

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Improve Academic Achievement for all Students

State and/or Local Priorities addressed by this goal:

State Priorities: 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)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator California School Dashboard English Language Arts (3-8) State Indicator. Decrease all student groups' distance from standard by 15 points annually.</p> <p>19-20 All Students: 18.7 points below standard Students with Disabilities: 92.4 points below standard African American Students: 33.9 points below standard</p> <p>Baseline 2016-2017 All Students: 56.5 points below standard Students with Disabilities: 120.7 points below standard African American Students: 88.3 points below standard</p>	<p>Due to the COVID-19 pandemic, the CAASPP assessments were not administered in 2019-2020.</p>
<p>Metric/Indicator California School Dashboard Mathematics (3-8) State Indicator. Decrease all student groups' distance from standard by 15 points annually.</p>	<p>Due to the COVID-19 pandemic, the CAASPP assessments were not administered in 2019-2020.</p>

Expected	Actual
<p>19-20 All Students: 55.7 points below standard Students with Disabilities: 132.6 points below standard African American Students: 78.6 points below standard</p> <p>Baseline 2016-2017 All Students: 79.1 points below standard Students with Disabilities: 149.7 points below standard African American Students: 125.7 points below standard</p>	
<p>Metric/Indicator English Learners who made progress toward proficiency per the California School Dashboard will increase to 80% or higher.</p> <p>19-20 We expect growth from our Baseline.</p> <p>Baseline According to the 2018 Dashboard for English Learner Progress: 34.1% of EL students were Level 4, Well Developed 35.5% of EL students were Level 3, Moderately Developed 20.4% of EL students were Level 2, Somewhat Developed 9.9% of EL students were Level 1, Beginning Stage</p>	<p>According to the 2019 Dashboard, 49.8% of EL students made progress towards English language proficiency.</p>
<p>Metric/Indicator Increase % of pupils who participate and demonstrate college preparedness on EAP by 5% annually</p> <p>19-20 21.1% of juniors score "Ready" in English Language Arts 15.6% of juniors score "Ready" in Mathematics</p> <p>Baseline 2017 CAASPP 14.4% of juniors scored "Ready" in English Language Arts 3.9% of juniors scored "Ready" in Mathematics</p>	<p>On the 2018-2019 CAASPP, 27.1% of juniors scored Ready in English Language Arts, 13.9% of juniors scored Ready in math.</p>

Expected	Actual
<p>Metric/Indicator English Learner (EL) Reclassification Rate. Increase the English Learner reclassification rate by 5% annually until the rate is maintained at 50%.</p> <p>19-20 20.95%</p> <p>Baseline During the 2017-2018 school year, 63 out of 575 English Language Learners were reclassified. The EL reclassified rate was 10.95%.</p>	<p>During the 2019-2020 school year, 46 out of 492 English Language Learners were reclassified. The EL reclassified rate was 9.4%.</p>
<p>Metric/Indicator API. This is no longer provided by the State.</p> <p>19-20 N/A</p> <p>Baseline N/A</p>	<p>N/A</p>
<p>Metric/Indicator % of students who complete a CTE sequence. Increase by 2% annually.</p> <p>19-20 7.2%</p> <p>Baseline 1.7% (14 out of 819 students) completed a CTE sequence</p>	<p>During the 2019-2020 school year, 44 out of 840 students completed a CTE sequence for a percentage of 5.2%.</p>
<p>Metric/Indicator The District does not offer AP Courses. However, Dual Enrollment is offered to all students. District goal is to increase 5% annually the number of students who are dually enrolled.</p> <p>19-20</p>	<p>For the 2019-2020 school year, 27 out of 840 students were dually enrolled: 3.2%.</p>

Expected	Actual
<p>33%</p> <p>Baseline 23% of students were dually enrolled.</p>	
<p>Metric/Indicator Percentage of teachers appropriately assigned and fully credentialed. This measure will increase by 5% each year.</p> <p>19-20 92% of the teachers will be fully credentialed.</p> <p>Baseline During the 2017-2018 school year, 68% of teachers were fully credentialed.</p>	<p>During the 2020-2021 school year, 89.3% of the teachers were fully credentialed. There were no teachers misassigned.</p>
<p>Metric/Indicator 100% of students will have access to standards-aligned materials.</p> <p>19-20 100% of students had access to standards-aligned materials.</p> <p>Baseline 100% of students had access to standards-aligned materials.</p>	<p>During the 2020-2021 school year, 100% of students had access to standards-aligned materials.</p>
<p>Metric/Indicator Maintain all facilities in good repair.</p> <p>19-20 All facilities will remain in good repair.</p> <p>Baseline All facilities maintained in good repair.</p>	<p>During the 2020-2021 school year, all facilities maintained in good repair, per Facilities Inspection Tool (FIT).</p>
<p>Metric/Indicator Implementation of CA academic standards</p> <p>19-20 ELA: Maintain Full Implementation & Sustainability ELD: Full Implementation</p>	<p>Due to COVID-19, Local Performance Indicators were not established.</p>

Expected	Actual
<p>Math: Maintain Full Implementation & Sustainability NGSS: Initial Implementation History/Social Sciences: Maintain Full Implementation & Sustainability</p> <p>Baseline ELA: Maintain Full Implementation & Sustainability ELD: Maintain Full Implementation & Sustainability Math: Maintain Full Implementation & Sustainability NGSS: Beginning Development History/Social Sciences: Full Implementation</p>	
<p>Metric/Indicator Provide programs and services that enable EL students to access CCSS and ELD standards for academic content knowledge and English Language proficiency.</p> <p>19-20 Professional Development for ELD program: Full Implementation & Sustainability Fully-aligned ELD curriculum: Full Implementation & Sustainability Programs and Policies to support the ELD program: Full Implementation & Sustainability</p> <p>Baseline Professional Development for ELD program: Full Implementation & Sustainability Fully-aligned ELD curriculum: Full Implementation Programs and Policies to support the ELD program: Full Implementation</p>	<p>Due to COVID-19, Local Performance Indicators were not established.</p>
<p>Metric/Indicator Maintain 100% of students being granted access and enrolled in a broad course of study, as evidenced by master schedules.</p>	<p>100% of students are granted access and enrolled in a broad course of study, as evidenced by master schedules.</p>

Expected	Actual
<p>19-20 Maintain 100% of students are granted access and enrolled in a broad course of study, as evidenced by master schedules.</p> <p>Baseline 100% of students are granted access and enrolled in a broad course of study, as evidenced by master schedules.</p>	
<p>Metric/Indicator Maintain 100% of unduplicated students being granted access and enrolled in a broad course of study, as evidenced by master schedules</p> <p>19-20 Maintain 100% of unduplicated students being granted access and enrolled in a broad course of study, as evidenced by master schedules</p> <p>Baseline 100% of unduplicated students being granted access and enrolled in a broad course of study, as evidenced by master schedules</p>	<p>100% of unduplicated students are granted access and enrolled in a broad course of study, as evidenced by master schedules.</p>
<p>Metric/Indicator Maintained 100% of students with exceptional needs being granted access and enrolled in programs and services deemed appropriate by IEP team, as evidenced by CASEMIS data.</p> <p>19-20 100% of students with exceptional needs being granted access and enrolled in programs and services deemed appropriate by IEP team, as evidenced by CASEMIS data.</p> <p>Baseline 100% of students with exceptional needs being granted access and enrolled in programs and services deemed appropriate by IEP team, as evidenced by CASEMIS data.</p>	<p>100% of students with exceptional needs being granted access and enrolled in programs and services deemed appropriate by IEP team, as evidenced by CASEMIS data.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Throughout the district we use Houghton Mifflin Harcourt's supplemental reading intervention programs: READ 180 and System 44. We have over 400 students in the program in grades 3--12. We have ongoing training and support for faculty and administrators through an HMH consultant.	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$80,300.00</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$28,300.00</p> <p>5800: Professional/Consulting Services And Operating Expenditures Title I \$72,100.00</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$58,444.20</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$23,333.63</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$17,812.50</p> <p>4000-4999: Books And Supplies Lottery \$45,523.99</p> <p>5800: Professional/Consulting Services And Operating Expenditures Title I \$86,800.00</p>
We will schedule additional time for students to take the practice CAASPP assessments. All students will take a practice assessment in all four areas: ELACAT and PT, Math CAT and PT. We will provide additional training for faculty in the accessibility features for the CAASPP assessments. This will help teachers to select the right accommodations for their students during IEP meetings. This will help teachers to support their students in the use of the accommodations when they are taking the assessments.	NO COST 0.00	NO COST 0.00
Expand access to opportunities to demonstrate college and career readiness for all students through proliferation and support of CTE pathways. We will provide eight pathways that have both concentrator and capstone courses. The CTE Coordinator position at Rosamond High Early College Campus will be offered as a stipend position.	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$383,540.00</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$161,265.00</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$157,469.45</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$66,199.37</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Career Technical Education Incentive Grant 1000-1999: Certificated Personnel Salaries Other \$227,481.10 Career Technical Education Incentive Grant 3000-3999: Employee Benefits Other \$94,078.38 Career Technical Education Incentive Grant 4000-4999: Books And Supplies Other \$36,818.08
Extended learning opportunities principally directed towards unduplicated students: Continue to have afterschool programs at Rosamond Elementary and Westpark Elementary that focus on Math and ELA. Continue to have before school and after school programs at Tropico Middle that offer academic support and tutoring.	2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) \$359,203.00 3000-3999: Employee Benefits After School Education and Safety (ASES) \$89,800.75 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$10,000.00 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$2,000.00	2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) \$290,851.55 3000-3999: Employee Benefits After School Education and Safety (ASES) \$76,208.65
Continue the college/career counseling program at Rosamond High School. Continue to have two (one additional) college/career counselors principally directed to support unduplicated students.	1000-1999: Certificated Personnel Salaries LCFF Base \$48,000.00 3000-3999: Employee Benefits LCFF Base \$20,000.00 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$84,000	1000-1999: Certificated Personnel Salaries LCFF Base \$47,980.58 3000-3999: Employee Benefits LCFF Base \$18,380.41 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$83,778.97

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits LCFF Supplemental and Concentration \$34,500.00	3000-3999: Employee Benefits LCFF Supplemental and Concentration \$33,029.97
Continue to provide additional opportunities for students at Tropico Middle and Rosamond High to engage in learning and credit recovery through participation in online learning platform. Continue to hold summer school for credit deficient students.	<p>Low Performing Student Block Grant 1000-1999: Certificated Personnel Salaries Other \$30,000.00</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$62,000.00</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$38,000.00</p>	<p>Low Performing Student Block Grant 1000-1999: Certificated Personnel Salaries Other \$26,415.00</p> <p>Low Performing Student Block Grant 3000-3999: Employee Benefits Other \$5,493.46</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$58.00</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$16,383.80</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$11,700.00</p> <p>4000-4999: Books And Supplies Title I 14,595.00</p> <p>5800: Professional/Consulting Services And Operating Expenditures Title I \$65,000.00</p>
The continued support of the AVID program allows for students to receive tutoring, mentoring, experiential learning, and additional skillbuilding. This helps ensure greater success principally directed towards unduplicated students in college prep and AG level courses. For 2019-2020, the AVID program will be limited to Rosamond High Early College Campus.	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$72,000.00</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$33,500.00</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$82,952.39</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$34,043.29</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$40,000.00 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$4,900.00	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$41,950.46 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$2,514.24 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$8,559.00 5000-5999: Services And Other Operating Expenditures Title II \$825.40
Continue to offer additional dual enrollment college classes principally director to our unduplicated high school students. Dual enrollment program is run through a partnership with Antelope Valley College.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$111,000.00 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$44,638.00	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$55,608.20 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$22,606.47
Continue to implement formative and benchmark assessments districtwide in order to identify students' progress toward meeting grade-level standards. District and school-based staff continue to monitor student growth toward mastery of standards in literacy, language, and mathematics, as well as identify academic gaps between student groups.	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$30,094.25	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$36,285.20
The percentage of students in special education that are considered unduplicated is 70.8%. Principally directed towards unduplicated students, SKUSD will develop and implement a plan for "multiple approaches" to inclusion of students with special needs in elementary and secondary schools. Plan will focus on establishing a range of supports to students with disabilities in order to ensure structures for sufficient time in mainstream classes and appropriate delivery of services and supports in IEPs. Continue to provide training for all staff on appropriate modifications for pupils with disabilities when taking the	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$100,300.00 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$38,500.00	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$98,342.04 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$38,141.58

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
state assessment. Special education staff will ensure that all IEPs contain the appropriate modifications for pupils with disabilities. Provide training to special and general education teachers regarding the requirements for writing and following Individualized Education Plans (IEPs).	Training and Extra Duty 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$35,000.00 Training and Extra Duty 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$5,000.00	
Continue to have transitional kindergarten classes in order to ensure our unduplicated students that have no preschool experience can succeed.	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$46,000.00 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$11,500.00	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$25,891.35 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$7,277.40
Implement supplemental English Language Development program at all school sites. Westpark and Rosamond Elementary will implement McGraw Hill CA Wonders ELD portion of the curriculum for 30 minutes a day with students based on EL levels; with fidelity. Tropicco will continue implementing ILit in ELD classes based on student EL levels. Rosamond High school will adopt and implement an ELD curriculum. They will also place students in appropriate ELD classes based on ELPAC scores.	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$20,000.00	4000-4999: Books And Supplies Lottery \$8,616.38 4000-4999: Books And Supplies Title I \$9,020.00
Provide five paraeducators at Rosamond Elementary and five paraeducators at Westpark Elementary. Paraeducators provide support to general education classrooms to increase and improve services related to educational and behavioral challenges of unduplicated students.	2000-2999: Classified Personnel Salaries Title I \$346,245.38 3000-3999: Employee Benefits Title I \$177,807.83	2000-2999: Classified Personnel Salaries Title I \$245,136.06 3000-3999: Employee Benefits Title I \$135,830.69
Continue to implement the Professional Learning Community model of collaboration and school improvement Districtwide. This includes supplemental professional development, dedicated monthly PLC meetings, and grade/department chairs for every team.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$40,000.00 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$10,250	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$45,854.32 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$9,472.42

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue Teacher Induction Program (formerly BTSA) to better fulfill the needs of unduplicated students.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$64,000.00 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$19,200.00	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$58,557.95 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$12,293.52
Voluntary peer coaching program for faculty: Teachers observe other teachers to learn from them, teachers invite other teachers into their classroom to receive feedback, teachers lead trainings during faculty meetings.	NO COST 0.00	NO COST 0.00
Establish clear accountability expectations for classroom instruction. Incorporate expectations into new classroom observation program. Site administrators will do a minimum of four classroom walkthrough per semester for every teacher.	NO COST 0.00	NO COST 0.00
Southern Kern USD will continue to offer additional professional development to faculty to meet the unique needs of our unduplicated students. There will be trainings in English Language Development, Capturing Kids Hearts, and PBIS.		
The District will provide teachers who are fully credentialed and appropriately assigned, including administrators and support staff. The District will acquire, develop, and retain classroom teachers, certificated support personnel, and site administrators. The District will continue to increase the size, stability, and quality of the teacher applicant pool through targeted outreach and support, such as: 1. Recruitment events hosted by colleges and universities 2. Offering early employment contracts to high quality, diverse candidates in hard to staff areas (Math, Science, and Special Education). The District will recruit a diverse teacher workforce that mirrors the diversity of the SKUSD community while striving towards finding fully credentialed teachers for the classroom. classroom.	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$1,500.00	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$1,500.00 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$314.91

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Laptop refresh that is principally directed towards unduplicated students to ensure they have access to technology for academic success. The district will lease 910 student laptops for Rosamond High Early College Campus.	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$125,000.00	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$116,385.00
<p>Principally directed towards unduplicated students, the District provides students with safe, secure, and reliable access to additional learning opportunities. This includes maintaining the following technologies:</p> <p>Email filter Internet filter Firewall Google Suite monitoring software Classroom management software Network monitoring software Antivirus software</p> <p>Continue to provide 1 gigabit per second access to the Internet to all faculty, staff, and students. Continue to provide 1 gigabit per second wide area network.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$63,866.00</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$29,000.00</p> <p>ERATE 5800: Professional/Consulting Services And Operating Expenditures Other \$23,200.00</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$60,786.40</p> <p>4000-4999: Books And Supplies Lottery \$2,475.00</p> <p>ERATE 5000-5999: Services And Other Operating Expenditures Other \$41,891.40</p>
Update wireless network infrastructure to ensure reliability, this includes purchasing a new wireless network controller, upgrade 80 wireless access points, and upgrade 8 network switches to ensure access principally directed to meet the needs of unduplicated students. This project to be completed in July, 2019.	<p>ERATE 5800: Professional/Consulting Services And Operating Expenditures Other \$58,000.00</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$14,500.00</p>	<p>ERATE 5800: Professional/Consulting Services And Operating Expenditures Other \$13,245.17</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$3,311.29</p>
Ongoing supplemental technology training for faculty and staff. This includes training in Aeries student information system, Google Suite, classroom A/V systems, digital citizenship, digital curriculum, and a variety of digital learning applications to ensure access principally directed to meet the needs of unduplicated students.		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue to provide supplemental access to learning and productivity software to faculty, staff, and students. This includes the following supplemental software tools:</p> <p>Google Suite IXL Accelerated Reader OverDrive digital library Turnitin Magic Box Typing Club</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$22,000.00</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$51,000.00</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$38,974.80</p> <p>4000-4999: Books And Supplies Lottery \$8,941.00</p> <p>5800: Professional/Consulting Services And Operating Expenditures Title I \$42,084.45</p>
<p>Maintain additional staffing of IT Dept. The staffing of the IT Dept. consists of the Director of Technology and Instructional Support, two Systems Administrators, and three Information Systems Technicians. Continue to provide timely technical support to all faculty, staff, and students to ensure access principally directed to meet the needs of unduplicated students.</p>	<p>2000-2999: Classified Personnel Salaries LCFF Base \$228,250.00</p> <p>3000-3999: Employee Benefits LCFF Base \$116,500.00</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$145,000.00</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$90,800.00</p>	<p>2000-2999: Classified Personnel Salaries LCFF Base \$157,121.77</p> <p>3000-3999: Employee Benefits LCFF Base \$117,574.16</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$99,814.49</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$91,637.20</p>
<p>The District will continue to have Student Support Team teachers at every site to ensure access principally directed at meeting the needs of unduplicated students. The District will develop guidelines and a district policy about the SST Process that is distributed to all faculty and administration. All faculty will be trained in the SST process.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$41,000.00</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$8,000.00</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$22,718.88</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$4,769.52</p>
<p>Continue to support Ascend Academy. Ascend Academy focuses on providing academic and social-emotional support to students with significant behavioral and emotional issues. This action is principally directed towards unduplicated students. The Ascend Academy program will be relocated to the school sites. CPI training will be held for faculty</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$184,700.00</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$247,481.08</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
and staff at the school sites to help support the Ascend students' transition back to the school sites.	<p>Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$100,000.00</p> <p>Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$390,000.00</p> <p>Classified Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$175,000.00</p>	<p>Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$100,540.52</p> <p>Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$42,000.00</p> <p>Classified Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$7,143.79</p>
For the 2019-2020 school year, the District will adopt the California Cadet Corp program for students in grades 6-12. Students who participate in the program can join the military at a higher rank. This program is principally directed towards unduplicated students, giving them the opportunity to build self confidence, self-discipline, and improve their military career opportunities.	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$165,000.00</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$80,000.00</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$150,350.79</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$60,832.58</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

On March 30, 2020, the District transitioned from in person learning to distance learning. The ASES program ended on March 19th, 2020. This resulted in a significant reduction in costs for the after school program. The cost of after school tutoring was paid for by base.

Due to COVID-19, dual enrollment courses were no longer held during school hours. The district no longer paid teacher salaries and benefits for dual enrollment courses. Dual enrollment courses were still held virtually by Antelope Valley College.

The IT Dept. had a reduction in force of one staff member, which led to a lower actual budget. The IT Dept. continued to provide service to all students.

For the 2019-20 school year, the Ascend Academy moved from its own campus to being housed at the comprehensive school sites. This led to a lower number of staff members. Students in the Ascend Academy program continued to receive all of their services.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The COVID-19 pandemic has made implementing the actions and services of Goal 1 a challenge. From March 30, 2020 through March 19, 2021, our students were in distance learning. This certainly changed the dynamics of teaching and learning. Classes were held online using Zoom, Google Classroom, digital curriculum, and a variety of learning applications. This necessitated extensive professional development for teachers and para-educators. Teachers, students and para-educators have learned to use Google Classroom, Zoom and other digital learning tools. We have utilized our paraeducators to provide supports to students with disabilities.

One significant change was that we did not take the CAASPP assessments in the 19-20 or 20-21 school years. We have been using Renaissance Star Reading and Star Math for many years. We used those assessments instead of the CAASPP assessments at the end of the 2020-2021 school year. A significant challenge we faced was student access to their online classes. We had about 15% of our students who lacked high-speed, reliable internet access. To remedy this, we checked out over 500 mobile hot spots to our families.

Throughout distance learning, we continued to offer most of our programs. Our struggling readers continued to do the Read 180 reading intervention program. We continued to offer nine CTE pathways at Rosamond High School. We continued the credit recovery program at Rosamond High School and Tropico Middle School. We continued to have the Cadet Corps program at Rosamond High and Tropico Middle School. We had a wealth of professional development opportunities for our teachers. Teachers continued in their professional learning communities via Zoom.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Suspension Rate. Decrease suspension rates by 2% annually.</p> <p>19-20 All Students: 2.3%. Students with Disabilities: 3.3% African Americans: 8.1% Foster Youth: 4.9% Socioeconomically Disadvantaged: 2.8%</p> <p>Baseline California School Dashboard 2017 Suspension Rate Report All Students: 8%. Students with Disabilities: 13.3% African Americans: 18.9% Foster Youth: 13.8 Socioeconomically Disadvantaged: 9.1%</p>	<p>On the 2019 CA School Dashboard, the suspension rate was 7%. Students with Disabilities: 11.5% suspended at least once African American: 15.7% suspended at least once Foster Youth: 13.2% suspended at least once Socioeconomically Disadvantaged: 7.9% suspended at least once</p>
<p>Metric/Indicator</p>	<p>2019 Dashboard All Students: 16.4%</p>

Expected	Actual
<p>Chronic Absenteeism Rate. Decrease by 2% annually until all student groups are under 5%.</p> <p>19-20 All Students: 12.8% Students with Disabilities: 20.1% African American: 28.7% Foster Youth: 20.5% Homeless 28.2% Socioeconomically Disadvantaged: 14.4%</p> <p>Baseline 2017 Dataquest: All Students: 16.8% Students with Disabilities African American: 29.0% Foster Youth: 26% Homeless 25% Socioeconomically Disadvantaged:</p>	<p>Students with Disabilities: 23.4% African American: 28.1% Foster Youth: 13.5% Homeless 29.1% Socioeconomically Disadvantaged: 19.3%</p>
<p>Metric/Indicator California Healthy Kids Survey administered to students in grades 7, 9, and 11. Question: "At my school, there is a teacher or some other adult who really cares about me." "Pretty much true" or "Very much true". Increase 10% annually until reaching 90%.</p> <p>19-20 Grade 7: 67% Grade 9: 62% Grade 11: 72%</p> <p>Baseline</p>	<p>CHKS 2019-2020 Grade 7: 46% (n=223) Grade 9: 42% (n=171) Grade 11: 56% (n=124)</p>

Expected	Actual
Grade 7: 51% (n=234) Grade 9: 50% (n=179) Grade 11: 61% (n=146)	
Metric/Indicator California Healthy Kids Survey administered to students in grades 7, 9, and 11. Question: "I feel safe in my school." "Pretty much true" or "Very much true". Increase 10% annually until reaching 90%. 19-20 Grade 7: 57% Grade 9: 73% Grade 11: 57% Baseline Grade 7: 59% (n=234) Grade 9: 57% (n=179) Grade 11: 53% (n=146)	Grade 7: 33% (n=223) Grade 9: 19% (n=171) Grade 11: 29% (n=124)
Metric/Indicator Maintain an expulsion rate of less than 1%. 19-20 Maintain an expulsion rate of less than 1%. Baseline According to DataQuest, the 2017-2018 expulsion rate was 0.25. There were 10 total expulsions out of a cumulative enrollment of 3,972.	Dataquest. 2019-2020. 0.29% expulsion rate
Metric/Indicator LCAP Parent Survey. Question, "The campus is safe and secure." Percentage of respondents who answered Agree or Strongly Agree. Increase 10% annually until reaching 90%. 19-20 61.7% of parents will feel that the campuses of SKUSD are safe.	LCAP Survey 2019-2020. 51.4%

Expected	Actual
<p>Baseline 2017-2018 LCAP Parent Survey. N=119 68.1% of parents feel that the campuses of SKUSD are secure.</p> <p>Metric/Indicator California School Staff Survey. Percentage of Staff feeling safe at school.</p> <p>19-20 100% of respondents will feel safe or very safe at school.</p> <p>Baseline 2017-2018 survey administered to 25 staff members. 100% of respondents felt safe or very safe at school.</p>	<p>2019-2020 CSSS. 56%</p>
<p>Metric/Indicator High school dropout rate. Maintain less than 3% dropout rate.</p> <p>19-20 According to CALPADS, during the 20172018 school year, there were twelve dropouts at Abraham Lincoln, nine dropouts at Rare Earth, and twelve dropouts at Rosamond High. There were a total of 33 dropouts. Total enrollment at SKUSD for grades 912 was 951. The high school dropout rate was 3.4%.</p> <p>Baseline Maintain less than 3% dropout rate</p>	<p>CALPADS. 2019-2020. 1.6%</p>
<p>Metric/Indicator Middle school dropout rate.</p> <p>19-20 Maintain less than 1% middle school dropout rate</p> <p>Baseline For the 2017-2018 school year, there were six SKUSD students in grades 6-8 who are listed as dropouts in CALPADS. There were 822 students enrolled at SKUSD in grades 6-8. The middle school dropout rate was .7%.</p>	<p>CALPADS. 2019-2020. 0.7%</p>
<p>Metric/Indicator High school graduation rate.</p>	<p>2019 Dashboard. 91.8% graduation rate</p>

Expected	Actual
<p>19-20 According to the Dashboard, for the 16-17 school year, 89.3% of the District's four-year cohort of students graduated.</p> <p>Baseline The District's 4 year cohort of students will maintain a graduation rate of 87% or higher.</p>	
<p>Metric/Indicator 5th and 7th Grade students will increase in all Physical Fitness Subtests by 3% annually until the District has reached and maintained 75.</p> <p>19-20 Aerobic Capacity (One Mile Run) 5th Grade: 67.5% 7th Grade: 60.7% 9th Grade: 50.1% Body Composition (BMI) 5th Grade: 71.3% 7th Grade: 59.9% 9th Grade: 63.4% Abdominal Strength 5th Grade: 66.7% 7th Grade: 96.5% 9th Grade: 85.7% Trunk Strength 5th Grade: 100% 7th Grade: 97.4% 9th Grade: 100% Upper Body Strength 5th Grade: 83.9% 7th Grade: 57.9% 9th Grade: 57.5% Flexibility 5th Grade: 72.8% 7th Grade: 90% 9th Grade: 75.3%</p>	<p>Could not complete PFT testing due to COVID-19 restrictions.</p>

Expected	Actual
<p>Baseline Aerobic Capacity (One Mile Run) 5th Grade: 54.9% 7th Grade: 55.0% Body Composition (BMI) 5th Grade: 63.6% 7th Grade: 52.2% Abdominal Strength 5th Grade: 77.4% 7th Grade: 95.0% Trunk Strength 5th Grade: 98.9% 7th Grade: 96.9% Upper Body Strength 5th Grade: 88.1% 7th Grade: 68% Flexibility 5th Grade: 73.0% 7th Grade: 83.1%</p>	
<p>Metric/Indicator Increase attendance by 1% annually until an attendance rate of 98% is met for all students & student groups.</p> <p>19-20 All students: 95.28% African American: 93.42% Students w/Disabilities: 93.84% Foster Youth: 94.55%</p> <p>Baseline All students: 92.2% African American: 88.2% Students w/Disabilities: 90.4%</p>	<p>2019-2020 from Aeries. All students: 94.1% African American: 92.7% Students with disabilities: 92.3% Foster Youth: 93.6%</p>

Expected	Actual
Foster Youth: 85.7%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Southern Kern USD is partnering with Capturing Kids Hearts to implement a system for improving school climate across the District. 100% of administrators will be trained by the start of the 2019-2020 school year. 50% of teachers will be trained by the start of the 2019-2020 school year. Ongoing training for teachers, paraeducators, administrators, campus safety officers, and front office staff. This action is principally directed towards meeting unduplicated students' needs.	<p>Low Performing Student Block Grant 5800: Professional/Consulting Services And Operating Expenditures Other \$125,000.00</p> <p>Low Performing Student Block Grant 1000-1999: Certificated Personnel Salaries Other \$25,000.00</p> <p>Low Performing Student Block Grant 3000-3999: Employee Benefits Other \$5,000.00</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Title I \$23,000.00</p> <p>5800: Professional/Consulting Services And Operating Expenditures Title IV \$2,600.00</p>
The District employs three school psychologists, one intern psychologist, and one therapist. Psychologists and therapists hold anger regression training and parenting classes. This action is principally directed to support unduplicated students, many of whom have experienced trauma in their lives, and benefit from counseling and mental health services. The District will implement an efficient, transparent scheduling system for getting counseling services for students. The District Office will monitor the counseling scheduling to ensure that students are getting the counseling services they need.	<p>Certificated Salary 1000-1999: Certificated Personnel Salaries LCFF Base \$169,950.00</p> <p>Certificated Benefits 3000-3999: Employee Benefits LCFF Base \$68,650.00</p> <p>Certificated Salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 140,415.00</p> <p>Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$34,325.00</p>	<p>Certificated Salary 1000-1999: Certificated Personnel Salaries Special Education \$152,546.47</p> <p>Certificated Benefits 3000-3999: Employee Benefits Special Education \$68,650.00</p> <p>Certificated Salary 1000-1999: Certificated Personnel Salaries Special Education \$76,229.98</p> <p>Certificated Benefits 3000-3999: Employee Benefits Special Education \$33,126.17</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$78,190 Classified Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$57,815.00	Classified Salaries 2000-2999: Classified Personnel Salaries Special Education \$162,139.92 Classified Benefits 3000-3999: Employee Benefits Special Education \$74,474.28
Supplemental AntiBullying and AntiDrug Campaigns. Implement anonymous reporting tool for students using Google Sheets. Continue antibullying and antidrug weeks at Rosamond Elementary and Westpark Elementary.	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$5,000.00	NO EXPENDITURES 0.00
We will continue to offer free breakfast, lunch, and dinner for all TK 8th grade students at Rosamond Elementary, Westpark Elementary, and Tropico Middle principally directed to unduplicated students for support. We will continue to have free breakfast and lunch for all students at Rosamond High, Abraham Lincoln, Rare Earth, and Ascend Academy principally directed to unduplicated students for support. We will have holiday and summer feeding programs at the Rosamond Public Library, which will be available to all students in the District.	Child Nutrition Program 2000- 2999: Classified Personnel Salaries Federal Funds 616,000.00 Child Nutrition Program 3000- 3999: Employee Benefits Federal Funds \$280,500.00	Child Nutrition Program 2000- 2999: Classified Personnel Salaries Federal Funds \$684,216.35 Child Nutrition Program 3000- 3999: Employee Benefits Federal Funds \$293,226.31
Continue to have licensed vocational nurses (LVN) and one registered nurse (RN) who support each school site. These additional health services are principally directed to supporting our unduplicated students, many of whom would not otherwise have access to adequate health care.	Certificated Salary 1000-1999: Certificated Personnel Salaries LCFF Base \$50,000.00 Certificated Benefits 3000-3999: Employee Benefits LCFF Base \$35,000.00 Classified Salary 2000-2999: Classified Personnel Salaries LCFF Base \$34,500.00 Classified Benefits 3000-3999: Employee Benefits LCFF Base \$25,000.00	Certificated Salary 1000-1999: Certificated Personnel Salaries Special Education \$62,324.50 Certificated Benefits 3000-3999: Employee Benefits Special Education \$28,086.50 Classified Salary 2000-2999: Classified Personnel Salaries Special Education \$45,092.90 Classified Benefits 3000-3999: Employee Benefits Special Education \$28,238.93

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Classified Salary 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$79,834.88 Classified Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$56,250.00	Classified Salary 2000-2999: Classified Personnel Salaries Special Education \$73,958.97 Classified Benefits 3000-3999: Employee Benefits Special Education \$53,448.03
Provide and administer surveys to staff, students, and parents around academics, safety, and connectedness to school. This includes the annual LCAP survey and other survey instruments. These surveys enable the district to be responsive to the needs of families of unduplicated students. This promotes school engagement with families of unduplicated students.	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$300.00	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$300.00
Increase student connectedness to school at the middle and upper levels through extracurricular activities such as music, sports, robotics, etc. that are typically unduplicated students who would otherwise not be able to participate in such activities.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$185,750.00 Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$23,000.00 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$61,250.00 Classified Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$5,600.00	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$74,740.10 Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$14,793.69 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$58,528.14 Classified Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$4,655.33 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$3,713.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Southern Kern USD has partnered with The Achievement Initiative to implement the Attention to Attendance (A2A) program for grades K3. This program involves ongoing communication with families to improve student attendance. The administration will monitor student attendance, using A2A as an online tool for attendance analysis and tracking. With this more effective documentation and notification of students' attendance, staff will continue to focus on supporting students with chronic absenteeism.	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$63,800.00	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$55,500.00
Risk management strategy: Continue monthly fire and lockdown drills at all school sites. Continue to have emergency supply kits able to supply all students at all sites. Each school site will have a school safety committee comprised of one person per grade level or department, and representatives from the school staff. School safety plans are shared with faculty and staff at the beginning of the year.	4000-4999: Books And Supplies LCFF Base \$10,000.00	0.00
School administrators will annually review the school climate survey results regarding student, parent/guardian, and staff sense of safety and incorporate the data into their evaluations of the site Single Plans for Student Achievement to refine school-based approaches to increasing students' sense of safety at school.	NO COST 0.00	NO COST 0.00
69% of SKUSD students come from a socioeconomically disadvantaged background. Many students need additional support in the areas of conflict resolution, positive behavior intervention, and additional trusted adults on campus, Principally directed at supporting unduplicated students, the District will continue to staff campus safety officers at all school sites. For the 19-20 school year, the District will employ approximately 23 CSOs divided between the school sites. The CSOs play an integral role in establishing a healthy climate at each school site. Their work will contribute to decreased suspensions and chronic absenteeism, and increased attendance.	Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Base \$342,000.00 Classified Benefits 3000-3999: Employee Benefits LCFF Base \$135,000.00 Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$155,000.00 Classified Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$97,800.00	Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Base \$342,000.00 Classified Benefits 3000-3999: Employee Benefits LCFF Base \$135,000.00 Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$146,966.14 Classified Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$158,540.72

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Offer expanded transportation (bus service) to and from school to all students in the District, principally directed at supporting unduplicated students that may not have access to their own transportation, and who would otherwise not be able to attend school. This action will contribute to increased attendance. Questions about the bus service will be added to the annual LCAP survey.	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$583,000.00</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$382,250.00</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$200,000.00</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$20,000.00</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$549,330.86</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$348,377.59</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$145,427.57</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$8,680.78</p>
Provide additional Facility and Support Operations staff, including custodians, to provide a clean, safe, and secure learning environment for all students. Principally directed at supporting unduplicated students health and welfare, therefore, improving their attendance.	<p>Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Base \$700,815.20</p> <p>Classified Benefits 3000-3999: Employee Benefits LCFF Base \$444,925.40</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$184,695.95</p> <p>Classified Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$102,074.46</p>	<p>Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Base \$700,815.20</p> <p>Classified Benefits 3000-3999: Employee Benefits LCFF Base \$444,925.40</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$43,741.90</p> <p>Classified Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$69,594.15</p> <p>On-going & Major Maintenance 2000-2999: Classified Personnel Salaries Other \$55,878.00</p> <p>On-going & Major Maintenance 3000-3999: Employee Benefits Other \$33,421.48</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Supplemental Parenting Classes to improve the academic success of students.	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$5,000.00</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$500.00</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2000.00</p>	<p>Did Not Hold These Classes in 2019-2020 0.00</p> <p>Did Not Hold These Classes in 2019-2020 0.00</p> <p>Did Not Hold These Classes in 2019-2020 0.00</p>
Middle School Counselor principally directed at supporting the social/emotional, as well as academic needs of our unduplicated students.	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$74,300.00</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$34,000.00</p>	<p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$77,273.20</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$39,395.06</p>
To improve the school climates, lower the suspension rate, and align itself with best practices, the district is implementing a PBIS/MTSS program. This program includes additional professional development for faculty and staff. The program will be led by the site assistant principals. The program is designed to principally support the needs of our unduplicated student population.	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$5,000.00</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$800.00</p>	<p>0.00</p> <p>0.00</p>
There has been a significant increase in the suspension rate at Tropico Middle School from the 1718 school year to the 1819 school year. As of 52819, the suspension rate at Tropico Middle School was 11.8%. Furthermore, during the 1819 school year, there were 83 suspensions for fighting or assault. This is alarming to our stakeholders. To improve campus safety, the District is purchasing, installing and monitoring a new video surveillance system for Tropico Middle School. This will enable Tropico staff to constantly monitor the school campus, and quickly react to problems. We expect this principally directed action to lower the suspension rate, improve attendance, and reduce violent offenses against students.	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$45,000.00</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$6,059.64</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$26,965.00</p> <p>6000-6999: Capital Outlay LCFF Supplemental and Concentration \$11,289.89</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The District transitioned from in person learning to distance learning on March 30, 2020.

Due to COVID-19, we did not hold anti-bullying and anti-drug campaigns.

Extra-curricular activities stopped after March 19th, 2020.

Due to COVID-19, bus services ended on March 19th, 2020. The cost of bus service decreased.

Due to COVID-19, the District did not hold supplemental parenting classes.

Due to COVID-19, starting on March 30, the after school program was no longer held. The custodians no longer supported the after school program, which resulted in a diminished actual budget. The custodians continued to maintain the campuses.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Distance learning certainly changed the dynamics of our programs and services for building school communities. There were some challenges. Student attendance in their online classes was lower than previous years. Extra-curricular activities were cancelled.

The District did a great job with a number of programs and services throughout the pandemic. The Child Nutrition Dept. continued to provide free breakfast and lunch for all SKUSD students. They have shown great dedication to ensure that no student would experience food insecurity during the pandemic. The custodians added classroom disinfecting procedures to their work routines. The school psychologists and therapists continued supporting students remotely, providing a wide variety of resources to students who are homeless or in foster care, and to students and families undergoing emotional distress or trauma.

The transportation department helped with transporting meals to the grab and go sites throughout school closure. They have resumed providing transportation to students since students returned to in-person instruction.

SKUSD administrators, teachers, therapists, counselors, and paraeducators have supported students who became disengaged with school. These team members have made countless phone calls, offered office hour time, and conducted numerous home visits to check on struggling students.

During the 2019-20 school year, the District administered numerous surveys to the community, which included questions about developing school community. Based on the results of the LCAP survey, the District decided to add an attendance clerk at Rosamond High School and Tropic Middle School.

Goal 3

Engage families and community in effective educational partnerships.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator The District will ensure that 8 school site council meetings occur annually at each site. Additionally, there must be an agenda item to discuss LCAP updates 3 times a year.</p> <p>19-20 Each school site will have at least 8 school site council meetings and at least three meetings will have agenda items to discuss the LCAP.</p> <p>Baseline In 2017-2018, each school site had at least 8 school site council meetings annually.</p>	<p>During the 2019-2020 school year, each site held at least eight school site council meetings, with at least three meetings where the LCAP was on the agenda.</p>
<p>Metric/Indicator SKUSD will update and disseminate monthly updates and activities to 100% of unduplicated parents.</p> <p>19-20 District maintains district website. All school sites maintain their school websites. All school sites publish monthly newsletters. All school sites maintain online school site calendar. All school sites publish school news via Twitter.</p> <p>Baseline District maintains district web site.</p>	<p>During the 2019-2020 school year, the district maintained the district website. All school sites maintained their school websites. All school sites published monthly newsletters. All school sites maintained an online school site calendar. Some school sites published school news via Twitter and via the district Facebook page.</p>

Expected	Actual
<p>Metric/Indicator 100% of IEP quarterly goal progress is sent home with each report card 100% of parents of exceptional needs students will have a signed IEP.</p> <p>19-20 100% of IEP quarterly goal progress is sent home with each report card. 100% of parents of exceptional needs students have a signed IEP.</p> <p>Baseline 100% of IEP quarterly goal progress is sent home with each report card. 100% of parents of exceptional needs students have a signed IEP.</p>	<p>During the 2019-2020 school year, 100% of IEP quarterly goal progress were sent home with each report card. 100% of parents of exceptional needs students had a signed IEP.</p>
<p>Metric/Indicator The District will hold at least 8 District English Language Advisory Council (DELAC) meetings per year.</p> <p>19-20 8</p> <p>Baseline N/A</p>	<p>During the 2019-2020 school year, the District held eight District English Language Advisory Council (DELAC) meetings.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>We have implemented a new online enrollment and student data confirmation system. Nearly all students now have a parent or guardian with an Aeries parent portal account and an email address on file with the district. This has led to a large increase in parent usage of the Aeries parent portal, which parents can use to see their children's assignments and grades. Starting in the summer of 2019, parents will also use the parent portal to access their students' CAASPP electronic student score reports. Principally directed to the needs of unduplicated families.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$30,000.00</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$31,358.02</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The district will continue to use its Blackboard mobile app to increase parent engagement. Using the app, families will have access to student information, news, calendars, social media, notifications, and other vital school information. This additional communication resource is principally directed to the needs of unduplicated families. There were over 450 downloads of the app during the 18-19 school year.	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$6,000.00	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$5,920.00
Email campaigns using Constant Contact. The District sends out informational notices such as messages about the college program and state testing. The District will increase the use of email newsletters by having each school site send out a monthly newsletter. Principally directed to the needs of unduplicated families.	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$1,200.00	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$1,200
AVUHSD/ AVAE will take over and run the Adult education program in Rosamond.	No Cost - Consortium pays 100% 0.00	No Cost - Consortium pays 100% 0.00
Provide parent meeting opportunities to engage parents in the decision making process. This includes school site council meetings, LCAP meetings, PTA, IEPs, ELAC, DELAC, etc.	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,500.00	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,500.00
Website maintenance principally directed at supporting unduplicated families connectedness to the district.	5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$1,689.46	5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$1,689.46

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented and budgeted funds were spent.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The District continued to have success in implementing its services for helping the community engage with school. We continued to keep our website updated. The school sites sent out informative newsletters at least once a month. The school sites held their regular school site council meetings and IEP meetings. The District held its regular LCAP and DELAC meetings. When the District transitioned

to distance learning in March, we held the meetings virtually. There were 4157 parents/guardians and students who logged into the Aeries Portal at least once.

The adult education program through Antelope Valley Union High School District ran until March, when it was suspended due to the pandemic. We discontinued the Blackboard mobile app due to low usage.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Glass Partisans	\$8,832.00	\$41,264.62	No
Production of student packets	\$6,718.37	\$5,524.71	Yes
Protexus Backpack Electrostatic Sprayers	\$14,047.92	\$17,831.06	No
Protexus Handheld/cordless Electrostatic Sprayer	\$2,144.55	\$2,185.03	No
Purtab Disinfecting Tabs	\$3,297.00	\$3,359.23	No
Nitrile Gloves	\$2,306.20	\$6,680.56	No
Versa II High Performance Cleaning Caddy	\$14,172.76	\$14,426.77	No
Disinfectant Cleaners	251.62	\$269.86	No
Hand Sanitizer	\$1,616.00	\$2,688.40	No
Dispensing Pump	\$41.91	\$134.81	No
Wipes Plus Disinfecting	\$711.72	\$725.15	No
Non-Contact Infrared Thermometer	\$935.00	\$2,050.90	No
Face Masks	\$8,045.32	\$4,972.03	No
Spray Bottles	\$140.00	\$227.18	No
Wall Signs- English and Spanish	\$1,956.25	\$1,956.25	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Physical Distancing Signs	\$5,195.09	\$10,500.22	No
Total	\$70,411.71	\$114,796.80	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Glass Partitions - The District expanded the original scope to include all of TK through 2nd grade. Costs were greater than expected.
Non-Contact Infrared Thermometer - The District purchased more thermometers as backup and added more entry points to the campuses when students were allowed back on campus.
Face Masks - The District received several cases of masks from Kern County Superintendent of Schools for free reducing the need to purchase more. Thus we did not spend as much money on PPE as we thought.
Physical Distancing Signs - To assist with enforcement physical distancing was maintained more signs were purchased. which increased costs.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

From the start of the 2020-21 school year, through March 19, 2021, SKUSD students were in distance learning. The District reopened for in-person instruction on March 22, 2021 in the blended model of ABDAB. This was for all elementary students, all SDC students, 6th grade students at Tropico Middle, 12th grade students at Rosamond High, and all students at Rare Earth. Students in grades 7-11 continued to be in distance learning.

There were numerous challenges in implementing in-person instruction. First, we needed to put into place all of the safety protocols, including configuring the schools for social distancing, equipping the custodial department to disinfect the schools, purchasing and distributing personal protective equipment, etc. Another challenge was working through the scheduling logistics of transitioning to in person instruction. About one third of our students who were eligible to return to in-person instruction opted to stay on distance learning. We had to reconfigure our master schedules to accommodate the distance learning students. Finally, we prepared to administer the CAASPP assessments. When we determined that it was not feasible to give the CAASPP assessments, we transitioned to administering the Renaissance Star Reading and Star Math assessments in place of the CAASPP. When a staff member was sick, substitutes were hard to come by, which meant we had to be creative on how to cover classes. We could not have parent volunteers on campus. We had to eliminate all on campus assemblies and parent engagement events.

We experienced many successes in implementing in-person instruction. First, the reopening went smoothly. Our plans for transportation, child nutrition, modified schedules, etc. were all successful. Our students benefited from spending time in person with their teachers and classmates. This helped to mitigate some of the learning loss in the areas of social and emotional learning. During distance learning, we implemented interactive flat panel monitors in every classroom. Students benefited from the interactivity and high-quality audio and video these displays provided.

Survey data indicated that 70% of families wanted their students to return to in person or blended instruction. Anecdotal data from teachers, administrators, students and parents indicated that students and their families were happy to return to school.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of T Mobile Hot Spots-To Provide Wi-Fi for student use at home to access Distance Learning	\$48,000.00	\$56,052.90	Yes
iPads x30, including cases - For student use at home to access their learning	\$10,039.05	\$9,579.45	Yes
AT&T Hot Spotsx35- to ensure students have access to Wi-Fi at home to access Distance Learning	\$19,246.80	\$0.00	Yes
Dameware Licenses (remote support)	\$826.20	\$826.20	Yes
Dell Chromebook Chargers	\$656.70	\$614.10	Yes
Hot Spotsx50- T Mobile- To ensure students have access to Wi-Fi at home to access Distance Learning	\$12,000.00	\$0.00	Yes
Lenovo 300e Chromebooks x 300 for 2nd grade- for student use at home to access Distance Learning	\$101,738.44	\$100,503.00	Yes
Chargers for RHS Student Laptops	\$1,422.00	\$1,267.50	Yes
Go Guardian and Google Licenses x300 for new Chromebooks	\$9,225.00	\$9,225.00	Yes
Neverware CloudReady (Convert old Laptops to Chromebooks for 1st grade	\$3,347.00	\$3,347.00	Yes
Zoom Licenses x 220	\$11,000.00	\$11,000.00	Yes
Chromebooks from KCSOS for 3rd grade x200	\$41,600.00	\$41,926.00	Yes
Kajeet Hot Spots from KCSOS x125	\$12,000.00	\$37,708.38	Yes
Total	\$271,101.19	\$272,049.53	

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

T-Mobile Hot Spots - All estimated actuals for the actions involving T-Mobile have been combined.
AT&T Mobile Hot Spots - The District utilized the Kajeet Hot Spots from KCSOS instead.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction

SKUSD has had a 1:1 take home laptop program since the 2013-2014 school year. We were in a good position to provide continuity of instruction to our students during distance learning. All of our core curriculum is available to students electronically. Most of our classes were already using Google Classroom as their learning management system. We successfully transitioned our classes onto Zoom.

Access to Devices and Connectivity

All students in grades K-12 were issued a device at the start of the 2020-21 school year (second grade students got their devices in early September). TK students were issued iPads in October. Many families lacked reliable internet access at home. SKUSD has issued over 500 mobile hot spots to families, which has mitigated the connectivity issue. According to the California School Parent Survey (CSPS) for 2020-21:

We don't have a computer or tablet or have enough devices at home: 5%

We don't have internet access at home: 2%

Our internet access is sometimes too slow or doesn't always work: 34%

Pupil Participation and Progress

Most pupils in the district are participating in their education. As of 5-7-21, our year to date attendance rate is 92.9%. This is down about 2% from previous years. We are seeing low growth in reading and math in our Star Reading and Star Math growth reports. According to the California Healthy Kids Survey (CHKS) for 2020-21, the number of days in the past week participating in an online class from home where your teacher talked to students was:

7th grade 3 or fewer days: 10%

7th grade 4 days: 25%

7th grade 5 days: 65%

9th grade 3 or fewer days: 16%

9th grade 4 days: 9%

9th grade 5 days: 75%

11th grade 3 or fewer days: 14%
11th grade 4 days: 11%
11th grade 5 days: 75%

Distance Learning Professional Development

The district offered a wide range of professional development to the faculty. These included:

1. On Demand Training Videos: <https://www.skusd.k12.ca.us/domain/120>
2. McGraw Hill Reading Wonders and MyMath for grades K – 5
3. Google Classroom Training
4. Zoom Training
5. McGraw Hill Reveal Math
6. McGraw Hill Reveal Algebra
7. HMH Into Literature
8. Aeries Gradebook, August 5, 2020, K – 5, 8 – 11, 6 – 12, 1 – 4, Kim Hayes
9. Acellus
10. English 3D/ELD Training
11. Google Classroom
12. Zoom Video Conferencing
13. Blackboard Communications
14. Renaissance STAR assessments, Accelerated Reader
15. Promethean Panels
16. Classflow software
17. A wide variety of trainings offered through the Kern County Superintendent of Schools

Staff Roles and Responsibilities

Due to the impact of COVID-19, various staff positions had new roles and responsibilities.

The custodians have worked diligently to clean and sanitize all campuses.

The maintenance department has completed the “safe school environments” at all school sites.

Transportation has adapted with social distancing on the buses, sanitizing the buses, and modifying the bus routes.

The IT Dept. has transitioned to providing remote technical support.

The Child Nutrition Dept. has transitioned to providing grab and go meals at strategic locations throughout the community.

Support for Pupils with Unique Needs

SKUSD has continued to meet the needs of its English Learners, Foster Youth, Homeless Students, and Students with Disabilities.

SKUSD is currently providing both designated and integrated English Language Development to all of our English Learners through daily instruction. Our counselors, psychologists and mental health therapists continued to work with students and families on their caseloads throughout the school to assist in meeting the students’ social/emotional needs. The Special Education Department is working closely with students with disabilities to provide academic support. The District is working with families to ensure students are

reaching their IEP objectives. Paraprofessionals are providing additional small group instruction and tutoring.

Challenges:

Providing a 1:1 device for every student in grades TK-12. It took us until September to accomplish this.

Science instruction works better when it is hands on.

We had technical difficulties with our network for the first week of school that caused significant disruption.

We had trouble getting all students to engage with school.

Some students refused to turn on their webcams. Some students did not have adequate bandwidth to support turning on their webcams.

Not all students had reliable internet access for distance learning. Hot spots did not always work.

A significant percentage of our middle and high school students had at least one F.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Math After School Academy – Math tutoring for students in need of Math intervention to mitigate learning loss	\$308,610.00	\$38,160.00	Yes
ELA After School Academy – ELA/ELD tutoring for students in need of Reading intervention	\$308,610.00	\$810.00	Yes
iREAD – Supplemental Intervention and Enrichment reading program to assist our struggling readers	\$13,000.00	\$13,000.00	Yes
READ 180 – Supplemental Intervention and Enrichment reading program to assist struggling readers	\$275,000.00	\$227,567.55	Yes
Student Success Team Coordinator – Develops student success plans to assist students in areas of need	\$30,000.00	\$26,000.00	Yes
Technology 1:1 Devices to provide students with access to digital libraries, curriculum, and research	\$300,000.00	\$828,435.65	Yes
Standards Plus Curriculum is a supplemental curriculum for Afterschool Academies to mitigate learning loss in Math and Reading.	\$8,500.00	\$7,995.52	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Due to the inability to have students on campus for a prolonged period until April of 2021 both the Reading and Math Academies did not have the opportunity to serve students for the majority of the year. This resulted in spending significantly less on the math and ELA after school academies. Summer Schools will occur covering both Credit Retrieval and Learning Loss Mitigation. The District provided 1:1 devices to all students, which resulted in significantly higher costs than was budgeted.

SST Coordinators had a difficult time scheduling and conducting SST meetings in a distance environment.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The District successfully transitioned to distance learning, somewhat mitigating pupil learning loss. All students were provided with a Chromebook, laptop or iPad. Students without reliable internet access were issued a hot spot. All of the curriculum was accessible electronically. Classes were held via Zoom, and Google Classroom was used as the learning management system. So there was definitely success in offering the educational program during distance learning.

The District uses Renaissance Star Reading and Star Math to measure student growth, and pupil learning loss. The Star Math growth report shows .3 years of growth for SKUSD students during the 2020-2021 school year. The Star Reading growth report shows -.4 years of growth during the 2020-21 school year. On the Expanded Learning Opportunities survey, the faculty indicated that their students had learned between $\frac{1}{2}$ and $\frac{3}{4}$ of a regular school year's curriculum in reading and math. Unduplicated student groups showed less growth in reading and math than the all students group. There is significant student learning loss that the district is addressing.

According to the California School Staff Survey CSSS, 80% of respondents agreed or strongly agreed with the statement, "Students are less engaged in remote classes than in in-person classes." To address learning loss the District has engaged in a number of programs. We held reading and math academies after school at Rosamond Elementary, Westpark Elementary, Tropic Middle, and Rosamond High School. We continued the Read 180 reading intervention program. We will be holding two sessions of summer school for students with learning loss. We used the Attention to Attendance program to monitor student attendance and coordinate communication and conferencing with students with chronic absenteeism and truancy issues.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

SKUSD has had success in monitoring and supporting students' mental health, and social and emotional well being. The mental health staff held zoom meeting support groups open to all student to address their concerns during distance learning during the pandemic. When notified by staff that there were signs that someone was struggling the counselors checked in on the students who needed additional support. When concerns seemed urgent the counselors did home visits to check in with parents and students. The mental health staff shared information during staff meetings on how to support students' mental health. They joined Zoom classes to talk about coping skills and where to go for help. Also, each site has a designated SST Coordinator who coordinates support for students.

The greatest challenge was due to the COVID restrictions, which created far greater social/emotional needs for students. It was challenging to find and help all of the students that needed it since they were not coming to school in-person.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The District used multiple communications platforms throughout the pandemic to reach families. Administrators and teachers regularly communicated with families by phone and email using Blackboard. Teachers use Remind and Class Dojo for two-way communication with families. School sites sent out monthly newsletters. Administrators collected feedback from families using SurveyMonkey. The District and school sites kept their websites up to date with timely information. Board meetings were live streamed on YouTube. Meetings were held via Zoom. Families used the Aeries Portal to access student grades and assignments. Google Classroom enables families to see their students' assignments. We use Facebook and Twitter for communication. All communication is in English and Spanish.

The District uses the Attention to Attendance program to monitor student attendance and manage communication and conferencing regarding attendance. Families of students with attendance issues receive letters in the mail. Site administrators hold attendance conferences with families to support student attendance.

It has been challenging to get all students to engage in their learning. As we approach the end of the school year, we have a number of students who are not engaged in learning. Approximately 10% of our students have not taken their end of the year benchmark assessment. This is primarily due to these students not logging into their distance learning classes. This is despite attempts by teachers and administrators to contact the families. We were unable to have parent volunteers on campus. We were unable to have family events on campus.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

SKUSD has had a lot of success in providing nutritionally adequate meals for all students throughout the COVID-19 pandemic. Summer Feeding began on July 1 through July 31. The Food Service Department served meals at RES, WES, TMS and the United Park. Meals were distributed between the hours of 8:30 am. – 10:30 am Monday – Friday. Parents received their meals in a drive-up method. A total of 14,025 Breakfast and 14,025 lunch meals were served through the end of July 31.

August 12 – August 31, 2020 – Since Southern Kern USD was on a Distance Learning Plan, Food Services offered meal pick up at each school site where parents/guardians came to a feeding site. Meals were served between the hours of 6:45 am – 8:45 am and another service time of 11:30 am – 12:30 pm at the four school sites. Drive up method was used to hand out the meals to each car.

On August 31, 2020, the USDA released a waiver allowing meals to be served under the Seamless Summer Option Operations which waives the requirement to serve meals to only enrolled students. With this new waiver, the Food Service Department continues to feed any child or teen under the age of 18 years old by tallying the amount of meals each car requests. In order to reach more children to receive meals, we added an additional meal pick up time from 11:30 am to 12:30 pm at four school sites. Meal times at the bus stop locations were also extended in order to give families time to pick up meals.

On September 16th, the USDA released a waiver allowing Snack and Dinner to be served along with the Breakfast and Lunch meal, but it still required names to be given and documented to account for each meal served per day. Breakfast, Lunch, Snack and Dinner meals are being served daily Monday – Friday at four school sites, but now allowed to be served at the bus stop locations.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program (Continuity of Instruction)	Each classroom will be equipped with a Promethean Board to enable teachers to provide synchronous instruction during blended learning. This technology provides hands-on experiences, which helps unduplicated students become active in their learning, generates discussion and inspires creativity.	\$915,000.00	\$893,261.32	Yes
Distance Learning Program (Continuity of Instruction)	Each teacher in SKUSD will be provided a Laptop, monitor, and docking station to support both distance and in-person synchronous and asynchronous instruction.	\$267,200.00	\$288,634.39	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The amount of Promethean Boards required did not meet the amount budgeted.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The SKUSD Cabinet and LCAP Committee have analyzed the district's in-person and distance learning programs for 2020-21. This process has informed several actions in the 2021-24 LCAP.

An important new action for the 2021-24 LCAP is the summer school program. The District analyzed data regarding learning loss and determined to focus the summer school program on language arts and math. We also determined that having the summer program in-person would be more effective than having a distance learning program.

During the pandemic, the District has expanded its 1:1 take home device program to all students in grades TK-12. The District will continue the 1:1 laptop program for all students. As teachers and students have embraced digital learning, we want to continue to use learning technology to enrich teaching and learning.

During the pandemic, the District has purchased and distributed over five hundred mobile hot spots to families without reliable home internet access. These hot spots successfully provided reliable internet access to our students who needed this service. Due to the success of this program, we have added G1.A19 to the LCAP so that we can continue providing hot spots to our families in need.

During the 2020-21 school year, SKUSD has held Reading and Math Academies at the comprehensive school sites. These Academies have used Standards Plus curriculum. Due to the success of these programs, the District has added G1.A24: In-person, after school Reading and Math Academies at the comprehensive school sites.

To remediate learning loss, the District has added G1.A25: Tutoring. Our surveys indicate that families and teachers believe that tutoring is a good way to support our students as they try to catch up on their academics.

To properly clean and sanitize the school campuses, the District will continue to fund additional Facility and Support Operations staff, including custodial, maintenance, and grounds to provide a clean, safe, and secure learning environment for all students.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The District continues to assess and address student learning loss in the 2021-24 LCAP. The District uses Renaissance Star Reading, Star Math, and Star Early Literacy as benchmark assessments, administered 3-4 times per year. Teachers and administrators analyze the reports to determine student learning gaps, plan interventions, and to guide instruction. Support staff will be used for small group instruction and one-on-one support for our most at-risk students. We will have an after school tutoring program and summer school to address student learning loss.

In the 2021-24 LCAP, the District assesses and addresses learning loss for students with special needs. The District specifies will continue enable students with disabilities to access the state academic content standards through inclusion programs, co-teaching, RSP program, and differentiated instruction.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The substantive differences were noted in the above sections.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

SKUSD analyzed and reflected on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan. This process has informed the development of the 2021-24 LCAP in many significant ways.

SKUSD has successfully transitioned to 1:1 digital learning for all students. We will continue to support the 1:1 learning program in the LCAP by funding 1:1 devices and mobile hotspots.

We have analyzed state achievement and growth reports in Renaissance Star Reading and Star Math. We have determined that there is significant learning loss in the core subjects of ELA and math. To mitigate this, we will be implementing the following programs: Reading and Math Academies, Tutoring, and Summer School.

SKUSD will continue to fund additional facilities and support operations staff. The custodial, maintenance, and grounds departments will continue to provide a clean, safe, and secure learning environment for all students.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	10,655,940.56	9,374,448.28
	0.00	0.00
After School Education and Safety (ASES)	449,003.75	367,060.20
Federal Funds	896,500.00	977,442.66
LCFF Base	2,459,280.06	1,965,486.98
LCFF Supplemental and Concentration	5,988,803.54	3,980,971.75
Lottery	0.00	65,556.37
Other	266,200.00	534,722.07
Special Education	0.00	858,316.65
Title I	596,153.21	621,466.20
Title II	0.00	825.40
Title IV	0.00	2,600.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	10,655,940.56	9,374,448.28
	0.00	0.00
1000-1999: Certificated Personnel Salaries	2,161,255.00	1,730,834.00
2000-2999: Classified Personnel Salaries	4,394,984.41	3,765,434.06
3000-3999: Employee Benefits	3,077,951.44	2,883,326.80
4000-4999: Books And Supplies	255,500.00	351,463.06
5000-5999: Services And Other Operating Expenditures	181,594.25	204,067.78
5800: Professional/Consulting Services And Operating Expenditures	584,655.46	428,032.69
6000-6999: Capital Outlay	0.00	11,289.89

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	10,655,940.56	9,374,448.28
		0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	267,950.00	47,980.58
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	1,838,305.00	1,137,856.37
1000-1999: Certificated Personnel Salaries	Other	55,000.00	253,896.10
1000-1999: Certificated Personnel Salaries	Special Education	0.00	291,100.95
2000-2999: Classified Personnel Salaries	After School Education and Safety (ASES)	359,203.00	290,851.55
2000-2999: Classified Personnel Salaries	Federal Funds	616,000.00	684,216.35
2000-2999: Classified Personnel Salaries	LCFF Base	1,305,565.20	1,199,936.97
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	1,767,970.83	1,008,223.34
2000-2999: Classified Personnel Salaries	Other	0.00	55,878.00
2000-2999: Classified Personnel Salaries	Special Education	0.00	281,191.79
2000-2999: Classified Personnel Salaries	Title I	346,245.38	245,136.06
3000-3999: Employee Benefits	After School Education and Safety (ASES)	89,800.75	76,208.65
3000-3999: Employee Benefits	Federal Funds	280,500.00	293,226.31
3000-3999: Employee Benefits	LCFF Base	845,075.40	715,879.97
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	1,679,767.46	1,243,163.95
3000-3999: Employee Benefits	Other	5,000.00	132,993.32
3000-3999: Employee Benefits	Special Education	0.00	286,023.91
3000-3999: Employee Benefits	Title I	177,807.83	135,830.69
4000-4999: Books And Supplies	LCFF Base	10,000.00	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	245,500.00	225,473.61
4000-4999: Books And Supplies	Lottery	0.00	65,556.37
4000-4999: Books And Supplies	Other	0.00	36,818.08
4000-4999: Books And Supplies	Title I	0.00	23,615.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	181,594.25	161,350.98
5000-5999: Services And Other Operating Expenditures	Other	0.00	41,891.40
5000-5999: Services And Other Operating Expenditures	Title II	0.00	825.40
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	30,689.46	1,689.46

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	275,666.00	193,613.61
5800: Professional/Consulting Services And Operating Expenditures	Other	206,200.00	13,245.17
5800: Professional/Consulting Services And Operating Expenditures	Title I	72,100.00	216,884.45
5800: Professional/Consulting Services And Operating Expenditures	Title IV	0.00	2,600.00
6000-6999: Capital Outlay	LCFF Supplemental and Concentration	0.00	11,289.89

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	4,865,260.21	3,915,508.65
Goal 2	5,750,290.89	5,417,272.15
Goal 3	40,389.46	41,667.48

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$140,823.42	\$229,593.58
Distance Learning Program	\$542,202.38	\$544,099.06
Pupil Learning Loss	\$1,243,720.00	\$1,141,968.72
Additional Actions and Plan Requirements	\$1,182,200.00	\$1,181,895.71
All Expenditures in Learning Continuity and Attendance Plan	\$3,108,945.80	\$3,097,557.07

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$134,105.05	\$224,068.87
Distance Learning Program	\$271,101.19	\$272,049.53
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$267,200.00	\$288,634.39
All Expenditures in Learning Continuity and Attendance Plan	\$401,305.05	\$512,703.26

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$6,718.37	\$5,524.71
Distance Learning Program	\$271,101.19	\$272,049.53
Pupil Learning Loss	\$1,243,720.00	\$1,141,968.72
Additional Actions and Plan Requirements	\$915,000.00	\$893,261.32
All Expenditures in Learning Continuity and Attendance Plan	\$2,436,539.56	\$2,312,804.28