Included ELAC and DELAC in Action: "Provide parent meeting opportunities to engage parents in the decision-making process. This

includes school site council meetings, LCAP meetings, PTA, IEPs, ELAC, DELAC, etc."

Goal 3, Annual Measurable Outcome 4: The District will hold at least 8 District English Language Advisory Council (DELAC) meetings per year.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 1

Improve academic achievement for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7

Local Priorities:

Identified Need:

Southern Kern USD will improve academic achievement for all students. There are many barriers that impact the success of students each day. Many of our students come from single parent households where the parent may work more than one job to provide for the family. This results in students going home to empty homes where there is nobody there to assist with homework or other needs. Many of our students live in poverty where the only meal they receive on a daily basis is the ones that they receive at school. These families rely heavily on the school to provide transportation to and from school as there is no family vehicle. If a student misses the bus they are unable to attend school. Crime and the resulting trauma are also events that impact students each day. Students come to school each day from all walks of life, and with many different barriers to their academic success.

All TK thru 12th-grade students need to learn all of the Math and Language Arts standards for their grade levels. There is a significant achievement gap for Students with Disabilities. This is evident from the data in the Dashboard for 2018. Students with Disabilities scored in the "Red" in the areas of academic achievement for both math and English Language Arts. The suspension rate for both of these subgroups is also elevated. On the 11th-grade Smarter Balanced Assessment, 11.1% of juniors scored "Ready" on the Early Assessment Program (EAP) for ELA, and 5.6% of juniors scored ready in math. This reinforces the need to focus on standards mastery at the high school level.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
California School Dashboard English Language Arts (3-8) State Indicator. Decrease all student groups' distance from standard by 15 points annually.	2016-2017 All Students: 56.5 points below standard Students with Disabilities: 120.7 points below standard African American Students: 88.3 points below standard	All Students: 48.7 points below standard Students with Disabilities: 122.4 points below standard African American Students: 63.9 points below standard	All Students: 33.7 points below standard Students with Disabilities: 107.4 points below standard African American Students: 48.9 points below standard	All Students: 18.7 points below standard Students with Disabilities: 92.4 points below standard African American Students: 33.9 points below standard

California School Dashboard Mathematics (3-8) State Indicator. Decrease all student groups' distance from standard by 15 points annually.

2016-2017
All Students: 79.1 points below standard
Students with Disabilities: 149.7 points below standard
African American Students: 125.7 points below standard

All Students: 85.7 points below standard
Students with Disabilities: 162.6 points below standard
African American Students: 108.6 points below standard

All Students: 70.7 points below standard
Students with Disabilities: 147.6 points below standard
African American Students: 93.6 points below standard

All Students: 55.7 points below standard
Students with Disabilities: 132.6 points below standard
African American Students: 78.6 points below standard

English Learners who made progress toward proficiency per the California School Dashboard will increase to 80% or higher.

According to the 2018 Dashboard for English Learner Progress:
34.1% of EL students were Level 4, Well Developed
35.5% of EL students were Level 3, Moderately Developed
20.4% of EL students were Level 2, Somewhat Developed
9.9% of EL students were Level 1, Beginning Stage

According to the 2018 Dashboard for English Learner Progress:
34.1% of EL students were Level 4, Well Developed
35.5% of EL students were Level 3, Moderately Developed
20.4% of EL students were Level 2, Somewhat Developed
9.9% of EL students were Level 1, Beginning Stage

Transitioning to ELPAC. Establishing Baseline.

We expect growth from our Baseline.

<p>Increase % of pupils who participate and demonstrate college preparedness on EAP by 5% annually</p>	<p>2017 CAASPP 14.4% of juniors scored "Ready" in English Language Arts 3.9% of juniors scored "Ready" in Mathematics</p>	<p>2018 CAASPP 11.1% of juniors scored "Ready" in English Language Arts 5.6% of juniors scored "Ready" in Mathematics</p>	<p>16.1% of juniors score "Ready" in English Language Arts 10.6% of juniors score "Ready" in Mathematics</p>	<p>21.1% of juniors score "Ready" in English Language Arts 15.6% of juniors score "Ready" in Mathematics</p>
<p>English Learner (EL) Reclassification Rate. Increase the English Learner reclassification rate by 5% annually until the rate is maintained at 50%.</p>	<p>During the 2017-2018 school year, 63 out of 575 English Language Learners were reclassified. The EI reclassified rate was 10.95%</p>	<p>During the 2017-2018 school year, 63 out of 575 English Language Learners were reclassified. The EI reclassified rate: was 10.95%</p>	<p>15.95%</p>	<p>20.95%</p>
<p>API. This is no longer provided by the State.</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

% of students who complete a CTE sequence. Increase by 2% annually.

1.7% (14 out of 819 students) completed a CTE sequence

According to CALPADS report 3.14, for the 2017-2018 school year, there were 25 students who completed a CTE sequence. 25 out 774 student enrolled at Rosamond High School at the end of the 17-18 school year = 3.2% of students completed a CTE pathway.

5.2%

7.2%

The District does not offer AP Courses. However, Dual Enrollment is offered to all students. District goal is to increase 5% annually the number of students who are dually enrolled.

23% of students were dually enrolled.

23% of students were dually enrolled.

28%

33%

Percentage of teachers appropriately assigned and fully credentialed. This measure will increase by 5% each year.

During the 2017-2018 school year, 68% of teachers were fully credentialed.

During the 2017-2018 school year, 68% of teachers were fully credentialed.

During the 2018-2019 school year, 87% of the teachers were fully credentialed (168 out of 193).

92% of the teachers will be fully credentialed.

100% of students will have access to standards-aligned materials.

100% of students had access to standards-aligned materials.

100% of students had access to standards-aligned materials.

100% of students had access to standards-aligned materials.

100% of students will have access to standards-aligned materials.

Maintain all facilities in good repair.

All facilities maintained in good repair.

All facilities maintained in good repair.

All facilities maintained in good repair.

All facilities will remain in good repair.

Implementation of CA academic standards

ELA - Maintain Full Implementation & Sustainability
 ELD - Maintain Full Implementation & Sustainability
 Math - Maintain Full Implementation & Sustainability
 NGSS - Beginning Development
 History/Social Sciences - Full Implementation

ELA - Maintain Full Implementation & Sustainability
 ELD - Maintain Full Implementation & Sustainability
 Math - Maintain Full Implementation & Sustainability
 NGSS - Beginning Development
 History/Social Sciences - Full Implementation

ELA - Maintain Full Implementation & Sustainability
 ELD - Initial Implementation
 Math - Maintain Full Implementation & Sustainability
 NGSS - Initial Implementation
 History/Social Sciences - Maintain Full Implementation

ELA - Maintain Full Implementation & Sustainability
 ELD - Full Implementation
 Math - Maintain Full Implementation & Sustainability
 NGSS - Initial Implementation
 History/Social Sciences - Maintain Full Implementation & Sustainability

Provide programs and services that enable EL students to access CCSS and ELD standards for academic content knowledge and English Language proficiency.

Professional Development for ELD program: Full Implementation & Sustainability
 Fully-aligned ELD curriculum: Full Implementation
 Programs and Policies to support the ELD program: Full Implementation

Professional Development for ELD program: Full Implementation & Sustainability
 Fully-aligned ELD curriculum: Full Implementation
 Programs and Policies to support the ELD program: Full Implementation

Professional Development for ELD program: Full Implementation
 Fully-aligned ELD curriculum: Initial Implementation
 Programs and Policies to support the ELD program: Full Implementation

Professional Development for ELD program: Full Implementation & Sustainability
 Fully-aligned ELD curriculum: Full Implementation & Sustainability
 Programs and Policies to support the ELD program: Full Implementation & Sustainability

Maintain 100% of students being granted access and enrolled in a 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.

100% of students are granted access and enrolled in a broad course of study, as evidenced by master schedules.

Maintained 100% of students are granted access and enrolled in a broad course of study, as evidenced by master schedules.

Maintain 100% of students are granted access and enrolled in a broad course of study, as evidenced by master schedules.

Maintain 100% of unduplicated students being granted access and enrolled in a broad course of study, as evidenced by master schedules

100% of unduplicated students being granted access and enrolled in a broad course of study, as evidenced by master schedules

100% of unduplicated students being granted access and enrolled in a broad course of study, as evidenced by master schedules

Maintained 100% of unduplicated students being granted access and enrolled in a broad course of study, as evidenced by master schedules

Maintain 100% of unduplicated students being granted access and enrolled in a broad course of study, as evidenced by master schedules

Maintained 100% of students with exceptional needs being granted access and enrolled in programs and services deemed appropriate by IEP team, as evidenced by CASEMIS data.

100% of students with exceptional needs being granted access and enrolled in programs and services deemed appropriate by IEP team, as evidenced by CASEMIS data.

100% of students with exceptional needs being granted access and enrolled in programs and services deemed appropriate by IEP team, as evidenced by CASEMIS data.

100% of students with exceptional needs being granted access and enrolled in programs and services deemed appropriate by IEP team, as evidenced by CASEMIS data.

100% of students with exceptional needs being granted access and enrolled in programs and services deemed appropriate by IEP team, as evidenced by CASEMIS data.

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Throughout the district we use Houghton Mifflin Harcourt's supplemental reading intervention programs: READ 180 and System 44. We have over 400 students in the program, grades K12. We have ongoing training and support for faculty and administrators through a HMH consultant.

2018-19 Actions/Services

Throughout the district we use Houghton Mifflin Harcourt's supplemental reading intervention programs: READ 180 and System 44. We have over 400 students in the program, grades K12. We have ongoing training and support for faculty and administrators through a HMH consultant.

2019-20 Actions/Services

Throughout the district we use Houghton Mifflin Harcourt's supplemental reading intervention programs: READ 180 and System 44. We have over 400 students in the program, grades K12. We have ongoing training and support for faculty and administrators through a HMH consultant.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Amount	N/A	HMH Software: \$165,000 HMH Consultant: \$25,000	Certificated Salaries (c/s): \$80,300.00 Certificated Benefits (c/s): \$28,300.00 HMH Materials (Title I): \$37,100.00 HMH Consultant (Title I): \$35,000.00
Source	N/A	Concentrated/Supplemental	Concentration/Supplemental Title I
Budget Reference	N/A	4000–4999 Books and Supplies 5000–5999 Services and Other Operating Expenditures	1000-1999 Certificated Personnel Salaries 3000-3999 Employee Benefits 4000–4999 Books and Supplies 5000–5999 Services and Other Operating Expenditures

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

We will schedule additional time for students to take the practice CAASPP assessments. All students will take a practice assessment in all four areas: ELA CAT and PT, Math CAT and PT. We will provide additional training for faculty in the accessibility features for the CAASPP assessments. This will help teachers to select the right accommodations for their students during IEP meetings. This will help teachers to support their students in the use of the accommodations when they are taking the assessments.

We will schedule additional time for students to take the practice CAASPP assessments. All students will take a practice assessment in all four areas: ELA CAT and PT, Math CAT and PT. We will provide additional training for faculty in the accessibility features for the CAASPP assessments. This will help teachers to select the right accommodations for their students during IEP meetings. This will help teachers to support their students in the use of the accommodations when they are taking the assessments.

We will schedule additional time for students to take the practice CAASPP assessments. All students will take a practice assessment in all four areas: ELA CAT and PT, Math CAT and PT. We will provide additional training for faculty in the accessibility features for the CAASPP assessments. This will help teachers to select the right accommodations for their students during IEP meetings. This will help teachers to support their students in the use of the accommodations when they are taking the assessments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No extra cost for this: \$0.00	No extra cost for this: \$0.00	No extra cost for this: \$0.00
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

Specific Schools, Rosamond High School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

Expand access to opportunities to demonstrate college and career readiness for all students through proliferation and support of CTE pathways. We will provide eight pathways that have both concentrator and capstone courses. We will have a CTE Coordinator at Rosamond High

2018-19 Actions/Services

Expand access to opportunities to demonstrate college and career readiness for all students through proliferation and support of CTE pathways. We will provide eight pathways that have both concentrator and capstone courses.

2019-20 Actions/Services

Expand access to opportunities to demonstrate college and career readiness for all students through proliferation and support of CTE pathways. We will provide eight pathways that have both concentrator and capstone courses. The CTE Coordinator position at Rosamond High Early College Campus will be offered as a stipend position.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	Certificated Teacher Salaries: \$283,875.00 Certificated Teacher Benefits: \$70,970.00 CTE Coordinator Salary: \$83,779.00 CTE Coordinator Benefits: \$ 20,950.00	Certificated Teacher Salaries: \$383,540.00 Certificated Teacher Benefits: \$161,265.00
Source	N/A	Concentration/Supplemental	Concentration/Supplemental

Budget Reference	N/A	1000–1999 Certificated Personnel Salaries 3000–3999 Employee Benefits	1000–1999 Certificated Personnel Salaries 3000–3999 Employee Benefits
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Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services

Extended learning opportunities principally directed towards unduplicated students: Continue to have after-school programs at Rosamond Elementary and Westpark Elementary that focus on Math and ELA. Continue to have before school and after school programs at Tropico Middle that offer academic support and tutoring.

2018-19 Actions/Services

Extended learning opportunities principally directed towards unduplicated students: Continue to have after-school programs at Rosamond Elementary and Westpark Elementary that focus on Math and ELA. Continue to have before school and after school programs at Tropico Middle that offer academic support and tutoring.

2019-20 Actions/Services

Extended learning opportunities principally directed towards unduplicated students: Continue to have after-school programs at Rosamond Elementary and Westpark Elementary that focus on Math and ELA. Continue to have before school and after school programs at Tropico Middle that offer academic support and tutoring.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	TMS Zero Period Tutoring Certificated Salaries (c/s): \$10,000.00 TMS Zero Period Tutoring Certificated Benefits (c/s): \$2,000.00 ASES Classified Staff Salaries (ASES Grant Funded): \$359,203.00 ASES Classified Benefits (ASES Grant Funded) : \$89,800.75	TMS Zero Period Tutoring Certificated Salaries (c/s): \$10,000.00 TMS Zero Period Tutoring Certificated Benefits (c/s): \$2,000.00 ASES Classified Staff Salaries (ASES Grant Funded): \$359,203.00 ASES Classified Benefits (ASES Grant Funded) : \$89,800.75
Source	N/A	Concentrated/Supplemental ASES Grant	Concentrated/Supplemental ASES Grant

Budget Reference	N/A	1000–1999 Certificated Personnel Salaries 2000–2999 Classified Personnel Salaries 3000–3999 Employee Benefits	1000–1999 Certificated Personnel Salaries 2000–2999 Classified Personnel Salaries 3000–3999 Employee Benefits
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Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	Specific Schools, Rosamond High School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18 _____	Select from New, Modified, or Unchanged for 2018-19 _____	Select from New, Modified, or Unchanged for 2019-20 _____
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Unchanged

Modified

Modified

2017-18 Actions/Services

Continue the college/career counseling program at Rosamond High School. Continue to have two college counselors principally directed to support unduplicated students.

2018-19 Actions/Services

Continue the college/career counseling program at Rosamond High School. Continue to have two college/career counselors principally directed to support unduplicated students.

2019-20 Actions/Services

Continue the college/career counseling program at Rosamond High School. Continue to have two (one additional) college/career counselors principally directed to support unduplicated students.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

N/A

Guidance Counselor Salary (base):
\$93,000
Guidance Counselor Benefits (base):
\$23,250
Guidance Counselor Salary (c/s):
\$76,566.00
Guidance Counselor Benefits (c/s):
\$19,145.00

Guidance Counselor Salary (base):
\$48,000.00
Guidance Counselor Benefits (base):
\$20,000.00

Guidance Counselor Salary (c/s):
\$84,000.00
Guidance Counselor Benefits (c/s):
\$34,500.00

Source

N/A

Concentration/Supplemental
Portion of high school counselor salary
paid for out of Title 3

Base
Concentration/Supplemental

Budget Reference	N/A	1000–1999 Certificated Personnel Salaries 3000–3999 Employee Benefits	1000–1999 Certificated Personnel Salaries 3000–3999 Employee Benefits
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Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	Specific Schools, Tropic Middle and Rosamond High

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services

Continue to provide additional opportunities for students at Tropico Middle and Rosamond High to engage in learning and credit recovery through participation in online learning platform (A+). Continue to hold summer school for credit deficient students.

2018-19 Actions/Services

Continue to provide additional opportunities for students at Tropico Middle and Rosamond High to engage in learning and credit recovery through participation in online learning platform (A+). Continue to hold summer school for credit deficient students.

2019-20 Actions/Services

Continue to provide additional opportunities for students at Tropico Middle and Rosamond High to engage in learning and credit recovery through participation in online learning platform. Continue to hold summer school for credit deficient students.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

N/A

Credit Retrieval Teacher Salaries: \$146,165.00
 Credit Retrieval Teacher Benefits: \$36,541.00
 Credit Retrieval Summer School Teacher Salaries: \$24,000.00
 Credit Retrieval Summer School Teacher Benefits: \$6,000.00
 Credit Retrieval Summer School Paraeducator Salaries: \$ 6,000.00
 Credit Retrieval Summer School Paraeducator Benefits: \$ 1,500.00
 Credit Retrieval Software: \$15,500.00

Certificated Salaries (LPSBG): \$30,000.00

 Certificated Salary (c/s): \$62,000.00
 Certificated Benefits (c/s): \$38,000.00

Source	N/A	Concentrated/Supplemental	Low Performing Student Block Grant Concentration/Supplemental
Budget Reference	N/A	1000–1999 Certificated Personnel Salaries 2000–2999 Classified Personnel Salaries 3000–3999 Employee Benefits 4000–4999 Books and Supplies	1000–1999 Certificated Personnel Salaries 3000–3999 Employee Benefits

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools, Rosamond High School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

The continued support of the AVID program allows for students to receive tutoring and mentoring, experiential learning, as well as additional skillbuilding to help ensure greater success principally directed towards unduplicated students in college prep and A-G level courses.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

The continued support of the AVID program allows for students to receive tutoring and mentoring, experiential learning, as well as additional skill building to help ensure greater success principally directed towards unduplicated students in college prep and A-G level courses.

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

The continued support of the AVID program allows for students to receive tutoring, mentoring, experiential learning, and additional skillbuilding. This helps ensure greater success principally directed towards unduplicated students in college prep and A-G level courses. For 2019-2020, the AVID program will be limited to Rosamond High Early College Campus.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

N/A

Classified Salaries: \$86,600.00
Classified Benefits: \$21,650.00

Certificated Salary: \$72,000.00
Certificated Benefits: \$33,500.00
Classified Salaries: \$40,600.00
Classified Benefits: \$4,900.00
Professional Development: \$10,000.00

Source	N/A	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	N/A	2000–2999 Classified Personnel Salaries 3000–3999 Employee Benefits	1000–1999 Certificated Personnel Salaries 2000–2999 Classified Personnel Salaries 3000–3999 Employee Benefits 5000–5999 Services and Other Operating Expenditures

Action #8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools, Rosamond High School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

Continue to offer dual enrollment college classes for our high school students through a partnership with Antelope Valley College.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Continue to offer dual enrollment college classes for our high school students through a partnership with Antelope Valley College.

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

Continue to offer additional dual enrollment college classes principally director to our unduplicated high school students. Dual enrollment program is run through a partnership with Antelope Valley College.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	Certificated Salaries: \$140,000.00 Certificated Benefits: \$35,000.00 Classified Salaries: \$65,000.00 Classified Benefits: \$16,250.00	Certificated Salaries: \$111,000.00 Certificated Benefits: \$44,638.00
Source	N/A	Concentration/Supplemental	Concentration/Supplemental

Budget Reference

N/A	1000–1999 Certificated Personnel Salaries 2000–2999 Classified Personnel Salaries 3000–3999 Employee Benefits	1000–1999 Certificated Personnel Salaries 3000–3999 Employee Benefits
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Action #9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A	N/A
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income	LEA-Wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

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Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to implement formative and benchmark assessments Districtwide, in order to identify students' progress toward meeting grade-level standards. District and school-based staff continue to monitor student growth toward mastery of standards in literacy, language, and mathematics, as well as identify academic gaps between student groups

Continue to implement formative and benchmark assessments districtwide in order to identify students' progress toward meeting grade-level standards. District and school-based staff continue to monitor student growth toward mastery of standards in literacy, language, and mathematics, as well as identify academic gaps between student groups.

Continue to implement formative and benchmark assessments districtwide in order to identify students' progress toward meeting grade-level standards. District and school-based staff continue to monitor student growth toward mastery of standards in literacy, language, and mathematics, as well as identify academic gaps between student groups.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	STAR Reading, STAR Math, STAR Early Literacy and professional development from Renaissance Learning: \$38,000	Star Early Literacy: \$3,007.00 Star Math: \$11,470.25 Star Reading: \$15,617.00 Professional Development: \$21,315.00
Source	N/A	Concentration/Supplemental	Concentration/Supplemental

Budget Reference	N/A	5000–5999 Services and Other Operating Expenditures	5000–5999 Services and Other Operating Expenditures
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Action #10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Develop and implement a plan for “multiple approaches” to inclusion of students with special needs in elementary and secondary schools. Plan will focus on establishing a range of supports to students with disabilities in order to ensure structures for sufficient time in mainstream classes and appropriate delivery of services and supports in IEPs. Continue to provide training for all staff on appropriate modifications for pupils with disabilities when taking the state assessment. Special education staff will ensure that all IEPs contain the appropriate modifications for pupils with disabilities.

Develop and implement a plan for “multiple approaches” to inclusion of students with special needs in elementary and secondary schools. Plan will focus on establishing a range of supports to students with disabilities in order to ensure structures for sufficient time in mainstream classes and appropriate delivery of services and supports in IEPs. Continue to provide training for all staff on appropriate modifications for pupils with disabilities when taking the state assessment. Special education staff will ensure that all IEPs contain the appropriate modifications for pupils with disabilities.

The percentage of students in special education that are considered unduplicated is 70.8%. Principally directed towards unduplicated students, SKUSD will develop and implement a plan for “multiple approaches” to inclusion of students with special needs in elementary and secondary schools. Plan will focus on establishing a range of supports to students with disabilities in order to ensure structures for sufficient time in mainstream classes and appropriate delivery of services and supports in IEPs. Continue to provide training for all staff on appropriate modifications for pupils with disabilities when taking the state assessment. Special education staff will ensure that all IEPs contain the appropriate modifications for pupils with disabilities. Provide training to special and general education teachers regarding the requirements for writing and following Individualized Education Plans (IEPs).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Amount	N/A	Certificated Labor: \$2,100.00 Certificated Benefits: \$525.00 Training: \$1,000.00	Certificated Salaries: \$100,300.00 Certificated Benefits: \$38,500.00 Certificated Benefits: \$5,000.00 Training: \$10,000.00
Source	N/A	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	N/A	1000–1999 Certificated Personnel Salaries 2000–2999 Classified Personnel Salaries 5000–5999 Services and Other Operating Expenditures	1000–1999 Certificated Personnel Salaries 3000–3999 Employee Benefits 5000–5999 Services and Other Operating Expenditures

Action #11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

Specific Schools, Rosamond Elementary and Westpark Elementary

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Continue to have transitional kindergarten classes in order to ensure our unduplicated students that have no preschool experience can succeed.

2018-19 Actions/Services

Continue to have transitional kindergarten classes in order to ensure our unduplicated students that have no preschool experience can succeed.

2019-20 Actions/Services

Continue to have transitional kindergarten classes in order to ensure our unduplicated students that have no preschool experience can succeed.

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount	N/A	TK Paraeducator Salary: \$23,000.00 TK Paraeducator Benefits: \$5,750.00	TK Paraeducator Salary (c/s): \$46,000.00 TK Paraeducator Benefits(c/s): \$11,500.00 TK Paraeducator Salary (base): \$23,000.00 TK Paraeducator Benefits(base): \$5,750.00
Source	N/A	Concentration/Supplemental	1 TK paraeducator Concentration/Supplemental 1 TK paraeducator Base
Budget Reference	N/A	2000–2999 Classified Personnel Salaries 3000–3999 Employee Benefits	2000–2999 Classified Personnel Salaries 3000–3999 Employee Benefits

Action #12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served**Scope of Services:****Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services**Select from New, Modified, or Unchanged for 2017-18****Select from New, Modified, or Unchanged for 2018-19****Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Modified

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

Implement English Language Development program at all school sites. Implement supplemental Pearson iLit curriculum at Tropico Middle. Westpark Elementary and Rosamond Elementary will have a designated ELD time to implement the EL portion of the McGraw Hill CA Wonders curriculum, in alignment with the ELD Common core standards. Administrator of English Language Development program provides additional ongoing support and coaching to teachers to support English Learners.

Implement English Language Development program at all school sites. Implement supplemental Pearson iLit curriculum at Tropico Middle. Westpark Elementary and Rosamond Elementary will have a designated ELD time to implement the EL portion of the McGraw Hill CA Wonders curriculum, in alignment with the ELD Common core standards. Administrator of English Language Development program provides additional ongoing support and coaching to teachers to support English Learners.

Implement supplemental English Language Development program at all school sites. Westpark and Rosamond Elementary will implement McGraw Hill CA Wonders ELD portion of the curriculum for 30 minutes a day with students based on EL levels; with fidelity. Tropico will continue implementing iLit in ELD classes based on student EL levels. Rosamond High school will adopt and implement an ELD curriculum. They will also place students in appropriate ELD classes based on ELPAC scores.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	Certificated Salary: \$24,210.00 Certificated Benefits: \$6,050.00 Materials: \$12,000.00	Materials: \$20,000
Source	N/A	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	N/A	2000–2999 Classified Personnel Salaries 3000–3999 Employee Benefits 4000–4999 Books and Supplies	4000–4999 Books and Supplies

Action #13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

Specific Schools, Rosamond Elementary and Westpark Elementary

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide one paraeducator for each grade level at Rosamond Elementary and Westpark Elementary. Paraeducators provide support to general education classrooms to increase and improve services related to educational and behavioral challenges of unduplicated students.

Provide one paraeducator for each grade level at Rosamond Elementary and Westpark Elementary. Paraeducators provide support to general education classrooms to increase and improve services related to educational and behavioral challenges of unduplicated students.

Provide five paraeducators at Rosamond Elementary and five paraeducators at Westpark Elementary. Para-educators provide support to general education classrooms to increase and improve services related to educational and behavioral challenges of unduplicated students.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

N/A

Classified Salary: \$708,350.00
Classified Benefits: \$177,088.00

Classified Salaries: \$346,245.38
Classified Benefits: \$177,807.83

Source	N/A	Title I	Title I
Budget Reference	N/A	2000–2999 Classified Personnel Salaries 3000–3999 Employee Benefits	2000–2999 Classified Personnel Salaries 3000–3999 Employee Benefits

Action #14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to implement the Professional Learning Community model of collaboration and school improvement Districtwide. This includes supplemental professional development, dedicated monthly PLC meetings, and grade/department chairs for every team.

Continue to implement the Professional Learning Community model of collaboration and school improvement Districtwide. This includes supplemental professional development, dedicated monthly PLC meetings, and grade/department chairs for every team.

Continue to implement the Professional Learning Community model of collaboration and school improvement Districtwide. This includes supplemental professional development, dedicated monthly PLC meetings, and grade/department chairs for every team.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	Certificated Department Chair Stipends: \$25,000.00 Certificated Department Chair Benefits: \$6,250.00	Certificated Department Chair Stipends: \$40,000.00 Certificated Department Chair Benefits: \$10,250.00
Source	N/A	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	N/A	1000–1999 Certificated Personnel Salaries 3000–3999 Employee Benefits	1000–1999 Certificated Personnel Salaries 3000–3999 Employee Benefits

Action #15

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue Teacher Induction Program (formerly BTSA) to better fulfill the needs of unduplicated students.

Continue Teacher Induction Program (formerly BTSA) to better fulfill the needs of unduplicated students.

Continue Teacher Induction Program (formerly BTSA) to better fulfill the needs of unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	Certificated Teacher Induction Program Provider Stipends:\$38,000.00 Certificated Teacher Induction Program Provider Stipend Benefits: \$9,500.00	Certificated Stipend: \$64,000.00 Certificated Benefits: \$19,200.00
Source	N/A	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	N/A	1000–1999 Certificated Personnel Salaries 3000–3999 Employee Benefits	1000–1999 Certificated Personnel Salaries 3000–3999 Employee Benefits

Action #16

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Voluntary peer coaching program for faculty: Teachers observe other teachers to learn from them, teachers invite other teachers into their classroom to receive feedback, teachers lead trainings during faculty meetings.

Voluntary peer coaching program for faculty: Teachers observe other teachers to learn from them, teachers invite other teachers into their classroom to receive feedback, teachers lead trainings during faculty meetings.

Voluntary peer coaching program for faculty: Teachers observe other teachers to learn from them, teachers invite other teachers into their classroom to receive feedback, teachers lead trainings during faculty meetings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0.00 Voluntary program	\$0.00 Voluntary program	\$0.00 Voluntary program
Source	N/A	N/A	N/A

Budget Reference	N/A	N/A	N/A
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Action #17

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students, Students with Disabilities

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Establish clear accountability expectations for classroom instruction. Incorporate expectations into new classroom observation program. Site administrators will do a minimum of four classroom walkthrough per semester for every teacher.

Establish clear accountability expectations for classroom instruction. Incorporate expectations into new classroom observation program. Site administrators will do a minimum of four classroom walkthrough per semester for every teacher.

Establish clear accountability expectations for classroom instruction. Incorporate expectations into new classroom observation program. Site administrators will do a minimum of four classroom walkthrough per semester for every teacher.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0.00 No additional costs	\$0.00 No additional costs	\$0.00 No additional costs
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #18

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Southern Kern USD will continue to offer additional professional development to faculty to meet the unique needs of our unduplicated students.

Southern Kern USD will continue to offer additional professional development to faculty to meet the unique needs of our unduplicated students.

Southern Kern USD will continue to offer additional professional development to faculty to meet the unique needs of our unduplicated students. There will be trainings in English Language Development, Capturing Kids Hearts, and PBIS.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	N/A	Certificated Professional Development Days Salaries: \$65,000.00 Certificated Professional Development Days Benefits: \$16,250.00 Consultants/Trainers: \$15,000.00	Certificated Professional Development Days Salaries: \$65,000.00 Certificated Professional Development Days Benefits: \$16,250.00 Consultants/Trainers: \$15,000.00
Source	N/A	Concentration/Supplemental	Title II Title III Title IV SSAE Grant
Budget Reference	N/A	1000–1999 Certificated Personnel Salaries 2000–2999 Classified Personnel Salaries 5000–5999 Services and Other Operating Expenditures	1000 - 1999 Certificated Personnel Salaries 3000 - 3999 Employee Benefits

Action #19

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

The District will provide teachers who are fully credentialed and appropriately assigned, including administrators and support staff. The District will acquire, develop, and retain classroom teachers, certificated support personnel, and site administrators. The District will continue to increase the size, stability, and quality of the teacher applicant pool through targeted outreach and support, such as: 1. Recruitment events hosted by colleges and universities 2. Offering early employment contracts to high quality, diverse candidates in hard to staff areas (Math,

The District will provide teachers who are fully credentialed and appropriately assigned, including administrators and support staff. The District will acquire, develop, and retain classroom teachers, certificated support personnel, and site administrators. The District will continue to increase the size, stability, and quality of the teacher applicant pool through targeted outreach and support, such as: 1. Recruitment events hosted by colleges and universities 2. Offering early employment contracts to high quality, diverse candidates in hard to staff areas (Math,

The District will provide teachers who are fully credentialed and appropriately assigned, including administrators and support staff. The District will acquire, develop, and retain classroom teachers, certificated support personnel, and site administrators. The District will continue to increase the size, stability, and quality of the teacher applicant pool through targeted outreach and support, such as: 1. Recruitment events hosted by colleges and universities 2. Offering early employment contracts to high quality, diverse candidates in hard to staff areas (Math,

Science, and Special Education). The District will recruit a diverse teacher workforce that mirrors the diversity of the SKUSD community while striving towards finding fully credentialed teachers for the classroom.

Science, and Special Education). The District will recruit a diverse teacher workforce that mirrors the diversity of the SKUSD community while striving towards finding fully credentialed teachers for the classroom.

Science, and Special Education). The District will recruit a diverse teacher workforce that mirrors the diversity of the SKUSD community while striving towards finding fully credentialed teachers for the classroom.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	Job Fairs: \$1,500.00	Job Fairs: \$1,500.00
Source	N/A	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	N/A	5000–5999 Services and Other Operating Expenditures	5000–5999 Services and Other Operating Expenditures

Action #20

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools, Rosamond High School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Laptop refresh that is principally directed towards unduplicated students to ensure they have access to technology for academic success.

- Purchase 60 student laptops
- Purchase 10 teacher laptops
- Purchase 100 laptop chargers
- Purchase 200 laptop cases

Laptop refresh that is principally directed towards unduplicated students to ensure they have access to technology for academic success.

Laptop refresh that is principally directed towards unduplicated students to ensure they have access to technology for academic success. The district will lease 910 student laptops for Rosamond High Early College Campus.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Amount	N/A	Laptop Refreshment: \$30,000	Laptop Refreshment: \$125,000
Source	N/A	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	N/A	4000–4999 Books and Supplies	4000–4999 Books and Supplies

Action #21

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Provide unduplicated students with safe, secure, and reliable access to the internet and additional learning opportunities. This includes maintaining the following technologies:

- Email filter
- Internet filter
- Firewall
- Google Suite monitoring software
- Classroom management software
- Network monitoring software
- Antivirus software

Continue to provide 1 gigabit per second access to the Internet to all faculty, staff, and students. Continue to provide 1 gigabit per second wide area network.

Modified

2018-19 Actions/Services

Provide unduplicated students with safe, secure, and reliable access to additional learning opportunities. This includes maintaining the following technologies:

- Email filter
- Internet filter
- Firewall
- Google Suite monitoring software
- Classroom management software
- Network monitoring software
- Antivirus software

Continue to provide 1 gigabit per second access to the Internet to all faculty, staff, and students. Continue to provide 1 gigabit per second wide area network.

Modified

2019-20 Actions/Services

Principally directed towards unduplicated students, the District provides students with safe, secure, and reliable access to additional learning opportunities. This includes maintaining the following technologies:

- Email filter
- Internet filter
- Firewall
- Google Suite monitoring software
- Classroom management software
- Network monitoring software
- Antivirus software

Continue to provide 1 gigabit per second access to the Internet to all faculty, staff, and students. Continue to provide 1 gigabit per second wide area network.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Amount	N/A	<p>Software(c/s): Email filter: \$8,100 Internet filter: \$18,000 Firewall: \$16,500 Google Suite monitoring software: \$9,000 Classroom management software: \$7,500 Network monitoring software: \$1,500 Antivirus software: \$0 Total: \$60,600</p> <p>1 gigabit per second Internet access (base): \$12,600 1 gigabit per second wide area network (base): \$16,400 1 gigabit per second Internet access (erate): \$50,400 1 gigabit per second wide area network (erate): \$65,600</p>	<p>Software(c/s): Email filter: \$0 Internet filter: \$18,000 Firewall: \$16,500 Google Suite monitoring software: \$9,000 Classroom management software: \$7,500 Network monitoring software: \$1,500 Antivirus software: \$11,366 Total: \$63,866 1 gigabit per second Internet access (base): \$12,600 1 gigabit per second wide area network (base): \$16,400 1 gigabit per second Internet access (erate): \$50,400 1 gigabit per second wide area network (erate): \$65,600</p>
Source	N/A	Concentration/Supplemental ERate pays 80% for Internet and wide area network	Concentration/Supplemental ERate pays 80% for Internet and wide area network

Budget Reference	N/A	4000–4999 Books and Supplies 5000–5999 Services and Other Operating Expenditures	4000–4999 Books and Supplies 5000–5999 Services and Other Operating Expenditures
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Action #22

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services

Update wireless network infrastructure to ensure reliability, this includes purchasing a new wireless network controller, upgrade 80 wireless access points, and upgrade 12 network switches to ensure access principally directed to meet the needs of unduplicated students.

2018-19 Actions/Services

Update wireless network infrastructure to ensure reliability, this includes purchasing a new wireless network controller, upgrade 80 wireless access points, and upgrade 12 network switches to ensure access principally directed to meet the needs of unduplicated students.

2019-20 Actions/Services

Update wireless network infrastructure to ensure reliability, this includes purchasing a new wireless network controller, upgrade 80 wireless access points, and upgrade 8 network switches to ensure access principally directed to meet the needs of unduplicated students. This project to be completed in July, 2019.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$55,000 for 80 access points and licenses \$5,000 for new wireless controller \$12,500 for 12 network switches	\$55,000 for 80 access points and licenses \$5,000 for new wireless controller \$12,500 for 12 network switches
Source	N/A	Concentration/Supplemental E-Rate pays 80%	Concentration/Supplemental E-Rate pays 80%
Budget Reference	N/A	4000–4999 Books and Supplies	4000–4999 Books and Supplies

Action #23

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Ongoing supplemental technology training for faculty and staff. This includes training in Aeries student information system, Google Suite, classroom A/V systems, digital citizenship, digital curriculum, and a variety of digital learning applications to ensure access principally directed to meet the

Ongoing supplemental technology training for faculty and staff. This includes training in Aeries student information system, Google Suite, classroom A/V systems, digital citizenship, digital curriculum, and a variety of digital learning applications to ensure access principally directed to meet the

Ongoing supplemental technology training for faculty and staff. This includes training in Aeries student information system, Google Suite, classroom A/V systems, digital citizenship, digital curriculum, and a variety of digital learning applications to ensure access principally directed to meet the

needs of unduplicated students.

needs of unduplicated students.

needs of unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	Beginning of School Year Certificated Professional Development Salaries: \$40,000.00 Beginning of School Year Certificated Professional Development Benefits: \$10,000.00	Beginning of School Year Certificated Professional Development Salaries: \$40,000.00 Beginning of School Year Certificated Professional Development Benefits: \$10,000.00
Source	N/A	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	N/A	1000–1999 Certificated Personnel Salaries 3000–3999 Employee Benefits	1000–1999 Certificated Personnel Salaries 3000–3999 Employee Benefits

Action #24

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served**Scope of Services:****Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services**Select from New, Modified, or Unchanged for 2017-18****Select from New, Modified, or Unchanged for 2018-19****Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Modified

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

Continue to provide supplemental access to learning and productivity software to faculty, staff, and students. This includes the following supplemental software tools:

Google Suite
 Adobe Creative Cloud
 IXL
 Accelerated Reader
 OverDrive digital library
 Turnitin
 Illuminate
 Magic Box
 Typing Club

Continue to provide supplemental access to learning and productivity software to faculty, staff, and students.

This includes the following supplemental software tools:

Google Suite
 Adobe Creative Cloud
 IXL
 Accelerated Reader
 OverDrive digital library
 Turnitin
 Illuminate
 Magic Box

Continue to provide supplemental access to learning and productivity software to faculty, staff, and students.

This includes the following supplemental software tools:

Google Suite
 IXL
 Accelerated Reader
 OverDrive digital library
 Turnitin
 Magic Box
 Typing Club

Typing Club

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	Google Suite: \$0.00 Adobe Creative Cloud: \$4,000.00 IXL: \$24,000.00 Renaissance: \$15,000.00 OverDrive digital library: \$5,000.00 Turnitin: \$4,000.00 Illuminate: \$15,000.00 Magic Box: \$10,000.00 Typing Club: \$3,000.00 Total: \$80,000.00	Google Suite: \$0.00 IXL (Obj. 5000): \$32,700.00 Renaissance Accelerated Reader (Obj. 5000): \$15,925.00 Renaissance Math Facts in a Flash (Obj. 5000): \$810.00 Magic Box (Obj. 5000): \$10,000.00 OverDrive digital library (Obj. 4000): \$2,000.00 Turnitin (Obj. 4000): \$4,295.00 Typing Club (Obj. 4000): \$3,000.00 Total: \$68,730.00
Source	N/A	Concentration/Supplemental	Concentration/Supplemental

Budget Reference	N/A	4000–4999 Books and Supplies 5000–5999 Services and Other Operating Expenditures	4000–4999 Books and Supplies 5000–5999 Services and Other Operating Expenditures
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Action #25

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services

Maintain additional staffing of IT Dept. The staffing of the IT Dept. consists of the Director of Technology and Instructional Support, two Systems Administrators, and four Information Systems Technicians. Continue to provide timely technical support to all faculty, staff, and students to ensure access principally directed to meet the needs of unduplicated students.

2018-19 Actions/Services

Maintain additional staffing of IT Dept. The staffing of the IT Dept. consists of the Director of Technology and Instructional Support, two Systems Administrators, and four Information Systems Technicians. Continue to provide timely technical support to all faculty, staff, and students to ensure access principally directed to meet the needs of unduplicated students.

2019-20 Actions/Services

Maintain additional staffing of IT Dept. The staffing of the IT Dept. consists of the Director of Technology and Instructional Support, two Systems Administrators, and three Information Systems Technicians. Continue to provide timely technical support to all faculty, staff, and students to ensure access principally directed to meet the needs of unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	3 IT Staff Salaries (base): \$237,755.00 3 IT Staff Benefits (base): \$59,438.75 IT Staff Salaries (c/s): \$159,710.00 IT Staff Benefits (c/s): \$39,928.00	Classified Salaries (base): \$228,250.00 Classified Benefits (base): \$116,500.00 Classified Salaries (c/s): \$145,000.00 Classified Benefits (c/s): \$90,800.00
Source	N/A	Concentration and Supplemental Base	Base Concentration/Supplemental

Budget Reference

N/A

2000–2999 Classified Personnel Salaries
3000–3999 Employee Benefits

2000–2999 Classified Personnel Salaries
3000–3999 Employee Benefits

Action #26

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

Continue to have extra support for unduplicated students. This includes Student Support Team teachers at every site to ensure access principally directed at meeting the needs of unduplicated students:
 One SST Coordinators at Rosamond Elementary and Westpark Elementary
 One SST Coordinators at Tropico Middle
 One SST Coordinator at Rosamond High
 One total SST Coordinator at Rare Earth and ALIS
 One SST Coordinator at Ascend Academy

2018-19 Actions/Services

Continue to have extra support for unduplicated students. This includes Student Support Team teachers at every site to ensure access principally directed at meeting the needs of unduplicated students:
 One SST Coordinators at Rosamond Elementary and Westpark Elementary
 One SST Coordinators at Tropico Middle
 One SST Coordinator at Rosamond High
 One total SST Coordinator at Rare Earth and ALIS
 One SST Coordinator at Ascend Academy

2019-20 Actions/Services

The District will continue to have Student Support Team teachers at every site to ensure access principally directed at meeting the needs of unduplicated students. The District will develop guidelines and a district policy about the SST Process that is distributed to all faculty and administration. All faculty will be trained in the SST process.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	Certificated Stipends: \$41,000.00 Certificated Benefits: \$10,250.00	SST Stipends: \$41,000.00 SST Stipend Benefits: \$8,000.00
Source	N/A	Concentration/Supplemental	Supplemental/Concentration
Budget Reference	N/A	1000–1999 Certificated Personnel Salaries 3000–3999 Employee Benefits	1000-1999 Certificated Personnel Salaries 3000-3999 Employee Benefits

Action #27

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Continue to support Ascend Academy. Ascend Academy focuses on providing academic and social-emotional support to students with significant behavioral and emotional issues. This action is principally

2018-19 Actions/Services

Continue to support Ascend Academy. Ascend Academy focuses on providing academic and socialemotional support to students with significant behavioral and emotional issues. This action is principally

2019-20 Actions/Services

Continue to support Ascend Academy. Ascend Academy focuses on providing academic and social-emotional support to students with significant behavioral and emotional issues. This action is principally

directed towards unduplicated students.

directed towards unduplicated students.

directed towards unduplicated students. The Ascend Academy program will be relocated to the school sites. CPI training will be held for faculty and staff at the school sites to help support the Ascend students' transition back to the school sites.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	Certificated Salaries: \$419,550.00 Certificated Benefits: \$104,890.00 Classified Salaries: \$280,650.00 Classified Benefits: \$70,200.00 Administrator Salary: \$38,800.00 Administrator benefits: \$9,700.00 Certificated Stipends: \$41,000.00 Certificated Benefits:\$10,250.00	Certificated Salaries: \$230,875.00 Certificated Benefits: \$125,000.00 Classified Salaries: \$487,500.00 Classified Benefits: \$219,375.00
Source	N/A	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	N/A	1000-1999 Certificated Personnel salaries 2000-2999 Classified Personnel Salaries 3000-3999 Employee Benefits	1000-1999 Certificated Personnel salaries 2000-2999 Classified Personnel Salaries 3000-3999 Employee Benefits

Action #28

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

Specific Schools, Tropico Middle and Rosamond High

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

For the 2019-2020 school year, the District will adopt the California Cadet Corp program for students in grades 6-12. Students who participate in the program can join the

military at a higher rank. This program is principally directed towards unduplicated students, giving them the opportunity to build self-confidence, self-discipline, and improve their military career opportunities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	Certificated Salaries: \$165,000.00 Certificated Benefits: \$80,000.00
Source	N/A	N/A	Concentration/Supplemental
Budget Reference	N/A	N/A	1000-1999 Certificated Personnel Salaries 3000-3999 Employee Benefits

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 2

Develop a healthy school climate that supports the social, emotional, and physical needs of all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6, 8

Local Priorities:

Identified Need:

District data on school climate, suspensions and absenteeism show that there is significant work to do in these areas. For the 2018-2019 school year, the percentage of chronically absent students was 17.3%, and the suspension rate was 8.95%.

In the California Healthy Kids Survey of 2018-2019:

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

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

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

Suspension Rate.
Decrease
suspension rates by
2% annually.

California School
Dashboard 2017
Suspension Rate Report
All Students: 8%.
Students with
Disabilities:13.3%
African Americans:18.9%
Foster Youth: 13.8
Socioeconomically
Disadvantaged: 9.1%

California School
Dashboard 2018
Suspension Rate Report
All Students: 6.3%.
Students with
Disabilities:7.3%
African Americans:12.1%
Foster Youth: 8.9%
Socioeconomically
Disadvantaged: 6.8%

All Students: 4.3%.
Students with
Disabilities:5.3%
African Americans:10.1%
Foster Youth: 6.9%
Socioeconomically
Disadvantaged: 4.8%

All Students: 2.3%.
Students with
Disabilities:3.3%
African Americans:8.1%
Foster Youth: 4.9%
Socioeconomically
Disadvantaged: 2.8%

Chronic
Absenteeism Rate.
Decrease by 2%
annually until all
student groups are
under 5%.

2017 Dataquest:
All Students: 16.8%
Students with Disabilities
African American: 29.0%
Foster Youth: 26%
Homeless 25%
Socioeconomically
Disadvantaged:

2018 Dashboard:
All Students: 16.8%
Students with Disabilities:
24.1%
African American: 32.7%
Foster Youth: 24.5%
Homeless 32.2%
Socioeconomically
Disadvantaged: 18.4%

All Students: 14.8%
Students with Disabilities:
22.1%
African American: 30.7%
Foster Youth: 22.5%
Homeless 30.2%
Socioeconomically
Disadvantaged: 16.4%

All Students: 12.8%
Students with Disabilities:
20.1%
African American: 28.7%
Foster Youth: 20.5%
Homeless 28.2%
Socioeconomically
Disadvantaged: 14.4%

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 10% annually until reaching 90%.

Grade 7: 51% (n=234)
Grade 9: 50% (n=179)
Grade 11: 61% (n=146)

Grade 7: 51% (n=234)
Grade 9: 50% (n=179)
Grade 11: 61% (n=146)

For the CHKS administered in November, 2018
Grade 7: 57%
Grade 9: 52%
Grade 11: 62%

Grade 7: 67%
Grade 9: 62%
Grade 11: 72%

California Healthy Kids Survey administered to students in grades 7, 9, and 11. Question: "I feel safe in my school." "Pretty much true" or "Very much true". Increase 10% annually until reaching 90%.

Grade 7: 59% (n=234)
Grade 9: 57% (n=179)
Grade 11: 53% (n=146)

Grade 7: 59% (n=234)
Grade 9: 57% (n=179)
Grade 11: 53% (n=146)

For the CHKS administered in November, 2018:
Grade 7: 47%
Grade 9: 63%
Grade 11: 47%

Grade 7: 57%
Grade 9: 73%
Grade 11: 57%

Expulsion rate. Maintain an expulsion rate of less than 1%.

According to DataQuest, the 2017-2018 expulsion rate was 0.25. There were 10 total expulsions out of a cumulative enrollment of 3,972.

According to DataQuest, the 2017-2018 expulsion rate was 0.25. There were 10 total expulsions out of a cumulative enrollment of 3,972.

Maintain an expulsion rate of less than 1%.

Maintain an expulsion rate of less than 1%.

LCAP Parent Survey. Question, "The campus is safe and secure." Percentage of respondents who answered Agree or Strongly Agree. Increase 10% annually until reaching 90%.

2017-2018 LCAP Parent Survey. N=119
68.1% of parents feel that the campuses of SKUSD are secure.

2017-2018 LCAP Parent Survey. N=119
68.1% of parents feel that the campuses of SKUSD are secure.

2018-2019 LCAP Parent Survey. N=413
51.7% of parents feel that the campuses of SKUSD are safe.

61.7% of parents will feel that the campuses of SKUSD are safe.

California School Staff Survey. Percentage of Staff feeling safe at school.

2017-2018 survey administered to 25 staff members. 100% of respondents felt safe or very safe at school.

2017-2018 survey administered to 25 staff members. 100% of respondents felt safe or very safe at school.

2017-2018 survey administered to 32 faculty and staff members at Tropic Middle and Rosamond High. 86% of respondents felt safe or very safe at school.

100% of respondents will feel safe or very safe at school.

High school dropout rate. Maintain less than 3% dropout rate.

According to CALPADS, during the 2017-2018 school year, there were twelve dropouts at Abraham Lincoln, nine dropouts at Rare Earth, and twelve dropouts at Rosamond High. There were a total of 33 dropouts. Total enrollment at SKUSD for grades 9-12 was 951. The high school dropout rate was 3.4%.

3.4%

Maintain less than 3% dropout rate

Maintain less than 3% dropout rate

Middle school dropout rate.

For the 2017-2018 school year, there were six SKUSD students in grades 6-8 who are listed as dropouts in CALPADS. There were 822 students enrolled at SKUSD in grades 6-8. The middle school dropout rate was .7%.

.7%

Maintain less than 1% middle school dropout rate

Maintain less than 1% middle school dropout rate

High school graduation rate.

According to the Dashboard, for the 16-17 school year, 89.3% of the District's four-year cohort of students graduated.

According to the Dashboard, for the 17-18 school year, 87.4% of the District's four-year cohort of students graduated.

The District's 4 year cohort of students will maintain a graduation rate of 87% or higher.

The District's 4 year cohort of students will maintain a graduation rate of 87% or higher.

5th and 7th Grade students will increase in all Physical Fitness Subtests by 3% annually until the District has reached and maintained 75.

Aerobic Capacity (One Mile Run)
 5th Grade: 54.9%
 7th Grade: 55.0%
 Body Composition (BMI)
 5th Grade: 63.6%
 7th Grade: 52.2%
 Abdominal Strength
 5th Grade: 77.4%
 7th Grade: 95.0%
 Trunk Strength
 5th Grade: 98.9%
 7th Grade: 96.9%
 Upper Body Strength
 5th Grade: 88.1%
 7th Grade: 68%
 Flexibility
 5th Grade: 73.0%
 7th Grade: 83.1%

Aerobic Capacity (One Mile Run)
 5th Grade: 61.5%
 7th Grade: 54.7%
 9th Grade: 44.1%
 Body Composition (BMI)
 5th Grade: 65.3%
 7th Grade: 53.9%
 9th Grade: 57.4%
 Abdominal Strength
 5th Grade: 60.7%
 7th Grade: 90.5%
 9th Grade: 79.7%
 Trunk Strength
 5th Grade: 96.6%
 7th Grade: 91.4%
 9th Grade: 94.1%
 Upper Body Strength
 5th Grade: 77.9%
 7th Grade: 51.9%
 9th Grade: 51.5%
 Flexibility
 5th Grade: 66.8%
 7th Grade: 84%
 9th Grade: 69.3%

Aerobic Capacity (One Mile Run)
 5th Grade: 64.5%
 7th Grade: 57.7%
 9th Grade: 47.1%
 Body Composition (BMI)
 5th Grade: 68.3%
 7th Grade: 56.9%
 9th Grade: 60.4%
 Abdominal Strength
 5th Grade: 63.7%
 7th Grade: 93.5%
 9th Grade: 82.7%
 Trunk Strength
 5th Grade: 99.6%
 7th Grade: 94.4%
 9th Grade: 97.1%
 Upper Body Strength
 5th Grade: 80.9%
 7th Grade: 54.9%
 9th Grade: 54.5%
 Flexibility
 5th Grade: 69.8%
 7th Grade: 87%
 9th Grade: 72.3%

Aerobic Capacity (One Mile Run)
 5th Grade: 67.5%
 7th Grade: 60.7%
 9th Grade: 50.1%
 Body Composition (BMI)
 5th Grade: 71.3%
 7th Grade: 59.9%
 9th Grade: 63.4%
 Abdominal Strength
 5th Grade: 66.7%
 7th Grade: 96.5%
 9th Grade: 85.7%
 Trunk Strength
 5th Grade: 100%
 7th Grade: 97.4%
 9th Grade: 100%
 Upper Body Strength
 5th Grade: 83.9%
 7th Grade: 57.9%
 9th Grade: 57.5%
 Flexibility
 5th Grade: 72.8%
 7th Grade: 90%
 9th Grade: 75.3%

Increase attendance by 1% annually until an attendance rate of 98% is met for all students & student groups.

All students: 92.2%
 African American: 88.2%
 Students w/Disabilities: 90.4%
 Foster Youth: 85.7%

All students: 92.2%
 African American: 88.2%
 Students w/Disabilities: 90.4%
 Foster Youth: 85.7%

All students: 94.28%
 African American: 92.42%
 Students w/Disabilities: 92.84%
 Foster Youth: 93.55%

All students: 95.28%
 African American: 93.42%
 Students w/Disabilities: 93.84%
 Foster Youth: 94.55%

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

N/A

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Southern Kern USD is partnering with Capturing Kids Hearts to implement a system for improving school climate across the District. 100% of administrators will be trained by the start of the 2018-2019 school year. 25% of teachers will be trained by the start of the 2018-2019 school year. Ongoing training for teachers and administrators. This action is principally directed towards meeting unduplicated students' needs.

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

Southern Kern USD is partnering with Capturing Kids Hearts to implement a system for improving school climate across the District. 100% of administrators will be trained by the start of the 2019-2020 school year. 50% of teachers will be trained by the start of the 2019-2020 school year. Ongoing training for teachers, paraeducators, administrators, campus safety officers, and front office staff. This action is principally directed towards meeting unduplicated students' needs.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	N/A	Capturing Kid's Hearts: \$125,000.00 Professional Development for 25% of Teachers' Salaries: \$12,950.00 Professional Development for 25% of Teachers' Benefits: \$3,240.00	Capturing Kid's Hearts: \$125,000.00 Professional Development Salaries: \$25,000.00 Professional Development Benefits: \$5,000.00
Source	N/A	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	N/A	1000–1999 Certificated Personnel Salaries 3000–3999 Employee Benefits 5000–5999 Services and Other Operating Expenditures	1000–1999 Certificated Personnel Salaries 3000–3999 Employee Benefits 5000–5999 Services and Other Operating Expenditures

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services**Select from New, Modified, or Unchanged for 2017-18**

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

The District employs two psychologists and three therapists. Psychologists and therapists hold anger regression training, parenting classes, and drug rehabilitation programs. This action is principally directed to support unduplicated students.

2018-19 Actions/Services

The District employs two psychologists and three therapists. Psychologists and therapists hold anger regression training, parenting classes, and drug rehabilitation programs. This action is principally directed to support unduplicated students.

2019-20 Actions/Services

The District employs three school psychologists, one intern psychologist, and one therapist. 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 and mental health services. The District will implement an efficient, transparent scheduling system for getting counseling services for students. The District Office will monitor the counseling scheduling to ensure that students are getting the counseling services they need.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	Psychologist Salaries (base): \$167,928.00 Psychologist Benefits (base): \$41,982.00 Psychologist Intern Salary (c/s): \$44,868.00 Psychologist Intern Benefits (c/s): \$11,217.00 MFTs Salaries (c/s): \$153,019.00 MFTs Benefits (c/s): \$38,255.00	2 Psychologists Salaries (base): \$169,950.00 2 Psychologists Benefits (base): \$68,650.00 1 Psychologist Salary (c/s): \$89,965.00 1 Psychologist Benefits (c/s): \$34,325.00 1 Psychologist Intern Salary (c/s): \$50,450.00 1 Psychologist Intern Benefits (c/s): \$46,985.00 1 Therapist Salary (c/s): \$78,190.00 1 Therapist Benefits (c/s): \$57,815.00
Source	N/A	3 psychologists are base 1 psychologist intern is supplemental 3 therapists are Concentration/Supplemental	2 psychologists are base 1 psychologist is concentration/supplemental 1 psychologist intern is concentration/supplemental 1 therapist is concentration/supplemental

Budget Reference	N/A	1000–1999 Certificated Personnel Salaries 2000–2999 Classified Personnel Salaries 3000–3999 Employee Benefits	1000-1999 Certificated Personnel Salaries 2000-2999 Classified Personnel Salaries 3000-3999 Employee Benefits
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Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services

Supplemental AntiBullying and AntiDrug Campaigns. Continue to implement PSST World (Promoting Safer Schools Together) anonymous reporting tool for students. Continue anti-bullying and anti-drug weeks at Rosamond Elementary and Westpark Elementary

2018-19 Actions/Services

Supplemental Anti-Bullying and Anti-Drug Campaigns. Continue to implement PSST World (Promoting Safer Schools Together) anonymous reporting tool for students. Continue anti-bullying and anti-drug weeks at Rosamond Elementary and Westpark Elementary

2019-20 Actions/Services

Supplemental Anti-Bullying and Anti-Drug Campaigns. Implement anonymous reporting tool for students using Google Sheets. Continue anti-bullying and anti-drug weeks at Rosamond Elementary and Westpark Elementary.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	Assemblies: \$5,000.00	Assemblies: \$5,000.00
Source	N/A	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	N/A	5000–5999 Services and Other Operating Expenditures	5000–5999 Services and Other Operating Expenditures

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

We will continue to offer free breakfast, lunch, and dinner for all TK 8th grade students at Rosamond Elementary, Westpark Elementary, and Tropico Middle principally directed to unduplicated students for support. We will continue to have free breakfast and lunch for all students at Rosamond High, Abraham Lincoln, Rare Earth, and Ascend Academy principally directed to unduplicated students for support. We will continue to have holiday and

We will continue to offer free breakfast, lunch, and dinner for all TK 8th grade students at Rosamond Elementary, Westpark Elementary, and Tropico Middle principally directed to unduplicated students for support. We will continue to have free breakfast and lunch for all students at Rosamond High, Abraham Lincoln, Rare Earth, and Ascend Academy principally directed to unduplicated students for support. We will continue to have holiday and

We will continue to offer free breakfast, lunch, and dinner for all TK 8th grade students at Rosamond Elementary, Westpark Elementary, and Tropico Middle principally directed to unduplicated students for support. We will continue to have free breakfast and lunch for all students at Rosamond High, Abraham Lincoln, Rare Earth, and Ascend Academy principally directed to unduplicated students for support. We will have holiday and summer

summer feeding programs at Rosamond Elementary, which will be available to all students in the District.

summer feeding programs at Rosamond Elementary, which will be available to all students in the District.

feeding programs at the Rosamond Public Library, which will be available to all students in the District.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	Classified Salaries: \$ 643,300.00 Classified Benefits: \$ 147,500.00	Classified Salaries: \$ 616,000.00 Classified Benefits: \$ 280,500.00
Source	N/A	Concentration/Supplemental	Fund 13
Budget Reference	N/A	2000–2999 Classified Personnel Salaries 3000–3999 Employee Benefits	2000–2999 Classified Personnel Salaries 3000–3999 Employee Benefits

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to have additional licensed vocational nurses (LVN) assigned to each school site.

Continue to have additional licensed vocational nurses (LVN) assigned to each school site.

Continue to have licensed vocational nurses (LVN) and one registered nurse (RN) who support each school site. These additional health services are principally directed to supporting our unduplicated students, many of whom would not otherwise have access to adequate health care.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	N/A	<p>1 Classified Salary (base): \$42,975.00 1 Classified Benefits (base): \$10,744.00 Classified Salary (c/s): \$78,392.00 Classified Benefits (c/s): \$19,598.00</p>	<p>1 Registered Nurse Salary (base): \$50,000.00 1 Registered Nurse Benefits (base): \$35,000.00</p> <p>1 Licensed Vocational Nurse Salary (base): \$34,500.00 1 Licensed Vocational Nurse Benefits (base): \$25,000.00</p> <p>2 Licensed Vocational Nurse Salaries (c/s): \$79,834.88 2 Licensed Vocational Nurse Benefits (c/s): \$56,250.00</p> <p>Medical Supplies (c/s): \$25,000.00</p>
Source	N/A	Concentration/Supplemental	Base Concentration/Supplemental
Budget Reference	N/A	<p>2000–2999 Classified Personnel Salaries 3000–3999 Employee Benefits</p>	<p>1000-1999 Certificated Personnel Salaries 2000-2999 Classified Personnel Salaries 3000-3999 Employee Benefits 4000–4999 Books and Supplies</p>

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Provide and administer surveys to staff, students and parents around academics, safety, and connectedness to school.

2018-19 Actions/Services

Provide and administer surveys to staff, students and parents around academics, safety, and connectedness to school.

2019-20 Actions/Services

Provide and administer surveys to staff, students, and parents around academics, safety, and connectedness to school. This includes 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	Surveymonkey software: \$252	Surveymonkey software: \$300
Source	N/A	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	N/A	5000-5999 Services and Other Operating Expenditures	5000-5999 Services and Other Operating Expenditures

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Increase student connectedness to school at the middle and upper levels through extracurricular activities such as music, sports, robotics, etc. that are typically unduplicated students who would otherwise not be able to participate in such activities.

2018-19 Actions/Services

Increase student connectedness to school at the middle and upper levels through extracurricular activities such as music, sports, robotics, etc. that are typically unduplicated students who would otherwise not be able to participate in such activities.

2019-20 Actions/Services

Increase student connectedness to school at the middle and upper levels through extracurricular activities such as music, sports, robotics, etc. that are typically unduplicated students who would otherwise not be able to participate in such activities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Amount	N/A	Extracurricular Stipends: \$150,000.00	Extracurricular Stipends Certificated: \$185,750.00 Extracurricular Stipends Classified: \$61,250.00 Certificated Benefits: \$23,000.00 Classified Benefits: \$5,600.00
Source	N/A	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	N/A	1000–1999 Certificated Personnel Salaries 3000–3999 Employee Benefits	1000–1999 Certificated Personnel Salaries 2000–2999 Classified Personnel Salaries 3000–3999 Employee Benefits

Action #8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services**Select from New, Modified, or Unchanged for 2017-18**

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Southern Kern USD has partnered with The Achievement Initiative to implement the Attention to Attendance (A2A) program for grades K3. This program involves ongoing communication with families to improve student attendance. The administration will monitor student attendance, using A2A as an online tool for attendance analysis and tracking. With this more effective documentation and notification of students' attendance, staff will continue to focus on supporting students with chronic absenteeism.

2018-19 Actions/Services

Southern Kern USD has partnered with The Achievement Initiative to implement the Attention to Attendance (A2A) program for grades K3. This program involves ongoing communication with families to improve student attendance. The administration will monitor student attendance, using A2A as an online tool for attendance analysis and tracking. With this more effective documentation and notification of students' attendance, staff will continue to focus on supporting students with chronic absenteeism.

2019-20 Actions/Services

Southern Kern USD has partnered with The Achievement Initiative to implement the Attention to Attendance (A2A) program for grades K3. This program involves ongoing communication with families to improve student attendance. The administration will monitor student attendance, using A2A as an online tool for attendance analysis and tracking. With this more effective documentation and notification of students' attendance, staff will continue to focus on supporting students with chronic absenteeism.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	A2A: \$63,800	A2A: \$63,800
Source	N/A	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	N/A	4000–4999 Books and Supplies	4000–4999 Books and Supplies

Action #9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Risk management strategy: Continue to employ a school safety coordinator Continue monthly fire and lockdown drills at all school sites Continue to have emergency supply kits able to supply all students at all sites.

Risk management strategy: Continue to employ a school safety coordinator Continue monthly fire and lockdown drills at all school sites Continue to have emergency supply kits able to supply all students at all sites.

Risk management strategy: Continue monthly fire and lockdown drills at all school sites. Continue to have emergency supply kits able to supply all students at all sites. Each school site will have a school safety committee comprised of one person per grade level or department, and representatives from the school staff. School safety plans are shared with faculty and staff at the beginning of the year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	Lockdown Drills (base): \$0.00 no extra costs Fire Drills (base): \$0.00 no extra costs Emergency Kits (base): \$10,000.00 Update kits in 2019-20. Supplies were last replenished in 2017-18.

Source	N/A	N/A	Base
Budget Reference	N/A	N/A	4000-4999 - Books and Supplies

Action #10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

School administrators will annually review the school climate survey results regarding student, parent/guardian, and staff sense of safety and incorporate the data into their evaluations of the site Single Plans for Student Achievement to refine school-based approaches to increasing students' sense of safety at school.

2018-19 Actions/Services

School administrators will annually review the school climate survey results regarding student, parent/guardian, and staff sense of safety and incorporate the data into their evaluations of the site Single Plans for Student Achievement to refine school-based approaches to increasing students' sense of safety at school.

2019-20 Actions/Services

School administrators will annually review the school climate survey results regarding student, parent/guardian, and staff sense of safety and incorporate the data into their evaluations of the site Single Plans for Student Achievement to refine school-based approaches to increasing students' sense of safety at school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0 - No expenditures	\$0 - No expenditures	\$0 - No expenditures
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services**Select from New, Modified, or Unchanged for 2017-18**

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Principally directed at supporting unduplicated students with positive conflict resolution, behavioral supports and additional trusted adults on campus, the District will continue to staff 7 Campus Safety Officers at Rosamond Elementary, Westpark, Tropico Middle, and Rosamond High. We staffed four CSOs total at Rare Earth Continuation, Abraham Lincoln Independent Study, and Ascend Academy.

2018-19 Actions/Services

Principally directed at supporting unduplicated students with supplemental positive conflict resolution, behavioral supports and additional trusted adults on campus, the District will continue to staff 7 Campus Safety Officers at Rosamond Elementary, Westpark, Tropico Middle, and Rosamond High. We staffed four CSOs total at Rare Earth Continuation, Abraham Lincoln Independent Study, and Ascend Academy.

2019-20 Actions/Services

69% of SKUSD students come from a socioeconomically disadvantaged background. Many students need additional support in the areas of conflict resolution, positive behavior intervention, and additional trusted adults on campus, Principally directed at supporting unduplicated students, the District will continue to staff campus safety officers at all school sites. For the 19-20 school year, the District will employ approximately 23 CSOs divided between the

school sites. The CSOs play an integral role in establishing a healthy climate at each school site. Their work will contribute to decreased suspensions and chronic absenteeism, and increased attendance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	5 Campus Safety Officer Salaries (base): \$522,515.00 5 Campus Safety Officer Benefits (base): \$130,630.00 8 Additional Campus Security Officers Salaries (2 more @ RES, WES, TMS, RHS) (c/s): \$148,395.00 8 Additional Campus Security Officers Benefits (2 more @ RES, WES, TMS, RHS) (c/s): \$37,100.00	Campus Safety Officer Salaries (base): \$342,000.00 Campus Safety Officer Benefits (base): \$135,000.00 Additional Campus Security Officers Salaries (c/s): \$155,000.00 Additional Campus Security Officers Benefits (c/s): \$97,800.00
Source	N/A	Concentration/Supplemental	Base Concentration/Supplemental
Budget Reference	N/A	2000–2999 Classified Personnel Salaries 3000–3999 Employee Benefits	2000–2999 Classified Personnel Salaries 3000–3999 Employee Benefits

Action #12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Offer free transportation (bus service) to and from school to all students in the District, principally directed at supporting unduplicated students that may have an alternative way to attend school due to

2018-19 Actions/Services

Offer expanded transportation (bus service) to and from school to all students in the District, principally directed at supporting unduplicated students that may not have access to their own transportation.

2019-20 Actions/Services

Offer expanded transportation (bus service) to and from school to all students in the District, principally directed at supporting unduplicated students that may not have access to their own transportation, and who

expansive district boundaries.

would otherwise not be able to attend school. This action will contribute to increased attendance. Questions about the bus service will be added to the annual LCAP survey.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	Transportation Salaries: \$616,385.00 Transportation Benefits: \$154,096.00 Transportation Supplies: \$50,000.00 3 Bus Engines Replacement: \$90,000.00	Classified Salaries: \$583,000.00 Classified Benefits: \$382,250.00 Transportation Supplies: \$200,000.00 Transportation Services: \$20,000.00
Source	N/A	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	N/A	2000–2999 Classified Personnel Salaries 3000–3999 Employee Benefits 4000–4999 Books and Supplies 6000–6999 Capital Outlay	2000–2999 Classified Personnel Salaries 3000–3999 Employee Benefits 4000–4999 Books and Supplies 5000–5999 Services and Other Operating Expenditures

Action #13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide supplemental Facility and Support Operations staff, including custodians, to provide a clean, safe, and secure learning environment for all students. Principally directed at supporting unduplicated students health and welfare, therefore, improving their attendance.

Provide Facility and Support Operations staff, including custodians, to provide a clean, safe, and secure learning environment for all students. Principally directed at supporting unduplicated students health and welfare, therefore, improving their attendance.

Provide additional Facility and Support Operations staff, including custodians, to provide a clean, safe, and secure learning environment for all students. Principally directed at supporting unduplicated students health and welfare, therefore, improving their attendance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	12 Day-Shift Custodian Salaries (base): \$536,593.00 12 Day-Shift Custodian Benefits (base): \$134,148.00 10 Night-Shift Custodians 90% Salaries (base): \$353,078.00 10 Night-Shift Custodians 90% Benefits (base): \$88,270.00 10 Night-Shift Custodians 10% Salaries (c/s): \$39,231.00 10 Night-Shift Custodians 10% Benefits (c/s): \$9,808.00	Base Custodian Salary: \$645,625.74 Base Custodian Benefits: \$444,925.40 Custodian Salaries (c/s): \$239,885.41 Custodian Benefits (c/s): \$102,074.46
Source	N/A	Concentration/Supplemental	Base Concentration/Supplemental
Budget Reference	N/A	2000–2999 Classified Personnel Salaries 3000–3999 Employee Benefits	2000–2999 Classified Personnel Salaries 3000–3999 Employee Benefits

Action #14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Supplemental parenting classes to improve the academic success of students.

2018-19 Actions/Services

Supplemental Parenting Classes to improve the academic success of students.

2019-20 Actions/Services

Supplemental Parenting Classes to improve the academic success of students.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	N/A	Supplies: \$200.00	Classified Salary: \$5,000.00 Classified Benefits: \$500.00 Materials: \$2,000.00
Source	N/A	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	N/A	4000–4999 Books and Supplies	2000-2999 Classified Personnel Salaries 3000-3999 Employee Benefits 4000-4999 Books and Supplies

Action #15

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools, Tropico Middle School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Middle School Counselor principally directed at supporting the social/emotional, as well as academic needs of our unduplicated students.

2018-19 Actions/Services

Middle School Counselor principally directed at supporting the social/emotional, as well as academic needs of our unduplicated students.

2019-20 Actions/Services

Middle School Counselor principally directed at supporting the social/emotional, as well as academic needs of our unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	Certificated Salary: \$71,963.00 Certificated Benefits: \$17,990.75	Certificated Salary: \$74,300.00 Certificated Benefits: \$34,000.00
Source	N/A	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	N/A	1000–1999 Certificated Personnel Salaries 3000–3999 Employee Benefits	1000–1999 Certificated Personnel Salaries 3000–3999 Employee Benefits

Action #16

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

To improve the school climates, lower the suspension rate, and align itself with best practices, the district is implementing a PBIS/MTSS program. This program includes additional professional development for

faculty and staff. The program will be led by the site assistant principals. The program is designed to principally support the needs of our unduplicated student population.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	Roving Substitutes Salaries: \$5,000.00 Roving Substitute Benefits: \$800.00
Source	N/A	N/A	Concentration/Supplemental
Budget Reference	N/A	N/A	1000-1999 Certificated Personnel Salaries 3000-3999 Employee Benefits

Action #17

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools, Tropico Middle School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

There has been a significant increase in the suspension rate at Tropico Middle School from the 17-18 school year to the 18-19 school year. As of 5-28-19, the suspension rate at Tropico Middle School was 11.8%. Furthermore, during the 18-19 school year, there were 83 suspensions for fighting or assault. This is alarming to our stakeholders. To improve campus safety, the District is purchasing, installing and monitoring a new video surveillance system for Tropico Middle School. This will enable Tropico staff to constantly monitor the school campus, and quickly react to problems. We expect this principally-directed action to lower the

suspension rate, improve attendance, and reduce violent offenses against students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	Video Surveillance System: \$45,000.00
Source	N/A	N/A	Concentration/Supplemental
Budget Reference	N/A	N/A	6000–6999 Capital Outlay

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 3

Engage families and community in effective educational partnerships.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Identified Need:

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. SKUSD has partnered with Antelope Valley College to offer college classes to high school students and adults. For the 2019-2020 school year, the District will prioritize the development of its English Language Advisory Councils (ELAC), its District English Language Advisory Council (DELAC), and to engage and consult with families of English Language Learners.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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The District will ensure that 8 school site council meetings occur annually at each site. Additionally, there must be an agenda item to discuss LCAP updates 3 times a year.

In 2017-2018, each school site had at least 8 school site council meetings annually.

In 2017-2018, each school site had at least 8 school site council meetings annually.

During the 18-19 school year, each school site had at least 8 school site council meetings and at least three meetings had agenda items to discuss the LCAP.

Each school site will have at least 8 school site council meetings and at least three meetings will have agenda items to discuss the LCAP.

SKUSD will update and disseminate monthly updates and activities to 100% of unduplicated parents.

District maintains district web site.

District maintains district web site.

District maintains district website. All school sites maintain their school websites. Four out of five school sites publish monthly newsletters. Four out of five school sites maintain online school site calendar. Rosamond Elementary and Westpark Elementary publish school news via Twitter.

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. All school sites publish school news via Twitter.

<p>100% of IEP quarterly goal progress is sent home with each report card 100% of parents of exceptional needs students will have a signed IEP.</p>	<p>100% of IEP quarterly goal progress is sent home with each report card. 100% of parents of exceptional needs students have a signed IEP.</p>	<p>100% of IEP quarterly goal progress is sent home with each report card. 100% of parents of exceptional needs students have a signed IEP.</p>	<p>100% of IEP quarterly goal progress is sent home with each report card. 100% of parents of exceptional needs students have a signed IEP.</p>	<p>100% of IEP quarterly goal progress is sent home with each report card. 100% of parents of exceptional needs students have a signed IEP.</p>
<p>The District will hold at least 8 District English Language Advisory Council (DELAC) meetings per year.</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>8</p>

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served**Scope of Services:****Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services**Select from New, Modified, or Unchanged for 2017-18****Select from New, Modified, or Unchanged for 2018-19****Select from New, Modified, or Unchanged for 2019-20**

New

Modified

Unchanged

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

We have implemented a new 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. Principally directed to the needs of

We have implemented a new 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. Starting in the summer of 2019, parents will also use

We have implemented a new 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. Starting in the summer of 2019, parents will also use

unduplicated families.

the parent portal to access their students' CAASPP electronic student score reports. Principally directed to the needs of unduplicated families.

the parent portal to access their students' CAASPP electronic student score reports. Principally directed to the needs of unduplicated families.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	AERIES: \$30,000	AERIES: \$30,000
Source	N/A	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	N/A	5000–5999 Services and Other Operating Expenditures	5000–5999 Services and Other Operating Expenditures

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

During the 2018-2019 school year, the district will develop a custom, branded, mobile app using Blackboard Connect software. Using the app families will have access to student information, news, calendars, social media, notifications, and other vital school information. Principally directed to the needs of unduplicated families.

2018-19 Actions/Services

Develop a custom, branded, mobile app using Blackboard Connect software. Using the app families will have access to student information, news, calendars, social media, notifications, and other vital school information. Principally directed to the needs of unduplicated families.

2019-20 Actions/Services

The district will continue to use its Blackboard mobile app to increase parent engagement. Using the app, families will have access to student information, news, calendars, social media, notifications, and other vital school information. This additional communication resource is principally directed to the needs of unduplicated families. There were over 450 downloads of the app during the 18-19 school year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Amount	N/A	Blackboard Mobile App: \$13,000.00	Blackboard Mobile App: \$6,000.00
Source	N/A	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	N/A	5000–5999 Services and Other Operating Expenditures	5000–5999 Services and Other Operating Expenditures

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

Unchanged

2017-18 Actions/Services

Email campaigns using Constant Contact. The District sends out monthly newsletters to the school community. The District sends out informational notices such as messages about the college program and state testing. The District will increase the use of email newsletters by having each school site send out a monthly newsletter. Principally directed to the needs of unduplicated families.

for 2018-19

Modified

2018-19 Actions/Services

Email campaigns using Constant Contact. The District sends out informational notices such as messages about the college program and state testing. The District will increase the use of email newsletters by having each school site send out a monthly newsletter. Principally directed to the needs of unduplicated families.

for 2019-20

Modified

2019-20 Actions/Services

Email campaigns using Constant Contact. The District sends out informational notices such as messages about the college program and state testing. The District will increase the use of email newsletters by having each school site send out a monthly newsletter. Principally directed to the needs of unduplicated families.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	Constant Contact: \$840.00	Constant Contact: \$1,200.00
Source	N/A	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	N/A	5000–5999 Services and Other Operating Expenditures	5000–5999 Services and Other Operating Expenditures

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

Specific Schools, Rosamond High School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Rosamond High Early College Campus (RHECC) offers and will continue to expand Adult Education course offering aligned to the growing industry sectors in the state as well as across Kern and LA counties.

2018-19 Actions/Services

Rosamond High Early College Campus (RHECC) offers and will continue to expand Adult Education course offering aligned to the growing industry sectors in the state as well as across Kern and LA counties.

2019-20 Actions/Services

AVUHSD/ AVAE will take over and run the Adult education program in Rosamond.

RHECC offers an Adult Welding class which provides practical experience in safety, setup, and basic welding techniques. This class is held 5 to 6 times a year on Tuesdays from 5 PM 8 PM.

In partnership with Antelope Valley College and the Los Angeles/Orange Counties Building and Trades Council, RHECC is offering the Multi-Craft Core Curriculum (MC3) Pre-Apprenticeship Training Program. Training cohorts are 8 weeks, 5 days a week. The program includes 166 hours of instruction including 20 hours of hand-son training, basic mathematics for construction, blueprint reading, plus First Aid/CPR, Hazmat, and OSHA 10 training.

RHECC offers GED preparation courses. The course runs through the school year and prepares students in the areas of social studies, reading, mathematics, science, and writing.

RHECC offers English learner classes through the school year. The students learn the English language through Rosetta Stone. The district also has a PearsonVue Testing Center on site and is able to administer certification tests in a variety of testing areas.

RHECC offers an Adult Welding class which provides practical experience in safety, setup, and basic welding techniques. This class is held 5 to 6 times a year on Tuesdays from 5 PM 8 PM.

In partnership with Antelope Valley College and the Los Angeles/Orange Counties Building and Trades Council, RHECC is offering the Multi-Craft Core Curriculum (MC3) Pre-Apprenticeship Training Program. Training cohorts are 8 weeks, 5 days a week. The program includes 166 hours of instruction including 20 hours of hand-son training, basic mathematics for construction, blueprint reading, plus First Aid/CPR, Hazmat, and OSHA 10 training.

RHECC offers GED preparation courses. The course runs through the school year and prepares students in the areas of social studies, reading, mathematics, science, and writing.

RHECC offers English learner classes through the school year. The students learn the English language through Rosetta Stone. The district also has a PearsonVue Testing Center on site and is able to administer certification tests in a variety of testing areas.

Principally directed at supporting unduplicated families improve academic outcomes for students.

Principally directed at supporting unduplicated families improve academic outcomes for students.

Principally directed at supporting unduplicated families improve academic outcomes for students.

Principally directed at supporting unduplicated families improve academic outcomes for students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	Certificated Staff Adult Welding Salary (CCPT): \$8,000.00 Certificated Staff Adult Welding Benefits(CCPT): \$2,000.00 Certificated Staff GED Course Salary (c/s): \$10,000.00 Certificated Staff GED Course Benefits (c/s): \$2,500.00 Certificated Staff ESL Course Salary (c/s): \$10,000.00 Certificated Staff ESL Course Benefits (c/s): \$2,500.00 Classified Staff Pearson Testing Center Salary(c/s): \$34,550.00 Classified Staff Pearson Testing Center Benefits(c/s): \$8,637.00	\$0.00

Source	N/A	CCPT Concentration/Supplemental	N/A
Budget Reference	N/A	1000–1999 Certificated Personnel Salaries 2000–2999 Classified Personnel Salaries 3000–3999 Employee Benefits	N/A

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

Provide parent meeting opportunities to engage parents in the decision-making process. This includes school site council meetings, LCAP meetings, PTA, IEPs, etc.

Select from New, Modified, or Unchanged for 2018-19

Unchanged

2018-19 Actions/Services

Provide parent meeting opportunities to engage parents in the decision-making process. This includes school site council meetings, LCAP meetings, PTA, IEPs, etc.

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

Provide parent meeting opportunities to engage parents in the decision-making process. This includes school site council meetings, LCAP meetings, PTA, IEPs, ELAC, DELAC, etc.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Website maintenance principally directed at supporting unduplicated families connectedness to the district.

Website maintenance principally directed at supporting unduplicated families connectedness to the district.

Website maintenance principally directed at supporting unduplicated families connectedness to the district.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	N/A	Blackboard Web Hosting: \$1,656.00	1,689.46
Source	N/A	Base	Base
Budget Reference	N/A	5000–5999 Services and Other Operating Expenditures	5000–5999 Services and Other Operating Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$6,351,765 LCFF revenues for the 2017-18 school year

25%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

Supplemental and Concentration funds are principally directed above the base program at unduplicated students based on identified need and stakeholder input. SKUSD is over 75.5% in its unduplicated student count. Total enrollment is 3,557 and the unduplicated count is 2,687. In 2017/18, the District is estimated to receive \$6,356,391 in supplemental and concentration funds based on unduplicated pupil counts (low income, foster youth and English learners). This equates to 25% of increased and improved services. These funds will be expended to attain our goals and actions described below, as contributing to improved and increased services for SKUSD's low income, foster, and English Learner students.

SKUSD is committed to maximizing student achievement for our unduplicated students. SKUSD intends to implement various intervention strategies and programs with a goal of ELA and math proficiency for our unduplicated students. Additional interventions will be provided for unduplicated students not yet meeting the proficiency standards on the CAASPP, and a-g requirements. Interventions include but are not limited to, before, during and after school small group targeted standards-aligned academic instruction, and access to and support in a-g courses. To promote a college and/or career

ready culture, Career Technical Education (CTE) pathways continue to be developed to improve student connectedness and create opportunities for skill-based learning. In addition to the academic success of low income, foster and English Learner students, the social/emotional wellbeing of a child also has a direct impact on learning. In addition to academic support, social/emotional support will be provided to targeted students by school counselors and psychologists. Research supports a positive connection to an adult on campus increases accountability and improves academic achievement.

Below is a list of 2017-2018 LCAP actions/services contributing to meeting the increased or improved services as identified as limited or unduplicated student groups:

Goal 1

Action 1: Staffing of Safety Officers

Action 2: Intervention programs for AtRisk

Students

Action 3: Therapist and Psychologist Services

Action 5: AntiBullying

and AntiDrug

Campaigns

Goal 2

Action 1: College Counselors

Action 2: College Readiness Classes

Action 3: Intervention Programs for AtRisk

Students

Action 4: SST and Intervention Teachers

Action 5: CTE Program

Action 6: Behavioral and Academic Counselors

Action 7: After School Intervention with English Learner Focus

Action 8: Para Educators in the Classrooms

Action 9: AVID Program

Goal 4

Action 1: PreK

Staffing

- Action 2: ASES Staffing
- Action 3: Free Meal Programs
- Action 4: Adult Education Classes with English Language Focus
- Action 5: Antelope Valley College Classes
- Action 6: Summer Food/Reading Program
- Action 7: ASES and Regular Free Transportation
- Goal 5
 - Action 1: Purchase of laptops
 - Action 2: Teacher and Student IT training, Teacher cultural training
 - Action 3: Maintain and increase IT staffing
- Goal 6
 - Action 1: Professional Development Days, Teacher/staff Training, PLC meeting time
 - Action 2: Credentialing Assistance and BTSA Training
- Goal 7
 - Action 1: Staffing the SPED Program

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$6,349,233

Percentage to Increase or Improve Services

The amount of funds of supplemental and concentration is lower than the previous fiscal year, resulting in no increase to services.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

Supplemental and Concentration funds are principally directed above the base program at unduplicated students based on identified need and stakeholder input. SKUSD has 69.6% of its students in its unduplicated student count. Total enrollment is 3,557 and the unduplicated count is 2,477. In 2018/19, the District is estimated to receive \$6,356,391 in supplemental and concentration funds based on unduplicated pupil counts (low income, foster youth and English learners). This equates to 25% of increased and improved services. These funds will be expended to attain our goals and actions described below, as contributing to improved and increased services for SKUSD's low income, foster, and English Learner students.

SKUSD is committed to maximizing student achievement for our unduplicated students. SKUSD intends to implement various intervention strategies and programs with a goal of ELA and math proficiency for our unduplicated students. Additional interventions will be provided for unduplicated students not yet meeting the proficiency standards on the CAASPP, and/or a-g requirements. Interventions include but are not limited to before, during and after school small group targeted standards-aligned academic instruction, and access to and support in a-g courses. To promote a college and/or career ready culture, Career Technical Education (CTE) pathways continue to be developed to improve student connectedness and create opportunities for skill-based learning. In addition to the academic success of low income, foster and English Learner students, the social/emotional well-being of a child also has a direct impact on learning. In addition to academic support, social/emotional support will be provided to targeted students by school counselors and psychologists. Research indicates that a positive connection to an adult on campus increases accountability and improves academic achievement.

Below is a list of 2018-2019 LCAP actions/services contributing to meeting the increased or improved services as identified as limited or unduplicated student groups:

Goal 1

Action 1: Reading intervention program

Action 2: CAASPP practice

Action 3: CTE program

Action 4: Extended learning opportunities.

Action 5: 1 RHS Guidance Counselor Salary+Benefits

Action 7: Credit Recovery

Action 8: AVID program

Action 9: Dual enrollment college classes

Action 10: Formative and benchmark assessments

Action 11: Inclusion of students with special needs

Action 12: TK

Action 13: English Language Development program

Action 14: Paraeducators at Rosamond Elementary and Westpark Elementary

Action 15: Professional Learning Community model of collaboration and school improvement

Action 16: Teacher induction program

Action 17: Voluntary peer coaching program for faculty

Action 18: Establish clear accountability expectations for classroom instruction

Action 19: Professional development

Action 20: The District will provide teachers who are fully credentialed and appropriately assigned, including administrators and support staff.

Action 21: Laptop refresh

Action 22: Reliable access to the Internet and District's network

Action 23: Wireless network upgrades

Action 24: Ongoing technology training for faculty and staff

Action 25: Learning and productivity software for faculty, staff, and students.

Action 26: Maintain staffing of IT Dept

Action 27: Student Support Team teachers at every site

Action 28: Continue to support Ascend Academy

Goal 2

Action 1: Capturing Kids Hearts program

Action 2: The District employs two psychologists and three therapists

Action 3: AntiBullying and AntiDrug Campaigns

Action 4: Free meals for students

Action 5: School nurses

Action 6: Surveys

Action 7: Extracurricular activities

Action 8: Attention to Attendance program

Action 9: Risk management

Action 10: Review school climate surveys

Action 11: Campus Safety Officers

- Action 12: Free transportation to and from school for students
- Action 13: Facility and support operations staff
- Action 14: Supplemental parenting classes
- Action 15: Middle school counselor

Goal 3

- Action 1: Online enrollment and data confirmation system
- Action 2: Mobile app
- Action 3: Email campaigns
- Action 4: Adult education
- Action 5: Parent meetings
- Action 6: Website maintenance

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

\$6,167,854

Percentage to Increase or Improve Services

The amount of funds of supplemental and concentration is lower than the previous fiscal year, resulting in no increase to services.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Supplemental and Concentration funds are principally directed above the base program at unduplicated students based on identified need and stakeholder input. SKUSD has 69.6% of its students in its unduplicated student count. Total enrollment is 3,557 and the unduplicated count is 2,477. In 2018/19, the District is estimated to receive \$6,356,391 in supplemental and concentration funds based on unduplicated pupil counts (low income,

foster youth and English learners). This equates to 25% of increased and improved services. These funds will be expended to attain our goals and actions described below, as contributing to improved and increased services for SKUSD's low income, foster, and English Learner students.

SKUSD is committed to maximizing student achievement for our unduplicated students. SKUSD intends to implement various intervention strategies and programs with a goal of ELA and math proficiency for our unduplicated students. Additional interventions will be provided for unduplicated students not yet meeting the proficiency standards on the CAASPP, and/or a-g requirements. Interventions include but are not limited to before, during and after school small group targeted standards-aligned academic instruction, and access to and support in a-g courses. To promote a college and/or career ready culture, Career Technical Education (CTE) pathways continue to be developed to improve student connectedness and create opportunities for skill-based learning. In addition to the academic success of low income, foster and English Learner students, the social/emotional well-being of a child also has a direct impact on learning. In addition to academic support, social/emotional support will be provided to targeted students by school counselors and psychologists. Research indicates that a positive connection to an adult on campus increases accountability and improves academic achievement.

Below is a list of 2019-2020 LCAP actions/services contributing to meeting the increased or improved services as identified as limited or unduplicated student groups:

Goal 1

Action 1: Reading intervention program

Action 2: CAASPP practice

Action 3: CTE program

Action 4: Extended learning opportunities.

Action 5: 1 RHS Guidance Counselor Salary+Benefits

Action 7: Credit Recovery

Action 8: AVID program

Action 9: Dual enrollment college classes

Action 10: Formative and benchmark assessments

Action 11: Inclusion of students with special needs

Action 12: TK

Action 13: English Language Development program

Action 14: Paraeducators at Rosamond Elementary and Westpark Elementary

Action 15: Professional Learning Community model of collaboration and school improvement

Action 16: Teacher induction program

Action 17: Voluntary peer coaching program for faculty

Action 18: Establish clear accountability expectations for classroom instruction

Action 19: Professional development

Action 20: The District will provide teachers who are fully credentialed and appropriately assigned, including administrators and support staff.

Action 21: Laptop refresh

Action 22: Reliable access to the Internet and District's network

Action 23: Wireless network upgrades

Action 24: Ongoing technology training for faculty and staff

Action 25: Learning and productivity software for faculty, staff, and students.

Action 26: Maintain staffing of IT Dept

Action 27: Student Support Team teachers at every site

Action 28: Continue to support Ascend Academy

Goal 2

Action 1: Capturing Kids Hearts program

Action 2: The District employs two psychologists and three therapists

Action 3: AntiBullying and AntiDrug Campaigns

Action 4: Free meals for students

Action 5: School nurses

Action 6: Surveys

Action 7: Extracurricular activities

Action 8: Attention to Attendance program

Action 9: Risk management

Action 10: Review school climate surveys

Action 11: Campus Safety Officers

Action 12: Free transportation to and from school for students

Action 13: Facility and support operations staff

Action 14: Supplemental parenting classes

Action 15: Middle school counselor

Action 16: PBIS program

Action 17: Video surveillance system for Tropic Middle School

Goal 3

Action 1: Online enrollment and data confirmation system

Action 2: Mobile app

Action 3: Email campaigns

Action 4: Adult education

Action 5: Parent meetings

Action 6: Website maintenance