

LCFF Budget Overview for Parents

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

CDS Code: 15637760000

School Year: 2025-26

LEA contact information:

Barbara Gaines

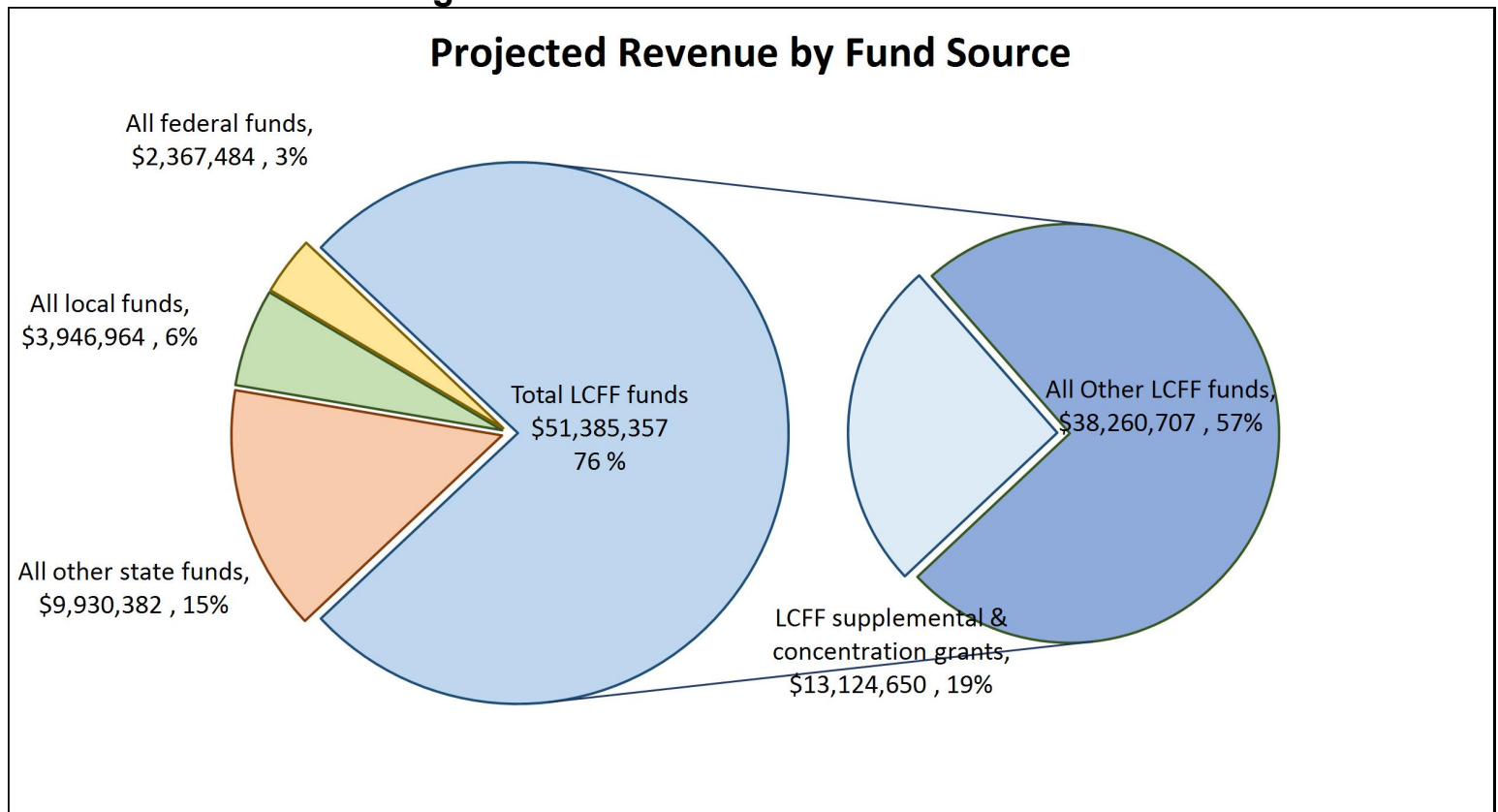
Superintendent

bgaines@skusd.k12.ca.us

661-256-5000

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

Budget Overview for the 2025-26 School Year

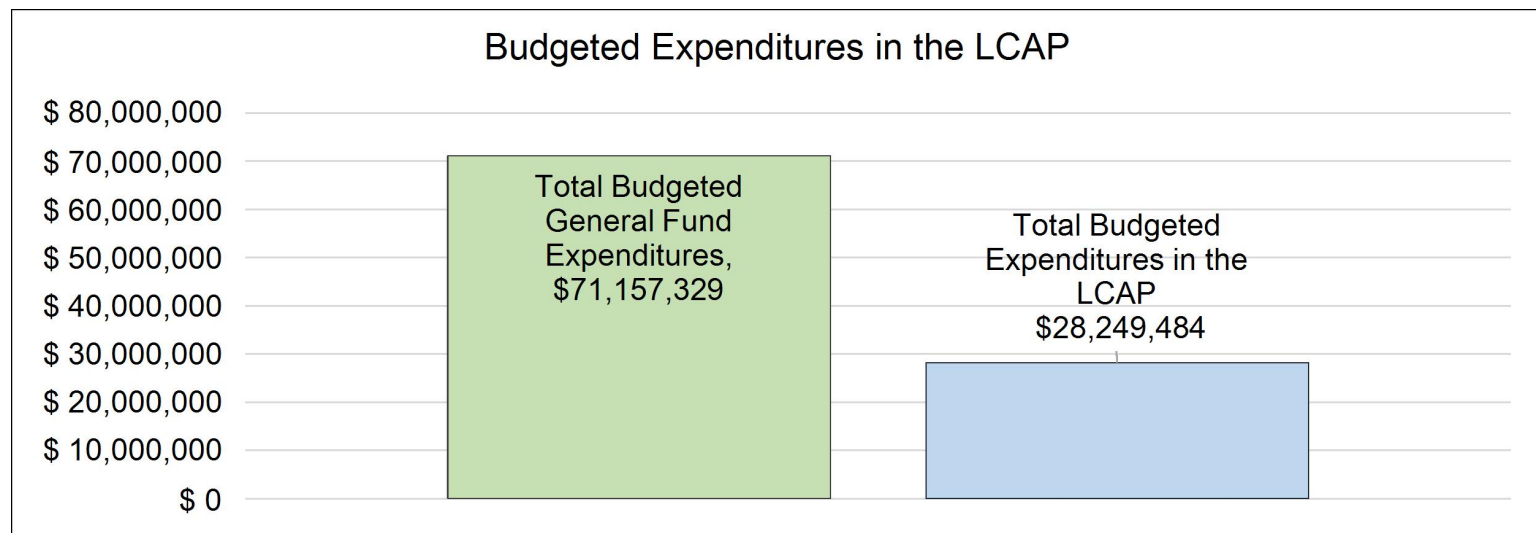


This chart shows the total general purpose revenue Southern Kern Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Southern Kern Unified School District is \$67,630,187, of which \$51,385,357 is Local Control Funding Formula (LCFF), \$9,930,382 is other state funds, \$3,946,964 is local funds, and \$2,367,484 is federal funds. Of the \$51,385,357 in LCFF Funds, \$13,124,650 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Southern Kern Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Southern Kern Unified School District plans to spend \$71,157,329 for the 2025-26 school year. Of that amount, \$28,249,484.13 is tied to actions/services in the LCAP and \$42,907,844.870,000,005 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

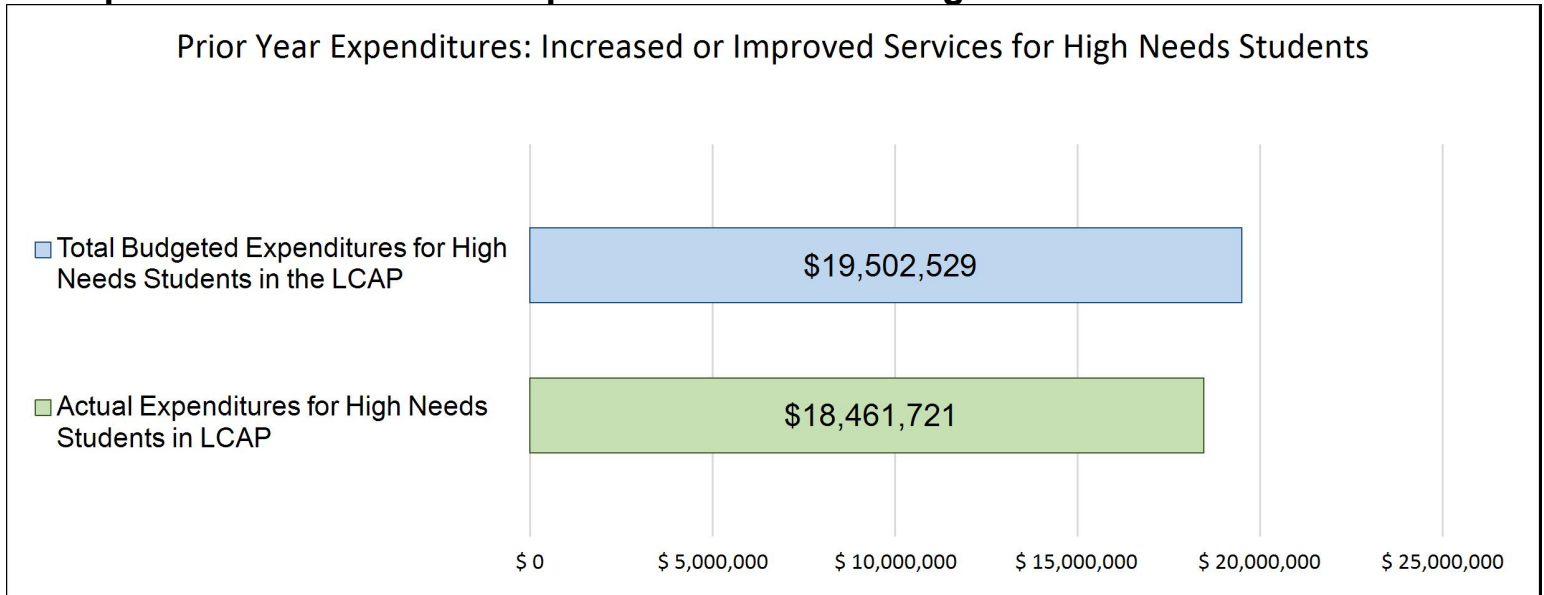
General Fund expenditures not present in the LCAP include administrator and teacher salary and benefits, classified staff salary and benefits, supplies, utilities, repairs and maintenance, and services provided by outside vendors. Use of ELO-P funds for TK-6 afterschool enrichment programs.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Southern Kern Unified School District is projecting it will receive \$13,124,650 based on the enrollment of foster youth, English learner, and low-income students. Southern Kern Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Southern Kern Unified School District plans to spend \$14,211,540 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Southern Kern Unified School District's LCAP budgeted \$19,502,529 for planned actions to increase or improve services for high needs students. Southern Kern Unified School District actually spent \$18,461,721 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$1,040,808 had the following impact on Southern Kern Unified School District's ability to increase or improve services for high needs students:

Actions concerning the construction of a locker room and new weight room for Rosamond High Early College Campus did fully expended their allocated budgets as there have been delays with obtaining DSA approval for the projects.

Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

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

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

Total SKUSD student population: 3,647

Low Income: 74.7%

English Learners: 14.1%

Foster Youth: 2.2%

Homeless: 14.1%

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

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

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

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

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

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

Reflections: Annual Performance

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

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

Successes

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

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

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

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

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

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

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

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

Technology Program

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

WASC Accreditation

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

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

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

Challenges 2024 Dashboard

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

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

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

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

English Learner Progress:

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

CCI Indicator:

Rosamond High Early College Campus: Students with Disabilities

Chronic Absenteeism:

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

ELA:

Rosamond Elementary: English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities

Tropico Middle School: Homeless

Math:

Rosamond Elementary: English Learners

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

Suspension:

Rosamond Elementary: Two or More Races

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

Challenges 2023 Dashboard

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

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

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

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

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

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

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

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

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

- * African American: 106.6 points below standard. Declined 12.2 Points
- * English Learners: 104.5 points below standard. Declined 17.2 Points
- * Foster Youth: 109.9 points below standard. Declined 21.9 Points
- * Hispanic: 75.8 points below standard. Declined 9.7 Points
- * Homeless: 87.9 points below standard. Declined 9.4 Points
- * Socioeconomically Disadvantaged: 77.8 points below standard. Declined 4.8 Point
- * Students with Disabilities: 139.3 points below standard. Declined 6 Points
- * All Students: 70.6 points below standard. Declined 6.9 Points

At the school level, these schools were in the Red performance level for ELA:

Abraham Lincoln: 91.2 points below standard. Declined 21.4 points

Rosamond Elementary: 84.1 points below standard. Maintained -1.6 points

Tropico Middle: 95.5 points below standard. Declined 14.9 points

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

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

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

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

CCI Indicator:

Hispanic: Rare Earth

Homeless: Rosamond High

SED: Abe Lincoln and Rare Earth

Students with Disabilities: Rosamond High

Chronic Absenteeism:

AA: Tropico Middle School

SED: Abraham Lincoln

Two or More Races: Tropico Middle

Abraham Lincoln Independent Study

ELA:

AA: Rosamond Elementary and Tropico Middle

EL: Rosamond Elementary, Tropico Middle, and Westpark Elementary

Hispanic: Rosamond Elementary, Rosamond High Tropico Middle

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

Math:

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

Suspension:

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

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

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

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

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

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

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

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

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

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

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

2.6 Attention to Attendance

2.9 Transportation

2.12 Student Incentive Program

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

2.1 PBIS

2.2 Mental Health Services

2.7 MTSS

2.8 Campus Safety Officers

2.12 Student Incentive Program

2.13 Assistant Principals

2.19 Alternative to Suspension Teachers

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

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

* ALIS: Yellow. 68 points below standard. Increased 23.2 points

* REHS: No Performance Color. 117.8 points below standard. Increased 27.8 points

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

* ALIS: Red. 149 points below standard. Declined 9.8 points

* REHS: No Performance Color. 202.9 points below standard. Increased 13.9 points

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

* ALIS: Blue. 0% suspension rate

* REHS: Red. 16.1% suspension rate. Increased 1.1%

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

Learning Recovery and Emergency Block Grant

SKUSD does not have any unexpended LREBG funding from the original apportionment. Should the district receive any additional LREBG allocations, the needs and specific uses of these funds will be clearly outlined within the 2026-27 LCAP.

Reflections: Technical Assistance

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

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

- * English Learners: CAASPP, ELPI, CCI
- * Long Term English Learners: CAASPP, ELPI, Chronic Absenteeism

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

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

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

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

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

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

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

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

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

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

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

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

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

1.1 PLCs. Added the verbiage: "SPED teachers work with their grade level and department teams during PLCs"

1.4 Reading Intervention. Add additional training for Success for All reading intervention program

2.5 Supplies for Students and Families. "SKUSD has increased the budget to \$160,000 in contributing funds for Supplies for Students and Families. This will enable the District to purchase more clothing and food boxes."

The LCAP Committee approved of the change to action 2.2. This action title was "Weight Room". We changed the title to "Fitness and performing Arts Facility". We increased the budget from \$1.5 million to \$3.8 million.

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

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

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

1.29 Purchase Paxton Patterson lab equipment for Tropico Middle School

2.24 Saturday school. One per month for attendance recovery

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

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

The Cabinet added the following action to the LCAP

1.28 ELD teachers for Rosamond Elementary and Westpark Elementary

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

4.1 Mental Health Therapist for REHS and ALIS

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

- * English Learners: 142.3 points below standard. Declined 6.3 Points
- * Long Term English Learners: 180.3 points below standard. Maintained 2.8 Points

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	1B. Standards aligned instructional materials for every student as measured by local data.	2023-24 School Year: 100% of students have access to standards-aligned materials.	100% of students have access to standards-aligned materials.		100% of students have access to standards-aligned materials.	0%
1.2	1C. School facilities in good repair per Facilities Inspection Tool.	2023-24 School Year: All facilities maintained in good repair.	All facilities are maintained in good repair.		All facilities will be maintained in good repair.	No difference (maintained)
1.3	2A. Implementation of CA academic standards, as measured by Dashboard Local Performance Indicators.	2023-24 School Year: ELA: Full Implementation ELD: Initial Implementation Math: Full Implementation NGSS: Initial Implementation History/Social Sciences: Initial Implementation	2024-25 School Year: ELA: Full Implementation ELD: Full Implementation Math: Full Implementation NGSS: Initial Implementation History/Social Sciences: Initial Implementation		ELA: Maintain Full Implementation and Sustainability ELD: Maintain Full Implementation and Sustainability Math: Maintain Full Implementation and Sustainability NGSS: Maintain Full Implementation and Sustainability History/Social Sciences: Maintain Full Implementation and Sustainability	ELA - No Difference ELD - Improved from Initial to Full Math - No Difference NGSS - No Difference History/Social Sciences - No Difference
1.4	2B. How programs and services enable EL students to access CCSS and ELD standards for academic content knowledge and	2023-24 Local Data: 100% of EL students will receive daily instruction in designated ELD where the ELD standards are	100% of EL students receive daily instruction in designated ELD where the ELD standards are the		100% of EL students will receive daily instruction in designated ELD where the ELD	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English Language proficiency. Verified by checks of master schedules and classroom walkthroughs.	the focus, and integrated ELD where the content standards and ELD standards are used in tandem in all subjects to support ELs in gaining academic knowledge and language proficiency.	focus, and integrated ELD where the content standards and ELD standards are used in tandem in all subjects to support ELs in gaining academic knowledge and language proficiency.		standards are the focus, and integrated ELD where the content standards and ELD standards are used in tandem in all subjects to support ELs in gaining academic knowledge and language proficiency.	
1.5	4A. Student performance on statewide assessments in English Language Arts. Improve by 5 points annually.	2023 CA School Dashboard All Students: 70.6 points below standard African American: 106.6 points below standard. English Learners: 104.5 points below standard Foster Youth: 109.9 points below standard Hispanic: 75.8 points below standard Homeless: 87.9 points below standard Socioeconomically Disadvantaged: 77.8 points below standard Students with Disabilities: 139.3 points below standard Abraham Lincoln: 91.2 points below standard	2024 CA School Dashboard All Students: 58.7 points below standard. Increased 11.9 points. African American: 94.1 points below standard. Increased 12.5 points. English Learners: 100.3 points below standard. Increased 4.2 points. Foster Youth: 136.8 points below standard. Declined 26.9 points. Hispanic: 61 points below standard .		2026 CA School Dashboard All Students: 55.6 points below standard African American: 91.6 points below standard. English Learners: 89.5 points below standard Foster Youth: 94.9 points below standard Hispanic: 60.8 points below standard Homeless: 72.9 points below standard Socioeconomically Disadvantaged: 62.8 points below standard	All Students +11.9 African American +12.5 English Learners +4.2 Foster Youth -26.9 Hispanic +14.8 Homeless +7.4 Socioeconomically Disadvantaged +12.0 Students with Disabilities +12.1 Abraham Lincoln +23.2 Rosamond Elementary -1.7 Tropico Middle +22.4 CAA ELA (% Met Standard) -11.6%

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			CAA ELA: 4.2% of students met standard Metric met for All Students			
1.6	4A. Student performance on statewide assessments in Mathematics. Improve by 5 points annually.	2023 CA School Dashboard All Students 107.8 points below standard African American: 146.4 points below standard English Learners: 136 points below standard Hispanic: 108 points below standard Homeless: 114.7 points below standard Two or More Races: 108.1 points below standard * Socioeconomically Disadvantaged: 114 points below standard Rosamond Elementary 108.8 points below standard Tropico Middle 130.2 points below standard CAA Math: 8.9% of students met standard	2024 CA School Dashboard All Students: 58.7 points below standard. Increased 11.9 points. African American: 94.1 points below standard. Increased 12.5 points. English Learners: 100.3 points below standard. Increased 4.2 points. Foster Youth: 136.8 points below standard. Declined 26.9 points. Hispanic: 61 points below standard . Increased 14.8 points. Homeless: 80.5 points below standard. Increased 7.4 points.		2026 CA School Dashboard All Students 92.8 points below standard African American: 131.4 points below standard English Learners: 121 points below standard Hispanic: 93 points below standard Homeless: 99.7 points below standard Two or More Races: 93.1 points below standard Socioeconomically Disadvantaged: 99 points below standard Rosamond Elementary 93.8 points below standard Tropico Middle 115.2 points below standard	All Students +49.1 African American +52.3 English Learners +35.7 Hispanic +47.0 Homeless +34.2 Socioeconomically Disadvantaged +48.2 Rosamond Elementary +23.0 Tropico Middle +4.3 CAA Math (% Met Standard) -4.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged: 65.8 points below standard. Increased 11.9 points. Students with Disabilities: 127.2 points below standard. Increased 12.1 points. Abraham Lincoln: 68 points below standard. Increased 23.2 points. Rosamond Elementary: 85.8 points below standard Maintained -1.6 points Tropico Middle: 125.9 points below standard. Increased 4.3 points. CAA Math: 4.4% of students met standard Metric met for All Students			
1.7	4B. % of pupils who have successfully	Aeries Analytics LCAP Dashboard 2022-2023	According to the Dashboard, in		35.8%	-7.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	completed A-G requirements. Increase by 5% annually.	20.8%	2023-24, 29/220 high school seniors met A-G requirements. 13.2%			
1.8	4C. % of students who complete a CTE pathway. Increase by 1% annually.	Per Aeries, during the 2022-2023 school year, 93 out of 823 students completed a CTE sequence for a percentage of 11.3%	Per CALPADS, during the 2023-2024 school year, 148 out of 995 students completed a CTE sequence for a percentage of 14.9% Metric met		14.3%	+3.6%
1.9	4D. % of pupils who have successfully completed both types of courses described in subparagraphs B and C.	Per 2023 Dashboard: 6.9%	Per 2024 Dashboard: 3.6%		9.9%	-3.3%
1.10	4E. % of English Learners who made progress toward proficiency as measured by the English Language Proficiency Assessments for California (ELPAC). % will increase by 5% annually, up to 80% or higher.	2023 CA School Dashboard. 43.9% of English Learners made progress towards English language proficiency.	2024 CA School Dashboard. 34.1% of English Learners made progress towards English language proficiency. Declined 9.8% Metric not met		58.9%	-9.8%
1.11	4F. English Learner (EL) Reclassification Rate. Increase the English Learner reclassification rate by 2% annually until	According to Kern Integrated Data System (KIDS), the estimated reclassification rate for	According to Kern Integrated Data System (KIDS), the estimated reclassification		10.2%	+2.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the rate is maintained at 50%.	the 2022-23 school year is 4.2%.	rate for the 2023-24 school year is 7.1% Metric met.			
1.12	4G. % of students who pass AP exams with a score of 3 or higher. Increase by 1% annually.	During the 2022-23 school year, there were 15 students who passed an exam with a score of 3 or higher. This was 4.2% of the total enrollment of 11th and 12th grade students.	During the 2023-24 school year, there were 29 students who passed an exam with a score of 3 or higher. This was 8% of the total enrollment of 11th and 12th grade students Metric met.		7.2	+3.8%
1.13	4H. % of pupils who participate and demonstrate college preparedness on EAP. Will increase by 2% annually.	2022-2023 CAASPP. ELA: 36.9% of 11th graders scored Level 3 or 4, Standard Met or Standard Exceeded. Math: 11.7% of students scored Level 3 or 4	2023-2024 CAASPP. ELA: 41.9% of 11th graders scored Level 3 or 4, Standard Met or Standard Exceeded. Math: 13.8% of students scored Level 3 or 4 Metric met		2025-2026 CAASPP ELA: 42.9% Math: 17.7%	ELA: +5.0% Math: +2.1%
1.14	7A. Extent to which students are granted access and enrolled in a broad course of study, as evidenced by master schedules.	Local data from 2023-24 school year. 100% of students are granted access and enrolled in a broad course of study, as	Local data. 100% of students are granted access and enrolled in a broad course of study, as		Local data. 100% of students are granted access and enrolled in a broad course of study, as	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		evidenced by master schedules.	evidenced by master schedules.		evidenced by master schedules.	
1.15	7B. Extent to which unduplicated students are granted access and enrolled in a broad course of study, as evidenced by master schedules.	Local data from 2023-24 school year. 100% of unduplicated students being granted access and enrolled in a broad course of study, as evidenced by master schedules.	Local data. 100% of unduplicated students being granted access and enrolled in a broad course of study, as evidenced by master schedules.		Local data. 100% of unduplicated students being granted access and enrolled in a broad course of study, as evidenced by master schedules.	No difference
1.16	7C. Programs and services are developed and provided to students with disabilities deemed appropriate by IEP teams.	Local data from 2023-24 school year. 100% of students with disabilities being granted access and enrolled in programs and services deemed appropriate by IEP teams.	Local data from 2024-25 school year. 100% of students with disabilities being granted access and enrolled in programs and services deemed appropriate by IEP teams.		Local data. 100% of students with disabilities being granted access and enrolled in programs and services deemed appropriate by IEP teams.	No difference
1.17	8. Local. % of students who are dually enrolled in college classes will increase by 2% annually.	For the 2022-2023 school year, 93 out of 999 students were dually enrolled: 9.3%	For the 2023-2024 school year, 160 out of 995 students were dually enrolled: 16.1% Metric met		15.3%	+6.8%
1.18	1A. Teachers appropriately assigned and fully credentialed in the subject area and for	Per the 2022 SARC, 83.1% of the teachers were fully credentialed and properly assigned.	Per the 2023-2024 SARC, 70.8% of the teachers were fully credentialed		2025 SARC 92.1% of teachers will be fully credentialed.	-12.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the pupils they are teaching. This measure will increase by 3% each year.	1.5% of teachers were interns. 4.1% of teachers were without credentials and misassignments. 4.4% of teachers were credentialed assigned out of field. 6.9% were unknown.	and properly assigned. 5.5% of teachers were interns. 17.5% of teachers were without credentials and misassignments. 5.6% of teachers were credentialed assigned out of field. 0.5% were unknown.		100% of teachers will be appropriately assigned.	
1.19	4A. California Science Test. Increase % of student groups that met or exceeded standard by 5% annually.	2021-2022 CAST Test results 12.2% met or exceeded standard for science	2023-2024 CAST Test results 15.1% met or exceeded standard for science Metric not met		2026 CA School Dashboard 27.2% of students will meet or exceed science standard on the CAST assessment	+2.9%
1.20	8. College and Career Indicator. Increase % of student groups that met or exceeded standard by 1% annually.	2023 CA School Dashboard All Students: 19.6% prepared English Learners: 6.7% prepared Homeless: 0% prepared SWD: 0% prepared	2023 CA School Dashboard All Students: 26.5% prepared English Learners: 3% prepared Homeless: 11.5% prepared SWD: 2.4% prepared Metric met for All Students		2026 CA School Dashboard All Students: 22.6% prepared English Learners: 9.7% prepared Homeless: 3% prepared SWD: 3% prepared	All Students: +6.9% English Learners: -3.7% Homeless: +11.5% Students with Disabilities: +2.4%

Goal Analysis [2024-25]

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

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

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

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

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

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

SKUSD did have some significant differences between budgeted expenditures and estimated actual expenditures:

1. Professional Learning Communities - Every school site held regular PLCs this year. Estimated expenditures were \$737,317.52 out of a budget of \$382,980. We had extensive PLC time and professional development. and paid for the trainers, travel, and certificated and classified employees' salary and benefits during PLC training and extra PLC time.
5. CTE - Spent \$1,031,966.79 of \$1,349,171.12 budgeted. The CTE program had twelve pathways. We spent less on teacher salaries and benefits, and supplies than we anticipated.
6. After School program - We spent \$1,067,433.07 out of a budget of \$991,811. The program was smaller in scope than anticipated due to staffing shortages.
8. Credit Recovery - We spent \$157,492.11 out of a budget of \$94,930.00. We used more software licenses than we anticipated.
9. Summer School - We spent \$668,243.70 out of a budget of \$477,858.08. We used ELOP funding for Summer School. The program was held as planned.
12. Director of Educational Support Programs - Our anticipated expenditures are \$212,500 out of a budget of \$277,511. We have not finished paying the annual salary and benefits for this position.
13. Para-Educators - We spent \$515,134.57 out of a budget of \$652,953.68. We are still paying the annual salary and benefits for this position
14. 1:1 Devices - We spent \$1,370,519.61 out of a budget of \$796,162. We purchased more Chromebooks than we anticipated.
15. Mobile Hot Spots - We spent \$66,205.37 out of a budget of \$30,000. We purchased 250 hot spots and the data plans cost more than anticipated.

16. Supplemental Learning Applications - We spent \$208,670.51 out of a budget of \$90,000. We used a lot of learning applications, including IXL, Accelerated Reader, Adobe Creative Suite, ALEKS, etc.

19. Reading and Math Academies - We spent \$2,737.88 out of a budget of \$122,887.64. We held the Academies as planned, but we used ELO-P funding.

20. Tutoring - We spent \$8,602.60 out of a budget of \$96,920.00. We were unable to hire after school tutors. We used TutorMe for online tutoring.

23. Math Intervention - We spent \$30,076.33 out of a budget of \$92,000.00. This paid for the salaries and benefits of teachers and para-educators for the math intervention program.

24. Spanish Program at Tropico Middle School. We spent \$113,881.24 out of a budget of \$150,394.66. The salary and benefits for this position cost less than we budgeted for.

25. Professional Development - We spent \$601,375.00 out of a budget of \$500,000. We had extensive professional development, including teacher clarity, high priority standards, curriculum training, etc.

26. Recruitment and Retention - We spent \$299,746.61 out of a budget of \$185,000.00. We paid for two new billboards.

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

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

Metric 1.5 – ELA: Student Performance on Statewide Assessments

Progress in ELA was demonstrated on the 2024 CA School Dashboard, with the District scoring 58.7 points below standard, an increase of 11.9 points (Yellow status). The following actions supported this improvement and deemed effective:

Professional Learning Communities (Action 1.1): Effective at increasing collaboration around instructional practices in ELA, contributing to positive growth in CAASPP scores.

Supplemental Digital Curriculum Resources (1.2): Enabled personalized, multimedia learning, supporting student engagement and skill development in reading.

Monitoring Student Progress (1.3): Regular use of benchmark assessments, including the expanded use of iReady in K-8, provided teachers actionable data for reading intervention.

Reading Intervention Program (1.4): Implementation of Success for All, iReady, and READ 180 programs provided targeted reading support across grade spans.

Para-Educators (1.13) & Interventionists (1.22): Provided in-class and small group support, particularly benefiting struggling readers.

AVID Program (1.10): Focused on WICOR strategies, supporting reading and writing skills.

After School (1.6), Summer School (1.9), Credit Recovery (1.8), and Tutoring (1.20): These provided extended learning opportunities to reinforce ELA skills, with high attendance noted in after-school and summer offerings.

Libraries (1.21): Stocked and staffed libraries promoted independent reading.

Professional Development (1.25): Focused on ELD, new curriculum, and differentiated instruction supported ELA growth.

Supplemental Technology Training (1.17): Supported teachers' ability to teach with technology, especially math learning software.

Student Support Teams (1.18): Offered early interventions for struggling students.

Supplemental Learning Applications (1.16), 1:1 Devices (1.14), and Mobile Hotspots (1.15): Ensured equitable access to digital literacy resources at school and home.

Spanish Program at TMS (1.24): Supported language acquisition, indirectly reinforcing literacy. Evaluated positively by Metric 1.14: Extent to which students are granted access and enrolled in a broad course of study, as evidenced by master schedules.

Metric 1.6 – Math: Student Performance on Statewide Assessments

In Math, the District scored 100.6 points below standard, with a 7.2-point improvement (Orange status). The following actions contributed and were deemed effective:

Professional Learning Communities (1.1): Enhanced collaborative analysis of math data and instruction.

Supplemental Digital Curriculum (1.2) & Monitoring Student Progress (1.3): Provided data to drive math instruction and intervention.

Reading and Math Academies (1.19) & Interventionists (1.22): Offered targeted support in math, though staffing shortages limited reach.

Math Intervention Program (1.23): Was not widely used, limiting its effectiveness. A new program is planned for next year.

Credit Recovery (1.8), Summer School (1.9), and Tutoring (1.20): Supported students needing math remediation.

After School Programs (1.6): Well attended, supporting both ELA and math. Evaluated positively by Metric 2.9, Student Safety.

Supplemental Learning Applications (1.16): Provided adaptive math practice.

Professional Development (1.25): Included Visible Learning for Math, Math at Work.

1:1 Devices (1.14), Mobile Hot Spots (1.15): Supported access to digital math resources.

Student Support Teams (1.18): Provided early intervention for math difficulties.

Recruitment and Retention (1.26): Providing highly qualified and experienced teachers supported student learning in mathematics.

NGSS Resources (1.27): Supported STEM skills, indirectly aiding math achievement.

Metric 1.10 – English Learner Progress Indicator (ELPI)

Despite targeted actions, the ELPI metric declined by 9.8% (Red status) and was ineffective at producing the desired result during the 2024-25 school year. Actions intended to address EL progress included:

Director of Educational Support Programs (1.12): Led the ELD program but was not effective, prompting the hiring of elementary ELD teachers (1.28).

Professional Development (1.25): Included ELD-focused training

Elementary ELD Teachers (1.28): Added for direct designated ELD instruction in response to ongoing need.

Monitoring Student Progress (1.3): Used to track EL growth.

Despite these efforts, the Red status on ELPI highlighted the need for more robust, direct support for EL students.

Metric 1.20 - College and Career Indicator

CTE Program (1.5): Supported students in developing career-focused skills and experience.

Academic Counseling Program (1.7): Helped students decide on college and career paths. Helped students apply for colleges.

Dual Enrollment College Classes (1.11): Helped students earn college credit, preparing them for college.

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

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

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

Data has been updated in the why section of the goal portion to reflect the 2024 Dashboard.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Learning Communities	The Professional Learning Community cycle of inquiry model of collaboration and school improvement will be implemented District-wide. Teacher collaboration and data analysis is focused on meeting the needs of unduplicated students. This includes professional development, dedicated monthly PLC meetings, and stipends for grade/department chairs for every team. The District is sending over 50 teachers to the PLC conference. The District has contracted with Solution Tree to provide ongoing training to faculty and administration. All teachers, including special programs, work with the grade level and department teams during PLCs. The District will pay teachers two hours a week of supplemental pay for meeting after school for PLCs. The District has budgeted \$635,120 in contributing funds for its Professional Learning Communities.	\$635,120.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Supplemental Digital Curriculum Resources	To augment our core, standards-based curriculum, the District will provide students with supplemental digital curriculum. This will enable students to have engaging, adaptive, multimedia learning experiences that will prepare them for the 21st century. The digital curriculum will be available to students at school and at home. The District has budgeted \$253,380 in Other State and Local Funds for Supplemental Digital Curriculum Resources.	\$253,380.00	No
1.3	Monitoring Student Progress	Continue to utilize common formative assessments and benchmark assessments districtwide to monitor students' progress toward meeting grade-level standards. District and school-based staff continue to monitor student growth toward mastery of academic standards, as well as identify academic gaps between student groups. Analysis of assessments informs the teachers' and district's work towards improving student achievement. For the 2025-26 school year, the District will use iReady Reading and Math for its benchmark assessments for grades K-8. The District has budgeted \$130,000 in contributing funds for Monitoring Student Progress.	\$130,000.00	Yes
1.4	Reading Intervention	Throughout the District, we use supplemental reading intervention programs. This includes: Success for All for grades K-2, iReady for grades 2-5, and READ 180 Universal for grades 6-12. We have ongoing training and support for faculty and administrators, including additional training for the Success for All reading intervention program. Students in the reading intervention program continue to take their regular ELA classes. The District has budgeted \$416,204.20 for Reading Intervention.	\$416,204.20	No
1.5	CTE Program	Expand access to opportunities to demonstrate college and career readiness through the proliferation and support of CTE pathways designed to meet the needs of our Low Income, Foster Youth and English Learners. We will provide fourteen pathways that have both concentrator and capstone courses. We will use contributing funds to pay for additional faculty and additional equipment and supplies to support unduplicated students within these programs. For the 2025-2026 school year, RHECC is adding two new pathways: Production and Managerial Arts, and Biotechnology. The District will upgrade the facilities for the Agriculture	\$1,384,171.12	Yes

Action #	Title	Description	Total Funds	Contributing
		program including new animal pens, fences, upgrade storage facility for feed and equipment. The District has budgeted \$1,107,197 in contributing funds for the CTE Program.		
1.6	After School Programs	Extended learning opportunities to meet the needs of our Low Income, Foster Youth and EL students. Continue to have after-school programs at Rosamond Elementary, Westpark Elementary, and Tropico Middle School that offer academic support, tutoring, and enrichment opportunities to students. The District has budgeted \$16,965 in contributing funds for After School Programs.	\$466,965.00	Yes
1.7	Academic Counseling Program	Continue the college counseling program at Rosamond High Early College Campus, and an academic counselor at Tropico Middle School. The counselors (3 FTE) support the academic needs of Low Income Students, Foster Youth, and English Learners. The District has budgeted \$303,143.00 in contributing funds for the Academic Counseling Program.	\$459,957.00	Yes
1.8	Credit Recovery	Students who are credit deficient will have the opportunity to participate in a credit recovery program. Students will engage in learning through an online learning platform (Acellus). Student groupings are fluid so that students can move in and out of the program depending on their needs. SKUSD has budgeted \$60,000 in contributing funds for Credit Recovery. This budget is for Acellus courseware at Tropico Middle School and Rosamond High Early College Campus, Credit Recovery periods and covers the extra duty hours of teachers teaching credit recovery after school. The District has budgeted \$133,360.00 in contributing funds for the Academic Counseling Program.	\$168,290.00	Yes
1.9	Summer School	Summer School will be held at all school sites, and will focus primarily on math and language arts. There will be two, three-week sessions of summer school. Various teacher-led classes will also be offered, including P.E. Transportation will be provided. Breakfast, snack, and lunch will be provided. Priority will be given to admitting unduplicated students into the	\$445,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		summer school program. Summer school will be offered for all SKUSD students. This includes the extended school year program for students with special needs. The District will offer teacher-led classes and enrichment classes. Certificated and classified staff will be paid their daily rate during summer to ensure there is enough staff to meet the needs of all students. The district has budgeted \$150,000.00 to contribute funds for summer school.		
1.10	AVID Program	The AVID program allows for students to receive tutoring, mentoring, experiential learning, and additional skill building in Writing, Inquiry, Collaboration, Organization, and Reading. Staff will attend the AVID summer institute. The AVID program will ensure greater success principally directed towards unduplicated students. SKUSD will send faculty, staff and administrators to the AVID Conference over the summer. There will be continued PD throughout the school year, and purchase of AVID materials for all sites. SKUSD has budgeted \$109,443 in contributing funds for the AVID Program.	\$243,061.00	Yes
1.11	Dual Enrollment College Classes	Continue to offer additional dual/concurrent enrollment college classes principally directed to our unduplicated high school students. College classes will be provided through a partnership with Antelope Valley College and will be held after school so that all Rosamond High School students can attend. The District has added a College and Career Counselor position, which coordinates the dual enrollment program. SKUSD has budgeted \$59,820 in contributing funds for Dual Enrollment College Classes.	\$59,820.00	Yes
1.12	Director of Educational Support Programs	The Director of Educational Support Programs coordinates and monitors districtwide services for English Learners (EL) and Long-Term English Learners (LTELs). This role oversees the implementation of integrated and designated ELD instruction, supports data-driven interventions, and provides professional development for teachers of multilingual learners.	\$238,787.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ELs: The Director ensures compliance with EL program requirements, promotes family engagement, and leads efforts to improve ELPAC and ELPI outcomes for all EL students. LTELs: The Director develops targeted intervention plans and works with site teams to reduce the number of LTELs through progress monitoring, academic supports, and increased opportunities for reclassification. The budget for action 12 includes the salary and benefits of the Director of Educational Support Programs position (\$174,242). Title II and Title III funds will be used for curriculum and professional development (\$60,100), including \$54,000 for designated ELD training. There is coordination with the Community Schools Partnership Grant to ensure family and community engagement with the EL/LTEL population.		
1.13	Para-Educators	Provide para-educators at Rosamond Elementary, Westpark Elementary, Tropico Middle, and Rosamond High. Paraeducators provide additional support to general education classrooms to increase and improve services related to the unique needs of unduplicated students. The District has budgeted \$123,704.41 in contributing funds for Para-educators. Currently, there are eleven general education Para-educators at the elementary level, two at alternative education, one at Tropico Middle, and three at RHECC. Funding for paraeducators is split between Title I and LCFF contributing funds.	\$725,620.41	Yes
1.14	1:1 Devices	To support 21st century learning for its students, and to provide additional learning opportunities to meet the needs of our unduplicated students, the District has a 1:1 device program in grades PK - 12. Students in grades 4-12 take their devices home. The District will refresh those devices on a four year cycle. The District provides an Information Systems Technician at each school site to provide ongoing support to students. IT support staff maintain technology for students to succeed in a 21st century learning environment. The District has budgeted \$312,000 in contributing funds for 1:1 devices. This includes \$85,000 for the purchase of student devices,	\$897,721.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and 227,000 for salary and benefits of the Information Systems Technicians.		
1.15	Mobile Hot Spots	The District provides mobile hot spots to provide Internet access to students without reliable, high-speed Internet at home. This action is principally directed towards supporting low income families, as many of our unduplicated students do not have reliable, high-speed internet access at home. The District has budgeted \$10,000 in contributing funds for Mobile Hot Spots.	\$30,000.00	Yes
1.16	Supplemental Learning Applications	Continue to provide access to supplemental learning software to faculty, staff, and students. SKUSD has budgeted \$90,000 in contributing funds for Supplemental Learning Applications. This includes Google Workspaces, IXL, Adobe Creative Cloud, GoGuardian, Accelerated Reader, Gaggles, Typing Club, ALEKS, Turnitin, Zoom, etc.	\$90,000.00	Yes
1.17	Supplemental Technology Training	The District provides additional technology training for faculty and staff. This includes training in Aeries student information system, Google Suite, classroom A/V systems, digital curriculum, and a variety of digital learning applications. There will be technology training at the beginning of the year for new teachers. This will ensure teachers are able to support unduplicated students' technology needs, especially students who do not have technology support at home. The District has budgeted \$36,880 in contributing funds for supplemental technology training. This pays for 10% of the salary and benefits of the Director of Technology and Instructional Support, as well as the cost of trainers and extra duty hours for faculty and staff.	\$73,086.00	Yes
1.18	Student Support Team	The District will continue to supplement the Student Support Teams at every site with teachers who coordinate the SST process. These teachers improve the SST process by managing referrals, analyzing data, holding SST meetings, and contacting families and educational partners. This will supplement the SST process and enable school sites to reduce the	\$78,260.20	Yes

Action #	Title	Description	Total Funds	Contributing
		number of unduplicated students who are referred to special education by proactively meeting their unique needs. All faculty will be trained in the SST process. The District has budgeted \$78,260.20 in contributing funds for the Student Support Team. This pays for the SST Coordinators' stipends.		
1.19	Reading and Math Academies	The District will hold Reading and Math Academies after school at Rosamond Elementary, Westpark Elementary, Tropico Middle, Rare Earth Continuation High School, and Rosamond High Early College Campus. We have budgeted \$122,890 for Reading and Math Academies using Local Funds and ELOP.	\$122,890.00	No
1.20	Tutoring	The District will offer Tutoring to all students, both in person and online. The District had contracted with TutorMe to provide on-demand, one-on-one, online tutoring for its students. TutorMe is ceasing operations so the District will implement a new tutoring solution for the 2025-26 school year.	\$28,000.00	No
1.21	Libraries	The District will continue to supplement library collections and library spaces district-wide with culturally responsive reading materials that promote student reading. SKUSD has a library media technician for Rosamond Elementary, Westpark Elementary, Tropico Middle, and Rosamond High Early College Campus. SKUSD has budgeted \$296,917 in contributing funds for the libraries. This includes \$50,000 for books and materials, including classroom libraries. We have budgeted \$196,917 in LCFF funding for salaries and benefits of the Library Media Technicians.	\$295,177.00	Yes
1.22	Interventionists	To meet the academic and behavioral needs of its Foster Youth, English Learners, and Low Income Students, SKUSD has created an Interventionist position. The District will add one interventionist position at each school: Rosamond Elementary, Westpark Elementary, Tropico Middle, and Rosamond High. Interventionists will coordinate the MTSS learning support program, focusing on reading and math. Interventionists will review student data and coach teachers on meeting the needs of their	\$497,910.00	Yes

Action #	Title	Description	Total Funds	Contributing
		unduplicated students. The interventionists will meet with students individually to discuss academic outcomes and develop plans for improvement. They will meet with students in small groups to provide academic support, which will help reduce the number of students referred to special education. The District has budgeted \$170,000 in contributing funds for Interventionists, which will pay for salary and benefits.		
1.23	Math Intervention	The District is implementing a supplemental math intervention program. For K-5th, students will use Bridges Math curriculum. For 6th-8th grades, students will attend math intervention classes that use the Ready Math curriculum. Both curricula are based on the California Common Core State Standards for math. The Math Intervention program will utilize small group instruction and hands-on learning. The District has budgeted \$92,000 in contributing funds, which will pay for the curriculum and professional development.	\$42,000.00	Yes
1.24	Spanish Program at Tropico Middle School	As part of a well-rounded education, the District will provide a Spanish program at Tropico Middle School. Spanish classes will provide our Low-income, English Learners and Foster Youth students opportunities to increase their cultural understanding, improve their career opportunities, and a variety of cognitive benefits. The District has budgeted \$150,340.00 in contributing funds for the Spanish program at Tropico Middle School.	\$150,340.00	Yes
1.25	Professional Development	Southern Kern USD will continue to offer additional professional development to faculty and staff to meet the unique needs of our unduplicated students. There will be additional trainings in English Language Development, classroom management, differentiating instruction, equity, co-teaching and inclusion, writing instruction, training on the district's curriculum, Character Strong, and a coaching program with KCSOS. We will also hold Teacher Clarity training, Visible Learning for Math, CHAMPS classroom management training, and Mathematics at Work. The District has budgeted \$500,000 in contributing funds for Professional Development.	\$500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.26	Recruitment and Retention	In order to compete with neighboring districts in hiring and retaining qualified faculty and staff, the District is undertaking a variety of recruitment and retention initiatives. The District has budgeted \$315,000 in contributing funds for Recruitment and Retention. This funds the district's recruitment billboards, recruitment videos, and recruitment software. The contributing funds also pay for 50% of the HR Specialist's salary and benefits, and 50% of the HR Clerk's salary and benefits.	\$315,000.00	Yes
1.27	Supplemental NGSS Resources	Ensure access to supplemental resources to support NGSS implementation. The District has budgeted \$56,003 in contributing funds to pay for supplemental science resources.	\$6,003.00	Yes
1.28	Elementary English Language Development Teachers	To meet the language development and academic needs of its English Learners, SKUSD has created a full time English Language Development teacher position for its elementary schools. The District will add one ELD teacher position at each school: Rosamond Elementary and Westpark Elementary. The District has budgeted \$200,000 in contributing funds for ELD teachers, which will pay for salary and benefits.	\$240,000.00	Yes
1.29	Paxton Patterson Lab for Tropico Middle School	To support the district's goals of increasing college and career readiness and providing equitable access to engaging, hands-on learning experiences, Tropico Middle School has a Paxton Patterson lab. The District will add additional Paxton Patterson equipment to its lab. These new labs are designed to provide Career and Technical Education (CTE) aligned with 21st-century skills in fields such as health science, engineering, and STEM. The District has budgeted \$200,000 in contributing funds for Paxton Patterson, which will pay for the teacher's salary and benefits, and additional lab equipment.	\$165,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

District data on school climate, suspensions, and absenteeism show that there has been significant improvement in these areas. The data below has been updated to show the continued need based on the most recent 2024 Dashboard. On the 2024 CA School Dashboard, the percentage of chronically absent students was 26.6%, Declined 6.6%. Yellow. African American: 33.1%. Declined 8.7%. Yellow. White: 23.3%. Declined 5.6%. Yellow. Hispanic: 27.7%. Declined 6.1%. Yellow. Foster Youth: 28.3%. Declined 1.6%. Orange. English Learners: 26.9%. Declined 1.6%. Orange. Socioeconomically Disadvantaged: 28.8%. Declined 6%. Yellow On the 2024 CA School Dashboard, the suspension rate was 6.2%, Declined 3%. Yellow. African American: 13.6%. Declined 6.6%. Yellow. White: 6.1%. Declined 2.6%. Red. Hispanic: 7.7%. Increased 2.5%. Red. Foster Youth: 19%. Maintained -0.19%. Red. English Learners: 4.1%. Declined 4.2%. Green. Socioeconomically Disadvantaged: 6.5%. Declined 3.4%. Yellow. Students with Disabilities: 10.5% Declined 2.7%. Yellow In the California Healthy Kids Survey administered in the fall of 2024: 39% of 7th grade students perceived their school as very safe or safe 43% of 9th grade students perceived their school as very safe or safe 34% of 11th grade students perceived their school as very safe or safe
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	5A. School attendance rate. Increase attendance by 1% annually until an attendance rate of 98% is met for all students & student groups.	Local data from KIDS. 2022-23 All students: 90.3% EL students: 90.3% Foster Youth: 89.3% Students with disabilities: 87.9%	Local data from KIDS. 2024-25 All students: 92.2% EL students: 92.3% Foster Youth: 92.4% Students with disabilities: 89.9%		2026-2027 school year All students: 93.3% EL students: 93.3% Foster Youth: 92.3% Students with disabilities: 90.9%	All students: +1.9% EL students: +2.0% Foster Youth: +3.1% Students with disabilities: +2.0%
2.2	5B. Chronic Absenteeism Rate. Decrease by 1% annually until all student groups are under 5%.	Local data from KIDS. 2022-23 All students: 34.1% EL students: 34.2% Foster Youth: 34.4% Socioeconomically Disadvantaged : 35.3%	CA School Dashboard 2024 All students: 26.6% EL students: 26.9% Foster Youth: 28.3% Socioeconomically Disadvantaged : 28.8% Metric met		2026-2027 school year All students: 31.1% EL students: 31.2% Foster Youth: 31.4% Socioeconomically Disadvantaged : 32.3%	All students: -7.5% EL students: -7.3% Foster Youth: -6.1% Socioeconomically Disadvantaged: -6.5%
2.3	5C. Middle school dropout rate. Maintain less than 1% middle school dropout rate.	CALPADS. 2022-23. 0 dropouts 0% dropout rate	CALPADS. 2023-24. 2 dropouts 0.3% dropout rate Metric met		CALPADS 2025-26 0 dropouts 0% dropout rate	+0.3%
2.4	5D. High school dropout rate. Maintain less than 3% dropout rate.	CALPADS. 2022-23. 12 dropouts 1.4% dropout rate	CALPADS. 2023-24. 8 dropouts .8% dropout rate Metric met		CALPADS 2025-26 Maintain less than 3% dropout rate.	-0.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	5E. High school graduation rate. The District's 4 year cohort of students will maintain a graduation rate of 87% or higher.	2023 Dashboard. 84.1% graduation rate	2024 Dashboard. 90.5% graduation rate Metric met		2026 Dashboard Maintain graduation rate of 87% or higher	+6.4%
2.6	6A. Suspension Rate. Decrease suspension rates by 1% annually.	2023 Dashboard. 9.2% of students suspended at least once. 13.1% of students with disabilities suspended at least once	2024 Dashboard. 6.2% of students suspended at least once. 10.5% of students with disabilities suspended at least once Metric met		2026 Dashboard 6.2% All students 10.1% students with disabilities	All students: -3.0% Students with disabilities: -2.6%
2.7	6B. Expulsion rate. Maintain an expulsion rate of less than 1%.	Dataquest. 2022-23. 0.1% expulsion rate	Dataquest. 2023-24. 0% expulsion rate		Dataquest. 2025-26. Less than 1% expulsion rate	-0.1%
2.8	6C. Other local measures of sense of safety and school connectedness. California Healthy Kids Survey administered to students in grades 7, 9, and 11. Question: "At my school, there is a teacher or some other adult who really cares about me." "Pretty much true" or "Very much true". Increase 5%	2023-24 CHKS Grade 7: 44% Grade 9: 45% Grade 11: 39%	2024-25 CHKS Grade 7: 46% Grade 9: 41% Grade 11: 54% Metric not met		2026-27 CHKS Grade 7: 59% Grade 9: 60% Grade 11: 54%	Grade 7: +2% Grade 9: -4% Grade 11: +15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	annually until reaching 90%.					
2.9	6C Local. Other local measures of sense of safety and school connectedness.. California Healthy Kids Survey administered to students in grades 7, 9, and 11. Question: "I feel safe in my school." "Agree" or "Strongly Agree". Increase 5% annually until reaching 90%.	2023-24 CHKS Grade 7: 35% Grade 9: 39% Grade 11: 34%	2024-25 CHKS Grade 7: 39% Grade 9: 36% Grade 11: 28% Metric not met		2026-27 CHKS Grade 7: 50% Grade 9: 54% Grade 11: 49%	Grade 7: +4% Grade 9: -3% Grade 11: -6%
2.10	6C Local. Other local measures of sense of safety and school connectedness. California School Staff Survey. Percentage of Staff feeling safe at school. Increase 5% annually until reaching 90%	2023-24 CSSS 66%	2024-25 CSSS 62% Metric not met		2026-27 CSSS 81%	-4%

Goal Analysis [2024-25]

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

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

During the 2024-25 school year, Southern Kern Unified School District made meaningful progress toward improving school climate and student wellness through the implementation of multiple Goal 2 actions.

The following actions were fully or substantially implemented:

- Expanded Mental Health Services (Action 2.2): Increased access to counseling and mental health supports for students.

- Full-time Nurses at Each Site (Action 2.3): Ensured comprehensive health support, with a registered nurse overseeing districtwide services.
- Attention to Attendance Program (Action 2.6): Successfully implemented at all sites, contributing to reduced chronic absenteeism.
- Multi-Tiered System of Support (MTSS) (Action 2.7): Fully implemented, providing academic, behavioral, and social-emotional interventions.
- Fully Staffed Campus Safety Officers (Action 2.8): Promoted safer school environments.
- Fully Staffed Transportation and Facilities Departments (Actions 2.9 & 2.10): Maintained student access and safety.
- California Cadet Corps (Action 2.11): Operated successfully at TMS and RHECC, fostering student leadership and engagement.
- Student Incentive Program (Action 2.12): Achiever trips were offered as planned, motivating positive student behavior.
- Assistant Principals at Each Site (Action 2.13): At least one AP was present at every school.
- Full-time P.E. Teachers at Elementary Schools (Action 2.14): Supported physical fitness and wellness.
- Visual Arts and Music/Band Programs (Actions 2.15 & 2.16): Provided arts education at TMS and RHECC.
- Welcome and Enrollment Center (Action 2.17): Managed student enrollment and provided translation/information for families.
- Completion of Multipurpose Room at RHECC (Action 2.18): Expanded facilities for student activities.
- Alternative to Suspension Teacher (Action 2.19): Present at both TMS and RHECC to support restorative practices.
- Camp KEEP Participation (Action 2.20): District funded 6th grade attendance.
- New Playground Supplies (Action 2.23): Purchased for school sites.

The District also experienced some implementation challenges:

- PBIS (Action 2.1): Not fully implemented at all sites.
- Extracurricular Activities (Action 2.5): Fewer activities were offered than planned due to staffing and scheduling limitations.
- Assistant Principal Staffing (Action 2.13): The second AP position at TMS could not be filled.
- Locker Rooms and Fitness/Performing Arts Facility Construction (Actions 2.21 & 2.22): Both projects remain in the design phase, with construction scheduled for 2025-26.

Overall, the implementation of Goal 2 actions led to reductions in suspension and chronic absenteeism rates, and improvements in student and staff perceptions of safety and school connectedness, as reflected in Dashboard metrics and survey data. The District remains committed to addressing identified challenges—particularly PBIS implementation, expanded extracurricular offerings, and timely completion of capital projects—to further strengthen school climate and student well-being.

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

- (1) PBIS - We spent \$8,746.15 out of a budget of \$193,880.14. This was the cost of the Character Strong curriculum. We did pay for professional development for Character Strong.
- (3) Additional Nurses - We spent \$198,685.37 out of a budget of \$342,747.11. We had four LVNs and one RN.
- (4). Surveys - We spent \$0 out of a budget of \$10,500. We paid for Survey Monkey software with other funding sources. We administered numerous surveys throughout the year.

(7) MTSS - We spent \$86,079.87 out of a budget of \$100,000.00. This paid for an MTSS consultant and teacher extra duty hours. The MTSS consultant cost less than we budgeted for.

(12) Student Incentive Program - We spent \$120,211.13 out of a budget of \$195,179.09. The Achiever trips cost less than we budgeted for.

(15) Visual Arts - We spent \$88,490.86 out of a budget of \$158,407.00. We partially funded the Visual Arts program with LCFF money.

(16) Music and Band - We spent \$201,322.24 out of a budget of \$265,610.00. We used some general fund money to pay for salary and benefits of the music and band teachers.

(18) New Multipurpose Room for RHECC - We spent \$5,329,388.64 out of a budget of \$2,807,000.00.

(20) Camp Keep - We spent \$106,191.63 out of a budget of \$200,000. Fewer students went to Camp Keep than we anticipated.

(21) New Locker Rooms - We spent \$1,291,896.15 out of a budget of \$2,500,000. We have not yet started construction on the new locker rooms.

(22) Weight Room - We spent \$195,764.93 out of a budget of \$1,500,000. We have not yet started construction on the weight room.

(23) New Playground Supplies - We spent \$2,514.60 out of a budget of \$20,000. The school sites spent less on new playground supplies than we budgeted for.

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

The District had a lot of success with its actions designed to create a healthy school climate. Per the 2024 CA School Dashboard, the District improved its suspension percentage by 3%: From 9.2% for the 2022-23 school year to 6.2% during the 2023-24 school year (see Metric 2.6). The District also improved its Chronic Absence % from 33.2% during the 2022-23 school year to 26.6% during the 2023-24 school year (see Metric 2.2).

The A2A attendance management program (Action 6) showed some success in improving student attendance. The district has held 1,901 attendance conferences during the 2024-25 school year, as of May 13, 2025. Student attendance improved by 35% after their parent/guardian met with the school for an attendance conference.

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

The following actions were effective at helping the District to meet its goal of establishing a positive school climate (Metrics 2.1, 2.2, 2.6): 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, and 23

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

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

The District added the following action to Goal 2: Saturday School (Action 24).
 We increased the budget for Camp Keep (20) from \$200,000 - \$300,000.
 We increased the budget for the Achiever Trips (12) from \$195,179.09 to \$250,000
 We increased the budget for the Fitness and Performing Arts Facility from \$1,500,000 to \$3,800,000. We changed the title of this action from Weight Room to Fitness and performing Arts Facility. The change in title accurately reflections the space we will be providing our students.
 This action will be paid for with the District's Facilities Bond.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Positive Behavioral Interventions and Supports (PBIS)	Southern Kern USD is implementing PBIS districtwide to support positive behavior for students. SKUSD is partnering with the Kern County Superintendent of Schools on this program. KCSOS will provide ongoing training and coaching which will support faculty, staff, and administrators to establish clear behavioral expectations, rules, and routines that are communicated consistently to all students. Elements of the Character Strong program will be integrated into the PBIS program. The District has budgeted \$7,401.13 in contributing funds for the PBIS program. This pays for training and coaching for faculty, staff, and administration.	\$93,880.14	Yes
2.2	Mental Health Services	The District employs five school psychologists, a social emotional learning specialist, and four mental health therapists. The District has added a new position: Board Certified Behavior Analyst (BCBA). Psychologists and therapists hold anger regression training and parenting classes. This action is principally directed to support unduplicated students, many of whom have experienced trauma in their lives, and benefit from counseling, mental health services, and preventative learning programs. The District will continue to utilize de-escalation strategies for students in crisis. The District has added mental health brochures at each site. Base level funding is for the two psychologists. Supplemental/Concentration funding is for the	\$1,384,181.46	Yes

Action #	Title	Description	Total Funds	Contributing
		three additional psychologists. The District has budgeted \$966,220.50 in contributing funds for Mental Health Services.		
2.3	Additional Nurses	Continue to have additional licensed vocational nurses (LVN) at each site, and one registered nurse (RN) who support all school sites. These additional health services are principally directed to supporting our unduplicated students, many of whom may not have health insurance, and would not otherwise have access to adequate health care. The school sites will communicate to the families about the services available through the nurses' offices. Base funding is for one RN and one LVN. Contributing funds are for additional LVNs and additional supplies. The District has budgeted \$227,332 in contributing funds for Additional Nurses.	\$478,775.00	Yes
2.4	Surveys	Provide and administer supplemental surveys to staff, students, and parents around academics, safety, and connectedness to school. This includes the California Healthy Kids Survey, the California School Staff Survey, the California Parent Survey, the annual LCAP survey, and other survey instruments. These surveys enable the district to be responsive to the needs of families of unduplicated students. This promotes school engagement with families of unduplicated students. The district uses \$10,500 in unduplicated funds to pay for SurveyMonkey software and 7% of the Director of Technology and Instructional Support's salary and benefits.	\$10,500.00	Yes
2.5	Extracurricular Activities	Increase student connectedness to school at the middle and upper levels through extracurricular activities such as music, sports, robotics, mathletes, and a variety of clubs. The District has budgeted \$395,000 in contributing funds for Extracurricular Activities.	\$456,694.10	Yes
2.6	Attention to Attendance	Southern Kern USD has partnered with The Achievement Initiative to implement the Attention to Attendance (A2A) program. This program involves ongoing communication with families to improve student attendance. The administration will monitor student attendance, using A2A	\$82,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		as a tool for attendance analysis and tracking. With this more effective documentation and notification of students' attendance, staff will continue to focus on proactively supporting students with chronic absenteeism. The District has budgeted \$82,500 in contributing funds for Attention to Attendance.		
2.7	Multi-Tiered System of Support	To improve the school climate, lower the suspension rate, and align itself with best practices, the district is implementing an MTSS program. This program includes additional professional development for faculty and staff. The District will implement the Kern Integrated Data System (KIDS) to analyze student data to determine students' needs for support. The District has budgeted \$70,000 in contributing funds for Multi-Tiered System of Support. This pays for the cost of MTSS training and Kern Integrated Data Systems (KIDS) software.	\$70,000.00	Yes
2.8	Campus Safety Officers	A review of data indicates that many SKUSD students need additional support in the areas of conflict resolution, positive behavior intervention, and additional trusted adults on campus. The District will continue to staff campus safety officers at all school sites. CSO's establish positive relationships with students, and play an integral role in establishing a healthy climate at each school site. To help with this, CSO's will attend trainings and implement relationship-building techniques. The CSO's also attend Crisis Prevention Intervention training (CPI). There will be additional training for CSOs, including training of new CSOs before they are assigned to a school and retraining experienced CSOs. Their work will contribute to decreased suspensions and chronic absenteeism, and increased attendance. CSOs are used to support after-school activities like ASES, athletics, and college classes after hours. The District has budgeted \$280,120 of contributing funds to pay for additional Campus Safety Officers.	\$1,253,825.00	Yes
2.9	Transportation	Offer transportation (bus service) to students to and from school. Additional bus routes and buses have been added. The area of bus service has increased. Transportation will be provided for after school programs, including reading and math academies, tutoring, and interscholastic sports.	\$2,308,698.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Additional transportation will be provided for field trips, band events, the athletics program at Tropico Middle School, and the ASES program, and clubs. Transportation is being provided for Rare Earth students. For 2024-25, the district added two full sized buses and hiring two additional drivers. For 2025-26 the District is hiring additional drivers and buying electric buses. This action will contribute to increased attendance, reduced chronic absenteeism, and increased engagement with school. The District has budgeted \$1,893,333 in contributing funds for Transportation.		
2.10	Facilities	Provide additional Facility and Support Operations staff, including custodial and maintenance to provide a clean, safe, and secure learning environment for all students. Extra custodians support additional food services and after school programs. For this action, \$380,000.00 of contributing funds are budgeted to support the additional food services and after school programs. This funds hiring of additional custodial staff (3.8 FTE) at all sites due to year-round nature of school, summer school, and enrichment programs. In order to ensure rooms are adequately cleaned, more staff and more OT opportunities are made available. Being able to open back up to the public on a more frequent basis, we will have the need for availability on weekends and off hours.	\$1,625,184.00	Yes
2.11	California Cadet Corps	The California Cadet Corps program at Tropico Middle School and Rosamond High School develops student leadership abilities, promotes academic excellence, and teaches basic military subjects. In addition to their curriculum, the CA Cadet Program will provide services to the community. The District has budgeted \$375,837 in contributing funds for the California Cadet Corps.	\$375,837.00	Yes
2.12	Student Incentive Program	The District will offer incentives and special recognition to students with exemplary and/or improved attendance. The District will offer Achiever Trips to students with good attendance (over 90%), behavior (no referrals), and grades (2.5 GPA or above). For 2025-26, the District has increased its budget for Student Incentive Programs to \$150,000 in contributing funds.	\$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.13	Assistant Principals	The Assistant Principals are focused on supporting the unique needs of unduplicated students. The Assistant Principals work with the students, staff, and parents to improve school climate and culture. Assistant principals take a proactive approach to discipline by using alternatives to suspension and PBIS to support the Multi-Tiered System of Supports. Assistant principals will work with faculty to implement instructional strategies that best support Low Income, English Learners, and Foster Youth students. Assistant principals support student attendance. There is an additional Assistant Principal position at Rosamond High Early College Campus. The District has budgeted \$1,390,000.00 in contributing funds for Assistant Principals.	\$1,390,000.00	Yes
2.14	Elementary Physical Education	To ensure students have engaging physical education courses, the District employs a P.E. teacher and two P.E. para-educators at each elementary school: Rosamond Elementary and at Westpark Elementary as well as a roving PE teacher to ensure adequate class sizes are maintained. The P.E. program has adopted the Learning Development through Physical Education curriculum. Physical Education has a direct health impact on low-income students who face barriers to participating in outdoor activities. The District has budgeted \$511,261 in contributing funds for Elementary Physical Education.	\$511,261.00	Yes
2.15	Visual Arts	As part of a well-rounded education, the District will provide a visual arts program. This program provides our Low-income, English Learners and Foster Youth students with opportunities to participate in classes that develop skills of self expression. These opportunities are particularly important to students whose home circumstances would not allow for private art lessons. Participation in visual arts promotes student connectedness to school as well as academic achievement. The District has photography classes at Tropico Middle School and Rosamond High Early College Campus. The District has budgeted \$146,379 in contributing funds for Visual Arts.	\$146,379.00	Yes
2.16	Music and Band	SKUSD will maintain a music budget for instruments, new music, and a music/band teacher at Tropico Middle School and at Rosamond High	\$231,720.00	Yes

Action #	Title	Description	Total Funds	Contributing
		School. SKUSD will supply students with instruments at no cost while they are enrolled in band. SKUSD sends the Tropico Middle School and Rosamond High Early College Campus band students to band camp for one week over the summer. The District has budgeted \$231,720 in contributing funds for Music and Band.		
2.17	Welcome and Enrollment Center	The Welcome and Enrollment Center is a centralized location for families to enroll their students. This is especially helpful to low income families who may lack the technology at home to fill out the online forms. Translation services are provided to Spanish speaking families. The Welcome and Enrollment Center provides access to resources, services and programs which increase family engagement. The District has budgeted \$104,062.00 in contributing funds for this action. This will pay 50% of the Enrollment Coordinator's salary and benefits and 33% of the salary and benefits for the CCSPP Grant Coordinator and the Community Engagement Specialist.	\$107,900.00	Yes
2.18	New Multipurpose Room for Rosamond High Early College Campus	The District will construct a new multipurpose room at Rosamond High Early College Campus. RHECC will use the MPR for dances, clubs, professional development, assemblies, and other school events. The MPR will also be used for a variety of family and community events for the district, including art shows, band concerts, etc. The MPR will have state-of-the-art technology, lighting, and sound systems, which will enhance the quality of performances and presentations. This will lead to improved attendance, and increased connectedness to school, as measured by the California Healthy Kids Survey.	\$100,000.00	No
2.19	Alternative to Suspension Teachers	The District will provide an alternative classroom setting for students that have been suspended but not expelled. The ATS program will be held at RHECC and TMS. Students who attend ATS will receive credit for attending school and the suspension will not be reflected on their attendance record and disciplinary action. ATS will be supervised by a credentialed teacher. In addition to doing their school work, students will partake in life skills activities and group activities that promote social	\$303,647.00	Yes

Action #	Title	Description	Total Funds	Contributing
		emotional learning and conflict resolution. The district has budgeted \$303,647 in contributing funds for alternative to suspension teachers.		
2.20	Camp Keep	Camp Keep is an overnight outdoor science program. SKUSD will pay the fees for all 6th grade students to attend Camp Keep. This will provide hands on learning experiences for students. The program helps students develop responsibility and respect for others. The District has budgeted \$200,000 in contributing funds for Camp Keep.	\$150,000.00	Yes
2.21	New Locker Rooms	Low income students, English learners, and Foster Youth have limited access to facilities that support physical activity and participation in sports. To support the physical education needs of its high needs students, the district will construct new boys and girls locker rooms at Rosamond High Early College Campus. This will enable high school students to dress out for P.E, leading to improved participation in P.E. and improved student fitness. This will also enable sports teams to comfortably change into and out of their uniforms. The District has budgeted 1 million dollars in contributing funds for new locker rooms for Rosamond High Early College Campus.	\$3,500,000.00	Yes
2.22	Fitness and Performing Arts center for RHECC	Low income students, English learners, and Foster Youth have limited access to dedicated spaces for physical fitness and performing arts. To promote student health, wellness, and creative expression, the District will construct a new facility at Rosamond High Early College Campus that includes both a weight room and a dance studio. This integrated facility will provide opportunities for strength and conditioning, as well as access to high-quality dance and movement instruction. By expanding equitable access to both athletic training and performing arts spaces, the District will support physical health, team athletics, and the arts, ensuring all students have the resources needed to thrive.	\$3,800,000.00	No
2.23	New Playground Supplies	Low income students, English learners, and Foster Youth have limited access to playground supplies, which is essential for play and exercise. To	\$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		promote healthy play and exercise for its students, the District will purchase additional playground supplies for all schools.		
2.24	Saturday School	To Increase academic achievement and reduce chronic absenteeism for our unduplicated students. The District will provide monthly Saturday School sessions focused on academic support and attendance recovery. We will use ELO-P funds of \$45,000 which will pay for extra duty hours for the Saturday school teachers and \$5,000 for materials and supplies.	\$50,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Parent engagement is a vital component of student achievement. Southern Kern USD is committed to engaging parents and guardians in a partnership to improve outcomes for all students. In the 2024 LCAP survey, 64% of respondents either agreed or strongly agreed that their student's school "Communicates and informs often with parents through newsletters, phone messages, etc." In the 2023-2024 California School Parent Survey (CSPS), for the question "Attended a school or class event," 44% of parents/guardians responded Yes. In the 2023-24 CSPS survey, for the question, "Parents feel welcome to participate at this school," 62% of parents/guardians responded strongly agree or agree. This is an area of needed growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	3A. The efforts the district makes to seek parent input in decision making for district and school sites.	Local data. In 2022-2023, each school site had at least eight school site council meetings, and at least three meetings will have agenda items to discuss the LCAP.	RES, WES, TMS and RHECC each had 8 or more SSC meetings. REHS and ALIS had 4 SSC meetings		2026-2027 Each school site will have at least eight school site council meetings and at least three meetings will have agenda items to discuss the LCAP.	No difference (Most schools maintained or exceeded baseline; two schools had fewer meetings.)
3.2	3A Local. The District will administer an LCAP survey annually that elicits parent input into the District's programs and budget	Local data. 2024. 550 responses. Administer annual LCAP survey	Local data. 2025. 335 responses. Administer annual LCAP survey		2027. Administer annual LCAP survey and receive at least 600 responses.	-215 responses

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	3B. How district promotes participation of parents for unduplicated pupils.	Local data. District maintains district website. School sites: * Maintain their school websites * Publish monthly newsletters. * Maintain online school site calendars School sites use ParentSquare notifications to invite 100% of all families to school events	Local data. District maintains district website. School sites: * Maintain their school websites * Publish monthly newsletters (most school sites did not publish monthly newsletters) * Maintain online school site calendars School sites use ParentSquare notifications to invite 100% of all families to school events		District maintains district website. All school sites maintain their school websites. All school sites publish monthly newsletters. All school sites maintain online school site calendar.	Decrease in monthly newsletters at most sites (qualitative)
3.4	3B Local. The District will hold at least eight District English Language Advisory Council (DELAC) meetings per year.	Local data, 2023-24. 8 meetings	The District held six DELAC meetings during the 24-25 school year.		By 2026-27, maintain 8 or more meetings per year	-2 meetings
3.5	3C. How district promotes participation of parents of students with disabilities.	Local data. 100% of parents of students with disabilities receive IEP quarterly goal progress reports with each report card. 100% of parents of exceptional needs students have a signed IEP.	Local data. 100% of parents of students with disabilities receive IEP quarterly goal progress reports with each report card. 100% of parents of exceptional needs		100% of IEP quarterly goal progress is sent home with each report card. 100% of parents of exceptional needs students have a signed IEP.	No difference (100% maintained)

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

Goal Analysis [2024-25]

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

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

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

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

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

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

(2) Communication with School Community - We spent \$38,830.95 out of a budget of \$15,000. Aeries Communications (ParentSquare) cost more than we anticipated.

(4) Parent Nights - We spent \$38,979.01 out of a budget of \$23,239.50. We held numerous parent nights, including Internet Safety and Alternative Dispute Resolution.

(5) Supplies for Students and Families - We spent \$82,097.91 out of a budget of \$117,500.00. Every teacher received a \$350 classroom supplies budget. We spent less on clothing and hygiene supplies for families than we budgeted.

(7) College and Career Fair - We spent \$0 out of a budget of \$3,000. This event was not held.

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

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

The District was effective in working with its educational partners to improve student outcomes. The school sites held monthly school site council meetings. We held several DELAC and District Advisory Council (DAC) meetings. Starting in February we held bi-monthly LCAP meetings. These meetings informed decision making at the school and district level. We had over 335 responses to the LCAP survey. We

used feedback from the LCAP survey to make meaningful changes to the LCAP. According to the 2024-25 California School Parent Survey (122 respondents):

85% of respondents had attended a general school meeting.

41% of respondents had attended a parent teacher conference.

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

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

76% of respondents agreed that the schools let them know how their child is doing in school between report cards.

76% of respondents agreed that school keeps them well informed about school activities.

Parent Portal (3.1) As of May 12, 2025, 1,730 parents had logged into the Aeries portal to view information about their students, especially their grades and assignments. Metric 3.3

Communication with School Community (3.2) The teachers send out regular messages to parents and guardians. The District sends regular messages to families, and uses social media platforms to keep the community informed and engaged. Metric 3.2

Interpreters for Parent Meetings (3.3) Spanish Interpreters regularly provided interpretation services for district and school meetings (Metric 3.3).

Parent Nights (3.4) Strengthen family-school partnerships. Metric 3.2

Supplies for Students and Families (3.5) Ensure all students have the resources they need. Metrics 3.1, 3.2, and 3.3

ELD Ceremonies (3.6) were held. Per the 2024 Dashboard ELPI rate, they were not effective at contributing to English Learner Progress (Metric 3.6).

Family Events (3.8) Build positive relationships between families, schools and the wider community. Metric 3.2

Parent Volunteers (3.9) Increase family engagement. Metric 3.2. They also helped increase student achievement in ELA (Metric 1.5) and Math (Metric 1.6)

Not Effective

College and Career Fair (3,7) was not held

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

Supplies for Students and Families (5): We are increasing the class budget from \$350 to \$400. We are increasing the overall budget for this action to \$160,000.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Portal	We have implemented an online enrollment and student data confirmation system. Nearly all students now have a parent or guardian with an Aeries parent portal account and an email address on file with the district. This has led to a large increase in parent usage of the Aeries parent portal, which parents can use to see their children's assignments and grades. Parents also use the parent portal to access their students' CAASPP electronic student score reports. The District will provide training to the parents to use the Aeries parent portal. SKUSD has budgeted \$15,000 of contributing funds for the Parent Portal.	\$15,000.00	Yes
3.2	Communication with School Community	The District and school sites regularly communicate with the school community. We have adopted Aeries Communications as our districtwide communications platform. We keep our district and school websites up to date. We post information to the District's Facebook and to the schools' marquees. The school sites send out monthly newsletters to the school community. The District sends out informational notices such as messages about the college program and state testing. All communication is sent out in English and Spanish. The District has budgeted \$15,000 in contributing funds for Communication with School Community.	\$15,000.00	Yes
3.3	Interpreters for Parent Meetings	Provide additional parent meeting opportunities to engage parents in the decision-making process. This includes School Site Council (SSC) meetings, LCAP meetings, LCAP Committee, DELAC, ELAC, District Advisory Council, IEPs, Student Study Team (SST), 504 meetings, etc. Interpreters will attend all meetings and assemblies that have members of the community present. When appropriate, meetings will also be available to the community via Zoom. SKUSD has budgeted \$15,000 in contributing funds to pay for the Interpreters.	\$17,500.00	Yes
3.4	Parent Nights	Parent nights to improve the academic success of students. Trainings will include Alternative Dispute Resolution (ADR), Internet Safety, Student Safety Awareness, and Cyberbullying. When appropriate, meetings will	\$23,239.50	Yes

Action #	Title	Description	Total Funds	Contributing
		also be available to the community via Zoom. The District has budgeted \$23,239.50 in contributing funds for Parent Nights.		
3.5	Supplies for Students and Families	Unduplicated students lack resources and necessary school supplies. Our Community Center will provide supplies to students, including school supplies, clothing, hygiene products, backpacks, etc. Every classroom gets a \$400 budget for additional school supplies. SKUSD has increased the budget to \$155,000 in contributing funds for Supplies for Students and Families. This will enable the District to purchase more clothing and food boxes.	\$160,000.00	Yes
3.6	ELD Ceremonies	Reclassified students will be celebrated annually at ELD ceremonies. The District has budgeted \$2,000 in contributing funds for ELD Ceremonies.	\$2,000.00	Yes
3.7	College and Career Fair	College and Career fair at RHECC for all students in the district in grades 9-12. Including college applications and scholarships, grants, and FAFSA. The District has budgeted \$3,000 in contributing funds for the College and Career Fair.	\$3,000.00	Yes
3.8	Family Events	The District schools annually welcome families to student orientation, Back to School Night, Parent Conferences, College and Career Night, Promotion and Graduation Ceremonies, AVID Celebrations, Math and Literacy Nights, Family Science Nights, Music Concerts, Art shows, AVID nights, High School Night at the Museum, Open House, etc. When appropriate, meetings will also be available to the community via Zoom. Childcare will be available during Family Events. The District has budgeted \$30,000 in contributing funds for Family Events.	\$30,000.00	Yes
3.9	Parent Volunteers	To promote parent involvement, the District owns and operates a Live Scan system. The District will cover the cost of the Live Scan for new volunteers using the District's equipment. The District has budgeted \$10,000 in contributing funds for Parent Volunteers.	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By June 2027, Abraham Lincoln Independent Study (ALIS) and Rare Earth Continuation High School (REHS) will increase student achievement for all identified student groups performing at the lowest levels—particularly Socioeconomically Disadvantaged, English Learners, and Students with Disabilities—by improving ELA and Math scores on the CAASPP by at least 15 scale score points per year, and reducing the suspension rate at REHS by 3 percentage points by June 2027. The District will address underlying issues in teacher credentialing, subject matter preparation, and retention by increasing the percentage of fully credentialed and appropriately assigned teachers at these sites to at least 60% by 2027. Timeframe: Annually, from 2024-25 through 2026-27, with final target outcomes to be met by June 2027	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Both ALIS and REHS are Equity Multiplier sites due to persistently low performance in ELA and Math, high suspension rates, and significant staffing challenges. On the most recent CA Dashboard, both schools had student groups (including English Learners and Socioeconomically Disadvantaged) with scores in the Red or No Performance Color band for ELA, Math, and Suspensions. Additionally, the 2022-23 SARC shows clear credential rates below 25% at both sites, indicating a need for targeted improvement in recruitment, retention, and subject matter preparation. On the 2023 CA School Dashboard, the performance levels for ALIS and REHS in ELA were: ALIS: Orange. 139.2 points below standard. Increased 10.3 points REHS: No Performance Color. 145.6 points below standard. Declined 47.9 points On the 2023 CA School Dashboard, the performance levels for ALIS and REHS in Math were: ALIS: Red. 91.2 points below standard. Declined 21.4 points REHS: No Performance Color. 216.8 points below standard. Declined 7.6 points On the 2023 CA School Dashboard, the suspension rate was: ALIS: Blue. 0% suspension rate REHS: Red. 15% suspension rate. Increased 2.7% The 2022-23 SARC

ALIS: 22.8%
 REHS: 20.9%
 SKUSD: 70.8%

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	6A. Suspension Rate. Decrease suspension rates by 1% annually at Rare Earth.	2023 Dashboard. 15% of students suspended at least once.	2024 Dashboard. 16.1% of students suspended at least once. Increase 1.1%. Metric not met.		12%	+1.1%
4.2	4A. Rare Earth student performance on statewide assessments in English Language Arts. Improve by 5 points annually.	2023 CA School Dashboard. 145.6 points below standard	2024 CA School Dashboard. 117.8 points below standard Increased 27.8 points. Metric met.		130.6 points below standard	+27.8 points
4.3	4A. Rare Earth student performance on statewide assessments in Mathematics. Improve by 5 points annually.	2023 CA School Dashboard. 216.8 points below standard	2024 CA School Dashboard. 202.9 points below standard. Increased 13.9 points. Metric met.		201.8 points below standard	+13.9 points
4.4	4A. Abraham Lincoln student performance on statewide assessments in English Language Arts. Improve by 5 points annually	2023 CA School Dashboard 91.2 points below standard	2024 CA School Dashboard. 68 points below standard. Increased 23.2 points. Metric met.		124.2 points below standard	+23.2 points
4.5	4A. Abraham Lincoln student performance on statewide assessments	2023 CA School Dashboard 139.2 points below standard	2024 CA School Dashboard. 149 points below		76.2 points below standard	-9.8 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	in Mathematics. Improve by 5 points annually.		standard. Declined 9.8 points. Metric not met.			
4.6	1A. Abraham Lincoln Percentage of fully credentialed and appropriately assigned teachers. Increase to 60% by 2027.	2021-22 Teacher Preparation and Placement SARC. 21.4% of teachers fully credentialed and properly assigned.	2022-23 Teacher Preparation and Placement (SARC). 22.75% of teachers fully credentialed and properly assigned.		60%	+1.35%

Goal Analysis [2024-25]

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

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

There were no substantive differences in planned actions and actual implementation of these actions. It was challenging to provide enough support to all students at ALIS and REHS. It was challenging to provide enough tutoring services to students at REHS. The tutor was more focused on working with the students at ALIS.

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

Action 4.2 Tutor. The budget was \$65,000 and the estimated expenditures were \$52,350.16

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

Per the 2024 CA School Dashboard. 16.1% of REHS students were suspended at least once. Per KIDS, during the 24-25 school year, 14.9% of REHS students were suspended at least once. This is a slight improvement, showing effectiveness of the Mental Health Therapist action. Increases in ELA scores were noted at both REHS and ALIS as per the 2024 CA School Dashboard as well as REHS saw gains in Math but ALIS experienced a decline. On the Star Math benchmark assessment, ALIS students showed 3 months of growth during the first semester of the 24-25 school year. On the Star Reading benchmark assessment, ALIS students showed no growth during the first semester of the 24-25 school year. This does not demonstrate effectiveness of the tutoring position for all subjects.

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

No changes to metrics, outcomes, or overall actions. However, the intent is for the tutor to spend more time at REHS and the mental health therapist will provide more services to general education students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Mental Health Therapist	Many Low-income, English Learners and Foster Youth students experience trauma in their personal lives, which interferes with their learning. For students at Rare Earth Continuation High School and Abraham Lincoln Independent Study, the District will employ a full time mental health therapist to provide counseling and mental health services. Assistance with mental health has been identified by the Equity Multiplier Committee as a need. This action is in place to help improve suspension rates and decrease chronic absenteeism.	\$150,000.00	No
4.2	Tutoring	The District will employ a tutor to support student learning at Abraham Lincoln Independent Study and Rare Earth Continuation High School. The tutor will provide one-on-one tutoring to students who need additional academic support, which will increase ELA, Math, and CCI indicators at both schools.	\$65,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$13124650	\$1561904

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
33.428%	1.347%	\$511,017.78	34.775%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Professional Learning Communities Need: On the 2023 CA School Dashboard, Math and ELA were in the Red performance level for all unduplicated student groups. Furthermore, all unduplicated student groups scored lower than the All Students group for both CAASPP ELA and CAASPP Math.	PLCs focus on data analysis and teacher collaboration around Low-income, English Learners, and Foster Youth student needs. This provides the basis for additional support during the school year via intervention programs for targeted students. English Learners have an academic language barrier and teachers must collaborate to refine their practice in order to meet their linguistic and academic needs.	The effectiveness of the District's PLCs will be measured by growth in students' benchmark and CAASPP assessments. Priority 4(a). See Metrics 1.5 (ELA) and 1.6 (Math)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	CAASPP ELA: All Students: -70.6 DFS (RED) ELs: -104.5 DFS (RED) FY: -109.9 DFS (RED) SED: -77.8 DFS (RED) CAASPP Math All Students: -107.8 DFS (RED) ELs: -136 DFS (RED) FY: -137.7 DFS (RED) SED: -114 DFS (RED) The LCAP Committee agrees that there is a strong need for ongoing PLC training to increase the academic achievement of our low performing unduplicated student groups. Educational partner feedback indicates that PLCs successfully help the faculty to deliver effective lessons to unduplicated students. Scope: LEA-wide	Provided LEA-wide, teachers collaborate in PLCs to improve academic achievement and behavior at each of our schools for all students. PLCs are a vital part of creating curricular improvements and designing effective interventions for unduplicated students. The effectiveness of PLCs for meeting the needs of Low Income Students, Foster Youth, and English Learners is supported by research.	
1.3	Action: Monitoring Student Progress Need: On the 2023 CA School Dashboard, Math and ELA were in the Red performance level for all unduplicated student groups. Furthermore, all unduplicated student groups scored lower than the All Students group for both CAASPP ELA and CAASPP Math. CAASPP ELA:	The District uses Star Reading, Star Math, Star Early Literacy, iReady Reading, and iReady Math benchmark assessments to monitor student progress and identify achievement gaps for our English Learners, Low Income Students, and Foster Youth. The data from these assessments informs our Professional Learning Communities, and helps us determine what targeted instruction is needed. The fall benchmark assessments play a significant part in the District's placing students into intervention programs. The District uses the benchmark assessments LEA-wide to monitor	Grade K takes the Star Early Literacy assessments. Grade 1 takes the Star Reading and Math assessments. Grades 2-5 take the iReady Math and Reading assessments. Grades 6-12 take the Star Reading and Star Math assessments.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All Students: -70.6 DFS (RED) ELs: -104.5 DFS (RED) FY: -109.9 DFS (RED) SED: -77.8 DFS (RED) CAASPP Math All Students: -107.8 DFS (RED) ELs: -136 DFS (RED) FY: -137.7 DFS (RED) SED: -114 DFS (RED) Surveys of teachers indicated strong support for the use of iReady in grades 2-5, and the use of the Renaissance Star tests in grades K-1 and 6-12 to increase the academic achievement of our low performing unduplicated student groups.. Scope: LEA-wide	unduplicated and all student growth and the effectiveness of its programs.	CAASPP - Metrics 1.5 (ELA) and 1.6 (Math)
1.5	Action: CTE Program Need: Educational Partners spoke to the need for CTE courses in order to balance career readiness with college readiness for our low-performing unduplicated student groups. Per the 2023 Dashboard, 19.6% of our graduating seniors were college and career ready (All Students). EL: 6.7% prepared SED: 18.2% prepared	CTE courses and pathways provide enhanced career opportunities for English Learners, Foster Youth, and Low Income Students. Currently, Rosamond High Early College Campus offers ten CTE Pathways for students. These pathways are unique and offer students an opportunity to explore a career of interest, which aligns with their individual learning needs. Through the CTE program, unduplicated students learn a set of technical and employable skills that integrate into their high school studies. These programs provided school-wide will prepare our unduplicated students for graduation, and give them the skills and knowledge for entry-level jobs. This action is	The effectiveness of this action will be measured by the number of students who complete a CTE sequence (Metric 1.8)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	continued from the previous LCAP cycle. We believe that the additional CTE instructors, pathways and resources meet the needs of the community, based on educational partner feedback indicating support for the CTE program. During the 2021-2022 school year, forty unduplicated students completed a CTE sequence.	
1.6	Action: After School Programs Need: The District's educational partners have indicated through the LCAP survey and the Available data (see Metric 1.5, 1.6) and feedback by the LCAP Committee indicate that there is a strong need for expanded learning and enrichment opportunities after school to increase the academic achievement of our low performing unduplicated student groups. Scope: Schoolwide	The LCAP committee identified a need to provide additional on site interventions after school to support the academic progress of students and close the achievement gap among unduplicated students. Providing the after school programs school-wide allows SKUSD to support the extended learning and enrichment of all students in a safe, supportive environment.	The effectiveness of this action will be measured by the number of students who participate in the ASES program.
1.7	Action: Academic Counseling Program Need: On the 2023 CA School Dashboard, Math and ELA were in the Red performance level for all unduplicated student groups. Furthermore, all unduplicated student groups scored lower than the All Students group for both CAASPP ELA and CAASPP Math.	Our Low-income, EL and Foster Youth students come to us with gaps in their education. In order to decrease the student/ counselor ratio, additional counselors were hired. The counselors mentor and monitor students who are not engaging or struggling with academics. Provided school-wide, counselors will identify students who are struggling and offer appropriate interventions to assist in meeting identified needs. The counselors will provide an extra layer of support for students who are English learners,	The effectiveness of the Academic Counseling Program will be measured by growth in students' benchmark and CAASPP assessments. Priority 4(a). See Metrics 1.5 (ELA) and 1.6 (Math)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	CAASPP ELA: All Students: -70.6 DFS (RED) ELs: -104.5 DFS (RED) FY: -109.9 DFS (RED) SED: -77.8 DFS (RED) CAASPP Math All Students: -107.8 DFS (RED) ELs: -136 DFS (RED) FY: -137.7 DFS (RED) SED: -114 DFS (RED) Educational partner feedback from the LCAP Survey and the LCAP Committee indicates that the community wants to continue the expanded academic support for students that the counselors provide. Scope: Schoolwide	socioeconomically disadvantaged or foster youth. An additional person to provide academic support, as well as regular progress monitoring will help each student to succeed academically.	
1.8	Action: Credit Recovery Need: On the 2023 CA School Dashboard, Math and ELA were in the Red performance level for all unduplicated student groups. Furthermore, all unduplicated student groups scored lower than the All Students group for both CAASPP ELA and CAASPP Math. CAASPP ELA: All Students: -70.6 DFS (RED) ELs: -104.5 DFS (RED)	Our Low-income, English Learners and Foster Youth who need to recover credits in order to graduate benefit from taking credit recovery classes using the Acellus courseware program. By providing this action school-wide, all students at Rare Earth Continuation High School successfully use Acellus to recover their high school credits.	The effectiveness of the Credit Recovery Program will be measured by growth in students' benchmark and CAASPP assessments. Priority 4(a). See Metrics 1.5 (ELA) and 1.6 (Math)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	FY: -109.9 DFS (RED) SED: -77.8 DFS (RED) CAASPP Math All Students: -107.8 DFS (RED) ELs: -136 DFS (RED) FY: -137.7 DFS (RED) SED: -114 DFS (RED) Feedback from students, teachers, and administrators indicates that the students like using Acellus, and are motivated to use Acellus to recover credits. Scope: Schoolwide		
1.9	Action: Summer School Need: On the 2023 CA School Dashboard, Math and ELA were in the Red performance level for all unduplicated student groups. Furthermore, all unduplicated student groups scored lower than the All Students group for both CAASPP ELA and CAASPP Math. CAASPP ELA: All Students: -70.6 DFS (RED) ELs: -104.5 DFS (RED) FY: -109.9 DFS (RED) SED: -77.8 DFS (RED) CAASPP Math	The District uses Star Reading, Star Math, Star Early Literacy, iReady Reading, and iReady Math benchmark assessments to monitor student progress and identify achievement gaps for our English Learners, Low Income Students, and Foster Youth. The data from these assessments informs our Professional Learning Communities, and helps us determine what targeted instruction is needed. The fall benchmark assessments play a significant part in the District's placing students into intervention programs. The District uses the benchmark assessments LEA-wide to monitor unduplicated and all student growth and the effectiveness of its programs.	Grade K takes the Star Early Literacy assessments. Grade 1 takes the Star Reading and Math assessments. Grades 2-5 take the iReady Math and Reading assessments. Grades 6-12 take the Star Reading and Star Math assessments. CAASPP - Metrics 1.5 (ELA) and 1.6 (Math)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All Students: -107.8 DFS (RED) ELs: -136 DFS (RED) FY: -137.7 DFS (RED) SED: -114 DFS (RED) Surveys of teachers indicated strong support for the use of iReady in grades 2-5, and the use of the Renaissance Star tests in grades K-1 and 6-12 to increase the academic achievement of our low performing unduplicated student groups.. Scope: LEA-wide		
1.10	Action: AVID Program Need: On the 2023 CA School Dashboard, Math and ELA were in the Red performance level for all unduplicated student groups. Furthermore, all unduplicated student groups scored lower than the All Students group for both CAASPP ELA and CAASPP Math. CAASPP ELA: All Students: -70.6 DFS (RED) ELs: -104.5 DFS (RED) FY: -109.9 DFS (RED) SED: -77.8 DFS (RED) CAASPP Math All Students: -107.8 DFS (RED) ELs: -136 DFS (RED)	The AVID program supports Low-income, English Learners and Foster Youth. AVID provides strategies to reflect, question and self-advocate. AVID employs WICOR Strategies, which encourage unduplicated students to answer higher-level thinking questions and develop college-level writing skills. AVID strategies build capacity in students to explore college campuses and apply for financial aid. This improves student success as they plan for careers and graduation. Research indicates that the AVID program has a school-wide impact on improving all students' college and career readiness. Provided LEA-Wide, the strategies learned in the AVID elective class increased student success in all of their other classes – especially note-taking, study skills, time management, writing and research skills.	The effectiveness of the AVID Program will be measured by growth in students' benchmark and CAASPP assessments. Priority 4(a). See Metrics 1.5 (ELA) and 1.6 (Math)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	FY: -137.7 DFS (RED) SED: -114 DFS (RED) Feedback from the LCAP Committee indicates strong support for AVID. Scope: LEA-wide		
1.11	Action: Dual Enrollment College Classes Need: The District's educational partners have indicated through the LCAP survey and the LCAP Committee that there is a strong need for dual enrollment college classes to increase the college or career readiness (see Metric 1.20) of our low performing unduplicated student groups. Scope: Schoolwide	Through a partnership with Antelope Valley College, the Dual Enrollment college classes offer unduplicated students the opportunity to take college classes while in high school. This helps with preparation for college and career that student would not have otherwise. For the fall semester of the 2023-24 school year, 64 out of 849 students at Rosamond High Early College Campus were dually enrolled. Based on educational partner feedback, we expect additional enrollment in the dual enrollment program.	The effectiveness of the dual enrollment college classes will be measured by growth in the number of students enrolled in college classes and college/career ready (Metric 1.20).
1.13	Action: Para-Educators Need: On the 2023 CA School Dashboard, Math and ELA were in the Red performance level for all unduplicated student groups. Furthermore, all unduplicated student groups scored lower than the All Students group for both CAASPP ELA and CAASPP Math.	Paraeducators provide support to general education classrooms to increase and improve services related to the educational challenges of unduplicated students. The para-educators help create smaller group sizes and more small group instruction. Providing paraeducators LEA-wide, SKUSD is able to help support the academic engagement of	The effectiveness of the Paraeducators will be measured by growth in students' benchmark and CAASPP assessments. Priority 4(a). See Metrics 1.5 (ELA) and 1.6 (Math)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	CAASPP ELA: All Students: -70.6 DFS (RED) ELs: -104.5 DFS (RED) FY: -109.9 DFS (RED) SED: -77.8 DFS (RED) CAASPP Math All Students: -107.8 DFS (RED) ELs: -136 DFS (RED) FY: -137.7 DFS (RED) SED: -114 DFS (RED) The LCAP Committee has recommended that the District add para-educators to support the teachers, especially for the primary grades. Scope: LEA-wide	all students especially those with the greatest level of needs.	
1.14	Action: 1:1 Devices Need: On the 2023 CA School Dashboard, Math and ELA were in the Red performance level for all unduplicated student groups. Furthermore, all unduplicated student groups scored lower than the All Students group for both CAASPP ELA and CAASPP Math. CAASPP ELA: All Students: -70.6 DFS (RED) ELs: -104.5 DFS (RED) FY: -109.9 DFS (RED)	Many of our Low-income students, English Learners and Foster Youth rely on our schools to provide technology in order to develop the necessary skills for careers and higher education once they leave our schools. 1:1 devices for all students have been funded to provide 21st Century learning opportunities, and equitable technology access at school and at home. Providing a technology-rich environment will provide our English learners, Foster Youth, and Low-income students with engaging and diverse learning experiences. Each school site has an information systems technician to provide ongoing support to our students, both at school and at home. This LEA-wide action has been proved to	The effectiveness of the 1:1 Devices will be measured by growth in students' benchmark and CAASPP assessments. Priority 4(a). See Metrics 1.5 (ELA) and 1.6 (Math)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SED: -77.8 DFS (RED) CAASPP Math All Students: -107.8 DFS (RED) ELs: -136 DFS (RED) FY: -137.7 DFS (RED) SED: -114 DFS (RED) The LCAP Committee expressed support for continuing to provide 1:1 devices to students. Scope: LEA-wide	be effective based on the increased usage of technology including software and web-based programs for all students. An electronic, internet-enabled device was provided to 100% of our unduplicated students so that they could access their core curriculum and supplemental learning resources, and communicate and collaborate with their teachers and classmates.	
1.15	Action: Mobile Hot Spots Need: Many of our Low-income students, English Learners and Foster Youth do not have reliable, high-speed internet access at home in order to access school assignments and educational resources. This is confirmed by the home internet survey sent to all families at the start of each school year, which showed 250 families that needed an internet hotspot. Connected families and students are provided access to educational assignments and resources, which allows them to progress further in their academic endeavors. Based on 2023 CA Dashboard in ELA (Metric 1.5) and Math (Metric 1.6), this is a need for our unduplicated student groups.	In order to provide equitable technology access to students at home, the District will provide a mobile hot spot to every family who requests one. By providing hot spots LEA-wide, we will enable all students, especially unduplicated pupils, to access their core curriculum and supplemental learning resources from home.	Number of hotspots checked out to unduplicated students. State assessment in ELA (Metric 1.5) and Math (Metric 1.6).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The LCAP Committee expressed support for continuing to provide mobile hotspots to students who do not have home internet access. Scope: LEA-wide		
1.16	Action: Supplemental Learning Applications Need: On the 2023 CA School Dashboard, Math and ELA were in the Red performance level for all unduplicated student groups. Furthermore, all unduplicated student groups scored lower than the All Students group for both CAASPP ELA and CAASPP Math. CAASPP ELA: All Students: -70.6 DFS (RED) ELs: -104.5 DFS (RED) FY: -109.9 DFS (RED) SED: -77.8 DFS (RED) CAASPP Math All Students: -107.8 DFS (RED) ELs: -136 DFS (RED) FY: -137.7 DFS (RED) SED: -114 DFS (RED) There is strong usage and growth data for IXL and Accelerated Reader, showing the effectiveness of this action.	To address the learning needs of unduplicated students, the District provides supplemental learning applications, such as IXL and Accelerated Reader to unduplicated students. By providing access on an LEA-wide scale to supplemental learning programs for reading comprehension and math, SKUSD can support all students requiring support in ELA and Math.	The effectiveness of the Supplemental Learning Applications will be measured by growth in students' benchmark and CAASPP assessments. Priority 4(a). See Metrics 1.5 (ELA) and 1.6 (Math)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.17	Action: Supplemental Technology Training Need: Many of our Low-income, Foster Youth and ELs come to us with large gaps in their experience with the use of technology and depend on our teachers to provide additional support in using the technology to access content. Connected families and students are provided access to educational assignments and resources, which allows them to progress further in their academic endeavors. Based on 2023 CA Dashboard in ELA (Metric 1.5) and Math (Metric 1.6), this is a need for our unduplicated student groups. The need for additional technology training has been identified as a need by the LCAP Committee in order to support the academic growth of our low performing unduplicated student groups. Scope: LEA-wide	The district provides additional technology training to teachers at each school in the use of technology. Training teachers in the integration of technology improves the use of technology for our students and will narrow the technology divide. The integration of technology is important as we work to close the achievement gap and digital divide for our Foster Youth, English Learners, and Low Income Students. The LCAP Committee has recommended that the District provide additional technology training on an LEA-wide basis to provide technology support to all student groups.	The effectiveness of the Supplemental Technology Training will be measured by growth in students' benchmark and CAASPP assessments. Priority 4(a). See Metrics 1.5 (ELA) and 1.6 (Math)
1.18	Action: Student Support Team Need:	The student support team identifies and supports students with academic or behavioral problems by providing assistance and connecting them to interventions and supports. Provided LEA-wide,	The effectiveness of the Student Support Team will be measured by growth in students' benchmark and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	On the 2023 CA School Dashboard, Math and ELA were in the Red performance level for all unduplicated student groups. Furthermore, all unduplicated student groups scored lower than the All Students group for both CAASPP ELA and CAASPP Math. CAASPP ELA: All Students: -70.6 DFS (RED) ELs: -104.5 DFS (RED) FY: -109.9 DFS (RED) SED: -77.8 DFS (RED) CAASPP Math All Students: -107.8 DFS (RED) ELs: -136 DFS (RED) FY: -137.7 DFS (RED) SED: -114 DFS (RED) The LCAP Committee expressed the need to add a 2nd SST Coordinator position at each school site. Scope: LEA-wide	this action enables certificated teachers at each school site to lead the SST process in order to avoid over-identification of unduplicated or other student groups into special education. This action is a proactive approach to meeting students' needs and reducing the need for special education referrals when a referral is not warranted. Per the recommendation of the LCAP Committee, the District is adding 2nd SST coordinators at the school sites.	CAASPP assessments. Priority 4(a). See Metrics 1.5 (ELA) and 1.6 (Math)
1.21	Action: Libraries Need: On the 2023 CA School Dashboard, Math and ELA were in the Red performance level for all unduplicated student groups. Furthermore, all unduplicated student groups scored lower than	Rosamond has only one public library. Students in our schools benefit from having a library media technician at the elementary schools that support literacy and helping with literacy initiatives at each school. The District will add high-interest, culturally-responsive books to its library collections at each school site. By providing this action LEA-wide, SKUSD also provides a digital library (Sora)	This Libraries action will be measured by book checkout data. See Metrics 1.5 (ELA) and 1.6 (Math)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the All Students group for both CAASPP ELA and CAASPP Math. CAASPP ELA: All Students: -70.6 DFS (RED) ELs: -104.5 DFS (RED) FY: -109.9 DFS (RED) SED: -77.8 DFS (RED) CAASPP Math All Students: -107.8 DFS (RED) ELs: -136 DFS (RED) FY: -137.7 DFS (RED) SED: -114 DFS (RED) Anecdotal evidence from conversations with educational partners indicates a desire within the community to expand the school and classroom libraries to increase access to a variety of literacy options of our unduplicated student groups which is likely to increase their reading and math skills. Scope: Schoolwide	to provide high-quality books to its unduplicated pupils and all student groups. This will help unduplicated students develop a love of reading.	
1.22	Action: Interventionists Need: On the 2023 CA School Dashboard, Math and ELA were in the Red performance level for all unduplicated student groups. Furthermore, all unduplicated student groups scored lower than	Interventionists will use data to identify struggling students and provide support to meet students' academic and behavioral needs. Interventionists will provide ongoing progress monitoring for their students. Interventionists will support students' positive behavior and engagement. Interventionists will help reduce the number of students referred to special education. As of the start of the 2022-23 school year, the percentage of	The effectiveness of the Interventionists will be measured by growth in students' benchmark and CAASPP assessments. Priority 4(a). See Metrics 1.5 (ELA) and 1.6 (Math)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the All Students group for both CAASPP ELA and CAASPP Math. CAASPP ELA: All Students: -70.6 DFS (RED) ELs: -104.5 DFS (RED) FY: -109.9 DFS (RED) SED: -77.8 DFS (RED) CAASPP Math All Students: -107.8 DFS (RED) ELs: -136 DFS (RED) FY: -137.7 DFS (RED) SED: -114 DFS (RED) The LCAP Committee expressed support for continuing the Interventionist positions, as the Interventionists provide additional support for unduplicated students. Scope: LEA-wide	students in the district receiving special education services is 16.4%. The success of the interventionist position will be measured by growth on the CAASPP and Star assessments, as well as an increase in the graduation rate. It will be measured by decreases in suspensions and chronic absenteeism. The Interventionist position is needed to support unduplicated and other pupils academically throughout the LEA. On the 2019 Dashboard for ELA, for Foster Youth the performance level was Red, 103 points below standard (Declined 23.2 points). For English Learners, the performance level was Yellow, 61.7 points below standard (Increased 10.3 points). For Socioeconomically Disadvantaged students, the performance level was Yellow, 53.6 points below standard (Increased 3.5 points). The interventionist position is needed to support students behaviorally. For the 2021-22 school year, the district's suspension rate was 6.2%. For English Learners the suspension rate was 5.2%. For Low Income Students, the suspension rate was 6.4%. For Foster Youth, the suspension rate was 16,5%. The interventionist position will help high needs students graduate on time. This is an area of need for SKUSD. For the 2021-21 school year, the overall graduation rate was 80.2%. The graduation rate for English Learners was 69.2%. The graduation rate for Low Income Students was 78.4%.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.23	Action: Math Intervention Need: On the 2023 CA School Dashboard, Math and ELA were in the Red performance level for all unduplicated student groups. Furthermore, all unduplicated student groups scored lower than the All Students group for both CAASPP ELA and CAASPP Math. CAASPP ELA: All Students: -70.6 DFS (RED) ELs: -104.5 DFS (RED) FY: -109.9 DFS (RED) SED: -77.8 DFS (RED) CAASPP Math All Students: -107.8 DFS (RED) ELs: -136 DFS (RED) FY: -137.7 DFS (RED) SED: -114 DFS (RED) The LCAP Committee expressed support for continuing the math intervention program, as the program provides additional support for unduplicated students. Scope: LEA-wide	The math intervention program is needed to support students' mastery of the mathematics standards. In order to close the achievement gap in mathematics for unduplicated students, SKUSD is providing extended learning opportunities in math for students in need of support. By providing additional math opportunities LEA-wide for our Low Income, Foster Youth, English Learner, and other student groups, we expect they will have a better understanding of mathematical concepts and increase their academic achievement.	The effectiveness of the Math Intervention program will be measured by growth in the Star Math assessments and the CAASPP math assessments. Priority 4(a). See Metric 1.6 (Math)
1.24	Action: Spanish Program at Tropico Middle School Need:	Learning Spanish can help students understand the language, customs, and traditions of Spanish-speaking cultures. Learning Spanish can improve students' career opportunities: Spanish is the	The success of the Spanish program will be measured by course enrollment and course

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The Spanish program at Tropico Middle School will provide our Low-income, English Learners and Foster Youth students with opportunities to participate in classes that increase cultural understanding. The need for increased cultural understanding has been expressed by the LCAP Committee. Data from the 2023 CA School Dashboard shows our unduplicated student groups at Tropico Middle School are performing at a lower rate in most areas (e.g., Chronic Absenteeism, ELA and Math Scores, etc). Scope: Schoolwide	second most spoken language in the world, and it is becoming increasingly important in the global economy. There are cognitive benefits to learning a second language, including improved memory and problem-solving. The Spanish program is provided school-wide to unduplicated and all students to support access to a broad course of study and academic engagement.	grades (Metric 1.14, LCFF Priority 7A).
1.25	Action: Professional Development Need: On the 2023 CA School Dashboard, Math and ELA were in the Red performance level for all unduplicated student groups. Furthermore, all unduplicated student groups scored lower than the All Students group for both CAASPP ELA and CAASPP Math. CAASPP ELA: All Students: -70.6 DFS (RED) ELs: -104.5 DFS (RED) FY: -109.9 DFS (RED) SED: -77.8 DFS (RED) CAASPP Math All Students: -107.8 DFS (RED) ELs: -136 DFS (RED)	This action is based on our identified need to close the achievement gap for English Learners, Foster Youth, and Low Income Students. All of these student groups scored significantly below the All Student Group on the 2023 CAASPP ELA and Math. Ongoing professional development helps teachers support our English Learners, Low Income Students, and Foster Youth. For the 2024-25 school year, SKUSD has contracted with KCSOS to provide ongoing coaching to our faculty within the LEA. As a result, we expect academic outcomes for high needs students to improve.	The effectiveness of the Interventionists will be measured by growth in students' benchmark and CAASPP assessments. Priority 4(a). See Metrics 1.5 (ELA) and 1.6 (Math)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	FY: -137.7 DFS (RED) SED: -114 DFS (RED) Feedback from the LCAP Committee indicated the need for additional professional development for faculty in order to support the needs of unduplicated students. Scope: LEA-wide		
1.26	Action: Recruitment and Retention Need: Due to its remote location, SKUSD is challenged to recruit, hire, and retain qualified staff. This has created many difficulties in supporting students, especially our unduplicated students who have unique academic and engagement needs. Data shows that sites with high percentages of unduplicated students also have low percentages of teachers with clear credentials and appropriately assigned. The LCAP Survey indicated that the community wants SKUSD to expand its efforts to recruit highly-qualified teachers and staff members to increase access to high quality learning and foster growth for our low performing unduplicated student groups. Scope:	To better recruit, hire and retain qualified staff, the District has undertaken a variety of recruitment and retention initiatives, including recruitment billboards, recruitment videos, and recruitment websites. By providing this action LEA-wide, SKUSD intends to provide highly qualified teachers to service unduplicated and all student groups.	The effectiveness of the Recruitment and Retention action will be determined by the staff assignments section of the annual SARC report. See Metric 1.18

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.27	Action: Supplemental NGSS Resources Need: In 2023, 14.3 percent of SKUSD students met or exceeded standard on the CAST. The percentage of unduplicated students that met or exceeded standard on the CAST was: SED: 12.3% EL: .7% Foster: 0% The LCAP Committee expressed support for continuing to provide supplemental NGSS resources. Scope: LEA-wide	This action will support hands-on, experiential learning in science that is a core aspect of the Next Generation Science Standards. This is in addition to the core curriculum that is taught in SKUSD's science classes. An LEA-wide action, these NGSS resources will support our unduplicated students as well as all towards mastering the NGSS and potentially pursue higher learning and careers in STEM.	CAST. See Metric 1.19
1.29	Action: Paxton Patterson Lab for Tropico Middle School Need: Educational Partners spoke to the need for CTE programs in order to balance career readiness with college readiness for our low-performing unduplicated student groups. Per the 2024 Dashboard, 26.5% of our graduating seniors were college and career ready (All Students).	Career Technical Education (CTE) programs offer valuable opportunities for English Learners, Foster Youth, and Low-Income Students by equipping them with both technical and employability skills that align with their individual learning needs. These courses allow students to explore career pathways of interest while integrating real-world skills into their high school education. By participating in CTE, unduplicated students are not only better prepared for graduation but are also equipped with the foundational knowledge and hands-on experience necessary for success in entry-level careers.	Student enrollment and grades in Paxton Patterson courses.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.1	Action: Positive Behavioral Interventions and Supports (PBIS) Need: On the 2023 CA School Dashboard, the Suspension Rate metric was in the Red performance level for all unduplicated student groups. Suspension Rate All Students: -9.2% (RED) ELs: 8.4% (RED) FY: 19.1% (RED) SED: 9.9% (RED) On the 2023 CA School Dashboard, the Chronic Absenteeism metric was in the Yellow performance level for all unduplicated student groups. Chronic Absenteeism Rate All Students: 33.2% (Yellow) ELs: 28.5% (Yellow) FY: 30.6% (Orange) SED: 34.8% (Yellow) PBIS has been selected as a focus area for the District by the Differentiated Assistance committee that works with the Kern County Superintendent of Schools.	Faculty, staff and administrators require support to address the social-emotional and behavioral needs of English learners, Low Income Students, and Foster Youth. SKUSD is implementing Positive Behavioral Interventions and Supports districtwide. PBIS is a framework to promote and support positive student behavior. The PBIS framework will help to create a positive school culture LEA-wide that fosters social and emotional well-being, academic achievement, and positive behavior for all individuals.	The effectiveness of this action will be evaluated by suspension rate (Metric 2.6), chronic absenteeism rate (Metric 2.2), and measures of student wellness that are part of the California Healthy Kids Survey.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.2	Action: Mental Health Services Need: On the 2023 CA School Dashboard, the Suspension Rate metric was in the Red performance level for all unduplicated student groups. Suspension Rate All Students: -9.2% (RED) ELs: 8.4% (RED) FY: 19.1% (RED) SED: 9.9% (RED) On the 2023 CA School Dashboard, the Chronic Absenteeism metric was in the Yellow performance level for all unduplicated student groups. Chronic Absenteeism Rate All Students: 33.2% (Yellow) ELs: 28.5% (Yellow) FY: 30.6% (Orange) SED: 34.8% (Yellow) Assistance with mental health has been identified by the LCAP Committee as a need. Caseloads for mental health workers have continued to increase. Scope:	Low-income, ELs and Foster Youth students tend to experience trauma in their personal lives, which interferes with learning. The district's psychologist and therapists provide additional counseling and mental health services. This benefits all students as SKUSD intends to provide these services LEA-wide.	The effectiveness of this action will be evaluated by suspension rate (Metric 2.6), chronic absenteeism rate (Metric 2.2), and measures of student wellness that are part of the California Healthy Kids Survey.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.3	Action: Additional Nurses Need: On the 2023 CA School Dashboard, the Chronic Absenteeism metric was in the Yellow performance level for all unduplicated student groups. Chronic Absenteeism Rate All Students: 33.2% (Yellow) ELs: 28.5% (Yellow) FY: 30.6% (Orange) SED: 34.8% (Yellow) Feedback from the LCAP survey indicates the community values the services provided by the nurses. Scope: LEA-wide	Foster Youth, Low-income students, and their families benefit from having nurses at every school site, ensuring that a nurse or LVN is immediately available to provide health services to any student in need. This is very important, as many unduplicated students' health needs would go unmet due to limited access to health care without the health services provided by the schools LEA-wide. This staff provides routine basic care and screening as well as helping to connect our families to health services in the community. Better health promotes attendance and improved learning.	The effectiveness of this action will be evaluated by suspension rate (Metric 2.6), chronic absenteeism rate (Metric 2.2), and measures of student wellness that are part of the California Healthy Kids Survey.
2.4	Action: Surveys Need: Educational Partner input in the District's programs. Local data to evaluate the effectiveness of our programs.	The District sends out numerous educational partner feedback surveys using SurveyMonkey software. The District also administers the California Healthy Kids, California School Parent, and California School Staff surveys. Improvements to school services and school culture for unduplicated students are measured through these surveys. We know the surveys are effective because numerous pieces of educational partner feedback from the LCAP survey were incorporated	We use the CA Healthy Kids Surveys (Metrics 2.8, 2.9, 2.10) to evaluate the effectiveness of our actions in Goal 2.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Surveys enable families of unduplicated students to provide the school district with valuable feedback. Scope: LEA-wide	into the 2024 LCAP. We use the CHKS and CSPA surveys to measure the District's performance (LEA-wide) and progress in a number of vital areas, like students' well-being and school culture. This data informs our LCAP.	
2.5	Action: Extracurricular Activities Need: The LCAP Survey and LCAP Committee have indicated a need to expand the extracurricular activities offered at Tropico Middle School and Rosamond High Early College Campus to foster a positive school climate for our unduplicated student groups as well as all students. Scope: LEA-wide	With limited resources, many of our Low-income, ELs and Foster Youth students do not have exposure to experiences beyond the academics that they receive in school. Extra-curricular activities such as band, sports, drama, and clubs provide unduplicated students with enriching experiences that they would not otherwise be able to participate in. By providing extracurricular programs LEA-wide to our Foster Youth, Low-income, English learners, and all students, SKUSD prepares our students for college and career.	The effectiveness of Extracurricular Activities will be evaluated by suspension rate (Metric 2.6), chronic absenteeism rate (Metric 2.2), and measures of student wellness that are part of the California Healthy Kids Survey.
2.6	Action: Attention to Attendance Need: On the 2023 CA School Dashboard, the Chronic Absenteeism metric was in the Yellow performance level for all unduplicated student groups. Chronic Absenteeism Rate All Students: 33.2% (Yellow) ELs: 28.5% (Yellow)	The school sites use A2A to analyze and support the attendance needs of English Learners, Foster Youth and Low Income Students. Provided to all student groups in the LEA, A2A assists the district in the management of all attendance processes including preventative methods, interventions and recognitions that will improve overall attendance and reduce chronic absenteeism. According to the 2023 Dashboard, the District's chronic absenteeism rate declined by 5.6%. This indicates that the program is effective. We expect the A2A program to lead to continued improvement in	The effectiveness of Attention to Attendance will be evaluated by the chronic absenteeism (2.2) rate and the attendance (2.1) rate.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	FY: 30.6% (Orange) SED: 34.8% (Yellow) 2023-24 Attendance Rate: All Students: 92.1% ELs: 91.8% FY: 91.5% SED: 91.8% Anecdotal evidence from conversations with the school site administrators indicates strong support for continuing the A2A program. Scope: LEA-wide	student attendance, and a decrease in chronic absenteeism.	
2.7	Action: Multi-Tiered System of Support Need: On the 2023 CA School Dashboard, the Suspension Rate metric was in the Red performance level for all unduplicated student groups. Suspension Rate All Students: -9.2% (RED) ELs: 8.4% (RED) FY: 19.1% (RED) SED: 9.9% (RED) On the 2023 CA School Dashboard, the Chronic Absenteeism metric was in the Yellow performance level for all unduplicated student groups.	After a review of data, we determined that we need to provide additional focused behavioral and academic support to our English Learners, Foster Youth, and Low Income Students. All of these groups scored below the All Students group on the 2022-23 CAASPP in ELA and Math. Multi-tiered System of Support will be used as the framework to support the academic, behavioral, and social needs of our unduplicated students. with frequent monitoring to guide instruction. We will use the Kern Integrated Data System (KIDS) LEA-wide to analyze student data and determine students' support needs. KIDS will enable us to monitor the progress of our unduplicated and all students, and to close the achievement gap. By using KIDS to inform our MTSS program, we expect our unduplicated students to make academic and social-emotional gains.	The effectiveness of MTSS will be evaluated by suspension rate (Metric 2.6), chronic absenteeism rate (Metric 2.2), and CAASPP scores (Metrics 1.5, 1.6).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Chronic Absenteeism Rate All Students: 33.2% (Yellow) ELs: 28.5% (Yellow) FY: 30.6% (Orange) SED: 34.8% (Yellow) Our educational partners, including the LCAP committee, recognizes the need for MTSS as a means to support our unduplicated students in having better overall educational outcomes. Scope: LEA-wide		
2.8	Action: Campus Safety Officers Need: On the 2023 CA School Dashboard, the Suspension Rate metric was in the Red performance level for all unduplicated student groups. Suspension Rate All Students: -9.2% (RED) ELs: 8.4% (RED) FY: 19.1% (RED) SED: 9.9% (RED) The LCAP Committee indicated support for expanding the number of CSOs on campuses to decrease the suspension rates of our unduplicated students as well as all students.	In the 2023 CHKS survey, 52% of 7th graders, 28% of 9th graders, and 23% of 11th graders experienced harassment or bullying at school. The 2023 CHKS survey also shows that there is a need for students to have an adult at school who really cares about them. The intent of the CSO position is to support student safety and establish positive relationships with students. Additionally, CSOs support after school programs such as ASES, athletics, Reading and Math Academies, and college classes after hours. Provided on an LEA-wide basis, these after school programs give unduplicated and all students the opportunity for enrichment activities and academic support. Decreases in the suspension rate during the 2023-24 school year indicate that this action is effective.	The effectiveness of Campus Safety Officers will be evaluated by suspension rate (Metric 2.6) and measures of student wellness that are part of the California Healthy Kids Survey.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.9	Action: Transportation Need: On the 2023 CA School Dashboard, the Chronic Absenteeism metric was in the Yellow performance level for all unduplicated student groups. Chronic Absenteeism Rate All Students: 33.2% (Yellow) ELs: 28.5% (Yellow) FY: 30.6% (Orange) SED: 34.8% (Yellow) The LCAP Committee and LCAP Survey indicated support for expanding the Transportation program to support the consistent attendance of our unduplicated student as well as all students. Scope: LEA-wide	Transportation is provided to support the attendance of students of limited means. Rosamond is a rural, remote community. Per educational partner feedback, many families of unduplicated students require district-provided transportation in order for their students to attend school. Transportation home from after school activities enables our unduplicated students to participate in these activities. This LEA-wide action is based on the need of our unduplicated and all students to receive district-provided transportation in order to attend school and attend the after school programs. This action has been demonstrated to support the after school program.	The effectiveness of Transportation will be the chronic absenteeism rate (Metric 2.2).
2.10	Action: Facilities Need: Feedback from the LCAP Committee and the LCAP survey indicates a strong need for after	The District uses contributing funds to support after school programs, extracurricular activities, and additional child nutrition services. The District uses LCFF funds to provide additional custodians to support these programs. This LEA-wide action enables unduplicated and all students to	The District will measure this action through student participation in after school programs and chronic absenteeism rate (Metric 2.2).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	school programs, which are supported by the custodians and LCAP committee. Safe and clean facilities help prevent illnesses and injuries that may lead to high rates of absenteeism. Chronic Absenteeism Rate All Students: 33.2% (Yellow) ELs: 28.5% (Yellow) FY: 30.6% (Orange) SED: 34.8% (Yellow) Scope: LEA-wide	participate in after school programs in a safe and clean environment.	
2.11	Action: California Cadet Corps Need: Feedback from parents, students and administrators about the Cadet Corps program has been very positive, and indicates a strong need for the program at the middle and high school levels. Students that are connected to programs tend to attend school more regularly. 2023-24 Attendance Rate: All Students: 92.1% ELs: 91.8% FY: 91.5% SED: 91.8% Scope:	This school-wide program gives unduplicated and all students the opportunity to build self-confidence, leadership skills, self-discipline, and improve their military career opportunities. Cadet Corps provides many applied leadership opportunities in what is called the “leadership laboratory.” Cadet Corps also offers many opportunities off campus such as summer training, field trips, parades, and community events.	This action will be measured with a Cadet Corps end of year survey and attendance rates (Metric 2.1)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
2.12	Action: Student Incentive Program Need: On the 2023 CA School Dashboard, the Suspension Rate metric was in the Red performance level for all unduplicated student groups. Suspension Rate All Students: -9.2% (RED) ELs: 8.4% (RED) FY: 19.1% (RED) SED: 9.9% (RED) On the 2023 CA School Dashboard, the Chronic Absenteeism metric was in the Yellow performance level for all unduplicated student groups. Chronic Absenteeism Rate All Students: 33.2% (Yellow) ELs: 28.5% (Yellow) FY: 30.6% (Orange) SED: 34.8% (Yellow) The LCAP Committee is strongly in favor of continuing the Student Incentive Program in order to reduce chronic absenteeism for our unduplicated students and any students at risk. Scope:	During the 2022-23 school year, the attendance percentage for the unduplicated student groups was lower than the attendance percentage for all students. Furthermore, unduplicated students had a higher suspension rate, and lower CAASPP scores. To support unduplicated and all students' attendance, behavior, and academic achievement, SKUSD is implementing a Student Incentive Program on an LEA-wide basis.	This program will be evaluated based on student attendance rates (2.1), chronic absenteeism rates (2.2), increased CAASPP scores (1.5, 1.6), and decreased suspension rate (2.6).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.13	Action: Assistant Principals Need: On the 2023 CA School Dashboard, the Suspension Rate metric was in the Red performance level for all unduplicated student groups. Suspension Rate All Students: -9.2% (RED) ELs: 8.4% (RED) FY: 19.1% (RED) SED: 9.9% (RED) On the 2023 CA School Dashboard, the Chronic Absenteeism metric was in the Yellow performance level for all unduplicated student groups. Chronic Absenteeism Rate All Students: 33.2% (Yellow) ELs: 28.5% (Yellow) FY: 30.6% (Orange) SED: 34.8% (Yellow) Our educational partners, including the LCAP committee, recognizes the benefit of having Assistant Principals as a means to support our unduplicated students in having better overall educational outcomes and support. Scope:	Assistant principals provide behavioral and academic support to students who have experienced difficulties in their lives. This LEA-wide focused support helps our Low-income, ELs, Foster Youth, and all students increase attendance and progress academically. Our most recent suspension, attendance, and assessment data shows that these are areas of concern. The AP of athletics position supports unduplicated students' participation in the athletics program. This will lead to increased engagement with school.	This action will be measured by improved academic achievement (1.5, 1.6) and attendance (2.1), and decreased suspensions (2.6) and chronic absenteeism (2.2).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.14	Action: Elementary Physical Education Need: Physical healthy children come to school more often. Attendance rates (see Metric 2.1) haven shown that our unduplicated students have lower attendance rates than all students. Through the LCAP Survey, Educational partners indicated a need for more physical fitness opportunities for students. Scope: Schoolwide	The District has added two credentialed Physical Education teachers and two P.E. para-educators for the elementary schools. The elementary P.E. program supports the health and wellness of our elementary students, especially our students living in poverty who may not have access to extracurricular physical activities. By providing this action school-wide, we believe it will result in a greater number of unduplicated and other students becoming more physically active and fit, as measured by the 5th grade scores on the PFT.	This action will be measured by 5th graders' scores on the Physical Fitness Test (Metric 2.11) and Attendance (Metric 2.1)
2.15	Action: Visual Arts Need: Having access to well-rounded educational experiences support students progress academically, which data has shown a disparity between unduplicated student groups and all students. Educational partners and the LCAP Committee indicated a need for a well-rounded educational program, specifically visual arts classes for Tropico Middle School and Rosamond High Early College Campus.	Our unduplicated students come to school with limited cultural and art experiences. As part of a well-rounded education, the District is maintaining its arts programs. These programs enable our Low-income, English Learners and Foster Youth students to participate in classes that promote creativity and self-expression. Provided school-wide, these classes are beneficial to all students who do not have the opportunity to attend private art lessons, thus improving their educational experience and increasing their connectedness to school.	This action will be measured by student enrollment in visual arts classes and state assessments (Metric 1.5, 1.6)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.16	Action: Music and Band Need: Having access to well-rounded educational experiences support students progress academically, which data has shown a disparity between unduplicated student groups and all students. Educational partners and the LCAP Committee indicated a need for a well-rounded educational program, specifically music and band classes at Rosamond Elementary and Westpark Elementary Scope: LEA-wide	As part of a well-rounded education the District is maintaining its music and band programs. These LEA-wide programs enable all students as well as our Low-income, English Learners and Foster Youth students to participate in classes that go beyond our core curriculum, and help students feel connected to school. These classes are beneficial to students who do not have the opportunity to learn to play a musical instrument outside of school. This will improve unduplicated students' educational experience and increase their connectedness to school. Research indicates that learning to play a musical instrument benefits students both academically and emotionally.	This action will be measured by student enrollment in music and band classes as well as state assessment (Metric 1.5, 1.6)
2.17	Action: Welcome and Enrollment Center Need: Having a welcome and enrollment center helps families and unduplicated students get and stay connected at school. Data from the 2022-23 Stability Report (DataQuest) shows that unduplicated student groups have a lower stability rate than all students.	Many low income and Spanish speaking families need support with the enrollment process. An LEA-wide resource, the Welcome and Enrollment Center helps any families enroll their students in school by providing technical support and translation services. The Welcome and Enrollment Center staff also provide information on district resources related to health, mental health, transportation, and other needs. This will increase community engagement.	The effectiveness of this action will be measured by questions on the LCAP survey regarding the Welcome and Enrollment Center. The success of this action will also be evaluated by input from the District's educational partners. Student stability and connectedness survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Educational partners and the LCAP Committee indicated a need for the Welcome and Enrollment Center to connect families to educational and community resources. Scope: LEA-wide		(Metric 2.8), disaggregated by relevant student groups
2.19	Action: Alternative to Suspension Teachers Need: On the 2023 CA School Dashboard, the Suspension Rate metric was in the Red performance level for all unduplicated student groups. Suspension Rate All Students: -9.2% (RED) ELs: 8.4% (RED) FY: 19.1% (RED) SED: 9.9% (RED) The LCAP Committee expressed approval of adding Alternative to Suspension Teachers as they will support the academic and social-emotional needs of suspended students. Scope: Schoolwide	On the 2023 Dashboard, the suspension rate at Tropico Middle School was 18.8%, The suspension rate at TMS for SED students was 20.7% On the 2023 Dashboard, the suspension rate at Rosamond High Early College Campus was 12.6%. The suspension rate at RHECC for SED students was 13.5% In order to address the suspension rates school-wide at TMS and RHECC, especially for unduplicated students, SKUSD will hold an alternative to suspension program at both campuses. This will provide students with the opportunity to make up their classwork and participate in a social emotional learning program.	The effectiveness of this program will be measured by a decreased suspension rate (Metric 2.6) at RHECC and TMS.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.20	Action: Camp Keep Need: Access to enrichment opportunities, especially science and outdoor education, incentivize children to attend school and engage with STEM activities. Our data shows disparities in attendance rates (see Metric 2.1) and science assessment scores (see Metric 1.19) between unduplicated pupils and all students. Educational partners through the LCAP survey and the LCAP Committee indicated a need for the District to pay for Camp Keep for all 6th grade students, especially socioeconomically disadvantaged students. Scope: Schoolwide	Many of our Low-income students, English Learners and Foster Youth do not have access to enrichment opportunities, especially in science and outdoor education. As part of a well-rounded education the District is paying for all 6th grade students to attend Camp Keep. This program enables our Low-income, English Learners and Foster Youth students to participate in classes that go beyond our core curriculum, and help students feel connected to school. By providing this action school-wide, we intend to improve unduplicated and all students' educational experience and increase their connectedness to school.	The success of this program will be measured by increased sense of connectedness (Metric 2.8) to school on the CA Healthy Kids Survey. Attendance rates (see Metric 2.1) and Science/CAST scores (see Metric 1.19)
2.21	Action: New Locker Rooms Need: According to the Kern Integrated Data System (KIDS), for the 2023-24 school year, SKUSD's high needs students had an elevated rate of chronic absenteeism. For all students, the chronic absenteeism rate was 27%. The rate for socioeconomically disadvantaged students was 29%. The LCAP Committee expressed approval of this action as a means to increase the	The new locker rooms at Rosamond High Early College Campus will support the health and wellness of our high school students. This will especially benefit our high-needs students who may not have access to extracurricular physical activities. By providing a new locker room school-wide, we believe it will result in a greater number of unduplicated and other students becoming more physically active and fit. Physical activity has a number of health benefits, including cognitive development and obesity reduction.	This action will be measured by improved scores on the Physical Fitness Test, as well as increased attendance (Metric 2.1) and decreased chronic absenteeism (Metric 2.2).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	participation levels and consistent attendance of our unduplicated students as well as all students. Scope: Schoolwide		
3.1	Action: Parent Portal Need: Parents/Guardians need the Aeries Portal to check on their students' grades and assignments. Informed parents strengthen the school-home connection that allows their children to perform better in school. This is a need of our unduplicated students. On the 2023 CA School Dashboard, Math and ELA were in the Red performance level for all unduplicated student groups. Furthermore, all unduplicated student groups scored lower than the All Students group for both CAASPP ELA and CAASPP Math. Educational partner feedback indicated a need for continuing with parent access to Aeries and Parent Portal. Scope: LEA-wide	Usage of the parent portal increases family engagement. Parents/Guardians use the portal to see their students' classes, assignments, grades and test scores. This is an efficient way for families to stay engaged with their students' schooling. Provided LEA-wide, the parent portal enables the families of unduplicated and other student groups to stay informed about their students.	This action will be measured by the number of parents who log into the Parent Portal during the year. (Metric 3.3) See Metrics 1.5 (ELA) and 1.6 (Math)
3.2	Action: Communication with School Community	The District uses ParentSquare to send out email, phone, and text messages. All school sites send	This action will be measured by the California

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: We have received positive feedback about ParentSquare from the LCAP Survey. The LCAP Committee has indicated that there is a need for a unified communication platform to increase two-way communication to ensure parents/ families of unduplicated students (and all students) receive important information about their child's education as well as have the opportunity to provide meaningful input. Informed parents strengthen the school-home connection that allows their children to perform better in school. This is a need of our unduplicated students. On the 2023 CA School Dashboard, Math and ELA were in the Red performance level for all unduplicated student groups. Furthermore, all unduplicated student groups scored lower than the All Students group for both CAASPP ELA and CAASPP Math. Scope: LEA-wide	out regular text and email communications. During the 2023-24 school year, the District sent out 3,335 ParentSquare posts, as of 4-30-24. To support our English Learner families, all District communication is sent out in English and in the recipients' home language. An LEA-wide action, consistent communication will facilitate parents and guardians to take advantage of the opportunities being offered to their students. This will lead to improved outcomes for unduplicated students. Educational partner feedback has emphasized the need to maintain ongoing communication with families.	School Parent Survey questions about school communication. (Metric 3.2). See Metrics 1.5 (ELA) and 1.6 (Math)
3.4	Action: Parent Nights Need: The LCAP Committee and LCAP Survey indicated a need for more Parent Nights. This will meet the needs of families of unduplicated students, who may lack access to technology training, which would provide them with	Parent Nights provide support to the families of unduplicated students through trainings on important topics such as Alternative Dispute Resolution, Internet Safety, Digital Citizenship, and technology training. Provided as an LEA-wide action, we expect this action to support all parents' ability to access their students' education through technology.	This action will be evaluated by the California School Parent Survey's questions about parental involvement. (Metric 3.2). See Metrics 1.5 (ELA) and 1.6 (Math)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	access to their student(s) learning. Informed parents strengthen the school-home connection that allows their children to perform better in school. This is a need of our unduplicated students. On the 2023 CA School Dashboard, Math and ELA were in the Red performance level for all unduplicated student groups. Furthermore, all unduplicated student groups scored lower than the All Students group for both CAASPP ELA and CAASPP Math. Scope: LEA-wide		
3.5	Action: Supplies for Students and Families Need: The LCAP Committee and educational partners suggested that unduplicated students and their families need additional supplies and materials at school and at home. Having adequate school supplies at home allow children to perform better academically in school. This is a need of our unduplicated students. On the 2023 CA School Dashboard, Math and ELA were in the Red performance level for all unduplicated student groups. Furthermore, all unduplicated student groups scored lower than the All Students group for both CAASPP ELA and CAASPP Math. Scope:	Many of our unduplicated students lack resources needed for school, especially when working from home (doing homework). Therefore, the school sites will provide school supplies and materials to the students for use in school and at home. Providing this action LEA-wide, it will promote academic success for all our students, as they will have the necessary school supplies at school and at home.	This action will be measured by questions about student materials on the LCAP Survey. (Metrics 3.1, 3.2, 3.3)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.7	Action: College and Career Fair Need: Per the Dashboard, 19.6% of graduating seniors were prepared for college/career. Feedback from the LCAP Survey indicated a desire by the community to hold the College and Career Fair. Scope: Schoolwide	To support college and career readiness for high school students. Having the College and Career Fair at Rosamond High Early College Campus will provide unduplicated students with the opportunity to apply to colleges, apply for grants and scholarships, and learn about different career paths. By providing this action school-wide, we expect this action to increase all students' matriculation in college.	This action will be measured by student matriculation in college, as measured by the reports from the Student Data Clearinghouse. College and Career Readiness (Metric 1.20).
3.8	Action: Family Events Need: From the California School Parent Survey, 56% of parents/guardians attended a school or class event. The LCAP Committee and LCAP Survey indicated a need for more Family Events to increase parent involvement and input from families of unduplicated students as well as all families. Scope: LEA-wide	Family events will help families of unduplicated students to be more connected to their schools. Families will come to campus and have opportunities to build relationships with school staff. All events will offer a Spanish translator to support EL families. By providing this action LEA-wide, we expect this action to increase all parents' involvement with school.	This action will be measured by the California School Parent Survey's questions about parental involvement. (Metric 3.2)
3.9	Action: Parent Volunteers	Parent volunteers can play a crucial role in supporting disadvantaged students and helping them overcome barriers to education. They can	The effectiveness of this action will be measured by improved student

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The LCAP Committee and respondents from the LCAP Survey indicated that the District should provide Livescan services to parent volunteers free of charge, which should lead to increase parent involvement and input from families of unduplicated students as well as all families. Involved parents strengthen the school-home connection that allows their children to perform better in school. This is a need of our unduplicated students. On the 2023 CA School Dashboard, Math and ELA were in the Red performance level for all unduplicated student groups. Furthermore, all unduplicated student groups scored lower than the All Students group for both CAASPP ELA and CAASPP Math. Scope: LEA-wide	provide academic support. Provided on an LEA-wide basis, parent volunteers can act as mentors, providing guidance and support to unduplicated and all students whom are likely to benefit from increased parental involvement.	connection (Metric 2.8) to their schools, as measured by the CA Healthy Kids survey. See Metrics 1.5 (ELA) and 1.6 (Math)

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.12	Action: Director of Educational Support Programs Need:	The Director of Educational Support Programs will oversee the English Language Development Program. This position is responsible for ensuring that all English Language Learners receive the support they need to bridge linguistic gaps, and	The effectiveness of the Director of Educational Support Programs will be measured by growth in EL students' benchmark and

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	According to the 2023 CA School Dashboard, the District's English Learner students underperformed the All Students group in both the ELA CAASPP assessment and the math CAASPP assessment. For ELA, the All Students group was 70.6 points below standard, while ELs were 104.5 points below standard. For math, the All Students group was 107.8 points below standard, while the EL group was 136 points below standard. Furthermore, English Learners in SKUSD are not making adequate progress toward proficiency in English, nor are they reclassifying at a desired rate. Feedback from the LCAP Committee and the LCAP Survey indicated a need to provide additional support to the District's English Learners and Long-Term English Learners. Scope: Limited to Unduplicated Student Group(s)	move towards reclassification. The Director of Educational Support Programs implements research based ELD curriculum, and ensures that staff comply with ELD standards. The Director of Educational Support Programs ensures that the reclassification process is consistent with LEA standards. The Director of Educational Support Programs coordinates ELD professional development for faculty. This action will support our English Learners, enabling them to improve their performance on the ELA, Math, and Science CAASPP assessments. This action will help the District to increase the percentage of English learners being reclassified, as described in our Annual Measurable Outcomes.	CAASPP (Metrics 1.5 (ELA), 1.6 (Math)) assessments, as well as growth in their ELPI rate (Metric 1.10)
1.28	Action: Elementary English Language Development Teachers Need: According to the 2024 CA School Dashboard, the District was Red for English Learner Progress. 34.1% of EL students made progress, a decline of 9.8%. 32.6% of LTEL students made progress, a decline of 17.4%. Both the EL and LTEL student groups were Red.	The Elementary ELD teachers will ensuring that all English Language Learners at Rosamond Elementary and Westpark Elementary receive the support they need to bridge linguistic gaps, and move towards reclassification. The Elementary ELD teachers will implement research based ELD curriculum. The Elementary ELD teachers will provide instruction to our elementary students so that these students do not become LTELs in middle and high school.	The effectiveness of the Elementary ELD Teachers will be measured by growth in EL students' benchmark and CAASPP (Metrics 1.5 (ELA), 1.6 (Math)) assessments, as well as growth in their ELPI rate (Metric 1.10)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Feedback from the LCAP Committee and the LCAP Survey indicated a need to provide additional support to the District's English Learners and Long-Term English Learners. Scope: Limited to Unduplicated Student Group(s)		
3.3	Action: Interpreters for Parent Meetings Need: The LCAP Committee and the LCAP Survey have indicated the need for Interpreters at Parent Meetings to increase parental involvement of families with unduplicated pupils. Involved and informed parents are able to help support their students' academic progress, which is a need for our English learners as determined by performance on state assessments in ELA (Metric 1.5) and Math (Metric 1.6). Scope: Limited to Unduplicated Student Group(s)	14.5% of the students of SKUSD are English Learners. Families of English Learners require language translation in order to participate in meetings and events. Interpreters for Parent Meetings provide the necessary language support for families of English Learners.	This action will be measured by tracking the number of meetings and events that have an interpreter. (Metric 3.3)
3.6	Action: ELD Ceremonies Need: EL students and their families need to have the opportunity to celebrate their accomplishments. Per the Dashboard, the ELD reclassification rate for the 2022-23	This action is to celebrate the reclassification of EL students. This will provide incentive to EL students, and will help connect the families of EL students to school.	This action will be measured by ELD reclassification rates (Metric 1.11)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	school year, 43.9% of EL students made progress. Feedback from the LCAP Committee and the LCAP Survey indicated the need to continue to provide additional supports to the District's English Learners. Scope: Limited to Unduplicated Student Group(s)		

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

Not applicable.

Additional Concentration Grant Funding

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

The District is using the concentration grant add-on funding to increase the number of staff who provide services to low-income students, English learners, and foster youth. These positions include:

- 1.21 Created and filled two positions for Library Media Clerks. These staff members support student literacy, as they maintain the school libraries and assist students with finding and checking out books.
- 1.22 Created and filled two Interventionists positions. Interventionists help meet the academic and behavioral needs of Low Income, Foster, and EL students.
- 1.28 Created and filled two positions for Elementary English Language Development Teachers
- 2.2 Created and filled a position for Social Emotional Learning Coordinator. This staff member works with individuals and small groups of students to improve social emotional wellbeing. This position trains classroom staff on social emotional intervention strategies.
- 2.2 Created and filled a position for Coordinator of Special Education. This staff member provides support to the special education department and to students with special needs.
- 2.13 Created a position for Assistant Principal of Athletics. This staff member in this position will oversee the district's interscholastic sports program, including supervising the coaches.

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Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:29
Staff-to-student ratio of certificated staff providing direct services to students		1:16

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	39262555	13124650	33.428%	1.347%	34.775%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$14,211,540.74	\$2,462,272.18	\$9,931,789.00	\$1,643,882.21	\$28,249,484.13	\$16,255,733.84	\$11,993,750.29

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Learning Communities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$290,000.00	\$345,120.00	\$635,120.00				\$635,120.00	
1	1.2	Supplemental Digital Curriculum Resources	All	No			All Schools	Ongoing	\$0.00	\$253,380.00	\$0.00	\$153,380.00	\$100,000.00		\$253,380.00	
1	1.3	Monitoring Student Progress	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$75,000.00	\$55,000.00	\$130,000.00				\$130,000.00	
1	1.4	Reading Intervention	All	No			Specific Schools: Rosamond Elementary, Westpark Elementary, Tropico Middle, Rosamond High Early College Campus	Ongoing	\$43,389.20	\$372,815.00	\$0.00	\$90,000.00		\$326,204.20	\$416,204.20	
1	1.5	CTE Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Rosamond High Early College Campus	Ongoing	\$1,096,697.00	\$287,474.12	\$1,057,197.00	\$326,974.12			\$1,384,171.12	
1	1.6	After School Programs	English Learners Foster Youth	Yes	School wide	English Learners Foster Youth	Specific Schools: Westpark	Ongoing	\$225,000.00	\$241,965.00	\$16,965.00	\$450,000.00			\$466,965.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income	Elementary, Rosamond Elementary, Tropico Middle School									
1	1.7	Academic Counseling Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Tropico Middle School, Rosamond High Early College Campus	Ongoing	\$459,957.00	\$0.00	\$303,143.00		\$156,814.00		\$459,957.00	
1	1.8	Credit Recovery	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Tropico Middle School, Rosamond High Early College Campus	Ongoing	\$102,290.00	\$66,000.00	\$133,360.00	\$34,930.00			\$168,290.00	
1	1.9	Summer School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$410,000.00	\$35,000.00	\$150,000.00	\$295,000.00			\$445,000.00	
1	1.10	AVID Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$239,061.00	\$4,000.00	\$109,443.00			\$133,618.00	\$243,061.00	
1	1.11	Dual Enrollment College Classes	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Rosamond High Early College Campus	Ongoing	\$54,820.00	\$5,000.00	\$59,820.00				\$59,820.00	
1	1.12	Director of Educational Support Programs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$178,687.00	\$60,100.00	\$174,242.00			\$64,545.00	\$238,787.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					s)											
1	1.13	Para-Educators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$725,620.41	\$0.00	\$123,704.41			\$601,916.00	\$725,620.41	
1	1.14	1:1 Devices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$812,721.00	\$85,000.00	\$312,000.00		\$585,721.00		\$897,721.00	
1	1.15	Mobile Hot Spots	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$20,000.00	\$10,000.00	\$10,000.00			\$20,000.00	\$30,000.00	
1	1.16	Supplemental Learning Applications	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$90,000.00	\$90,000.00				\$90,000.00	
1	1.17	Supplemental Technology Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$73,086.00	\$0.00	\$45,636.00			\$27,450.00	\$73,086.00	
1	1.18	Student Support Team	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$73,260.20	\$5,000.00	\$78,260.20				\$78,260.20	
1	1.19	Reading and Math Academies	All	No			Specific Schools: Rosamond Elementary, Westpark Elementary, Tropico Middle, and Rosamond High Early College Campus	Ongoing	\$72,890.00	\$50,000.00		\$112,890.00	\$10,000.00		\$122,890.00	
1	1.20	Tutoring	All	No			All Schools	Ongoing	\$0.00	\$28,000.00		\$28,000.00			\$28,000.00	
1	1.21	Libraries	English Learners Foster Youth	Yes	School wide	English Learners Foster Youth	Specific Schools: Rosamond	Ongoing	\$245,177.00	\$50,000.00	\$246,917.00			\$48,260.00	\$295,177.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income	d Elementary, Westpark Elementary, Tropico Middle, and Rosamond High Early College Campus									
1	1.22	Interventionists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$497,910.00	\$0.00	\$170,000.00			\$327,910.00	\$497,910.00	
1	1.23	Math Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,000.00	\$40,000.00	\$42,000.00				\$42,000.00	
1	1.24	Spanish Program at Tropico Middle School	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Tropico Middle School	Ongoing	\$150,340.00	\$0.00	\$150,340.00				\$150,340.00	
1	1.25	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$191,606.83	\$308,393.17	\$500,000.00				\$500,000.00	
1	1.26	Recruitment and Retention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$90,000.00	\$225,000.00	\$315,000.00				\$315,000.00	
1	1.27	Supplemental NGSS Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$6,003.00	\$6,003.00				\$6,003.00	
1	1.28	Elementary English Language Development Teachers	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Rosamond Elementary and Westpark Elementary	Ongoing	\$240,000.00	\$0.00	\$240,000.00				\$240,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.29	Paxton Patterson Lab for Tropico Middle School	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Tropico Middle School		\$150,000.00	\$15,000.00	\$165,000.00				\$165,000.00	
2	2.1	Positive Behavioral Interventions and Supports (PBIS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$33,880.14	\$60,000.00	\$7,401.13			\$86,479.01	\$93,880.14	
2	2.2	Mental Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,384,181.46	\$0.00	\$966,220.50	\$417,960.96			\$1,384,181.46	
2	2.3	Additional Nurses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$453,775.00	\$25,000.00	\$227,332.00	\$226,443.00	\$25,000.00		\$478,775.00	
2	2.4	Surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$10,000.00	\$500.00	\$10,500.00				\$10,500.00	
2	2.5	Extracurricular Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$306,694.10	\$150,000.00	\$395,000.00	\$61,694.10			\$456,694.10	
2	2.6	Attention to Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$82,500.00	\$82,500.00				\$82,500.00	
2	2.7	Multi-Tiered System of Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$30,000.00	\$40,000.00	\$70,000.00				\$70,000.00	
2	2.8	Campus Safety Officers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,243,825.00	\$10,000.00	\$280,120.00		\$973,705.00		\$1,253,825.00	
2	2.9	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,328,698.00	\$980,000.00	\$1,893,333.00		\$415,365.00		\$2,308,698.00	
2	2.10	Facilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$1,625,184.00	\$0.00	\$380,000.00		\$1,245,184.00		\$1,625,184.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2	2.11	California Cadet Corps	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Tropico Middle School, Rosamond High Early College Campus	Ongoing	\$375,837.00	\$0.00	\$375,837.00				\$375,837.00	
2	2.12	Student Incentive Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$150,000.00	\$150,000.00				\$150,000.00	
2	2.13	Assistant Principals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,390,000.00	\$0.00	\$1,390,000.00				\$1,390,000.00	
2	2.14	Elementary Physical Education	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Rosamond Elementary, Westpark Elementary	Ongoing	\$506,261.00	\$5,000.00	\$511,261.00				\$511,261.00	
2	2.15	Visual Arts	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Tropico Middle School, Rosamond High Early College Campus	Ongoing	\$126,379.00	\$20,000.00	\$146,379.00				\$146,379.00	
2	2.16	Music and Band	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$181,720.00	\$50,000.00	\$231,720.00				\$231,720.00	
2	2.17	Welcome and Enrollment Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$107,900.00	\$0.00	\$107,900.00				\$107,900.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.18	New Multipurpose Room for Rosamond High Early College Campus	All	No			Specific Schools: Rosamond High Early College Campus	Ongoing	\$0.00	\$100,000.00	\$0.00		\$100,000.00		\$100,000.00	
2	2.19	Alternative to Suspension Teachers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Rosamond High Early College Campus, Tropico Middle School	Ongoing	\$303,647.00	\$0.00	\$303,647.00				\$303,647.00	
2	2.20	Camp Keep	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Tropico Middle School	Ongoing	\$10,000.00	\$140,000.00	\$150,000.00				\$150,000.00	
2	2.21	New Locker Rooms	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Rosamond High Early College Campus	Ongoing	\$0.00	\$3,500,000.00	\$1,000,000.00		\$2,500,000.00		\$3,500,000.00	
2	2.22	Fitness and Performing Arts center for RHECC	All	No			Specific Schools: Rosamond High Early College Campus	Ongoing	\$0.00	\$3,800,000.00	\$0.00		\$3,800,000.00		\$3,800,000.00	
2	2.23	New Playground Supplies	All	No			All Schools	Ongoing	\$0.00	\$20,000.00	\$0.00		\$20,000.00		\$20,000.00	
2	2.24	Saturday School	All	No			All Schools		\$45,000.00	\$5,000.00		\$50,000.00			\$50,000.00	
3	3.1	Parent Portal	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
3	3.2	Communication with School Community	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	3.3	Interpreters for Parent Meetings	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$15,000.00	\$2,500.00	\$15,000.00			\$2,500.00	\$17,500.00	
3	3.4	Parent Nights	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$13,239.50	\$10,000.00	\$23,239.50				\$23,239.50	
3	3.5	Supplies for Students and Families	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$160,000.00	\$155,000.00			\$5,000.00	\$160,000.00	
3	3.6	ELD Ceremonies	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
3	3.7	College and Career Fair	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Rosamond High Early College Campus	Ongoing	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
3	3.8	Family Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$30,000.00	\$0.00	\$30,000.00				\$30,000.00	
3	3.9	Parent Volunteers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
4	4.1	Mental Health Therapist	All	No			Specific Schools: Abraham Lincoln Independent Study, Rare Earth Continuat	Ongoing	\$150,000.00	\$0.00		\$150,000.00			\$150,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							ion High School									
4	4.2	Tutoring	All	No			Specific Schools: Abraham Lincoln Independent Study, Rare Earth Continuation High School	Ongoing	\$65,000.00	\$0.00		\$65,000.00			\$65,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
39262555	13124650	33.428%	1.347%	34.775%	\$14,211,540.74	0.000%	36.196 %	Total:	\$14,211,540.74
								LEA-wide Total:	\$9,157,432.74
								Limited Total:	\$431,242.00
								Schoolwide Total:	\$4,622,866.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$635,120.00	
1	1.3	Monitoring Student Progress	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$130,000.00	
1	1.5	CTE Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Rosamond High Early College Campus	\$1,057,197.00	
1	1.6	After School Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Westpark Elementary, Rosamond Elementary, Tropico Middle School	\$16,965.00	
1	1.7	Academic Counseling Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tropico Middle School, Rosamond	\$303,143.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						High Early College Campus		
1	1.8	Credit Recovery	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tropico Middle School, Rosamond High Early College Campus	\$133,360.00	
1	1.9	Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	
1	1.10	AVID Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$109,443.00	
1	1.11	Dual Enrollment College Classes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Rosamond High Early College Campus	\$59,820.00	
1	1.12	Director of Educational Support Programs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$174,242.00	
1	1.13	Para-Educators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$123,704.41	
1	1.14	1:1 Devices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$312,000.00	
1	1.15	Mobile Hot Spots	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
1	1.16	Supplemental Learning Applications	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$90,000.00	
1	1.17	Supplemental Technology Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$45,636.00	
1	1.18	Student Support Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$78,260.20	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.21	Libraries	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Rosamond Elementary, Westpark Elementary, Tropico Middle, and Rosamond High Early College Campus	\$246,917.00	
1	1.22	Interventionists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$170,000.00	
1	1.23	Math Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$42,000.00	
1	1.24	Spanish Program at Tropico Middle School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tropico Middle School	\$150,340.00	
1	1.25	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500,000.00	
1	1.26	Recruitment and Retention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$315,000.00	
1	1.27	Supplemental NGSS Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,003.00	
1	1.28	Elementary English Language Development Teachers	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Rosamond Elementary and Westpark Elementary	\$240,000.00	
1	1.29	Paxton Patterson Lab for Tropico Middle School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tropico Middle School	\$165,000.00	
2	2.1	Positive Behavioral Interventions and Supports (PBIS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,401.13	
2	2.2	Mental Health Services	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$966,220.50	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.3	Additional Nurses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$227,332.00	
2	2.4	Surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,500.00	
2	2.5	Extracurricular Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$395,000.00	
2	2.6	Attention to Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$82,500.00	
2	2.7	Multi-Tiered System of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$70,000.00	
2	2.8	Campus Safety Officers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$280,120.00	
2	2.9	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,893,333.00	
2	2.10	Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$380,000.00	
2	2.11	California Cadet Corps	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tropico Middle School, Rosamond High Early College Campus	\$375,837.00	
2	2.12	Student Incentive Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	
2	2.13	Assistant Principals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,390,000.00	
2	2.14	Elementary Physical Education	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Rosamond Elementary,	\$511,261.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Westpark Elementary		
2	2.15	Visual Arts	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tropico Middle School, Rosamond High Early College Campus	\$146,379.00	
2	2.16	Music and Band	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$231,720.00	
2	2.17	Welcome and Enrollment Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$107,900.00	
2	2.19	Alternative to Suspension Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Rosamond High Early College Campus, Tropico Middle School	\$303,647.00	
2	2.20	Camp Keep	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tropico Middle School	\$150,000.00	
2	2.21	New Locker Rooms	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Rosamond High Early College Campus	\$1,000,000.00	
3	3.1	Parent Portal	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
3	3.2	Communication with School Community	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
3	3.3	Interpreters for Parent Meetings	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$15,000.00	
3	3.4	Parent Nights	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$23,239.50	
3	3.5	Supplies for Students and Families	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$155,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.6	ELD Ceremonies	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,000.00	
3	3.7	College and Career Fair	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Rosamond High Early College Campus	\$3,000.00	
3	3.8	Family Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	
3	3.9	Parent Volunteers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$27,113,390.03	\$26,813,949.46

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Learning Communities	Yes	\$382,980.00	737,317.52
1	1.2	Supplemental Digital Curriculum Resources	Yes	\$653,380.00	165,101.35
1	1.3	Monitoring Student Progress	Yes	\$130,000.00	139,209.71
1	1.4	Reading Intervention	Yes	\$416,204.20	72,060.65
1	1.5	CTE Program	Yes	\$1,349,171.12	1,031,966.79
1	1.6	After School Programs	Yes	\$991,811.25	1,067,433.07
1	1.7	Academic Counseling Program	Yes	\$444,166.38	444,166.38
1	1.8	Credit Recovery	Yes	\$94,930.00	157,492.11
1	1.9	Summer School	No	\$477,858.08	668,243.70
1	1.10	AVID Program	Yes	\$241,871.00	285,159.62
1	1.11	Dual Enrollment College Classes	Yes	\$58,303.00	68,714.69

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Director of Educational Support Programs	Yes	\$277,511.00	212,500.00
1	1.13	Para-Educators	Yes	\$652,953.68	515,134.57
1	1.14	1:1 Devices	Yes	\$796,162.63	1,370,519.61
1	1.15	Mobile Hot Spots	Yes	\$30,000.00	66,205.37
1	1.16	Supplemental Learning Applications	Yes	\$90,000.00	208,670.51
1	1.17	Supplemental Technology Training	Yes	\$64,330.00	54,155.00
1	1.18	Student Support Team	Yes	\$78,260.20	46,526.46
1	1.19	Reading and Math Academies	Yes	\$122,887.64	2,737.88
1	1.20	Tutoring	No	\$96,920.00	8,602.60
1	1.21	Libraries	Yes	\$326,039.59	336,148.68
1	1.22	Interventionists	Yes	\$450,000.00	384,611.75
1	1.23	Math Intervention	Yes	\$92,000.00	30,076.33
1	1.24	Spanish Program at Tropico Middle School	Yes	\$150,394.66	113,881.24

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.25	Professional Development	Yes	\$500,000.00	601,375.00
1	1.26	Recruitment and Retention	Yes	\$185,000.00	299,746.61
1	1.27	Learning Walks	Yes	\$10,000.00	0
1	1.28	Supplemental NGSS Resources	Yes	\$56,003.00	20,992.87
2	2.1	Positive Behavioral Interventions and Supports (PBIS)	Yes	\$193,880.14	8746.15
2	2.2	Mental Health Services	Yes	\$1,384,181.46	1,119,167.89
2	2.3	Additional Nurses	Yes	\$342,747.11	198,685.37
2	2.4	Surveys	Yes	\$10,500.00	0
2	2.5	Extracurricular Activities	Yes	\$461,694.10	397,224.44
2	2.6	Attention to Attendance	Yes	\$82,500.00	82,800.00
2	2.7	Multi-Tiered System of Support	Yes	\$100,000.00	86,079.87
2	2.8	Campus Safety Officers	Yes	\$1,216,453.82	1,279,661.50
2	2.9	Transportation	Yes	\$2,282,001.00	2,977,945.61
2	2.10	Facilities	Yes	\$1,446,933.38	1,597,695.44

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.11	California Cadet Corps	Yes	\$327,106.00	434,773.82
2	2.12	Student Incentive Program	Yes	\$195,179.09	120,211.13
2	2.13	Assistant Principals	Yes	\$1,143,974.00	929,062.82
2	2.14	Elementary Physical Education	Yes	\$455,539.00	467,895.19
2	2.15	Visual Arts	Yes	\$158,407.00	88,490.86
2	2.16	Music and Band	Yes	\$265,610.00	201,322.24
2	2.17	Welcome and Enrollment Center	Yes	\$104,062.00	117,238.25
2	2.18	New Multipurpose Room for Rosamond High Early College Campus	Yes	\$2,807,000.00	5,329,388.64
2	2.19	Alternative to Suspension Teachers	Yes	\$240,000.00	242,000.00
2	2.20	Camp Keep	Yes	\$200,000.00	106191.63
2	2.21	New Locker Rooms	Yes	\$2,500,000.00	1,291,896.15
2	2.22	Weight Room	Yes	\$1,500,000.00	195,764.93
2	2.23	New Playground Supplies	Yes	\$20,000.00	2,514.60

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Parent Portal	Yes	\$30,000.00	36,530.92
3	3.2	Communication with School Community	Yes	\$15,000.00	38,830.95
3	3.3	Interpreters for Parent Meetings	Yes	\$10,745.00	13,479.72
3	3.4	Parent Nights	Yes	\$23,239.50	38979.01
3	3.5	Supplies for Students and Families	Yes	\$117,500.00	82,097.91
3	3.6	ELD Ceremonies	Yes	\$2,000.00	3,782.76
3	3.7	College and Career Fair	Yes	\$3,000.00	0
3	3.8	Family Events	Yes	\$30,000.00	5,249.55
3	3.9	Parent Volunteers	Yes	\$10,000.00	10,000.00
4	4.1	Mental Health Therapist	No	\$150,000.00	149,141.88
4	4.2	Tutoring	No	\$65,000.00	52,350.16

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$13,116,860.00	\$19,502,528.71	\$18,461,720.93	\$1,040,807.78	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Learning Communities	Yes	\$350,000.00	629351.53		
1	1.2	Supplemental Digital Curriculum Resources	Yes	\$100,000.00	161495.64		
1	1.3	Monitoring Student Progress	Yes	\$130,000.00	139209.71		
1	1.4	Reading Intervention	Yes	\$90,000.00	72060.65		
1	1.5	CTE Program	Yes	\$1,022,197.00	825824.11		
1	1.6	After School Programs	Yes	\$16,965.00	10133.05		
1	1.7	Academic Counseling Program	Yes	\$298,509.00	246229.31		
1	1.8	Credit Recovery	Yes	\$60,000.00	148814.69		
1	1.10	AVID Program	Yes	\$241,871.00	274420.03		
1	1.11	Dual Enrollment College Classes	Yes	\$58,303.00	57298.80		
1	1.12	Director of Educational Support Programs	Yes	\$212,966.00	182532.01		
1	1.13	Para-Educators	Yes	\$123,704.41	78980.19		
1	1.14	1:1 Devices	Yes	\$487,556.80	962019.22		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.15	Mobile Hot Spots	Yes	\$10,000.00	66205.37		
1	1.16	Supplemental Learning Applications	Yes	\$90,000.00	208670.51		
1	1.17	Supplemental Technology Training	Yes	\$36,880.00	50881.61		
1	1.18	Student Support Team	Yes	\$78,260.20	46526.46		
1	1.19	Reading and Math Academies	Yes	\$10,000.00	2737.88		
1	1.21	Libraries	Yes	\$193,184.42	336148.68		
1	1.22	Interventionists	Yes	\$450,000.00	384611.75		
1	1.23	Math Intervention	Yes	\$92,000.00	30076.33		
1	1.24	Spanish Program at Tropico Middle School	Yes	\$150,394.66	103437.90		
1	1.25	Professional Development	Yes	\$500,000.00	522764.33		
1	1.26	Recruitment and Retention	Yes	\$150,000.00	224274.59		
1	1.27	Learning Walks	Yes	\$10,000.00	0.00		
1	1.28	Supplemental NGSS Resources	Yes	\$56,003.00	20100.39		
2	2.1	Positive Behavioral Interventions and Supports (PBIS)	Yes	\$107,401.13	5529.43		
2	2.2	Mental Health Services	Yes	\$966,220.50	1015081.54		
2	2.3	Additional Nurses	Yes	\$250,550.00	184448.77		
2	2.4	Surveys	Yes	\$10,500.00	0.00		
2	2.5	Extracurricular Activities	Yes	\$400,000.00	338921.39		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.6	Attention to Attendance	Yes	\$82,500.00	82800.00		
2	2.7	Multi-Tiered System of Support	Yes	\$100,000.00	41079.87		
2	2.8	Campus Safety Officers	Yes	\$272,695.00	289035.48		
2	2.9	Transportation	Yes	\$1,866,636.00	2190598.68		
2	2.10	Facilities	Yes	\$291,370.00	312266.22		
2	2.11	California Cadet Corps	Yes	\$327,106.00	400412.14		
2	2.12	Student Incentive Program	Yes	\$195,179.09	109102.86		
2	2.13	Assistant Principals	Yes	\$1,143,974.00	849372.90		
2	2.14	Elementary Physical Education	Yes	\$455,539.00	426733.74		
2	2.15	Visual Arts	Yes	\$158,407.00	78866.77		
2	2.16	Music and Band	Yes	\$265,610.00	174003.36		
2	2.17	Welcome and Enrollment Center	Yes	\$104,062.00	106709.91		
2	2.18	New Multipurpose Room for Rosamond High Early College Campus	Yes	\$2,807,000.00	5329388.64		
2	2.19	Alternative to Suspension Teachers	Yes	\$240,000.00	220404.45		
2	2.20	Camp Keep	Yes	\$200,000.00	106191.63		
2	2.21	New Locker Rooms	Yes	\$2,500,000.00	148487.45		
2	2.22	Weight Room	Yes	\$1,500,000.00	40105.64		
2	2.23	New Playground Supplies	Yes	\$20,000.00	2172.70		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Parent Portal	Yes	\$15,000.00	36530.92		
3	3.2	Communication with School Community	Yes	\$15,000.00	38830.95		
3	3.3	Interpreters for Parent Meetings	Yes	\$8,245.00	11100.72		
3	3.4	Parent Nights	Yes	\$23,239.50	38654.57		
3	3.5	Supplies for Students and Families	Yes	\$112,500.00	82028.50		
3	3.6	ELD Ceremonies	Yes	\$2,000.00	3782.76		
3	3.7	College and Career Fair	Yes	\$3,000.00	0.00		
3	3.8	Family Events	Yes	\$30,000.00	4274.20		
3	3.9	Parent Volunteers	Yes	\$10,000.00	10000.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
37948796	\$13,116,860.00	15.431%	49.996%	\$18,461,720.93	0.000%	48.649%	\$511,017.78	1.347%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

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