

California Department of Education

LCAP Federal Addendum System

Submission Dashboard

Southern Kern Unified (15637760000000)

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Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Response from Southern Kern Unified:

The Southern Kern Unified School District uses federal funds to supplement and enhance actions and services funded with state funds that are designed to close the achievement gap and support all students in meeting the challenging state academic standards.

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Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Response from Southern Kern Unified:

The Southern Kern Unified School District utilizes the LCAP as the single plan that aligns and guides the use of all funds available to the district, including LCFF, state grants, Title I, Title II, Title III, Title IV funds, and some additional state and federal grants available to the district. Examples of alignment include the use of the Low Performing Student Block Grant, LCFF funding, and Title I money to provide summer credit recovery option to middle school and high school students that failed a class during the regular school year. The district also utilizes funds from an SSAE grant, Low performing Student Block Grant and Titles I and II to train staff in Capturing Kids Hearts and PBIS. These funds used in concert, allow the district to intensify our change efforts, and to improve academic and social-emotional outcomes for students. The use of these funding sources in collaboration, allows the district to achieve our three LCAP Goals: Goal1: Improve Academic Achievement for all students Goal 2: Develop a healthy school climate that supports the social, emotional and physical needs of all students Goal 3: Engage families and community in effective educational partnerships

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Additional Information on ESSA Provisions

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)
ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)
ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)
ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)
ESSA SECTION	STATE PRIORITY ALIGNMENT

3116(b)(3)	3, 6 (as applicable)
ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Response from Southern Kern Unified:

Southern Kern Unified School District supported Abraham Lincoln in developing a CSI plan. The following stakeholder meetings were held: A member of the district administration and a member of the Abraham Lincoln faculty met on March 15 to assess the needs of Abraham Lincoln, to plan evidence-based interventions, and to identify any resource inequities that need to be addressed. On April 24, 2019, the district held a meeting for the ALIS community, including parents, students, faculty, staff and administration. During the meeting, the community reviewed the proposed CSI plans and provided their feedback. A presentation about the CSI Plan was given at the School Board meeting on May 1, 2019. Feedback about the plan was given by the Board and district community. On May 29, 2019, district administration and faculty met with a representative from the Kern County Superintendent of Schools to fully develop the root cause analysis and the Continuous Support and Improvement Plan. During these meetings, stakeholders analyzed the following data: Chronic Absenteeism Reports High School Graduation Status list of Students Reports Seniors lacking credit for graduation report graduation rate report attendance summary reports independent study contracts The district worked with KCSOS to do a root cause analysis that identified the following issues as the root cause of low graduation rate: Student attendance- As of March 2019, ALIS had a Chronic Absenteeism rate of 46.7% Student transiency- Students transfer back to RHS when they make up their credits Credit deficiency- As of April 2019, 48% of students were credit deficient. . The district worked with ALIS to determine that the following evidence based interventions will be implemented in order to improve the graduation rate at ALIS: Tutoring services for ALIS students throughout the school day Supplement common core print curriculum with digital learning for all students in grades 4-12. For next year, all students in grades 4-12 will be issued a laptop. Acellus will be the new digital curriculum used by students in grades 4-12; teachers will be trained on the technology Bus passes for public transportation for students with transportation issues. ALIS teachers will attend conference for the CA Consortium for Independent student Career guidance services for students Offer GED program through Acellus for students who are not on track to graduate.

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Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Response from Southern Kern Unified:

The Southern Kern Unified School District parent and family engagement policy is distributed to parents via the Aeries Data Confirmation that is completed by each family in the district annually prior to the start of school. It is among the documents that each parent must download and read prior to the program letting them move forward. Families that are new to the district receive the policy upon enrollment. Parent and Family engagement is an area of need for the district. The schools sites have PTAs and PTOs, school site councils, and ELAC meetings, but still does not seem to bring in the variety of parents that the district would like in order to facilitate change and

ensure student's academic and social emotional success. As the school year is beginning the district is looking to move forward, we will be partnering with Project Appleseed. Project Appleseed will provide professional development in which administrators, teachers, and parents will be invited to attend. This training would give participants guidance on how to engage with parents, gives implementation guidance through the parent involvement toolbox, an introduction to Title 1 parental involvement which includes the planning and evaluation of the Title I programs. The district would like to provide a stipend to an employee, classified or certificated, that would oversee the continued parent and family engagement implementation at each school site. These stipends would be funded with Title I funds. All families are welcome and encouraged to attend any and all activities and meetings at school sites and or the district office. Spanish language Interpreters are present and available at all meetings, and facilities are all accessible. For parents that need additional accommodations such as sign language interpreters or additional language interpreters, the district will do its best to accommodate. The district is always willing to work with families to meet their exceptional needs.

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Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Response from Southern Kern Unified:

There is no TAS program at Rosamond High School. Rosamond High School is funded largely through the district LCAP and other state and federal funds. Title I funds are spent at Tropico Middle School on the intervention program. Tropico Middle School has an Opportunity Program that serves students that are 15-20 credits deficient. Students are able to retrieve credits through this program which puts them back on track for promotion. For students that need to make up 5-10 credits, after school credit retrieval is an opportunity to make up those credits, and to be on track for promotion. Rare Earth High School employs a para educator that provides tutoring for students that are in need of assistance. Credit recovery is also provided during the summer intersession for both Rare Earth and Abraham Lincoln Independent Study programs.

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Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

Response from Southern Kern Unified:

There is not a TAS program at Rosamond High School. According to the SKUSD Consolidated Application, there is no money utilized for RHS.

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Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

Response from Southern Kern Unified:

The Southern Kern Unified School District has a welcome center within the Educational Services Department. In the welcome center, parents enroll their students and work with the enrollment coordinator. Enrollment Coordinator may assist families with additional community resources as needed, and understands the laws and requirements around McKinney Vento. The district homeless liaison is currently the Associate Superintendent, and her office is located within the Educational Services building. Once students are immediately enrolled, the information is reviewed by the homeless liaison, and she will confer with the school sites to ensure appropriate educational placement, additional educational supports are in place and barriers for successful school attendance are removed. The district is located in south eastern most corner of Kern County, and the coordination of services for the families residing in our area is sometimes difficult. The trip to Bakersfield, the county seat is about 90 miles, and difficult for homeless families to travel to receive services. The local churches provide a food bank throughout the week, but that is the extent of what Rosamond, an unincorporated area of Kern County offers. Located a few miles up the road in Mojave, CA is the Department of Human Resources, but the services they offer are limited. The district is positioned one mile north of Los Angeles County. Lancaster and Palmdale provide many different services, however; families in Kern County may be denied services as it crosses a county line. Utilizing Title I reservation, backpacks with school supplies will be supplied to all homeless students. Enrollment will be expedited to ensure immediate enrollment without essential documents. All enrollment information is kept strictly confidential, and only shared with essential staff necessary for student success. The district provides free meals and transportation to all students. Homeless students will be given priority registration in all after school programs. If the program is full, homeless students will receive priority entry as space becomes available.

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Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Response from Southern Kern Unified:

N/A

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Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- A. through coordination with institutions of higher education, employers, and other local partners; and
- B. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Response from Southern Kern Unified:

The Southern Kern Unified School District provides transition opportunities for student from elementary to middle school, and middle school to high school. Elementary to Middle School transition: 5th grade students have the opportunity to take a field trip over to the middle school. During this field trip, the students tour the campus, listen to presentations regarding school rules, sports, ASB, AVID and other school wide activities. Prior to the start of the school year, there is an additional 6th grade orientation in which students receive their schedules, meet and greet with teachers and pick up their laptops. Middle School to High School: 8th grade students have the opportunity to take a field trip over to the high school. During this trip, the students participate in ice breaker activities with the Link Crew, tour the campus, and listen to presentations regarding school rules, sports, ASB, AVID, and other school wide activities. Prior to the start of school there is an additional 9th grade orientation in which students receive their schedules, and pick up their laptops. The Southern Kern Unified School District has entered into an agreement with the Antelope Valley College to provide dual enrollment opportunities for high students. Each semester, a variety of college courses, aligned to the CA state standards are offered for students. These courses meet graduation requirements, add an enriched curriculum, and offer additional options for student who are pursuing high school diploma, career preparation, and a smooth transition to college. The district has supported students with funding college textbooks. The Southern Kern Unified School District provides 8 Career and Technical Education pathway opportunities for students. CTE prepares students for a wide-range of high-wage, high-skill and high-demand careers. CTE offers unique opportunities to engage students in a variety of subjects, incorporating academic, creative and technical skills, with the specific goal of preparing students for life after high school. With CTE,

students may earn industry certificates, summer internships, and college credit. 8 CTE Pathways:
Automotive Welding Manufacturing Animal Science Agriscience Patient Care Computer Networking
Business Construction Trades

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Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Response from Southern Kern Unified:

Table 1 Inexperienced teachers /Low-income Students: Elementary Schools School Site Total Enroll Low-income %low income Total Teachers # of inexperienced % inexperienced Rosamond Elementary 897 695 77.7% 40 3 13.3% Westpark Elementary 881 518 58.6% 38 2 19% LEA Total 1,778 1,213 68.2% 78 5 16.5% The Southern Kern Unified School District has two elementary schools, Westpark Elementary School and Rosamond Elementary. Rosamond Elementary was the original elementary school in the district, opening in the 1950's. Over the last several years, veteran teachers within the district have begun to retire leaving the district with vacancies to fill. The teacher shortage within the state of California and the remote location of the district has hindered the ability for the district to hire fully qualified teachers. The Human Resources department within the school district has worked closely with teacher candidates that hold do not hold credentials to ensure that they are completing courses, taking tests such as the CSET's and Ricca to ensure that they are on track and meet all requirements to continue with their temporary permits. Throughout the last several years the district has had several (15+) teachers on different types of temporary permits, but they are working their way through the process, and many have earned preliminary credentials. Table 2. Inexperienced Teachers/ Low Income Students: Middle School School Site Total Enroll Low-income enroll % low income Total teachers # of inexperienced %inexperienced Tropico 808 570 70.7% 37 3 12% Abraham Lincoln 15 7 47% 4 0 0% LEA Total 823 577 70% 41 3 12% The Southern Kern Unified School District has one comprehensive middle school, Tropico. Abraham Lincoln is an

Independent study school, serving students in grades 6-12. Over the last several years, veteran teachers within the district have begun to retire leaving the district with vacancies to fill. The teacher shortage within the state of California and the remote location of the district has hindered the ability for the district to hire fully qualified teachers. Currently Tropico Middle School has 3 inexperienced staff members working with students, and each of those staff members is assigned a mentor teacher that assists with day to day questions, lesson planning, and classroom management strategies as needed. Table 3. Inexperienced Teachers /Low Income Students: High Schools School Site Total Enroll Low-income %low income Total Teachers # of inexperienced %inexperienced Rosamond High 862 628 72.9 40 1 0.03% Rare Earth 58 34 57% 3 0 0% Abraham Lincoln 58 19 33% 4 0 0% LEA Total 978 681 70% 47 1 0.03% RHS is the only comprehensive high school campus in the Southern Kern USD. Over the last several years, veteran teachers within the district have begun to retire leaving the district with vacancies to fill. The teacher shortage within the state of California and the remote location of the district has hindered the ability for the district to hire fully qualified teachers. Currently Rosamond High School only has 1 inexperienced staff members working with students, and each of those staff members is assigned a mentor teacher that assists with day to day questions, lesson planning, and classroom management strategies.

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Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Response from Southern Kern Unified:

To enhance teacher, paraprofessional, and site administrator capacity to support English learners in meeting or exceeding English Language Development benchmarks (increasing one proficiency level per year) and meeting the same challenging state academic content Standards that all students are expected to meet, the following professional development will be provided and paid for by multiple funding sources: Designated and Integrated ELD Analysis of ELD standards Be GLAD training- use of GLAD strategies in the classroom Essential components integrated ELD Integration of ELPAC task types with in ELD/ ELA curriculum SDAIE (Specifically Designed- Academic Instruction in English) strategies ELD strategies Cultural Diversity Use of adopted ELD curriculum Effective instructional practices for culturally diverse students The district will use Title III funds to employ EL instructional coaches to provide school based professional development and help facilitate the Designated and Integrated ELD lesson planning during or outside of the instructional day. District wide professional development will be offered outside of the instructional day. District wide professional development will be offered outside of the instructional day to enhance staff capacity to understand and implement the curriculum, plan effective formative and summative assessment practices and measures to improve instructional strategies for all English Learners. EI parent outreach is an integral area needed to improve EL student outcomes. To ensure parents of English Learners are involved and engaged in the education of their children, the EI coaches will provide, parent trainings in the areas of supporting English language development and literacy.

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Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Response from Southern Kern Unified:

The district is committed to expanding and enhancing the instructional programs and opportunities for our immigrant students to develop English fluency and mastery of academic content. The district will fund supplemental supports services for our immigrant population by providing after school intervention two days a week at each site to focus on literacy and language development. There will be an additional day to help or address any other subject matter the student may be struggling with.

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Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Response from Southern Kern Unified:

To increase the English Language proficiency of the English Learners, the District will implement programs, services, and supports as outlined in the Southern kern Unified School District Master Plan. The master plan outlines the strategic framework for the provision of instructional services and programs for English Learners. The District is committed to expanding and enhancing instructional programs and opportunities for English Learners to develop English fluency, and mastery of academic content. The district will fund supplemental supports and services for English Learners which includes purchasing supplemental instructional materials, funding Designated and Integrated ELD professional development to enhance teacher and administrative capacity that will address the various learning needs and styles of English learners. During or outside of the instructional day, the district will provide opportunities for teachers to plan designated and Integrated ELD lessons that incorporate visual text, constructive conversation skills, complex text and formative assessments. The goal is to support teachers in developing lessons that help English Learners engaged in structured use of academic language through disciplinary, academic discussions, which support English Learners language development and mastery of grade level standards.

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English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- A. achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- B. meeting the challenging State academic standards.

Response from Southern Kern Unified:

The district will continue to implement an effective, high quality instructional program for our English Learners, which will include Designated and Integrated ELD instruction, professional development, supplemental resources and intervention programs. To ensure English Learners make progress in learning English and are successful at meeting and exceeding grade level standards teachers will analyze ELD testing data as well as quarterly benchmarks in their bi weekly PLC's to ensure students are successful in the classroom. Administrators at all sites will also use data from ELPAC to confirm that students are achieving academic growth. The district will be sending a group of teacher leaders to the "Results are in" workshop to further analyze data and help our students become successful.

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Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- A. any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- B. if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- C. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- D. if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- E. the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

Response from Southern Kern Unified:

Title IV, Part A of ESSA is intended to improve students' academic achievement by increasing the capacity of the district and schools, to provide all students access to a well-rounded education, improve school conditions for student learning and improve the use of technology to improve the

academic achievement and digital literacy for all students. The Southern Kern Unified School District has worked in conjunction with the Kern County Superintendent of Schools for the past two years on the Continuous Improvement Process. Through this process SKUSD identified the root causes of low student achievement. It was determined that a lack of school climate, high percentage of chronic absenteeism, and a high suspension rate were the primary causes of low student achievement. The district is currently in the process of sending staff to train in the area of PBIS. It was agreed that, PBIS may look different at each school site as the program will be aligned to each site's needs and values. Each school site will have a core team that will be the initial behavior champions, and coaching staff as the program becomes routine. PBIS is about consistency across the site system in interventions, common language among staff and students, common vision and values. Capturing Kids Hearts is a component of PBIS and teaches all staff about building relationships with kids as well as other adults. Its research-based strategies have proven that if implemented properly, it improves school climate, students and adults want to come to school, and suspension and expulsion rates drop significantly; therefore improving student achievement. The Southern Kern Unified School District was awarded \$46,000 through the SSAE grant. The district has used the majority of the funds to provide the Capturing Kids Hearts training this past August 1 and 2, and to pay staff to attend. Staff also attended PBIS trainer of trainer training in mid July in order to assist the district in building capacity and continue this important work. The funds paid for the cost of the training as well as mileage for the travel. Social emotional trainings were offered and attended by staff from the district. Cost of the training and mileage were covered by the grant. One of the areas of concern for the district has been low student attendance, and it has therefore been determined that the district will purchase iPads as attendance awards for each school site. In the writing of the LCAP, the needs assessment that was used during the Continuous Improvement Process was also utilized. Stakeholders were invited to attend bimonthly meetings of the LCAP Committee, in which suggestions for improvement were discussed and noted. Many suggestions for improvement were with regards to poor attendance, mental health issues, high suspension rates, and bullying at school sites. It was agreed that a PBIS structure was needed at all school sites to improve the culture at each school site. Through both the CIP process and the LCAP Stakeholder meetings, it was determined that PBIS, Capturing Kids Hearts, Response to Intervention were necessary to improve academic success for all students. The district plans to utilize Title IV funds to enhance the afterschool program's enrichment programs (computers, robotics, art, drama, outdoor science, etc.) and offer stipends to staff to lead programs such as Battle of the Books, Oral Language, and Science Fair. These programs are designed to improve students' academic achievement and allow for them to express their creativity and individuality while exploring different areas of interest. The Southern Kern Unified School District is largely computer centered with a 1 to 1 initiative in grades 4-12. Title IV funds will be used to provide additional technology training for staff and students. Project Lead the Way Launch! is the NGSS Science program which will be utilized in grades Kindergarten through fifth grade. Both elementary school sites will purchase fifteen iPads (\$3,000) to support student learning.

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