

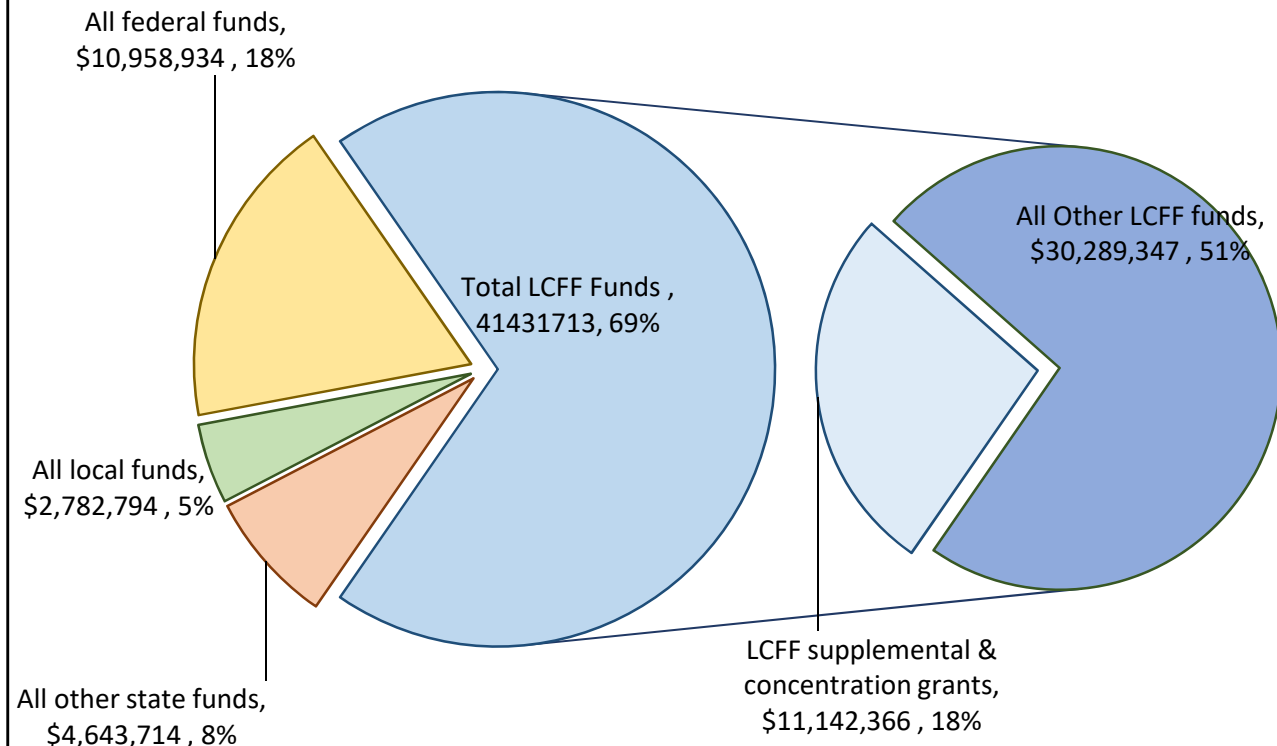
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Wasco Union Elementary School District  
CDS Code: 15-63842  
School Year: 2021 – 22  
LEA contact information: Karen Evans

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

## Budget Overview for the 2021 – 22 School Year

### Projected Revenue by Fund Source

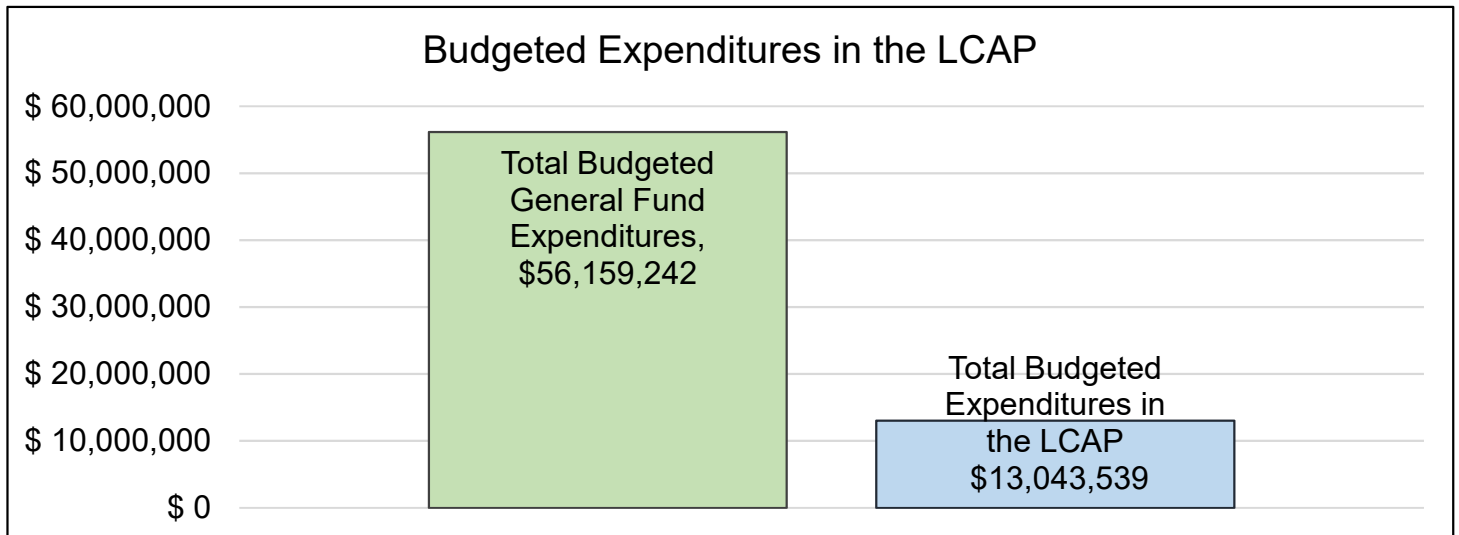


This chart shows the total general purpose revenue Wasco Union Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Wasco Union Elementary School District is \$59,817,155.00, of which \$41,431,713.00 is Local Control Funding Formula (LCFF), \$4,643,714.00 is other state funds, \$2,782,794.00 is local funds, and \$10,958,934.00 is federal funds. Of the \$41,431,713.00 in LCFF Funds, \$11,142,366.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Wasco Union Elementary School District plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Wasco Union Elementary School District plans to spend \$56,159,242.00 for the 2021 – 22 school year. Of that amount, \$13,043,539.00 is tied to actions/services in the LCAP and \$43,115,703.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

[Respond to prompt here.]

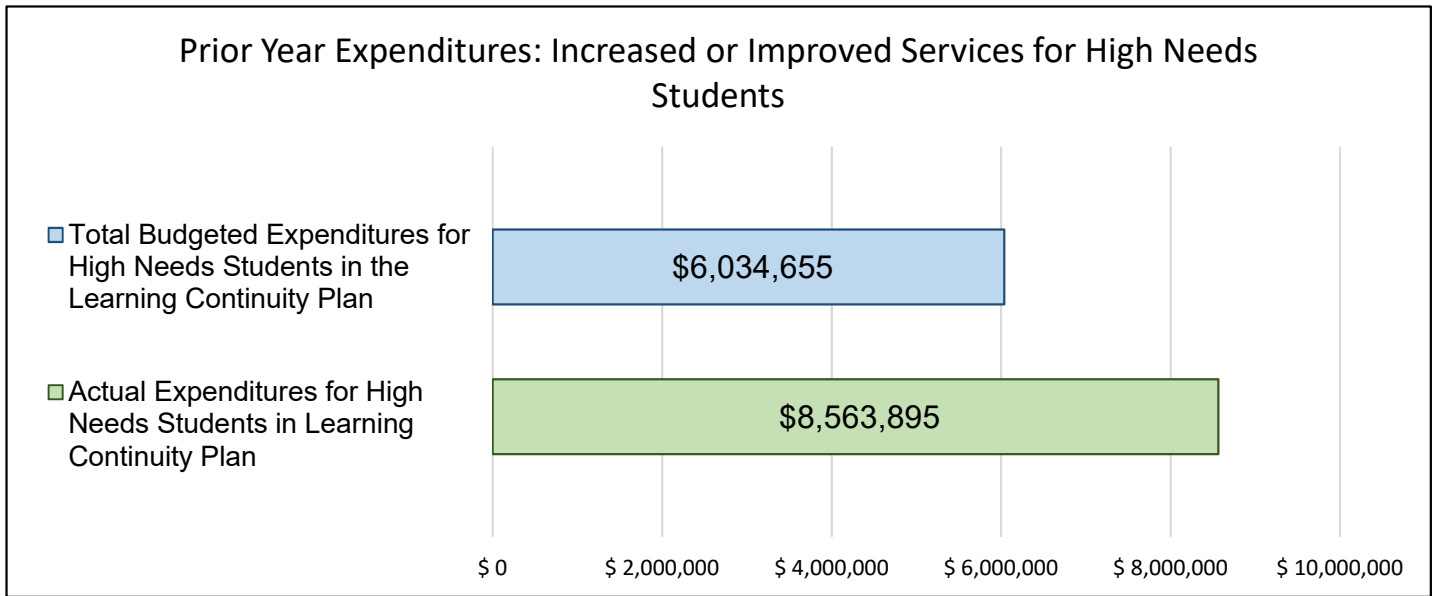
## Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Wasco Union Elementary School District is projecting it will receive \$11,142,366.00 based on the enrollment of foster youth, English learner, and low-income students. Wasco Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Wasco Union Elementary School District plans to spend \$10,679,914.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

[Respond to the prompt here; if there is no prompt a response is not required.]

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Wasco Union Elementary School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Wasco Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Wasco Union Elementary School District's Learning Continuity Plan budgeted \$6,034,655.00 for planned actions to increase or improve services for high needs students. Wasco Union Elementary School District actually spent \$8,563,895.00 for actions to increase or improve services for high needs students in 2020 – 21.

## LCFF Budget Overview for Parents: Narrative Responses

### LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	LCFF Supplemental and Concentration (S/C) funding, and how targeted subgroups and unduplicated students benefit, is thoroughly outlined in the district's LCAP. Base LCFF is utilized for the essential services of basic public education. Basic services include, but is not limited to, the costs associated with facilities, school and district administration, office support staff, special education services, teachers, and custodians.
The amount budgeted to increase or improve services for high needs students in the 2021 – 22 LCAP is less than the projected revenue of LCFF supplemental and concentration grants for 2021 – 22. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.	Stakeholders approved the overarching goals of the 2021-2022 LCAP and apply to the principally directed expenditures of LCFF supplemental and concentration funding as well as the strict expenditure guidelines of Federal Categorical Funds. The district fills any gaps in funding services and programs identified in the LCAP using Federal Categorical Funds to address the individual needs of every unique subgroup in the district. Many of these supplemental services for high-needs students are identified in the Single School Plans for Student Achievement at all school sites. Stakeholder feedback gathered through processes established to meet the requirements of LCAP development has been hugely beneficial to the district's planning using supplemental funds from the department of education. Like the LCAP, Federal Funds also target low socioeconomic, English learner, and homeless/foster subgroups. This comprehensive approach to unified planning and funding of the five goals of this LCAP dramatically assists the district in developing clear and complete plans utilizing LCFF supplemental and Federal categorical funds to their maximum potential. Please see page 100 of the LCAP for a description of the actions that only minimally met LCAP funding expectations.
A prompt may display based on information provided in the Data Input tab.	



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

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

LEA Name	Contact Name and Title	Email and Phone
Wasco Union Elementary School District	Kelly Richers Superintendent	kerichers@wuesd.org (661) 758-7100

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

Improved Achievement in Reading/ Language Arts and Math - (LEA Plan Goals 1A and 1B)

Corresponding State LCAP Priorities – Basic, Pupil Achievement, and Course Access

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                              Priority 4: Pupil Achievement (Pupil Outcomes)  
                              Priority 7: Course Access (Conditions of Learning)  
 Local Priorities:     Facilities Master Plan for Safe and Modern Schools

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> CONDITIONS BASIC  1A. Teachers appropriately assigned and fully credentialed for assignment  1B. Pupil access to standards-aligned materials  1C. School facilities maintained in good repair  PUPIL OUTCOMES STUDENT ACHIEVEMENT  4A. Statewide assessments  4B. Academic Performance Index  4C. Percentage of pupils completing a-g or CTE sequences/programs	CONDITIONS BASIC  1A. Teachers appropriately assigned and fully credentialed for assignment <ul style="list-style-type: none"> <li>100% of WUESD teachers were found to be fully credentialed and properly assigned as per the KCSOS/CDE credential audit for 2019.</li> </ul> 1B. Pupil access to standards-aligned materials <ul style="list-style-type: none"> <li>Instructional Materials were at 100% sufficiency as measured by the WUESD 2019 Williams Act review.</li> </ul> 1C. School facilities maintained in good repair <ul style="list-style-type: none"> <li>All schools received "good/exemplary" ratings as measured by the Wasco 2017 Williams Act review.</li> </ul> PUPIL OUTCOMES STUDENT ACHIEVEMENT  4A. Statewide assessments

Expected	Actual
<p>4D. Percentage of EL pupils making progress toward English proficiency</p> <p>4E. English Learner reclassification rate</p> <p>4F. Percentage of pupils passing AP exam with 3 or higher</p> <p>4G. Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other)</p> <p>CONDITIONS COURSE ACCESS</p> <p>7A. Extent to which pupils have access to and are enrolled in a broad course of study (EC 51210/51220)</p> <p>7B. Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils</p> <p>7C. Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs</p> <p><b>19-20</b> CONDITIONS BASIC</p> <p>1A. Teachers appropriately assigned and fully credentialed for assignment</p> <ul style="list-style-type: none"> <li>100% of teachers will be found to be fully credentialed and properly assigned as per the KCSOS/CDE credential audit in 2019.</li> </ul> <p>1B. Pupil access to standards-aligned materials</p> <ul style="list-style-type: none"> <li>Instructional Materials will be at 100% sufficiency as measured by the Wasco 2019 Williams Act review.</li> </ul>	<p>State Assessments Were Cancelled in 2020 Due to COVID-19 Pandemic Goal Progress on Hold</p> <p>4.A.i. 2019 ENGLISH LANGUAGE ARTS DASHBOARD RESULTS</p> <ul style="list-style-type: none"> <li>40.2 Points Below Standard - Increase of 8.1 points - District Average</li> <li>54.9 Points Below Standard - Increase of 2.8 points - Karl F. Clemens Elementary</li> <li>47.3 Points Below Standard - Decrease of .5 points - Palm Avenue Elementary</li> <li>14 Points Below Standard - Increase of 7 points - John L. Prueitt Elementary</li> <li>49.3 Points Below Standard - Increase of 11.8 points - Thomas Jefferson Middle</li> <li>29.8 Points Below Standard - Increase of 17.1 points - Teresa Burke Elementary</li> </ul> <p>4.A.ii. MATHEMATICS DASHBOARD RESULTS</p> <ul style="list-style-type: none"> <li>73.7 Points Below Standard - Increase of 10.5 points - District Average</li> <li>79.3 Points Below Standard - Increase of 7.1 points - Karl F. Clemens Elementary</li> <li>75.5 Points Below Standard - Decrease of 6.5 points - Palm Avenue Elementary</li> <li>43.6 Points Below Standard - Increase of 10.1 points - John L. Prueitt Elementary</li> <li>99.4 Points Below Standard - Increase of 19.8 points - Thomas Jefferson Middle</li> <li>50 Points Below Standard - Increase of 17.1 points - Teresa Burke Elementary</li> </ul> <p>4B. Academic Performance Index</p> <ul style="list-style-type: none"> <li>Not Applicable</li> </ul>

Expected	Actual
<p>1C. School facilities maintained in good repair</p> <ul style="list-style-type: none"> <li>• All schools will receive "good/exemplary" ratings as measured by the Wasco 2019 Williams Act review.</li> </ul> <p>PUPIL OUTCOMES STUDENT ACHIEVEMENT</p> <p>4A. Statewide assessment Goal of +3 Overall Scale Score</p> <p>4.A.i. ENGLISH LANGUAGE ARTS</p> <p>Teresa Burke Elementary</p> <ul style="list-style-type: none"> <li>• 45 Points Below Level 3</li> </ul> <p>Karl F. Clemens Elementary</p> <ul style="list-style-type: none"> <li>• 55 Points Below Level 3</li> </ul> <p>Palm Avenue Elementary</p> <ul style="list-style-type: none"> <li>• 44 Points Below Level 3</li> </ul> <p>John L. Prueitt Elementary</p> <ul style="list-style-type: none"> <li>• 23 Points Below Level 3</li> </ul> <p>Thomas Jefferson Middle</p> <ul style="list-style-type: none"> <li>• 59 Points Below Level 3</li> </ul> <p>4.A.ii. MATHEMATICS</p> <p>Teresa Burke Elementary</p> <ul style="list-style-type: none"> <li>• 63 Points Below Level 3</li> </ul> <p>Karl F. Clemens Elementary</p> <ul style="list-style-type: none"> <li>• 64 Points Below Level 3</li> </ul> <p>Palm Avenue Elementary</p> <ul style="list-style-type: none"> <li>• 66 Points Below Level 3</li> </ul> <p>John L. Prueitt Elementary</p> <ul style="list-style-type: none"> <li>• 53 Points Below Level 3</li> </ul> <p>Thomas Jefferson Middle</p> <ul style="list-style-type: none"> <li>• 117 Points Below Level 3</li> </ul> <p>4B. Academic Performance Index</p>	<p>4C. Percentage of pupils completing a-g or CTE sequences/programs</p> <ul style="list-style-type: none"> <li>• Not Applicable</li> </ul> <p>4D. Percentage of EL pupils making progress toward English proficiency</p> <p>4.D.i. 2019 ENGLISH LEARNER PROGRESS - DASHBOARD RESULTS 2020 Progress Report on Hold</p> <ul style="list-style-type: none"> <li>• 44.1% Making Progress Towards English Proficiency - District Average</li> <li>• 42.9% Making Progress Towards English Proficiency - Karl F. Clemens Elementary</li> <li>• 37.6% Making Progress Towards English Proficiency - Palm Avenue Elementary</li> <li>• 40.8% Making Progress Towards English Proficiency - John L. Prueitt Elementary</li> <li>• 50.6% Making Progress Towards English Proficiency - Thomas Jefferson Middle</li> <li>• 48.8% Making Progress Towards English Proficiency - Teresa Burke Elementary</li> </ul> <p>4.D.ii. Percentage of EL pupils making progress toward English proficiency</p> <p>Goal Not Met</p> <p>Listening</p> <ul style="list-style-type: none"> <li>• Well Developed - 21.48%</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>• Well Developed - 34.04%</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>• Well Developed - 5.9%</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Well Developed - 17.1%</li> </ul>



Expected	Actual
<ul style="list-style-type: none"> <li>• N/A</li> </ul> <p>4C. Percentage of pupils completing a-g or CTE sequences/programs</p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p>4D. Percentage of EL pupils making progress toward English proficiency Baseline Data from 2017-2018 ELPAC Administration Goal: Improvement of 3% of Well Developed English Learner Students</p> <p>Listening</p> <ul style="list-style-type: none"> <li>• Well Developed - 44.17%</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>• Well Developed - 48.45%</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>• Well Developed - 20.43%</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Well Developed - 27.28%</li> </ul> <p>4E. English Learner reclassification rate</p> <ul style="list-style-type: none"> <li>• Goal Set to Maintain RFEP Rate: 17% of Students reclassified RFEP against previous year baseline per the 2018-2019 ELPAC Administration</li> </ul> <p>4F. Percentage of pupils passing AP exam with 3 or higher</p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p>4G. Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other)</p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p>CONDITIONS COURSE ACCESS</p>	<p>4E. English Learner reclassification rate</p> <ul style="list-style-type: none"> <li>• Unofficial 2020 Reclassification Rate - 3.13%- Goal Not Met</li> </ul> <p>4F. Percentage of pupils passing AP exam with 3 or higher</p> <ul style="list-style-type: none"> <li>• Not Applicable</li> </ul> <p>4G. Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other)</p> <ul style="list-style-type: none"> <li>• Not Applicable</li> </ul> <p>CONDITIONS COURSE ACCESS</p> <p>7A. Extent to which pupils have access to and are enrolled in a broad course of study (EC 51210/51220)</p> <ul style="list-style-type: none"> <li>• All students are enrolled in a broad course of study as defined by Ed. Code and measured and demonstrated by each site's master schedule.</li> </ul> <p>7B. Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils</p> <ul style="list-style-type: none"> <li>• Supplemental services and programs provided by LCFF and outlined in the district's LCAP are provided to unduplicated students and their families and can be verified by master course schedules. Participation can also be verified by student, staff, parent and community sign-in sheets, and participation and progress reports.</li> </ul> <p>Based on the current year's data, participation rates for most programs increased substantially during the 2019-2020 school year up until school was dismissed for COVID-19 on March 17, 2020. Student use of supplemental reading, literacy, and math online programs has increased nearly 75% over the previous school year, initiated by distance learning in April and May 2020.</p>

Expected	Actual
<p>7A. Extent to which pupils have access to and are enrolled in a broad course of study (EC 51210/51220)</p> <ul style="list-style-type: none"> <li>• All students shall be enrolled in a broad course of study as defined by Ed. Code and measured and demonstrated by each site's master schedule.</li> </ul> <p>7B. Extent to which pupils have access to and are enrolled in programs and services for unduplicated pupils</p> <ul style="list-style-type: none"> <li>• Participation within supplemental services and programs provided by LCFF and outlined in the district's LCAP will be continued to be provided to unduplicated students and can be verified by master course schedules and student, staff, parent, and community sign-in sheets.</li> </ul> <p>7C. Extent to which pupils have access to and are enrolled in programs and services for pupils with exceptional needs</p> <ul style="list-style-type: none"> <li>• Exceptional needs students shall continue to fully participate in the core instructional and supplementary programs of the district except in cases mutually determined in a student's Individualized Education Plan (IEP) where a more restrictive educational learning environment is deemed best for a student's needs and documented in the IEP and the school's master schedule.</li> </ul>	<p>The district was headed toward strong growth in ELA and Mathematic proficiency. This anticipated growth was substantiated through the districtwide implementation of the SBAC Interim Assessment in December of 2019.</p> <p>7C. Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs</p> <ul style="list-style-type: none"> <li>• The district maintains the expectation that all students will engage in educational practices tailored to their productive challenge level. Exceptional needs students are monitored closely by district personnel to ensure full access to programs in the district that are appropriate to the individual child's needs. With the full participation of the parent and the student's Individual Education Plan (IEP) team, the district provides access to the district's core and supplementary instructional programs to the fullest extent possible. In cases where a more restrictive educational learning environment is deemed best for a student's needs, the IEP team offers a variety of services and alternate placement to meet students' needs. The district uses base funding to expand special education programs offering across the district to bring services closer to families. This includes new classrooms for mild/mod and mod/severe Special Day Classes, Resource, and Speech to be in place at the beginning of the 2019-2020 school year at nearly all schools in the district. All Special Education students are encouraged to participate in all school and district actions funded by LCFF S/C dollars.</li> </ul>
<p><b>Baseline</b> CONDITIONS BASIC</p> <p>1A. Teachers appropriately assigned and fully credentialed for assignment</p> <ul style="list-style-type: none"> <li>• 100% of teachers were found to fully credentialed and properly assigned as per the KCSOS/CDE credential audit for 2016.</li> </ul> <p>1B. Pupil access to standards-aligned materials</p>	

Expected	Actual
<ul style="list-style-type: none"> <li>• Instructional Materials were at 100% sufficiency as measured by the Wasco 2016 Williams Act review.</li> </ul> <p>1C. School facilities maintained in good repair</p> <ul style="list-style-type: none"> <li>• All schools received "good/exemplary" ratings as measured by the Wasco 2016 Williams Act review.</li> </ul> <p>PUPIL OUTCOMES STUDENT ACHIEVEMENT</p> <p>4A. Statewide assessments</p> <p>4.A.i. ENGLISH LANGUAGE ARTS</p> <p>Teresa Burke Elementary</p> <ul style="list-style-type: none"> <li>• 65.1 Points Below Level 3</li> </ul> <p>Karl F. Clemens Elementary</p> <ul style="list-style-type: none"> <li>• 64.8 Points Below Level 3</li> </ul> <p>Palm Avenue Elementary</p> <ul style="list-style-type: none"> <li>• 49.6 Points Below Level 3</li> </ul> <p>John L. Prueitt Elementary</p> <ul style="list-style-type: none"> <li>• 32.3 Points Below Level 3</li> </ul> <p>Thomas Jefferson Middle</p> <ul style="list-style-type: none"> <li>• 73.8 Points Below Level 3</li> </ul> <p>4.A.ii. MATHEMATICS</p> <p>Teresa Burke Elementary</p> <ul style="list-style-type: none"> <li>• 87.6 Points Below Level 3</li> </ul> <p>Karl F. Clemens Elementary</p> <ul style="list-style-type: none"> <li>• 81.8 Points Below Level 3</li> </ul> <p>Palm Avenue Elementary</p> <ul style="list-style-type: none"> <li>• 63.6 Points Below Level 3</li> </ul> <p>John L. Prueitt Elementary</p> <ul style="list-style-type: none"> <li>• 65.8 Points Below Level 3</li> </ul> <p>Thomas Jefferson Middle</p> <ul style="list-style-type: none"> <li>• 103 Points Below Level 3</li> </ul>	

Expected	Actual
<p>4B. Academic Performance Index</p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p>4C. Percentage of pupils completing a-g or CTE sequences/programs</p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p>4D. Percentage of EL pupils making progress toward English proficiency - 55.9%</p> <p>4E. English Learner reclassification rate</p> <ul style="list-style-type: none"> <li>Less than 5 Years - 19.5%</li> <li>More than 5 years - 39.5%</li> </ul> <p>4F. Percentage of pupils passing AP exam with 3 or higher</p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p>4G. Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other)</p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p>CONDITIONS COURSE ACCESS</p> <p>7A. Extent to which pupils have access to and are enrolled in a broad course of study (EC 51210/51220)</p> <ul style="list-style-type: none"> <li>All students are enrolled in a broad course of study as defined by Ed. Code and measured and demonstrated by each site's master schedule.</li> </ul> <p>7B. Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils</p> <ul style="list-style-type: none"> <li>Participation within supplemental services and programs provided by LCFF and outlined in the district's LCAP are provided to unduplicated students and can be verified by</li> </ul>	

Expected	Actual
<p>master course schedules and student, staff, parent, and community sign-in sheets.</p> <p>7C. Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs</p> <ul style="list-style-type: none"> <li>Exceptional needs students participate fully in the core instructional and supplementary programs of the district except in cases mutually determined in a student's Individualized Education Plan (IEP) where a more restrictive educational learning environment is deemed best for a student's needs.</li> </ul>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.a. State LCAP Priority #1 - Basic Supplemental Site Library Secretary/Clerks</p> <p>The district shall provide efficient and reliable supplemental support services for site libraries; each school library will be adequately staffed with support personnel. Library Secretary/clerks enhance access to library services for all students. Libraries are also open to parents of students to help ensure families have access to a selection of age-appropriate literature at home. (includes night library hours) Full-time positions for site libraries would not be possible without utilizing supplemental and concentration funding.</p> <p>One position shall be added to provide services to the district's newest school. (James A. Forrest Elementary)</p> <p>Six library clerks: #92301 #112302</p>	<p>6 Library Secretaries - Positions: #92301, #112302, #122301, #132301, #142304, #200053 and extra time #102310 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$272,593</p> <p>Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$193,184</p>	<p>6 Library Secretaries - Positions: #92301, #112302, #122301, #132301, #142304, #200053 and extra time #102310 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$267,964</p> <p>Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$193,311</p> <p>Data Processing Allocation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,038</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
#122301 #132301 #142304 #200053		
<p>1.b. State LCAP Priority #1 - Basic Supplemental Technology Improvement at Each Site - 2019-2020</p> <p>Each of the district's five schools in the district shall be provided \$50,000 annually toward building a stronger educational technology program as needed at each site. The technology requirements of each school shall follow the plan outlined in the District's long-term strategy for computer and network equipment replacement. The technology department will evaluate the district/site need each year of the LCAP to determine the amount appropriate for site upgrades of hardware and software.</p> <p>Expenditures will target improving classroom presentation technology using Viewsonic touchscreens to replace aged and failing SmartBoard technology. Additionally, the district will need to replace or repair student Chromebooks as necessary using this LCAP funded action.</p>	<p>\$50,000 Per School X 5 Schools for Educational Technology 4000-4999: Books And Supplies Supplemental and Concentration \$250,000</p> <p>Parent ID Badge System 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,550</p> <p>AMS - Contract for Ed. Technology Support SNAP Survey 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,199</p>	<p>\$50,000 Per School X 5 Schools for Educational Technology 4000-4999: Books And Supplies Supplemental and Concentration \$243,295</p> <p>Parent ID Badge System 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,240</p> <p>AMS - Contract for Ed. Technology Support SNAP Survey 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$29,391</p>
<p>1.c. State LCAP Priority #1 - Basic Supplemental Access to Core and Supplemental Curriculum - Citywide Network*</p> <p>This action item has been scaled back dramatically for the 2019-2020 school year. The increased costs of duplicating LCAP funded personnel positions at the newest district school, James A. Forrest Elementary necessitated the elimination of a substantially funded action in this year's LCAP. The addition of staff is reported on each associated action item throughout the 2019-2020 iteration of the WUESD LCAP. Remaining in this action are annual fees associated with LCAP funded supplemental adoption materials.</p>	<p>Textbook Consumables ELD Supplemental Consumables TK Curriculum Consumables 4000-4999: Books And Supplies Supplemental and Concentration \$80,000</p>	<p>Textbook Consumables ELD Supplemental Consumables TK Curriculum Consumables 4000-4999: Books And Supplies Supplemental and Concentration \$17,636</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.d. State LCAP Priority #7 - Pupil Achievement Summer School Intervention and Supplies 2019-2020</p> <p>Provide targeted summer school to students needing enrichment in language skills. Summer school shall be conducted through coordinated Title I services for low-socioeconomic students. This action covers the cost of support personnel. Title I funds are leveraged to pay for instructional staff.</p>	<p>Summer School Principal and Nurse 1000-1999: Certificated Personnel Salaries Title I \$14,306</p> <p>Benefits for Summer School Principal and Nurse 3000-3999: Employee Benefits Title I \$2,853</p> <p>Summer School Classified Support - Clerks and Student Monitors 2000-2999: Classified Personnel Salaries Title I \$9,808</p> <p>Benefits 3000-3999: Employee Benefits Title I \$798</p> <p>Instructional Supplies for Summer School 4000-4999: Books And Supplies Title I \$10,000</p> <p>Summer School Student Transportation 5000-5999: Services And Other Operating Expenditures Title I \$18,081</p>	<p>Summer School Principal and Nurse 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$550</p> <p>Benefits for Summer School Principal and Nurse 3000-3999: Employee Benefits Supplemental and Concentration \$110</p> <p>Summer School Classified Support - Clerks and Student Monitors 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,334</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$241</p> <p>Instructional Supplies for Summer School 4000-4999: Books And Supplies Title I \$0</p> <p>Summer School Student Transportation 5000-5999: Services And Other Operating Expenditures Title I \$0</p>
<p>1.e. State LCAP Priority #4 - Pupil Achievement Tier II Academic Support - After School</p> <p>As shared several times in the narrative of this year's LCAP, Tier II academic support will now be conducted through a twenty-minute block of time to be undertaken each instructional day. This action item is one of the most significant adjustments of LCFF funding to be undertaken during the 2019-2020 school year. The additional instructional time is a commitment of just over \$600,000 of supplemental and concentration dollars. The LCAP action directing funds for support afterschool intervention has been redirected to increased instructional time.</p>	<p>Certificated Salary for T2 Academic Support-1710 #151042 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$100,000</p> <p>Employee Benefits for Certificated T2 Academic Support 3000-3999: Employee Benefits Supplemental and Concentration \$19,958</p> <p>After School Student Transportation for T2 Academic Support 5000-5999: Services And</p>	<p>Certificated Salary for T2 Academic Support-1710 #151042 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$31,457</p> <p>Employee Benefits for Certificated T2 Academic Support 3000-3999: Employee Benefits Supplemental and Concentration \$6,272</p> <p>After School Student Transportation for T2 Academic Support 5000-5999: Services And</p>



<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>This instructional time shall be used to offer universal access instructional time specifically to unduplicated students during regular school hours. (twenty minutes a day, 3,600 minutes for the coming instructional year) LCAP funds will continue to be used to provide a limited amount of instruction after school hours for unduplicated most in need of continued support to access core instructional success. The district will be monitoring student progress in mathematics using a variety of state and local assessments in the coming year to determine the effect of this new initiative in providing the results in mathematics that it is optimistically expected to bring.</p>	<p>Other Operating Expenditures Title I \$13,562</p> <p>Ellevation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$12,870</p> <p>Certificated salaries for twenty minute block of time 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$600,743</p> <p>Certificated benefits for twenty minute block of time 3000-3999: Employee Benefits Supplemental and Concentration \$119,848</p>	<p>Other Operating Expenditures Supplemental and Concentration (\$298)</p> <p>Ellevation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$13,838</p> <p>Certificated salaries for twenty minute block of time 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$678,718</p> <p>Certificated benefits for twenty minute block of time 3000-3999: Employee Benefits Supplemental and Concentration \$135,404</p> <p>Classified Salary for T2 Academic Support-1710 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$272</p> <p>Benefits Classified Salary for T2 Academic Support-1710 3000-3999: Employee Benefits Supplemental and Concentration \$14</p>
<p>1.f. State LCAP Priority #4 - Pupil Achievement Kindergarten Readiness</p> <p>By parent and teacher request, the district shall provide kindergarten readiness classes, "Ready to Start", during the summer session to allow students not eligible to enroll for transitional K classes an opportunity to begin learning the structures and social skills designed to build readiness for the incoming children. Supplemental/Concentration</p>	<p>Ready to Start Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,400</p> <p>Employee Benefits to Ready to Start Teachers 3000-3999: Employee Benefits Supplemental and Concentration \$2,075</p>	<p>Ready to Start Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,866</p> <p>Employee Benefits to Ready to Start Teachers 3000-3999: Employee Benefits Supplemental and Concentration \$372</p>



<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
funding is principally directed toward identified subgroups in the elementary schools.	<p>Ready to Start Materials 4000-4999: Books And Supplies Supplemental and Concentration \$750</p> <p>Ready to Start Classified Support Personnel 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$2,858</p> <p>Employee Benefits to Ready to Start Classified 3000-3999: Employee Benefits Supplemental and Concentration \$258</p> <p>Ready to Start Coach 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,200</p> <p>Employee Benefits to Ready to Start Coach 3000-3999: Employee Benefits Supplemental and Concentration \$1,037</p> <p>Ready to Start nutritional snacks 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,032</p>	<p>Ready to Start Materials 4000-4999: Books And Supplies Supplemental and Concentration \$0</p> <p>Ready to Start Classified Support Personnel 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$438</p> <p>Employee Benefits to Ready to Start Classified 3000-3999: Employee Benefits Supplemental and Concentration \$111</p> <p>Ready to Start Coach 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,252</p> <p>Employee Benefits to Ready to Start Coach 3000-3999: Employee Benefits Supplemental and Concentration \$250</p> <p>Ready to Start nutritional snacks 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p>
<p>1.g. State LCAP Priority #7 - Pupil Achievement Special Education Student to Staff Ratio Decrease</p> <p>The district has expanded its special education further to provide principally directed services to unduplicated special education students and their parents. A Teacher on Special Assignment (TOSA) will provide supplemental services to the special education department to assist base funded regular and special education personnel to provide individualized instruction. This position is designed to assist teachers with RTI and special education identification processes and to expedite</p>	<p>Special Education Coordinator 1000-1999: Certificated Personnel Salaries Special Education \$106,953</p> <p>Employee Benefits to Special Education - TOSA 3000-3999: Employee Benefits Special Education \$40,501</p> <p>Moved to Base Funding</p>	<p>Special Education Coordinator 1000-1999: Certificated Personnel Salaries Special Education \$107,186</p> <p>Employee Benefits to Special Education - TOSA 3000-3999: Employee Benefits Special Education \$40,548</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>student supports to ensure the least restrictive environment for all students. (Positions previously listed here have been moved to LCFF Base funding)</p> <p>1 FTE Special Education Teacher on Special Assignment (TOSA)</p>	<p>Moved to Base Funding</p> <p>Moved to Base Funding</p> <p>Moved to Base Funding</p>	
<p>1.h. State LCAP Priority #4 - Pupil Achievement Increased Instructional Technology Support for the Implementation of CCSS</p> <p>One full-time District Instructional Technology Specialist shall continue to be maintained to oversee the District's implementation of its expanding educational technology program. LCAP Teacher Surveys data substantiate the continued need for persons working in this capacity. #160008</p>	<p>1 FTE Education Technology Specialist #160008 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$95,050</p> <p>Employee Benefits to Technology Specialist 3000-3999: Employee Benefits Supplemental and Concentration \$38,009</p>	<p>1 FTE Education Technology Specialist #160008 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$95,050</p> <p>Employee Benefits to Technology Specialist 3000-3999: Employee Benefits Supplemental and Concentration \$37,994</p>
<p>1.i. State LCAP Priority #1 - Basic Supplemental Assistant Superintendent, Instruction #101702</p> <p>Thirty-three percent of the salary of the assistant superintendent of instruction is paid from LCFF S/C to oversee the instructional program and improvements outlined in the LCAP that are principally directed to the benefit of targeted subgroups under LCFF. The work assigned to this individual is to provide support above the base instructional needs and services to benefit non-duplicated students. The work done by this employee to provide service to unduplicated subgroups is tracked using a personnel activity report.</p>	<p>.33 FTE Assistant Superintendent - #101702 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$46,540</p> <p>.33 FTE Employee Benefits to Assistant Superintendent 3000-3999: Employee Benefits Supplemental and Concentration \$15,609</p> <p>Employee Monthly Mileage Allowance Per Contract 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$165</p>	<p>.33 FTE Assistant Superintendent - #101702 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$45,405</p> <p>.33 FTE Employee Benefits to Assistant Superintendent 3000-3999: Employee Benefits Supplemental and Concentration \$15,382</p> <p>Employee Monthly Mileage Allowance Per Contract 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$165</p>
<p>1.j. State LCAP Priority #1 - Basic Supplemental Travel and Workshops Related to LCAP Goals and Actions</p>	<p>Travel to Support Goals of the LCAP 5000-5999: Services And</p>	<p>Travel to Support Goals of the LCAP 5000-5999: Services And</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>Certificated and classified participation supplemental workshops and training opportunities directed toward targeted subgroups and the goals and actions of the LCAP.</p>	<p>Other Operating Expenditures Supplemental and Concentration \$30,000</p>	<p>Other Operating Expenditures Supplemental and Concentration \$13,508</p>
<p>1.k. State LCAP Priority #1 - Basic Supplemental Assessment and CCSS District Required Instructional Copies</p> <p>All grade levels at schools across the district shall be required to work in tandem to perform frequent administration of assessments at intervals that allow the district to closely monitor subgroup instructional achievement to provide for timely academic interventions for unduplicated pupils as necessary.</p> <p>The costs of duplication services have dropped dramatically due to the use of LCAP funded consumable curriculum.</p>	<p>Supplemental Assessments and Copy Costs 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,000</p>	<p>Supplemental Assessments and Copy Costs 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,295</p>
<p>1.l. State Priority #1 - Basic Supplemental SI&amp;A Attention 2 Attendance - Contract for Service 2019</p> <p>This service is now paid entirely through Title I.</p>	<p>Moved to Title I</p>	
<p>1.m. State Priority 1 - Basic Supplemental 1:1 Student to Device District Goal for Chromebook Labs in Classrooms - Classroom Presentation Devices</p> <p>LCAP stakeholders request the district to continue to bring educational technology to the classroom. In 2019, this will consist of the rollout of Viewsonic presentation screens and teacher presentation computers to replace outdated and failing presentation technology across the district. Middle schools and James A. Forrest now have that the equipment in place. Funding from this LCAP cycle will be focused on remaining elementary schools. (Burke, Clemens, and Prueitt)</p>	<p>Purchase of Devices, Support Equipment and Software 6000-6999: Capital Outlay Supplemental and Concentration \$0</p> <p>Contracted Services for Implementation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$37,066</p>	<p>Purchase of Devices, Support Equipment and Software 6000-6999: Capital Outlay Supplemental and Concentration \$0</p> <p>Contracted Services for Implementation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$32,869</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Replacement of lost or damaged LCAP funded technology will also be charged to this action item.</p> <p>Specifically funded LCAP technology:</p> <p>Chromebooks Mice USB Headsets Imaging Services Mobile Lab Carts Wireless Controllers Tablets (Management of Lab) Display Receiver Network Management Service Agreements Software Viewsonic interactive presentation devices Mounting equipment Windows Laptops</p>	<p>Sacramento Technology Group - Dell Sonic Wall (due 21/22) Paessler Shop - Network Monitoring Service 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,080</p>	<p>Sacramento Technology Group - Dell Sonic Wall (due 21/22) Paessler Shop - Network Monitoring Service 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$17,485</p>
<p>1.n. State Priority #1 - Basic Supplemental Technology Support Positions (4 Positions)</p> <p>The electronic technician and support staff work alongside the district technology coordinator and LCAP Educational Technology Coordinator to ensure that technology services related to the goals of the LCAP are in good working order for both targeted student subgroups and their teachers. LCAP technology, software, and support equipment and services could not be properly maintained without adequate trained personnel.</p> <p>Electronic Technician #102419</p>	<p>Electronic Technician #102419 &amp; #102417; Technology Clerk #24 and Network Specialist #170044 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$209,968  Employee Benefits to Electronic Technicians 3000-3999: Employee Benefits Supplemental and Concentration \$138,766  Electronic Technician overtime #102418 2000-2999: Classified</p>	<p>Electronic Technician #102419 &amp; #102417; Technology Clerk #24 and Network Specialist #170044 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$215,780  Employee Benefits to Electronic Technicians 3000-3999: Employee Benefits Supplemental and Concentration \$137,459  Electronic Technician overtime #102418 2000-2999: Classified</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Technology Clerk #24 Electronic Technician #102417 Network Specialist #170044	Personnel Salaries Supplemental and Concentration \$2,000  Employee Benefits to Technician Overtime 3000-3999: Employee Benefits Supplemental and Concentration \$181	Personnel Salaries Supplemental and Concentration \$2,913  Employee Benefits to Technician Overtime 3000-3999: Employee Benefits Supplemental and Concentration \$264  New employee fingerprint processing 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$25
1.o. State Priority #1 - Basic Supplemental Assistant Superintendent, Student Services  25% of the Assistant Superintendent of Student Service's salary is is charged to supplemental/concentration funding. This position's job description is associated with programs and services provided to students and families to increase involvement with the school and district, health and safety matters, (LCAP Goal 4) as well as operations as requested by parents on LCAP surveys. The work assigned to this individual is to provide principally directed support above the base instructional needs and services to benefit non-duplicated students. The work done by this employee to provide service to unduplicated subgroups is tracked using a personnel activity report.  #101703	Assistant Superintendent, Student Services #101703 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$35,258  Employee Benefits to Assistant Superintendent, Student Services 3000-3999: Employee Benefits Supplemental and Concentration \$14,527  Employee Monthly Mileage Allowance Per Contract 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$125	Assistant Superintendent, Student Services #101703 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$33,296  Employee Benefits to Assistant Superintendent, Student Services 3000-3999: Employee Benefits Supplemental and Concentration \$10,668  Employee Monthly Mileage Allowance Per Contract 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$444  Employee training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,523
1.p. State Priority #1 - Basic Supplemental Educational Services Secretaries	District student support personnel - OT data entry/Aries/cums 2000-2999: Classified Personnel	District student support personnel - OT data entry/Aries/cums 2000-2999: Classified Personnel

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>Parents continue to identify increased home/school communication as a major focus for future LCAP efforts. The Student Data and Info Specialist works along with district student support personnel for the purpose of increasing communication between district departments and between home and school. The increased amount of communication generated as a result of LCAP funded activities supports the continued need of these positions.</p>	<p>Salaries Supplemental and Concentration \$10,500</p> <p>Employee Benefits District student support personnel - OT data entry/Aries/cums 3000-3999: Employee Benefits Supplemental and Concentration \$948</p> <p>0.50 FTE Student Data and Info Specialist #180964 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$28,867</p> <p>Employee Benefits to Student Data and Info Specialist 3000-3999: Employee Benefits Supplemental and Concentration \$18,171</p>	<p>Salaries Supplemental and Concentration \$550</p> <p>Employee Benefits District student support personnel - OT data entry/Aries/cums 3000-3999: Employee Benefits Supplemental and Concentration \$58</p> <p>0.50 FTE Student Data and Info Specialist #180964 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$35,463</p> <p>Employee Benefits to Student Data and Info Specialist 3000-3999: Employee Benefits Supplemental and Concentration \$22,843</p>
<p>1.q. State Priority #1 - Basic Supplemental Classroom Rental</p> <p>Standing out as a main priority in LCAP forums and surveys is the need for smaller class sizes. The district has only 5 classrooms left to handle increasing enrollment until a new school is built.</p> <p>The district must carry leases on portable classrooms structures at Karl Clemens, John L Prueitt, and Thomas Jefferson Schools to accommodate required smaller class sizes per LCFF.</p> <p>With the completion of the new school in 2019, the district will explore the cost of removing leased portables from campuses.</p>	<p>Payment of classroom rental for class size reduction 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$65,387</p>	<p>Payment of classroom rental for class size reduction 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$50,339</p>
<p>1.r. State Priority #1 - Basic Supplemental Reduce Class Size Per LCFF Mandates</p>	<p>13 Teachers were hired in 2014 for class size reduction and continue to be retained for the</p>	<p>13 Teachers were hired in 2014 for class size reduction and continue to be retained for the</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The district is required by law to maintain additional staff for class size reduction to meet the state established LCFF class size cap in grades K-3. The district maintains additional teachers in excess of base LCFF funding to decrease class size in order to foster increased student and teacher interactions.</p>	<p>2019-2020 school year's anticipated enrollment 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,029,088</p> <p>Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$452,926</p>	<p>2019-2020 school year's anticipated enrollment 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,029,088</p> <p>Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$452,929</p>
<p>1.s. State Priority 1 - Basic/Supplemental Campus Enhancements - Thomas Jefferson Middle School</p> <p>The district will complete a second year of the action 1.s. started during the 2018-2019 LCAP cycle to improve the conditions of learning for the unduplicated students (low-socioeconomic) at Thomas Jefferson Middle school. Please refer to the 2018-2019 project scope and rationale.</p> <p>No future LCAP funding will be allocated for this project past the 2019-2020 LCAP cycle.</p> <p>During 2020-2021 LCAP stakeholder meetings these funds will be returned to LCAP stakeholders to determine the next best use of funds to focus on unduplicated student populations to improve school climate and the conditions of learning.</p>	<p>Campus (Outdoor Learning Areas) Improvements for Thomas Jefferson Middle School 6000-6999: Capital Outlay Supplemental and Concentration \$249,090</p>	<p>Campus (Outdoor Learning Areas) Improvements for Thomas Jefferson Middle School 6000-6999: Capital Outlay Supplemental and Concentration \$50,657</p> <p>Campus (Outdoor Learning Areas) Improvements for Thomas Jefferson Middle School 4000-4999: Books And Supplies Supplemental and Concentration \$16,475</p> <p>Campus (Outdoor Learning Areas) Improvements for Thomas Jefferson Middle School 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4,716</p>
<p>1.t. State LCAP Priority #4 - Pupil Achievement Alternative to Suspension (ATS) Program- Palm Avenue Middle School and Thomas Jefferson Middle School</p> <p>This LCAP funded program has been conducted at Karl Clemens and Thomas Jefferson Middle School as those schools were identified by the district as primary sites for Tier II student discipline and behavior management programs. With the addition of a second middle school in</p>	<p>ATS Teacher #131118 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$88,619</p> <p>Employee Benefits to ATS Teacher #131118 3000-3999: Employee Benefits Supplemental and Concentration \$36,725</p>	<p>ATS Teacher #131118 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$49,557</p> <p>Employee Benefits to ATS Teacher #131118 3000-3999: Employee Benefits Supplemental and Concentration \$28,913</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>the district for the coming school year (2019-2020) stakeholders made the decision to move Karl Clemens' ATS program to Palm Avenue Middle School. Both programs will service at-risk students in grades 6-8 across the district.</p> <p>Through the program, Alternative to Suspension, Teachers use restorative practices to improve student behavior in the classroom and get student focus on academics. Implementation data continues to suggest that the program is effective in correcting student behavior to decrease unwanted incidents. Training will continue to be provided to all teachers at both schools on methods to deescalate and resolve unwanted student behaviors in the classroom thus increasing instructional time for those students using restorative practices. Data gathered during the 2017-18 school year has demonstrated the effectiveness of the program as evidenced in Goal 4 of this plan.</p> <p>Funding pays for teachers, contracted training services, campus monitors and program supplies.</p>	<p>ATS Teacher #160027 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$87,936</p> <p>Employee Benefits to ATS Teacher #160027 3000-3999: Employee Benefits Supplemental and Concentration \$36,589</p> <p>ATS Campus Monitor #160028 2000-2999: Classified Personnel Salaries Title IV \$32,292</p> <p>Employee Benefits to ATS Campus Monitor #160028 3000-3999: Employee Benefits Title IV \$28,660</p> <p>ATS Campus Monitor #160129 2000-2999: Classified Personnel Salaries Title IV \$27,624</p> <p>Employee Benefits to ATS Campus Monitor #160129 3000-3999: Employee Benefits Title IV \$27,252</p> <p>Bluewater Consulting Group - ATS Program Provider 5000-5999: Services And Other Operating Expenditures Title IV \$48,400</p> <p>ATS Instructional Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$3,000</p>	<p>ATS Teacher #160027 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$89,769</p> <p>Employee Benefits to ATS Teacher #160027 3000-3999: Employee Benefits Supplemental and Concentration \$35,069</p> <p>ATS Campus Monitor #160028 2000-2999: Classified Personnel Salaries Title IV \$30,797</p> <p>Employee Benefits to ATS Campus Monitor #160028 3000-3999: Employee Benefits Title IV \$24,986</p> <p>ATS Campus Monitor #160129 2000-2999: Classified Personnel Salaries Title IV \$30,797</p> <p>Employee Benefits to ATS Campus Monitor #160129 3000-3999: Employee Benefits Title IV \$24,986</p> <p>Bluewater Consulting Group - ATS Program Provider 5000-5999: Services And Other Operating Expenditures Title IV \$29,400</p> <p>ATS Instructional Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$1,470</p>
<p>1.u. State LCAP Priority #4 - Pupil Achievement Supplemental Intervention Curriculum</p> <p>Access to technology and online services continue to be of interest to</p>	<p>Professional/Consulting Services And Operating Expenditures Contract for Services, Training, and</p>	<p>Professional/Consulting Services And Operating Expenditures Contract for Services, Training, and</p>



<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>LCAP stakeholders. With the completion of the district LCAP action to maintain a 1:1 student to device ratio, there arose a need to have data-proven online services to supplement and support core instruction using the technology. The selected curriculum will become an ongoing expense.</p> <ul style="list-style-type: none"> <li>• Renaissance - Accelerated Reader</li> <li>• Follett - Destiny</li> <li>• Lexia/Power Up/Reading Plus</li> <li>• Scholastic Weekly Reader</li> <li>• CDWG Smart Learning Suite</li> <li>• Ilit</li> </ul>	<p>Supplies - Educational Software 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$115,630</p> <p>Weekly Reader and Scope Magazine Renewals 4000-4999: Books And Supplies Supplemental and Concentration \$20,000</p> <p>Intervention Software - Renewals as Necessary 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p>	<p>Supplies - Educational Software 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$129,987</p> <p>Weekly Reader and Scope Magazine Renewals 4000-4999: Books And Supplies Supplemental and Concentration \$26,168</p> <p>Intervention Software - Renewals as Necessary 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p>
<p>1.v. State LCAP Priority #4 - Pupil Achievement</p> <p>95% Group Literacy Program with DIBELS will continue at both school sites leveraged to function with LCFF and Title I dollars. Data is showing that the program is improving reading at both school sites. The costs of the program includes the cost of training, tutors, and supplies.</p>	<p>Classified 95% Tutor Salaries - 4 Positions at Teresa Burke 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$43,323</p> <p>Benefits to Classified 95% Tutor Salaries 3000-3999: Employee Benefits Supplemental and Concentration \$2,837</p> <p>N/A</p> <p>95% DIBELS Materials 4000-4999: Books And Supplies Supplemental and Concentration \$1,701</p> <p>95% Group PD Contracts 95% DIBELS Software Licensing 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$30,286</p>	<p>Classified 95% Tutor Salaries - 4 Positions at Teresa Burke 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$39,989</p> <p>Benefits to Classified 95% Tutor Salaries 3000-3999: Employee Benefits Supplemental and Concentration \$1,994</p> <p>95% DIBELS Materials 4000-4999: Books And Supplies Supplemental and Concentration \$259</p> <p>95% Group PD Contracts 95% DIBELS Software Licensing 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4,704</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.w. State LCAP Priority #4 - Pupil Achievement</p> <p>Home-to-School Transportation - Certain transportation costs are required to be funded under the district's Base LCFF funding but efforts made by the district to increase or improve funding over the Base "required maintenance of effort" is now included as an LCAP action item. As required by Ed. Code, the Wasco Union Elementary School District must spend at least as much of their transportation funding on transportation as they spent in 2012–13, per EC sections 2575 (k)(1) and 42238.03 (a)(6). This action has been added to Goal 1 as an effort to increase "basic" services to ensure high attendance and equitable access to transportation services. District data continues to show that academic achievement is directly tied to student attendance.</p>	<p>Bus Drivers - Maintenance of Effort 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$231,479</p> <p>Benefits to Bus Drivers - Maintenance of Effort 3000-3999: Employee Benefits Supplemental and Concentration \$147,304</p>	<p>Bus Drivers - Maintenance of Effort 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$193,335</p> <p>Benefits to Bus Drivers - Maintenance of Effort 3000-3999: Employee Benefits Supplemental and Concentration \$113,104</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.

Overall, spending for goal one was on target considering that the school closures of schools in March 2020 had significant impacts on spending in this area. Summer school and summer school transportation budgets were not fully implemented due to rising COVID cases and hospitalizations in the Wasco area during the summer of 2020, so the action was only partially implemented.

- 1.c. State LCAP Priority #1 - Access to Core and Supplemental Curriculum - The need for physical supplemental instructional materials was negated when the district entered distance learning.
- 1.e. State LCAP Priority #4 - Tier II Academic Support - After School - Title I funding is used for Tier II intervention before LCAP funds are tapped into. In-person Tier II intervention ended when schools were forced to close during the pandemic.
- 1.f. State LCAP Priority #4 - Pupil Achievement - Kindergarten Readiness - The district suspended the Kindergarten Readiness Program due to the closure of schools in the spring of 2020.
- 1.j. State LCAP Priority #1 - Travel and Workshops Related to LCAP Goals and Actions - Travel and conferences planned after March 2020 were canceled due to COVID-19.
- 1.s. State Priority #1 - Campus Enhancements - Thomas Jefferson Middle School - The district reallocated funds designated for the shade structure at Thomas Jefferson to pay expenses related to the shift to distance learning in March 2020.
- 1.w. State LCAP Priority #4 - Pupil Achievement - Transportation for students ended on March 17, 2020, neutralizing the associated costs.

Redirected funds were consolidated to cover costs connected with the transition to distance learning due to the COVID-19 pandemic. A large amount of these diverted funds went to support unduplicated subgroups toward equitable access to technology and internet access at home in order to conduct distance learning with fidelity.

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

District efforts related to goal one of the LCAP were moving forward swimmingly during the first three quarters of the 2019-2020 school year. CAASPP Interim Assessments demonstrated that the district was on track for significant English Language Arts and Mathematics gains. Targeted Tier II district interventions for unduplicated subgroups were more robust than they had been during the preceding school years. Of course, COVID-19 altered the trajectory of the final three months of the year, forcing the district's academic program into disarray.

On a positive note, the district's long-funded LCAP actions to provide a one-to-one student to device ratio and associated training to introduce teachers to Google Classroom in 2017-2020 paid dividends when it came time to implement distance learning in March of 2020. With only minor adjustments to devices and local network infrastructure, the district managed to acquire internet hot-spots for every student lacking connectivity to the internet at home. The district was able to quickly pivot to distance learning after the initial confusion of the scope of the pandemic dissipated. Once it was clear that there would be no return to school, a new course was plotted by district leadership to distribute technology and initiate distance learning. Participation in the district's distance learning program was strong all through the spring of 2020 and to the end of the following school year.

## Goal 2

All EL Students to Become Proficient in English and Reach High Academic Standards (LEA Plan Goal 2)

Corresponding State LCAP Priorities – Implementation of State Standards and Parental Involvement

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                              Priority 3: Parental Involvement (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> STATE PRIORITIES  CONDITIONS IMPLEMENTATION CCSS  2A Implementation of CA academic and performance standards  2B How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency  ENGAGEMENT PARENT INVOLVEMENT  3A Efforts to seek parent input in making decisions for district and school sites  3B How district promotes participation of parents for unduplicated pupils	STATE PRIORITIES  CONDITIONS IMPLEMENTATION CCSS  2A Implementation of CA academic and performance standards <ul style="list-style-type: none"> <li>Implementation of CCSS English Language Arts and Mathematics was "sustainable" as measured by 2019 CAASPP results and district and site administrative observations. - GOAL MET</li> </ul> Based on classroom administrative observations, Level 5 ELD implementation (E3D Curriculum) was "sustainable" as of March 2020. - GOAL MET  Integrated ELD was borderline "sustainable" across all subjects and lessons in the district. There was growth in this area as measured by administrative observation data, but it clearly needs to remain an area of focus for the district in the coming years. - GOAL MET  The district's History/Social Science adoption was "fully

Expected	Actual
<p>3C How district promotes participation of parents for pupils with exceptional needs</p> <p><b>19-20</b> STATE PRIORITIES</p> <p>CONDITIONS IMPLEMENTATION CCSS</p> <p>2A Implementation of CA academic and performance standards</p> <ul style="list-style-type: none"> <li>The district's implementation of CCSS English Language Arts and Mathematics shall be considered "sustainable" as measured by annual CAASPP results as well as district and site administrative observations.</li> </ul> <p>Level 5 ELD implementation (E3D Curriculum) will be considered "sustainable" after the school year in 2020.</p> <p>ELA/ELD Integration across all subjects and lessons will be a focus of support to teachers as needed throughout the 2019-2020 school year as determined by local formative data.</p> <p>The district's History/Social Science adoption curriculum implementation being considered "fully implemented" by the end of the school year as measured by administrative observations.</p> <p>The district shall rollout its NGSS Science adoption curriculum in August of the 2019-2020 school year with implementation being considered "partial" by the end of the school year as measured by administrative observations.</p> <p>2B How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency</p>	<p>implemented" by the end of the school year as measured by administrative observations. - GOAL MET</p> <p>NGSS Science adoption curriculum was "substantially" implemented as measured by administrative observations. - GOAL MET</p> <p>2B How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency</p> <ul style="list-style-type: none"> <li>English Learner access to Common Core State Standards and ELD curriculum for both designated and integrated ELD as well as integrated supports across all core subjects will continue to be the primary focus of all instructional efforts at school sites and across the district. - GOAL NOT MET</li> <li>Goals and actions of the LCAP to support English Learners shall be thoroughly reviewed and refined as needed for the 2020-2021 school year.</li> </ul> <p>ENGAGEMENT PARENT INVOLVEMENT</p> <p>3A Parental Engagement</p> <ul style="list-style-type: none"> <li>Parent input was higher than any other school year due to the pandemic and the shift to online surveys.</li> <li>Below is the list of planned communication methods. Attached to each is the measure of their effectiveness. <ul style="list-style-type: none"> <li>a. Mailed parent communication copies to be kept to document service - Somewhat Effective</li> <li>b. Personalized phone calls (auto-dialer) as measured by dialer system - Very Effective</li> <li>c. Personal invitations to visit the school for events and conferences will be extended to parents by school staff and measured by liaison communication logs - Very Effective</li> </ul> </li> </ul>

Expected	Actual
<ul style="list-style-type: none"> <li>English Learner access to Common Core State Standards and ELD curriculum for both designated and integrated ELD as well as integrated supports across all core subjects will continue to be the primary focus of all instructional efforts at school sites and across the district.</li> </ul> <p>District English Learner Student Coaches will focus exclusively on students and the unduplicated families of students at risk of becoming Long Term English Learners. (LTELs) Additional resources will also be directed at increasing parent involvement through the use of a community communications liaison. (Goal 4)</p> <p>Goals and actions of the LCAP to support English Learners shall be thoroughly reviewed and refined as needed for the 2020-2021 school year.</p> <p>ENGAGEMENT PARENT INVOLVEMENT</p> <p>3A Parental Engagement</p> <ul style="list-style-type: none"> <li>Parent Input is Sought in Making Decisions for the School District and School Sites</li> <li>The district will emphasize the work conducted at the following events to increase parent participation. This list will be updated in the spring of 2020 depending on the success of efforts during the 2019-2020 school year.</li> </ul> <ol style="list-style-type: none"> <li>Mailed parent communication copies to be kept to document service</li> <li>Personalized phone calls (auto-dialer) as measured by dialer system</li> <li>Personal invitations to visit the school for events and conferences will be extended to parents by school staff and measured by liaison communication logs</li> <li>Written correspondence shall be sent home with students copies to be kept to document service</li> </ol>	<ol style="list-style-type: none"> <li>Written correspondence shall be sent home with students copies to be kept to document service - Small Effect</li> <li>Family-based events shall be held on every campus measured by sign-in sheets - Somewhat Effective</li> <li>School marquees shall be updated weekly - Somewhat Effective</li> <li>Parent liaisons shall increase the dissemination of school and district information to unduplicated subgroups as measured by communication logs - Very Effective</li> <li>School counselors, deans, and vice-principals will improve communication regarding district policies and programs as measured by communication logs - Use of Phone and Text Messages was very effective</li> <li>K-3 Literacy systems will be implemented district-wide as measure by administrative observations (K-8) - Very Effective (when used consistently)</li> <li>Teachers and administrators will consistently use of AERIES Gradebook, and Parent Portal as measured by system user reports - Very Effective</li> <li>Increased administrative use of AERIES parent communication tools to inform parents regarding site events as measured by system user reports - Very Effective</li> <li>Increase use of district website to promote district events and essential information as measured by system reports - Small Effect</li> </ol> <p>B. How The School District Promotes Parent Participation in Programs for Unduplicated Pupils</p> <ol style="list-style-type: none"> <li>Parent University Nights have become increasingly effective to provide parent training</li> <li>Implement of AVID was "Substantial" during the 2019-2020 school year</li> <li>2019-2020 was on track to have the most parent events on record until the COVID-19 shut-down</li> <li>Online learning was fully implemented due to the pandemic</li> </ol>



Expected	Actual
<p>e. Family-based events shall be held on every campus measured by sign-in sheets</p> <p>f. School marquees shall be updated weekly</p> <p>g. Parent liaisons shall increase the dissemination of school and district information to unduplicated subgroups as measured by communication logs</p> <p>h. School counselors, deans, and vice principals will improve communication regarding district policies and programs as measured by communication logs</p> <p>i. K-3 Literacy systems will be implemented district-wide as measure by administrative observations (K-8) in 2017-18</p> <p>j. Teachers and administrators will consistently use of AERIES Gradebook, and Parent Portal as measured by system user reports</p> <p>k. Increased administrative use of AERIES parent communication tools to inform parents regarding site events as measured by system user reports</p> <p>l. Increase use of district website to promote district events and essential information as measured by system reports</p> <p>B. How The School District Promotes Parent Participation in Programs for Unduplicated Pupils</p> <p>a. Maintain or expand parent education offerings by conducting parent university events in tandem with other schools and providing transportation as needed.</p> <p>b. Implement AVID at "Substantial" levels at both middle schools as measured by AVID Central.</p> <p>c. Increase site-specific parent events at all school sites for the English learner subgroup as measured by sign-in sheets</p> <p>d. Increase student access and variety of learning tools to learn online at the direction of the classroom teacher with a 25% increase in participation as measured by system user reports</p> <p>C. How the School District Promotes Parental Participation in Programs for Student with Exceptional Needs. The district will maintain additional parent participation for</p>	<p>C. How the School District Promotes Parental Participation in Programs for Students with Exceptional Needs. The district will maintain additional parent participation for students with exceptional needs through a variety of methods.</p> <p>a. A teacher on special assignment for special education served the subgroup for the full school year</p> <p>b. Handbooks and parent information were provided as planned, and a website was created and dedicated to parents with a full overview of district special education programs.</p> <p>c. Annual and Triannual IEP notifications were mailed to every home</p> <p>d. IEPs were held at parent request</p> <p>e. Vice Principals/Learning Directors held 504 and RTI meetings regularly through the year</p> <p>f. Staffing for special education services offer some of the best students to teacher ratios in Kern County</p>

Expected	Actual
<p>students with exceptional needs through a variety of methods.</p> <ul style="list-style-type: none"> <li>a. Maintain a teacher on special assignment (TOSA) to provide additional supports above base levels in the special education department</li> <li>b. Provide updated program handbooks and services flyers from the special education department</li> <li>c. Mail invitations for parent participation in annual IEPs</li> <li>d. Hold IEPs at parent request as measured by documentation</li> <li>e. Conduct special meetings regarding special placement. (504s, RTI, etc.) Measured by documentation</li> <li>f. Maintain special education staffing above the required level to ensure quick and effective communication and translation of confidential documents to the families of special needs students. Measured by staff to student ratios</li> </ul> <p><b>Baseline</b> STATE PRIORITIES</p> <p>CONDITIONS IMPLEMENTATION CCSS</p> <p>2A Implementation of CA academic and performance standards</p> <ul style="list-style-type: none"> <li>• The district's implementation of CCSS English Language arts and Mathematics was considered "fully implemented" as measured by the district's Program Improvement observer and site administration walk through data.</li> </ul> <p>ELA/ELD Level 5 adoption pilot training began with select students and teachers in the winter. Implementation is planned for 2017-2018.</p> <p>The district plans to adopt History/ Social Science core curriculum during the 2017-2018 school year for implementation in August, 2018 assuming suitable curriculum is found and is</p>	



Expected	Actual
<p>selected by the district's History/Social Science textbook adoption committee.</p> <p>Next Generation Science Standards (NGSS) planning began in 2017 and shall be introduced in 2017-2018.</p> <p>2B How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency</p> <ul style="list-style-type: none"> <li>English Learner access to Common Core State Standards and ELD curriculum, instruction and assessments was considered to be in need of changes as reported during a Federal Program Review that occurred in January 2017. As a result, new ELD supplemental "Designated ELD" shall be put into place for 2017-2018 and refined systematically across the district using adopted core curriculum as a primary resource for instruction.</li> </ul> <p>ENGAGEMENT PARENT INVOLVEMENT</p> <p>3A Parental Engagement</p> <ul style="list-style-type: none"> <li>Parent Input is Sought in Making Decisions for the School District and School Sites</li> </ul> <p>The district will emphasize the work conducted at the following events in an effort to increase parent participation. This list was be updated based on the success of efforts during the 2016-2017 school year.</p> <ol style="list-style-type: none"> <li>Mailed Parent Communication</li> <li>Phone Calls (Auto-Dialer)</li> <li>Personal Invitation</li> <li>Correspondence Sent Home with Students</li> <li>Family-based events held on campus</li> <li>School Marquee</li> <li>Use of site parent liaisons to call specific subgroups of parents</li> </ol>	

Expected	Actual
<p>h. School counselors, deans, and vice principals</p> <p>i. K-3 Literacy systems will be readied for implementation districtwide (K-8) in 2017-18</p> <p>j. Increased technology based communication offerings (online - social media)</p> <p>B. How The School District Promotes Parent Participation in Programs for Unduplicated Pupils</p> <p>a. Expand parent education offerings at all school sites</p> <p>b. Begin planning the expansion of the AVID program to extend to the sixth grade</p> <p>c. Provide site specific parent events at all school sites for the English learner subgroup</p> <p>d. Increase student access to educational and information technology</p> <p>C. How the School District Promotes Parental Participation in Programs for Student with Exceptional Needs.</p> <p>The district sought additional parent participation for students with exceptional needs through improved communication in 2016-2017</p> <p>a. Planning to recapture moderate/severe classrooms for grades 5-8 from Kern County Superintendent of Schools</p> <p>b. Program handbook and services flyer availability from the special education department</p> <p>c. Mailed invitations for parent participation in annual IEPs</p> <p>d. Hold IEPs at parent request</p> <p>e. Conduct special meetings regarding special placement (504s, RTI, etc.)</p> <p>f. Maintain special education staffing above the required level to ensure quick and effective communication to the families of special needs students</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.a. State LCAP Priority #2 - District Curriculum Committee</p> <p>Working under the direction of the district, the curriculum committee shall be composed of a select group of teachers from each site that will be responsible for communication of instructional expectations to all other teachers at their grade level in the district. Focusing on English Learners, the group is assigned to serve as a voice for teachers needing to share concerns and issues regarding the goals of the district and to work together to find solutions. This small group shall be empowered to create sub-committees to report their work and create a strong chain of communication and expectations of high academic rigor.</p>	<p>K-8 Parent communications supplies 4000-4999: Books And Supplies Supplemental and Concentration \$66,500</p> <p>Supplies for committee work 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,124</p>	<p>K-8 Parent communications supplies 4000-4999: Books And Supplies Supplemental and Concentration \$55,726</p> <p>Supplies for committee work 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,246</p>
<p>2.b. State Priority #2 - Implementation of Common Core EL/Early Literacy Coordinator and Secretary</p> <p>.8 FTE EL Coordinator and office support staff will guide site leaders and teachers in the implementation of the new State Standards for English Learners and improved ELD productivity principally directed supports for English Learners in all core subjects.</p> <p>.3 FTE EL Secretary will be paid partially from S/C funds.</p> <p>A reclassification recognition ceremony shall be held once annually to incentivize the early acquisition of the English Language. All EL students will benefit from action 2.b.</p>	<p>.8 FTE - EL Coordinator #141204 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$91,096</p> <p>Employee Benefits to EL Coordinator #141204 3000-3999: Employee Benefits Supplemental and Concentration \$34,223</p> <p>.3 EL Secretary #102902 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$16,036</p> <p>Employee Benefits to EL Secretary #102901 3000-3999: Employee Benefits Supplemental and Concentration \$9,342</p> <p>Instructional Supplies for EL Department 4000-4999: Books And Supplies Supplemental and Concentration \$0</p>	<p>.8 FTE - EL Coordinator #141204 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$86,834</p> <p>Employee Benefits to EL Coordinator #141204 3000-3999: Employee Benefits Supplemental and Concentration \$32,669</p> <p>.3 EL Secretary #102902 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$26,611</p> <p>Employee Benefits to EL Secretary #102901 3000-3999: Employee Benefits Supplemental and Concentration \$14,729</p> <p>Instructional Supplies for EL Department 4000-4999: Books And Supplies Supplemental and Concentration \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Monthly car allowance to EL Coordinator per contract 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$400</p> <p>RFEP - Redesignation Recognition Ceremony 4000-4999: Books And Supplies Supplemental and Concentration \$2,000</p>	<p>Monthly car allowance to EL Coordinator per contract 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$389</p> <p>RFEP - Redesignation Recognition Ceremony 4000-4999: Books And Supplies Supplemental and Concentration \$1,379</p>
<p>2.c. State Priority #2 - Implementation of Common Core Contract for "California Streaming"</p> <p>Ended</p> <p>Based on teacher survey, there was not enough interest in California Streaming to justify the continuation of this action item.</p>	<p>\$0</p>	<p>\$0</p>
<p>2.d. State Priority # 3 - Parental Involvement English Learner Student Coach</p> <p>1 FTE English Learner Student Coach position is principally directed to serve English learners at Karl Clemens Elementary, the school in the district identified to have the highest levels of English Learners and low socioeconomic students. Working closely with students and families, this individual will be responsible for providing instruction and supports to lessen the chances of children becoming identified as Long Term.</p> <p>A second English Learner Student Coach will be funded via Title V to provide service to the second most impacted school site in the district. (Teresa Burke Elementary)</p>	<p>1 FTE - EL Student Coach - Karl Clemens 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$93,050</p> <p>Employee Benefits to EL Student Coach 3000-3999: Employee Benefits Supplemental and Concentration \$37,610</p> <p>Postage for EL Student Coach 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$300</p> <p>1 FTE - EL Student Coach - Teresa Burke 1000-1999:</p>	<p>0.20 FTE - EL Student Coach - Karl Clemens 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$19,810</p> <p>Employee Benefits to EL Student Coach 3000-3999: Employee Benefits Supplemental and Concentration \$7,733</p> <p>Postage for EL Student Coach 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p> <p>1 FTE - EL Student Coach - Teresa Burke 1000-1999:</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Certificated Personnel Salaries Title V \$83,749</p> <p>EL Student Coach Benefits 3000-3999: Employee Benefits Title V \$35,639</p>	<p>Certificated Personnel Salaries Title V \$101,545</p> <p>EL Student Coach Benefits 3000-3999: Employee Benefits Title V \$39,056</p> <p>0.80 FTE - EL Student Coach - Karl Clemens 1000-1999: Certificated Personnel Salaries Title III \$74,440</p> <p>EL Student Coach Benefits 3000-3999: Employee Benefits Title III \$30,092</p>
<p>2.e. State Priority #3 - Parental Involvement Language/Fluency Assessor and District EL Parent Liaison</p> <p>The district language/fluency assessor is partially paid with supplemental/concentration funds to enhance service between home and school to speedily determine home language needs of students entering the district and familiarizing parents with the English Learner program. The assessor shall extend the work of site personnel to help ensure that families understand EL programs in the district, the purpose of ELD, and the steps necessary to become redesignated. #102108</p>	<p>.5 FTE Language Assessor #102108 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$19,893</p> <p>Classified staff to assist teachers with fluency testing 3000-3999: Employee Benefits Supplemental and Concentration \$0</p> <p>Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$15,439</p>	<p>.5 FTE Language Assessor #102108 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$19,695</p> <p>Classified staff to assist teachers with fluency testing 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$53</p> <p>Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$15,189</p>
<p>2.f. State Priority #3 - Parental Involvement Parent Outreach Liaisons</p> <p>Parent communication has been improved since LCFF S/C funds were introduced to help the district solve this issue brought up by all stakeholders. Parent attendance at school and district events is up substantially since the 2014-2015 school year as measured by parent sign-in sheets. Parent Outreach Liaisons at each site assist in the district's goals to increase communication with parents on matters</p>	<p>5 FTE Outreach Liaisons - #211251, #211252, #211253. #211250, #211254k #200057 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$146,272</p> <p>Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$114,933</p>	<p>5 FTE Outreach Liaisons - #211251, #211252, #211253. #211250, #211254k #200057 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$148,471</p> <p>Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$118,684</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures									
<p>related to attendance, student performance, intervention, and opportunities to become involved at the school.</p> <p>With the sixth school opening in the district in the 2019-2020 school year. The new school, James A. Forrest, requires staffing for an LCAP funded Parent Outreach Liaison. There are now six LCAP outreach positions across the district.</p> <p>Positions:  #211251  #211252  #211253  #211250  #211254  #200057</p>											
<p>2.g. State LCAP Priority #2 - Implementation of Common Core Site Allocations of LCAP funding (791) for Service to EL Students</p> <p>\$150 per EL Student</p> <p>Each site shall receive funds for the purpose of supporting the needs of English Learners at a percentage of funding equal to their percent of English Learners. All assigned monies shall be principally apportioned to their English Learner population to conduct individualized site actions to address the needs of their students. Sites shall present the district with an updated budget for services at the beginning of the 2018-2019 school year that outlines the scope of service as determined by stakeholders using site-specific data gathered during the LCAP development year.</p> <table> <tr> <td>School</td><td>#EL Students</td><td>Apportionment</td></tr> <tr> <td>Forrest</td><td>232</td><td>34,800</td></tr> <tr> <td>TB</td><td>216</td><td>32,400</td></tr> </table>	School	#EL Students	Apportionment	Forrest	232	34,800	TB	216	32,400	<p>Teacher Extra Time and Subs for EL Intervention 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$80,181</p> <p>Classified extra duties 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$13,400</p> <p>Employee benefits 3000-3999: Employee Benefits Supplemental and Concentration \$15,522</p> <p>Supplies for EL activities 4000-4999: Books And Supplies Supplemental and Concentration \$54,784</p> <p>Workshops, services agreements, printing, meeting supplies,</p>	<p>Teacher Extra Time and Subs for EL Intervention 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$69,247</p> <p>Classified extra duties 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$4,899</p> <p>Employee benefits 3000-3999: Employee Benefits Supplemental and Concentration \$13,502</p> <p>Supplies for EL activities 4000-4999: Books And Supplies Supplemental and Concentration \$41,933</p> <p>Workshops, services agreements, printing, meeting supplies,</p>
School	#EL Students	Apportionment									
Forrest	232	34,800									
TB	216	32,400									

Planned Actions/Services			Budgeted Expenditures	Actual Expenditures
JLP	191	28,650	learning software, communications 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$29,763	learning software, communications 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$25,076
Clemens	326	48,900		
Palm	164	24,600		
TJ	162	24,300		
2.h. State Priority #2 - Parental Involvement Latino Family Literacy Project			Program moved to Title I \$0	\$0
These costs were moved to Title I funding			Program moved to Title I \$0	\$0
2.i. State Priority #2 - Parental Involvement .5 FTE Migrant Resource Teacher			.43 FTE - Migrant Resource Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$36,657	.43 FTE - Migrant Resource Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$35,129
95% or more of the district's migrant students are English Learners. Parent outreach and communication are essential goals of Wasco's LCAP. In order to maintain the Migrant Resource Teacher as a full-time position, this job requires increased outreach and support of LCAP funded goals for early literacy K-3. Specifically K-8 Literacy and EL efforts under the coordination of the EL director.			Benefits to Migrant Resource Teacher 3000-3999: Employee Benefits Supplemental and Concentration \$15,503	Benefits to Migrant Resource Teacher 3000-3999: Employee Benefits Supplemental and Concentration \$15,053

## Goal Analysis

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

Funds allocations outlined in the actions of goal two were expended as anticipated.

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

Regular school year activities appeared to be on track for improved student growth in language acquisition as measured by the ELPAC summative assessment. However, the district's ELD programs, both integrated and designated, need additional training to make certain all systems are in place with fidelity across the district. Stagnate growth can be expected if this does not receive the



attention it deserves. Both teachers and parents have pointed out that English learners' systems are one of the weakest areas of the district's academic program. These issues are planned to be addressed in professional development opportunities in the coming school year.

Services provided under this goal were instrumental when the school year ended so abruptly in March 2020. The confusion created by school closures followed by spring break, then the ultimate decision to close school during the 2019-2020 school year left many of the district's most academically vulnerable students mostly disconnected from school in the final quarter of the year. EL parent liaisons reached out to parents in the subgroup to fully ensure they had everything necessary to participate in distance learning. When students were still no-shows to distance learning, liaisons make socially distant home visits with parents to reengage students with the school. Additionally, EL student coaches seamlessly pivoted from their assigned school roles and collaborated to provide their services to all English Learners in the district. They were available to work with students one-on-one at the district's emergency "Distance Learning Centers" to provide technical support to ELs or direct tutoring as requested by parents.

In a difficult situation, services outlined in goal two helped make a positive difference in a seemingly impossible situation.



## Goal 3

The District Shall Ensure Teacher Quality and Relevant Professional Development (LEA Plan Goal 3)

Corresponding State LCAP Priorities – Implementation of State Standards, and Pupil Achievement

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                              Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> CONDITIONS IMPLEMENTATION OF CCSS  2A Implementation of CA academic and performance standards  2B How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency  PUPIL OUTCOMES STUDENT ACHIEVEMENT  4A. Statewide assessments  4B. Academic Performance Index  4C. Percentage of pupils completing a-g or CTE sequences/programs  4D. Percentage of EL pupils making progress toward English proficiency	CONDITIONS IMPLEMENTATION CCSS  2A Implementation of CA academic and performance standards <ul style="list-style-type: none"> <li>Implementation of CCSS English Language Arts and Mathematics was "sustainable" as measured by 2019 CAASPP results and district and site administrative observations. - GOAL MET</li> </ul> Based on classroom administrative observations, Level 5 ELD implementation (E3D Curriculum) was "sustainable" as of March 2020. - GOAL MET  Integrated ELD was borderline "sustainable" across all subjects and lessons in the district. There was growth in this area as measured by administrative observation data, but it clearly needs to remain an area of focus for the district in the coming years. - GOAL MET  The district's History/Social Science adoption was "fully implemented" by the end of the school year as measured by administrative observations. - GOAL MET

Expected	Actual
<p>4E. English Learner reclassification rate</p> <p>4F. Percentage of pupils passing AP exam with 3 or higher</p> <p>4G. Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other)</p> <p><b>19-20 CONDITIONS IMPLEMENTATION CCSS</b></p> <p>2A Implementation of CA academic and performance standards</p> <ul style="list-style-type: none"> <li>The district's implementation of CCSS English Language arts and Mathematics shall be considered "sustainable" as measured by annual CAASPP results.</li> </ul> <p>Level 5 ELD implementation will be considered "sustainable" at the conclusion of the school year in 2020 as measured by ELPAC, local assessment data, and administrative observations</p> <p>ELA/ELD Integration across the all subjects and lessons will be a focus of support to teachers as needed throughout the 2019-2020 with support provided using data-driven devices.</p> <p>The district's History/Social Science adoption curriculum implementation being considered "fully implemented" by the end of the school year as measured by administrative observations.</p> <p>The district shall rollout its NGSS Science adoption curriculum in the 2019-2020 school year with implementation being considered "partial" by the end of the school year as measured by administrative observations.</p> <p>2B How programs/services enable ELs to access CCSS and ELD</p>	<p>NGSS Science adoption curriculum was "substantially" implemented as measured by administrative observations. - GOAL MET</p> <p>2B How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency</p> <ul style="list-style-type: none"> <li>English Learner access to Common Core State Standards and ELD curriculum for both designated and integrated ELD as well as integrated supports across all core subjects will continue to be the primary focus of all instructional efforts at school sites and across the district. - GOAL NOT MET</li> <li>Goals and actions of the LCAP to support English Learners shall be thoroughly reviewed and refined as needed for the 2020-2021 school year.</li> </ul> <p>PUPIL OUTCOMES STUDENT ACHIEVEMENT</p> <p>4A. Statewide assessments</p> <p>State Assessments Were Cancelled in 2020 Due to COVID-19 Pandemic Goal Progress on Hold</p> <p>4.A.i. 2019 ENGLISH LANGUAGE ARTS DASHBOARD RESULTS</p> <ul style="list-style-type: none"> <li>40.2 Points Below Standard - Increase of 8.1 points - District Average</li> <li>54.9 Points Below Standard - Increase of 2.8 points - Karl F. Clemens Elementary</li> <li>47.3 Points Below Standard - Decrease of .5 points - Palm Avenue Elementary</li> </ul>

Expected	Actual
<p>standards for academic content knowledge and English language proficiency</p> <ul style="list-style-type: none"> <li>English Learner access to Common Core State Standards and ELD curriculum for both designated and integrated ELD as well as integrated supports across all core subjects will continue to be the number one focus of all instructional efforts at school sites and across the district. Programs and curriculum will continue to be refined to meet the diverse needs of all students.</li> </ul> <p>District English Learner Student Coaches will focus exclusively on students and the families of students at risk of becoming Long Term English Learners. (LTELs) Additional resources will also be directed at increasing parent involvement through the use of a community communications liaison. (Goal 4)</p> <p>Goals and actions of the LCAP to support English Learners shall be thoroughly reviewed and refined each year based on student outcomes.</p> <p>PUPIL OUTCOMES STUDENT ACHIEVEMENT</p> <p>4A. Statewide assessment Goal of +3 Scale Score Improvement for ELA and Math</p> <p>4.A.i. ENGLISH LANGUAGE ARTS</p> <ul style="list-style-type: none"> <li>45.6 Points Below Level 3 - Improvement of 3 scale points District Average</li> <li>54.7 Points Below Level 3 - Improvement of 3 scale points Karl F. Clemens Elementary</li> <li>43.7 Points Below Level 3 - Improvement of 3 scale points Palm Avenue Elementary</li> <li>17.7 Points Below Level 3 - Improvement of 3 scale points John L. Prueitt Elementary</li> </ul>	<ul style="list-style-type: none"> <li>14 Points Below Standard - Increase of 7 points - John L. Prueitt Elementary</li> <li>49.3 Points Below Standard - Increase of 11.8 points - Thomas Jefferson Middle</li> <li>29.8 Points Below Standard - Increase of 17.1 points - Teresa Burke Elementary</li> </ul> <p>4.A.ii. MATHEMATICS DASHBOARD RESULTS</p> <ul style="list-style-type: none"> <li>73.7 Points Below Standard - Increase of 10.5 points - District Average</li> <li>79.3 Points Below Standard - Increase of 7.1 points - Karl F. Clemens Elementary</li> <li>75.5 Points Below Standard - Decrease of 6.5 points - Palm Avenue Elementary</li> <li>43.6 Points Below Standard - Increase of 10.1 points - John L. Prueitt Elementary</li> <li>99.4 Points Below Standard - Increase of 19.8 points - Thomas Jefferson Middle</li> <li>50 Points Below Standard - Increase of 17.1 points - Teresa Burke Elementary</li> </ul> <p>4B. Academic Performance Index</p> <ul style="list-style-type: none"> <li>Not Applicable</li> </ul> <p>4C. Percentage of pupils completing a-g or CTE sequences/programs</p> <ul style="list-style-type: none"> <li>Not Applicable</li> </ul> <p>4D. Percentage of EL pupils making progress toward English proficiency</p> <p>4.D.i. 2019 ENGLISH LEARNER PROGRESS - DASHBOARD RESULTS 2020 Progress Report on Hold</p> <ul style="list-style-type: none"> <li>44.1% Making Progress Towards English Proficiency - District Average</li> </ul>

Expected	Actual
<ul style="list-style-type: none"> <li>• 58.2 Points Below Level 3 - Improvement of 3 scale points Thomas Jefferson Middle</li> <li>• 45 Points Below Level 3 - Improvement of 3 scale points Teresa Burke Elementary</li> </ul> <p>4.A.ii. MATHEMATICS</p> <ul style="list-style-type: none"> <li>• 81.6 Points Below Level 3 - Improvement of 3 scale points District Average</li> <li>• 83.4 Points Below Level 3 - Improvement of 3 scale points Karl F. Clemens Elementary</li> <li>• 66.2 Points Below Level 3 - Improvement of 3 scale points Palm Avenue Elementary</li> <li>• 50.5 Points Below Level 3 - Improvement of 3 scale points John L. Prueitt Elementary</li> <li>• 117.3 Points Below Level 3 - Improvement of 3 scale points Thomas Jefferson Middle</li> <li>• 64.3 Points Below Level 3 - Improvement of 3 scale points Teresa Burke Elementary</li> </ul> <p>4B. Academic Performance Index</p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p>4C. Percentage of pupils completing a-g or CTE sequences/programs</p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p>4D. Percentage of EL pupils making progress toward English proficiency Baseline Data from 2017-2018 ELPAC Administration Goal: Improvement of 3% of Well Developed English Learner Students</p> <p>Listening</p> <ul style="list-style-type: none"> <li>• Well Developed - 44.17%</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>• Well Developed - 48.45%</li> </ul> <p>Reading</p>	<ul style="list-style-type: none"> <li>• 42.9% Making Progress Towards English Proficiency - Karl F. Clemens Elementary</li> <li>• 37.6% Making Progress Towards English Proficiency - Palm Avenue Elementary</li> <li>• 40.8% Making Progress Towards English Proficiency - John L. Prueitt Elementary</li> <li>• 50.6% Making Progress Towards English Proficiency - Thomas Jefferson Middle</li> <li>• 48.8% Making Progress Towards English Proficiency - Teresa Burke Elementary</li> </ul> <p>4.D.ii. 2020 Percentage of EL pupils making progress toward English proficiency</p> <ul style="list-style-type: none"> <li>• Goal Not Met</li> </ul> <p>Listening</p> <ul style="list-style-type: none"> <li>• Well Developed - 21.48%</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>• Well Developed - 34.04%</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>• Well Developed - 5.9%</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Well Developed - 17.1%</li> </ul> <p>4E. English Learner reclassification rate</p> <ul style="list-style-type: none"> <li>• Unofficial 2020 Reclassification Rate - 3.13%- Goal Not Met</li> </ul> <p>4F. Percentage of pupils passing AP exam with 3 or higher</p> <ul style="list-style-type: none"> <li>• Not Applicable</li> </ul> <p>4G. Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other)</p> <ul style="list-style-type: none"> <li>• Not Applicable</li> </ul>

Expected	Actual
<ul style="list-style-type: none"> <li>Well Developed - 20.43%</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>Well Developed - 27.28%</li> </ul> <p>4E. English Learner reclassification rate</p> <ul style="list-style-type: none"> <li>Goal Set to Maintain RFEP Rate: 17% of Students reclassified RFEP against previous year baseline per the 2018-2019 ELPAC Administration</li> </ul> <p>4F. Percentage of pupils passing AP exam with 3 or higher</p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p>4G. Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other)</p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p><b>Baseline</b> CONDITIONS IMPLEMENTATION OF CCSS</p> <p>2A Implementation of CA academic and performance standards</p> <ul style="list-style-type: none"> <li>The district's implementation of CCSS English Language arts and Mathematics was considered "fully implemented" as measured by the district's Program Improvement observer and site administration walk through data.</li> </ul> <p>ELA/ELD Level 5 adoption pilot training began with select students and teachers in the winter. Implementation is planned for 2017-2018.</p> <p>The district plans to adopt History/ Social Science core curriculum during the 2017-2018 school year for implementation in August, 2018 assuming suitable curriculum is found and is</p>	

Expected	Actual
<p>selected by the district's History/Social Science textbook adoption committee.</p> <p>Next Generation Science Standards (NGSS) planning began in 2017 and shall be introduced in 2017-2018.</p> <p>2B How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency</p> <ul style="list-style-type: none"> <li>English Learner access to Common Core State Standards and ELD curriculum, instruction and assessments was considered to be in need of changes as reported during a Federal Program Review that occurred in January 2017. As a result, new ELD supplemental "Designated ELD" shall be put into place for 2017-2018 and refined systematically across the district using adopted core curriculum as a primary resource for instruction.</li> </ul> <p>PUPIL OUTCOMES STUDENT ACHIEVEMENT</p> <p>4A. Statewide assessments</p> <p>4.A.i. ENGLISH LANGUAGE ARTS</p> <p>Teresa Burke Elementary</p> <ul style="list-style-type: none"> <li>65.1 Points Below Level 3</li> </ul> <p>Karl F. Clemens Elementary</p> <ul style="list-style-type: none"> <li>64.8 Points Below Level 3</li> </ul> <p>Palm Avenue Elementary</p> <ul style="list-style-type: none"> <li>48.11 Points Below Level 3</li> </ul> <p>John L. Prueitt Elementary</p> <ul style="list-style-type: none"> <li>32.3 Points Below Level 3</li> </ul> <p>Thomas Jefferson Middle</p> <ul style="list-style-type: none"> <li>73.8 Points Below Level 3</li> </ul>	



Expected	Actual
<p>4.A.ii. MATHEMATICS</p> <p>Teresa Burke Elementary</p> <ul style="list-style-type: none"> <li>• 87.6 Points Below Level 3</li> </ul> <p>Karl F. Clemens Elementary</p> <ul style="list-style-type: none"> <li>• 81.8 Points Below Level 3</li> </ul> <p>Palm Avenue Elementary</p> <ul style="list-style-type: none"> <li>• 63.6 Points Below Level 3</li> </ul> <p>John L. Prueitt Elementary</p> <ul style="list-style-type: none"> <li>• 65.8 Points Below Level 3</li> </ul> <p>Thomas Jefferson Middle</p> <ul style="list-style-type: none"> <li>• 103 Points Below Level 3</li> </ul> <p>4B. Academic Performance Index</p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p>4C. Percentage of pupils completing a-g or CTE sequences/programs</p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p>4D. Percentage of EL pupils making progress toward English proficiency - 55.9%</p> <p>4E. English Learner reclassification rate</p> <ul style="list-style-type: none"> <li>• Less than 5 Years - 19.5%</li> <li>• More than 5 years - 39.5%</li> </ul> <p>4F. Percentage of pupils passing AP exam with 3 or higher</p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p>4G. Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other)</p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.a. State LCAP Priority #2 - Implementation of Common Core Professional Development Activities - All School Sites</p> <p>Academic coaches and other district teachers on special assignment, funded 100% by Title I, are the backbone of support to teachers in the district. The vast majority of the professional development activities as are conducted by these employees and their training and assistance focuses are driven district's local and state data indices with an eye on providing targeted supports to unduplicated students and subgroups. This action item covers the costs to perform this work to support the district's instructional program and include teacher overtime, training materials, and technology as needed to deliver high-quality professional development for all teachers in the district.</p>	<p>Professional Development Preparation Time for Teacher Improvement #1791 1000-1999: Certificated Personnel Salaries Title II \$13,013</p> <p>Employee benefits for PD Prep Time 3000-3999: Employee Benefits Title II \$2,597</p> <p>Instructional Support Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$5,000</p> <p>Supplies for Professional Development 4000-4999: Books And Supplies Supplemental and Concentration \$3,000</p> <p>5 Training and Support for New Teachers (Teacher Overtime and Sub Release) #1741</p> <ul style="list-style-type: none"> <li>• Google Classroom</li> <li>• EL Supports</li> <li>• LCAP Instructional Programs</li> </ul> <p>1000-1999: Certificated Personnel Salaries Title II \$10,000</p> <p>Employee benefits - New Teacher Training 3000-3999: Employee Benefits Title II \$1,995</p> <p>Kyte Learning \$2,945 Pearson - iLit Implementation School Basics \$3,800 5000-5999: Services And Other Operating Expenditures</p>	<p>Professional Development Preparation Time for Teacher Improvement #1791 1000-1999: Certificated Personnel Salaries Title II \$4,136</p> <p>Employee benefits for PD Prep Time 3000-3999: Employee Benefits Title II \$601</p> <p>Instructional Support Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$0</p> <p>Supplies for Professional Development 4000-4999: Books And Supplies Supplemental and Concentration \$3,303</p> <p>5 Training and Support for New Teachers (Teacher Overtime and Sub Release) #1741</p> <ul style="list-style-type: none"> <li>• Google Classroom</li> <li>• EL Supports</li> <li>• LCAP Instructional Programs</li> </ul> <p>1000-1999: Certificated Personnel Salaries Title II \$0</p> <p>Employee benefits - New Teacher Training 3000-3999: Employee Benefits Title II \$0</p> <p>Kyte Learning \$2,945 Pearson - iLit Implementation School Basics \$3,800 5000-5999: Services And Other Operating Expenditures</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration \$6,745	Supplemental and Concentration \$2,945  Professional Development Preparation Time for Teacher Improvement #1791 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$341  Employee benefits for PD Prep Time 3000-3999: Employee Benefits Supplemental and Concentration \$68
<p>3.b. State LCAP Priority #4 - Pupil Achievement District CCSS Committee (EL Focus)</p> <p>K-8 Literacy, CCSS, and EL Committees were dissolved at the end of the 2017-2018 school year to tie all committee work together under a single group to improve communication and instructional practices across the district that offer additional supports to targeted students and their families.</p>	<p>Moved to Goal 2.a. \$0</p> <p>Moved to Goal 2.a. \$0</p>	<p>\$0</p> <p>\$0</p>
<p>3.c. State LCAP Priority #2 - Implementation of Common Core Literacy and Reading Professional Development</p> <p>Due to low teacher attendance for these after-school training events, it has been eliminated from LCAP. PD on the topic will be held during required LCAP professional development days during the 2019-2020 school year.</p>	<p>Targeted Teachers 1.5 Hours Each Quarter 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$0</p> <p>PD Reading and Literacy meeting supplies 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p>	<p>Targeted Teachers 1.5 Hours Each Quarter 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$0</p> <p>PD Reading and Literacy meeting supplies 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.d. State LCAP Priority #4 - Pupil Achievement Pre-Service Workshops for Teachers</p> <p>District voluntary LCAP professional development days have historically averaged teacher participation near 70%. Stakeholders agree that LCAP goals, done well, require 95% or better attendance. To address this concern, the district has folded the three existing LCAP professional development days that have occurred before school in August into the regular school year. (October 14, January 6, and February 21, 2020)</p> <p>Training topics will include the following:</p> <ul style="list-style-type: none"> <li>• Special Education</li> <li>• English Learners</li> <li>• Literacy Systems</li> <li>• Integrated ELD</li> <li>• Restorative Justice</li> <li>• Educational Technology</li> <li>• Classified and Customer Support</li> </ul>	<p>Certificated Hourly 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$238,714</p> <p>Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$47,633</p> <p>In-service Supplies 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,930</p> <p>District Data and Professional Learning Saturdays for All Instructional Staff (3 Saturdays) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>Benefits to Saturday Collaboration Days 3000-3999: Employee Benefits Supplemental and Concentration \$0</p> <p>Chrome book training stipend - new teachers only 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,000</p> <p>Benefits - Chrome book stipends 3000-3999: Employee Benefits Supplemental and Concentration \$399</p> <p>Professional Development - classified staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$31,984</p>	<p>Certificated Hourly 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$247,888</p> <p>Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$49,454</p> <p>In-service Supplies 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,036</p> <p>District Data and Professional Learning Saturdays for All Instructional Staff (3 Saturdays) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>Benefits to Saturday Collaboration Days 3000-3999: Employee Benefits Supplemental and Concentration \$0</p> <p>Chrome book training stipend - new teachers only 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,025</p> <p>Benefits - Chrome book stipends 3000-3999: Employee Benefits Supplemental and Concentration \$329</p> <p>Professional Development - classified staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$31,984</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Benefits - classified staff 3000-3999: Employee Benefits Supplemental and Concentration \$9,517	Benefits - classified staff 3000-3999: Employee Benefits Supplemental and Concentration \$9,204
<p>3.e. State LCAP Priority #4 - Pupil Achievement Curriculum and Assessment Planning for Teachers</p> <p>Each year, the district brings teacher curriculum leaders together after the school year to determine the identified strengths and weakness of the instructional program based on the goals of the LCAP. This information is used to plan for the coming instructional school year. Once the district's strengths and issues have been identified, these teachers develop or revise lessons and assessments, study new textbook adoptions, and present the updates to the instructional program to teachers during workshops in the fall of the coming school year. 2019-2020 instructional focus for this work in the summer of 2018 will be the Next Generation Science Standards (NGSS) and the district's new core science adoption. The work shall be conducted for 100 hours per participant. Teachers will also be enlisted at the middle schools to work on English Language Arts and ELD lessons. Needs of the district for this LCAP cycle will be determined by teachers in May of 2019 and reported in the next LCAP cycle.</p> <p>Planning time has been scaled back from previous years as new standards and assessments have stabilized at both the state and local levels. This action item has been highly effective, as measured by teacher LCAP surveys and ELA achievement indicators.</p>	<p>Salary for Teacher Curriculum and Assessment Work #1750 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$156,000</p> <p>Benefits to Teacher Curriculum and Assessment Work 3000-3999: Employee Benefits Supplemental and Concentration \$31,129</p>	<p>Salary for Teacher Curriculum and Assessment Work #1750 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$20,149</p> <p>Benefits to Teacher Curriculum and Assessment Work 3000-3999: Employee Benefits Supplemental and Concentration \$3,601</p>
<p>3.f. State LCAP Priority #2 - Implementation of Common Core Professional Membership - National Superintendent's Roundtable</p> <p>The district superintendent did not find this membership useful to the needs of the district. It has been discontinued as an LCAP action.</p>	\$0	\$0

## Goal Analysis

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

3.a. State LCAP Priority #2 - Professional Development Activities - All School Sites

3.e. State LCAP Priority #4 - Curriculum and Assessment Planning for Teachers

Both of the above actions of goal three were largely canceled due to the pandemic and required lock-down during the late spring when the bulk of this work was performed. The district deferred spending to the following fiscal year. (2020-2021) These deferred funds were disbursed to devise distance learning and assessment programs and training for teachers focusing on remote teaching skills. Funds were redirected to support unduplicated students by offering ongoing support to teachers on skills related to distance teaching and assessing.

Other funds outlined in goal three were expended as planned.

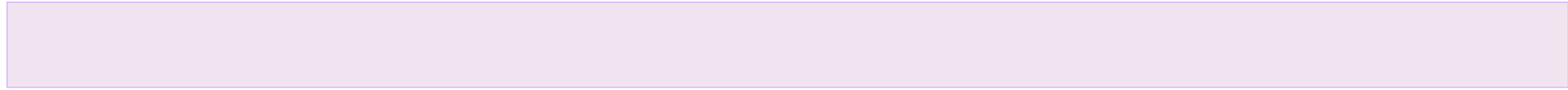
A description of the successes and challenges in implementing the actions/services to achieve the goal.

Stakeholder feedback and student academic data drive the professional development calendar for the district. Mandated training for state and federal compliance is funded through the general fund and not included in LCAP planning.

Teachers, on the whole, have provided the district feedback stating that several PD events each year do not meet their needs. This can be for several reasons, but the overlying issue is that veteran, mid-career, and new teachers all have distinctly different needs, and skill levels for district programs are many levels. The district has shifted to a conference-style smorgasbord of educational topics during professional development days whenever possible to address this concern. Offering multiple training on the same subject during a PD event increases the cost and creates its own separate issues. Still, overall, teachers have shared that PD events are better directed toward their specific needs.

In 2019, the district subscribed to "KyteLearning.com" to provide certain types of training to teachers using video and a repository of documents and supplemental material that the viewer can download. This system allowed the district to "assign" training, test the participant on their understanding, and provide a systematic approach to the delivery of PD. Initially, the district intended to use this program for new-teacher training, google certification, EL strategies, etc. However, at the end of 2020, it was clear that KyteLearning would be the delivery method for all professional development to begin the 2020-2021 school year. Many PDs in the future will be offered via KyteLearning as it lowers the cost of offering the smorgasbord of training requested by teachers. Most importantly, the entire training session is stored and available to teachers to build their knowledge at any time in the future. Reports from the program demonstrate that teachers access these training sessions throughout the year and not just during coordinated professional development events.





## Goal 4

(LEA Plan Goal 4) - The District Shall Provide a Safe and Drug-free Learning Environment , a Positive School Climate, and a College Going Culture

Corresponding State LCAP Priorities – School Climate, Student Engagement, and "Other" Local Measures

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:	Results from California Healthy Kids Survey and Physical Education Testing

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> ENGAGEMENT PUPIL ENGAGEMENT	ENGAGEMENT PUPIL ENGAGEMENT
5A School attendance rates	5A School attendance rates 2019-2020 <ul style="list-style-type: none"> <li>John L. Prueitt - 97.52% - GOAL MET</li> <li>Karl Clemens Elementary - 96.99% - GOAL MET</li> <li>Palm Ave Elementary - School Closed - No Data</li> <li>Teresa Burke Elementary - 97.07% - GOAL MET</li> <li>Thomas Jefferson Middle School - 97.16% - GOAL MET</li> <li>Palm Avenue Middle School - 97.52% - New School Baseline</li> <li>James A. Forrest Elementary - 97.78% New School Baseline</li> <li>End-of-Year 2017 District-wide - 97.38% - GOAL MET</li> </ul>
5B Chronic absenteeism rates	
5C Middle school dropout rates	
5D High school dropout rates	
5E High school graduation rates	
ENGAGEMENT SCHOOL CLIMATE	
6A Pupil suspension rates	5B Chronic absenteeism goal 2018-2019 data reported - No data available for 2019-2020 <ul style="list-style-type: none"> <li>Goal Status is On Hold -</li> <li>District = 6.2%</li> </ul>
6B Pupil expulsion rates	

Expected	Actual
<p>6C Other local measures on sense of safety and school connectedness</p> <p>PUPIL OUTCOMES OTHER STUDENT OUTCOMES</p> <p>8A Pupil outcomes in subjects described in 51210/51220 (EX: CBM metrics, Physical Fitness Testing, various participation rates etc.)</p> <p><b>19-20</b> ENGAGEMENT PUPIL ENGAGEMENT</p> <p>5A School attendance rates 2019 Goals by Site = +.3%:</p> <ul style="list-style-type: none"> <li>John L. Prueitt - 96.90%</li> <li>Karl Clemens Elementary - 96.98%</li> <li>Palm Ave Elementary - 97.67%</li> <li>Teresa Burke Elementary - 96.86%</li> <li>Thomas Jefferson Middle School -96.74%</li> <li>End of Year 2017 District-wide - 97.08%</li> </ul> <p>5B Chronic absenteeism goal = -.3%</p> <ul style="list-style-type: none"> <li>District = 5.57%</li> </ul> <p>5C Middle school dropout goal = Maintain</p> <ul style="list-style-type: none"> <li>District = 0.0%</li> </ul> <p>5D High school dropout rates</p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p>5E High school graduation rates</p>	<p>5C Middle school dropout rate</p> <ul style="list-style-type: none"> <li>District = 0.0%</li> </ul> <p>5D High school dropout rates</p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p>5E High school graduation rates</p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p>ENGAGEMENT SCHOOL CLIMATE</p> <p>6A Pupil Suspension Rate</p> <ul style="list-style-type: none"> <li>District = 0.6% - GOAL MET</li> </ul> <p>B Pupil expulsion rates</p> <ul style="list-style-type: none"> <li>District = 0.00% - GOAL MET</li> </ul> <p>6C Other local measures on the sense of safety and school connectedness</p> <p>CALIFORNIA HEALTHY KIDS SURVEY</p> <p>2019-2020 Results Grades 5 and 7</p> <p>Results from 2019-2020 CHKS: Grade 7</p> <p>A. Perceived Safety at School:</p> <ul style="list-style-type: none"> <li>53% of students will report feeling "Safe" or "Very Safe" all or Most of the Time - GOAL NOT MET</li> </ul> <p>B. At my school, there is a teacher of some other adult who really cares about me - GOAL NOT MET</p>

Expected	Actual
<ul style="list-style-type: none"> <li>N/A</li> </ul> <p>ENGAGEMENT SCHOOL CLIMATE</p> <p>6A Pupil suspension goal District = -0.3%</p> <p>B Pupil expulsion rates</p> <ul style="list-style-type: none"> <li>District = 0.00% - (Decrease of 0.09%)</li> </ul> <p>6C Other local measures on the sense of safety and school connectedness</p> <p>CALIFORNIA HEALTHY KIDS SURVEY</p> <p>2020 Goal = +3% over 2019: Grade 7 at Thomas Jefferson Middle School</p> <p>Results from 2018-2019 CHKS: Grade 7 at Thomas Jefferson Middle School</p> <p>A. Perceived Safety at School:</p> <ul style="list-style-type: none"> <li>69% of Students will report feeling "Safe" or "Very Safe" all or Most of the Time</li> </ul> <p>B. At my school, there is a teacher of some other adult who really cares about me.</p> <ul style="list-style-type: none"> <li>70% of students will believe this statement is true all or most of the time</li> </ul> <p>2019 Results for 5th Grade Students Across the District:</p> <p>A. Perceived Safety at School:</p> <ul style="list-style-type: none"> <li>84% of Students report feeling "Safe" or "Very Safe" all or Most of the Time</li> </ul>	<ul style="list-style-type: none"> <li>62% of students will believe this statement is true all or most of the time</li> </ul> <p>Results from 2019-2020 CHKS: Grade 5</p> <p>A. Perceived Safety at School:</p> <ul style="list-style-type: none"> <li>80% of students report feeling "Safe" or "Very Safe" all or Most of the Time - GOAL NOT MET</li> </ul> <p>B. At my school, there is a teacher of some other adult who really cares about me.</p> <ul style="list-style-type: none"> <li>89% of students believe this statement is true all or most of the time - GOAL NOT MET</li> </ul> <p>PUPIL OUTCOMES OTHER STUDENT OUTCOMES</p> <p>8A Pupil outcomes in subjects described in 51210/51220 (EX: CBM metrics, Physical Fitness Testing, various participation rates, etc.)</p> <p>2020 Physical Fitness Testing was suspended for the 2019-2020 school year due to COVID-19</p> <ul style="list-style-type: none"> <li>Goal Status is On Hold -</li> </ul> <p>2018-2019 5th Grade State Physical Fitness</p> <ul style="list-style-type: none"> <li>Aerobic Capacity – 52.8% in the Healthy Fitness Zone (HFZ)</li> <li>Body Composition – 45.9% in the Healthy Fitness Zone (HFZ)</li> </ul> <p>2018-2019 7th Grade State Physical Fitness Goal:</p> <ul style="list-style-type: none"> <li>Aerobic Capacity – 64.8% in the Healthy Fitness Zone (HFZ)</li> <li>Body Composition – 55.8% in the Healthy Fitness Zone (HFZ)</li> </ul>

Expected	Actual
<p>B. At my school, there is a teacher of some other adult who really cares about me.</p> <ul style="list-style-type: none"> <li>92% of students believe this statement is true all or most of the time</li> </ul> <p>PUPIL OUTCOMES OTHER STUDENT OUTCOMES</p> <p>8A Pupil outcomes in subjects described in 51210/51220 (EX: CBM metrics, Physical Fitness Testing, various participation rates, etc.)</p> <p>2018-2019 5th Grade State Physical Fitness Goal = +3%</p> <ul style="list-style-type: none"> <li>Aerobic Capacity – 47.9% in the Healthy Fitness Zone (HFZ)</li> <li>Body Composition – 50.1% in the Healthy Fitness Zone (HFZ)</li> </ul> <p>2017-2018 7th Grade State Physical Fitness Goal:</p> <ul style="list-style-type: none"> <li>Aerobic Capacity – 60.7% in the Healthy Fitness Zone (HFZ)</li> <li>Body Composition – 55.8% in the Healthy Fitness Zone (HFZ)</li> </ul> <p><b>Baseline</b> ENGAGEMENT PUPIL ENGAGEMENT</p> <p>5A School attendance rates 2017 Attendance End of Year Baseline:</p> <ul style="list-style-type: none"> <li>John L. Prueitt - 96.40%</li> <li>Karl Clemens Elementary - 96.37%</li> <li>Palm Ave Elementary - 97.20%</li> <li>Teresa Burke Elementary - 96.51%</li> </ul>	

Expected	Actual
<ul style="list-style-type: none"> <li>• Thomas Jefferson Middle School - 95.96%</li> <li>• End of Year 2016 District-wide - 96.48%</li> </ul> <p>5B Chronic absenteeism rates</p> <ul style="list-style-type: none"> <li>• District Baseline – 8%</li> </ul> <p>5C Middle school dropout rates</p> <ul style="list-style-type: none"> <li>• Baseline = .97%</li> </ul> <p>5D High school dropout rates</p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p>5E High school graduation rates</p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p>ENGAGEMENT SCHOOL CLIMATE</p> <p>6A Pupil suspension rates Baseline = 2.08%</p> <p>6B Pupil expulsion rates Baseline = .09%</p> <p>6C Other local measures on sense of safety and school connectedness Baseline = 63% of Students at Thomas Jefferson Middle School Report that there is a teacher or some other adult who really cares about them.</p> <p>PUPIL OUTCOMES OTHER STUDENT OUTCOMES</p> <p>8A Pupil outcomes in subjects described in 51210/51220 (EX: CBM metrics, Physical Fitness Testing, various participation rates etc.)</p>	



Expected	Actual
<p>2015-2016 5th Grade State Physical Fitness Goal:</p> <ul style="list-style-type: none"> <li>• Aerobic Capacity – 57.1% in Healthy Fitness Zone (HFZ)</li> <li>• Body Composition – 53.2% in Healthy Fitness Zone (HFZ)</li> </ul> <p>2015-2016 7th Grade State Physical Fitness Goal:</p> <ul style="list-style-type: none"> <li>• Aerobic Capacity – 56.7% in Healthy Fitness Zone (HFZ)</li> <li>• Body Composition – 75% in Healthy Fitness Zone (HFZ)</li> </ul> <p>CALIFORNIA HEALTHY KIDS SURVEY 2017-2018 California Healthy Kids Survey Results - School Safety and Climate - Grade 8 at Thomas Jefferson Middle School</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4.a. State Priority #5 - Pupil Engagement Extra-curricular Sports at Thomas Jefferson</p> <p>Data warrants the continuation of sports programs at Thomas Jefferson Middle School and the addition of Palm Avenue Middle School. LCAP surveys and forums still define after-school activities and enrichment programs to be a priority across the district. LCFF funds have provided the conduit for the district to reinstate and maintain sports programs at the middle school. Sports programs are monitored to ensure compliance with Title IX requirements.</p> <p>Action Item includes the cost of coaches, referees, benefits, and supplies.</p>	<p>After School Sports Coaches 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$30,800</p> <p>Employee Benefits to Coaches  3000-3999: Employee Benefits Supplemental and Concentration \$6,156</p> <p>Referees/entry fees - maximum reimbursed to student council 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$8,000</p> <p>\$0</p>	<p>After School Sports Coaches 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$12,149</p> <p>Employee Benefits to Coaches 3000-3999: Employee Benefits Supplemental and Concentration \$3,899</p> <p>Referees/entry fees - maximum reimbursed to student council 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$8,044</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Sports Supplies for LCAP Funded Events 4000-4999: Books And Supplies Supplemental and Concentration \$28,000</p> <p>Sports Transportation for LCAP Funded Events 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$7,313</p> <p>Athletic Director for middle school sports 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$74,466</p> <p>Benefits - Athletic Director for middle school sports 3000-3999: Employee Benefits Supplemental and Concentration \$33,902</p>	<p>Sports Supplies for LCAP Funded Events 4000-4999: Books And Supplies Supplemental and Concentration \$40,462</p> <p>Sports Transportation for LCAP Funded Events 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$24,031</p> <p>Athletic Director for middle school sports 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$74,466</p> <p>Benefits - Athletic Director for middle school sports 3000-3999: Employee Benefits Supplemental and Concentration \$32,444</p> <p>After School Sports Coaches 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$17,940</p>
<p>4.b. State Priority #6 - School Climate Student Counselors at All Schools</p> <p>School Counselors are recognized as one of the most valuable funded actions of the district's LCAP. Stakeholders overwhelmingly agree that their presence at the school makes a difference for the well being of the district's most needy targeted subgroups. (particularly low socioeconomic and homeless/foster youth)</p> <p>With the addition of James A. Forrest Elementary, a new counselor position must be added to this LCAP funded action. As directed by stakeholders, there will be one counselor at every school sites.</p>	<p>5 FTE Counselors - One Per Site 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$536,360</p> <p>Employee Benefits to School Counselors 3000-3999: Employee Benefits Supplemental and Concentration \$212,412</p> <p>Instructional Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$2,000</p> <p>Counselor Training/Workshops and Travel 5000-5999: Services</p>	<p>5 FTE Counselors - One Per Site 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$540,783</p> <p>Employee Benefits to School Counselors 3000-3999: Employee Benefits Supplemental and Concentration \$216,973</p> <p>Instructional Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$5,921</p> <p>Counselor Training/Workshops and Travel 5000-5999: Services</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Costs include salary, benefits, supplies, and training for the district's LCAP funded counseling team.</p> <p>Positions:</p> <p>#160002</p> <p>#101251</p> <p>#160025</p> <p>#160026</p> <p>#101250</p> <p>#200070</p>	<p>And Other Operating Expenditures Supplemental and Concentration \$4,842</p> <p>Printing 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p> <p>Postage 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$340</p>	<p>And Other Operating Expenditures Supplemental and Concentration \$830</p> <p>Printing 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$396</p> <p>Postage 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p>
<p>4.c. State Priority #8 - Other Local Measure</p> <p>STEM Materials for Middle School</p> <p>The district's STEM program was previously co-funded through a grant written through a local agricultural company. (The Wonderful Company) That grant has now ended. The district intends to continue the program to extend to both Thomas Jefferson Middle Schol and Palm Avenue Middle School next school year. The program will be supported by both LCAP and the district general fund.</p> <p>Additional costs include the following items:</p> <ul style="list-style-type: none"> <li>• .65 FTE STEM Teacher #63</li> <li>• Teacher Overtime for STEM Program Activities</li> <li>• STEM Teacher Training Program</li> <li>• Two Field Trips for STEM</li> <li>• STEM Robotics Program</li> </ul>	<p>STEM Materials and Supplies to Include Robotics Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$30,000</p> <p>1 FTE STEM Teacher #63 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$43,424</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$18,212</p> <p>STEM - Robotics, etc 4000-4999: Books And Supplies Supplemental and Concentration \$0</p> <p>Two STEM Student Field Trips 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000</p> <p>STEM teacher training 5000-5999: Services And Other Operating</p>	<p>STEM Materials and Supplies to Include Robotics Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$39,604</p> <p>1 FTE STEM Teacher #63 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$43,854</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$19,507</p> <p>STEM - Robotics, etc 4000-4999: Books And Supplies Supplemental and Concentration \$0</p> <p>Two STEM Student Field Trips 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p> <p>STEM teacher training 5000-5999: Services And Other Operating</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Expenditures Supplemental and Concentration \$3,000	Expenditures Supplemental and Concentration \$0  STEM Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$540
<p>4.d. State Priority #5 - Pupil Engagement Elementary Education Physical Education Teachers</p> <p>The district identified the need to provide high-quality physical education to the elementary students of Wasco. Rather than conducting the subject via the traditional means with a student's general classroom teacher, stakeholders determined that supplementing its PE program with certificated teachers provides a much more enhanced and equitable physical education curriculum for the student population.</p> <p>Positions: #121129 #151043 #121153 #151044</p> <p>Physical education aides further supplement the quality of the program by reducing the adult/student ratio.</p> <p>Positions: #122109 #151081 #122110 #132130 #132105 #152504 #200044 #200045</p>	<p>4 FTE Elementary Physical Education Teachers - #121129, #151043, #121153, #151044 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$268,672</p> <p>Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$129,780</p> <p>8 PT Physical Education Aides - #122109, #151081, #122110, #132130, 132105, #152504, #200044, 200045 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$196,782</p> <p>Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$106,156</p>	<p>4 FTE Elementary Physical Education Teachers - #121129, #151043, #121153, #151044 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$261,685</p> <p>Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$126,149</p> <p>8 PT Physical Education Aides - #122109, #151081, #122110, #132130, 132105, #152504, #200044, 200045 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$196,438</p> <p>Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$92,176</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4.e. State Priority #8 - Other Local Measure Health School Nurse and Site Health Services Clerks</p> <p>Site health clerks provide supplemental services to the base district health program and are of great benefit to students and parents providing on-site care to deal with the health and welfare of students immediately. Supplemental nursing services were also committed via LCFF to decrease the student to nurse/LVN ratio in the district to ensure a healthy student population.</p> <p>With the addition of James A. Forrest Elementary, a new counselor position must be added to this LCAP funded action. There will be one counselor at every school as requested by stakeholders.</p> <p>Health Services Clerk #101603 Health Clerk #092901 Health Clerk #112901 Health Clerk #122901 Health Clerk #132901 Health Clerk #142902 Health Clerk #200054</p>	<p>Expense Moved to LCFF Base Funds \$0.00</p> <p>Expense moved to base 3000-3999: Employee Benefits Supplemental and Concentration \$0</p> <p>1 FTE - LVN #REMAINS OPEN - LACKING QUALIFIED CANDIDATE 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$0</p> <p>Employee Benefits to LVN 3000-3999: Employee Benefits Supplemental and Concentration \$0</p> <p>6 Health Clerks &amp; 1 Health Services Clerk 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$195,561</p> <p>Employee Benefits to Health Clerks 3000-3999: Employee Benefits Supplemental and Concentration \$143,880</p> <p>Health Services Supplies and Equipment 4000-4999: Books And Supplies Supplemental and Concentration \$8,000</p> <p>Moved to Base Funding \$0.00</p>	<p>Expense Moved to LCFF Base Funds \$0.00</p> <p>Expense moved to base 3000-3999: Employee Benefits Supplemental and Concentration \$0</p> <p>1 FTE - LVN #REMAINS OPEN - LACKING QUALIFIED CANDIDATE 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$0</p> <p>Employee Benefits to LVN 3000-3999: Employee Benefits Supplemental and Concentration \$0</p> <p>6 Health Clerks &amp; 1 Health Services Clerk 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$226,616</p> <p>Employee Benefits to Health Clerks 3000-3999: Employee Benefits Supplemental and Concentration \$157,596</p> <p>Health Services Supplies and Equipment 4000-4999: Books And Supplies Supplemental and Concentration \$3,768</p> <p>New employee fingerprints 5000-5999: Services And Other Operating Expenditures</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4.f. State Priority #5 - Pupil Engagement Advancement Via Individual Determination (AVID)</p> <p>The district will enter its fifth year of implementation of the AVID Program in the middle grades during the 2019-2020 school year. This supplemental program assists students in the central band of achievement to reach higher standards of rigor to expose and ready them for a potential college pathway in the future. Services are principally directed to targeted LCAP student subgroups.</p> <p>The district has seen positive academic growth stemming from the AVID program, and thus, at the direction of stakeholders, AVID will be expanded into sixth grade during the 2019-2020 school year with additional costs to be calculated and factored into the LCAP budget.</p> <p>Costs include a contract for service, training overtime, conference, and travel, as well as supplies.</p>	<p>Contract through KCSOS for program support costs 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,899</p> <p>AVID Training Salaries Grades 6-8 and Program Coordinator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$31,792</p> <p>Employee Benefits for AVID Training 3000-3999: Employee Benefits Supplemental and Concentration \$6,346</p> <p>AVID Subs for Training 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$4,000</p> <p>Employee Benefits for AVID Subs 3000-3999: Employee Benefits Supplemental and Concentration \$262</p> <p>AVID Instructional Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$600</p> <p>AVID Student Event Travel for Vans and/or Buses 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$16,200</p> <p>AVID Training Travel 5000-5999: Services And Other Operating</p>	<p>Supplemental and Concentration \$123</p> <p>Contract through KCSOS for program support costs 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$7,998</p> <p>AVID Training Salaries Grades 6-8 and Program Coordinator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,253</p> <p>Employee Benefits for AVID Training 3000-3999: Employee Benefits Supplemental and Concentration \$2,046</p> <p>AVID Subs for Training 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,502</p> <p>Employee Benefits for AVID Subs 3000-3999: Employee Benefits Supplemental and Concentration \$842</p> <p>AVID Instructional Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$9,387</p> <p>AVID Student Event Travel for Vans and/or Buses 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$7,692</p> <p>AVID Training Travel 5000-5999: Services And Other Operating</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Expenditures Supplemental and Concentration \$15,200</p> <p>5 AVID Tutors (3.5hr - 4 Days Weekly)</p> <p>1 Classified AVID Assistant - Training Cost Only (Librarian)</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$29,422</p> <p>Employee Benefits to AVID Tutors and Librarian 3000-3999: Employee Benefits Supplemental and Concentration \$5,984</p>	<p>Expenditures Supplemental and Concentration \$10,995</p> <p>5 AVID Tutors (3.5hr - 4 Days Weekly)</p> <p>1 Classified AVID Assistant - Training Cost Only (Librarian)</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$29,851</p> <p>Employee Benefits to AVID Tutors and Librarian 3000-3999: Employee Benefits Supplemental and Concentration \$6,047</p>
<p>4.g. State Priority #5 - Pupil Engagement</p> <p>Elementary Instrumental Music Program</p> <p>Providing enriching curriculum to students is an LCAP priority, and scheduled music classes at the elementary schools have been very positively received as a supplement to targeted subgroups that would otherwise have little exposure to the arts at those schools. (Vocal and Instrumental)</p> <p>Costs include 1.43 FTE Music Teachers, Music Instruments, and Instrument Repairs</p>	<p>1.43 FTE Elementary Music Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$125,530</p> <p>Employee Benefits to Music Teachers 3000-3999: Employee Benefits Supplemental and Concentration \$52,279</p> <p>Musical Instruments 4000-4999: Books And Supplies Supplemental and Concentration \$19,200</p> <p>Music Instrument Repair 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,000</p> <p>Transportation to Music Events and Competitions 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,115</p>	<p>1.43 FTE Elementary Music Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$98,724</p> <p>Employee Benefits to Music Teachers 3000-3999: Employee Benefits Supplemental and Concentration \$46,922</p> <p>Musical Instruments 4000-4999: Books And Supplies Supplemental and Concentration \$13,297</p> <p>Music Instrument Repair 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$16,030</p> <p>Transportation to Music Events and Competitions 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,740</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Entry Fees for Music Competitions 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$625</p> <p>Band Uniform Cleaning 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,500</p>	<p>Entry Fees for Music Competitions 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$502</p> <p>Band Uniform Cleaning 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p>
<p>4.h. State Priority #6 - School Climate Dean of Students for Middle School - 2 Position</p> <p>During the 2019-2020 school year, there will be a new middle school within the WUESD boundaries. The new school will require the reinstating of the second Dean of Students under LCAP. One dean for Thomas Jefferson and one dean for Palm Avenue Middle School. These staff members will monitor and support the academic progress of targeted students in LCFF subgroups. Social/emotional concerns will remain in the hands of the site counselor. This action item supports the request from parents to increase parent communication and academic support across the district and will provide principally directed services to the subgroups most in need of assistance.</p> <p>#160003 #200071</p>	<p>2 FTE Dean of Student Academics (Existing) #200071, #160003 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$190,198</p> <p>Employee Benefits to Academic Deans 3000-3999: Employee Benefits Supplemental and Concentration \$76,039</p>	<p>2 FTE Dean of Student Academics (Existing) #200071, #160003 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$190,198</p> <p>Employee Benefits to Academic Deans 3000-3999: Employee Benefits Supplemental and Concentration \$74,496</p>
<p>4.i. Continuing LCAP Goal: State Priority #5 - Pupil Engagement District Translator</p> <p>With the massive infusion of programs and information generated from the actions of nearly 10M dollars of LCFF S/C funding, there remains an increased need for additional communication in the home language of parents. This single position has assisted the district in offering</p>	<p>1 FTE - District Translator/Interpreter #151073 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$60,793</p> <p>Employee Benefits to District Interpreter 3000-3999: Employee</p>	<p>1 FTE - District Translator/Interpreter #151073 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$61,049</p> <p>Employee Benefits to District Interpreter 3000-3999: Employee</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>significantly improved communications regarding LCAP funded actions to the Spanish speaking public. (Verbal, Written, and Online)</p> <p>Position: #151073</p>	<p>Benefits Supplemental and Concentration \$37,251</p> <p>Parent meetings - Food Service 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,200</p>	<p>Benefits Supplemental and Concentration \$36,673</p> <p>Parent meetings - Food Service 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,931</p> <p>Materials 4000-4999: Books And Supplies Supplemental and Concentration \$63</p>
<p>4.j. State Priority #5 - Pupil Engagement Site Interpreter/Translator</p> <p>This position was moved to Base funding.</p>	<p>Moved to Base Funding \$0</p> <p>Moved to Base Funding \$0</p>	
<p>4.k. State Priority #5 - Pupil Engagement Science Fair History Day Oral Language Festival Spelling Bee Honor Band/Choir</p> <p>Funds shall be used to provide stipends, supplies, awards and entry fees into local, regional, county, and state academic competitions.</p>	<p>District Competition Supplies, Snacks, and Prizes 4000-4999: Books And Supplies Supplemental and Concentration \$4,900</p> <p>Entry Fees and etc. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,340</p> <p>District Competition Coordinator Stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$4,550</p> <p>Employee Benefits to Competition Coordinator Stipends 3000-3999: Employee Benefits Supplemental and Concentration \$908</p> <p>Printing and Postage for LCAP Activities 5000-5999: Services</p>	<p>District Competition Supplies, Snacks, and Prizes 4000-4999: Books And Supplies Supplemental and Concentration \$9,639</p> <p>Entry Fees and etc. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4,399</p> <p>District Competition Coordinator Stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,228</p> <p>Employee Benefits to Competition Coordinator Stipends 3000-3999: Employee Benefits Supplemental and Concentration \$1,043</p> <p>Printing and Postage for LCAP Activities 5000-5999: Services</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4.l. State Priority #5 - Pupil Engagement Student Academic Literacy Achievement Recognition</p> <p>Celebration of student success was identified as an area for improvement by LCAP surveys. Parents want more frequent information regarding the academic achievement and needs of their children. Each school has been funding based on socioeconomic status to recognize student literacy efforts at the elementary schools. The middle school shall use the funds to assist in identifying students that demonstrate excellent academic skills and provide special academic awards to target the low socioeconomic student subgroup principally.</p> <p>Thomas Jefferson: \$3,624 Karl Clemens: \$2,573 Teresa Burke: \$2,302 Palm Avenue: \$3,825 John L. Prueitt: \$2,386 James A Forrest \$2,432</p>	<p>And Other Operating Expenditures Supplemental and Concentration \$70</p> <p>Student Academic Awards and Incentives 4000-4999: Books And Supplies Supplemental and Concentration \$17,145</p>	<p>And Other Operating Expenditures Supplemental and Concentration \$0</p> <p>Student Academic Awards and Incentives 4000-4999: Books And Supplies Supplemental and Concentration \$7,175</p> <p>Student Academic Awards and Incentives 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,249</p>
<p>4.m. State Priority #6 - School Climate Assistant Principal/Learning Director - 6 FTE</p> <p>Assistant Principal/Learning Directors at each site extends support to unduplicated students at the direction of the site principal to increase student achievement. In Wasco, it is the priority of AP/LDs to monitor student progress of unduplicated students and to manage referrals to RTI, intervention classes. Foster and homeless students receive individual attention from the AP/LD as their unique home situations are monitored, and cases are explicitly handled at this level. These employees work closely with the parents of unduplicated students to</p>	<p>6 FTE - VP/LDs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$661,851</p> <p>Employee Benefits for VP/LDs 3000-3999: Employee Benefits Supplemental and Concentration \$242,698</p> <p>Employee Monthly Mileage Allowance Per Contract 5000-5999: Services And Other</p>	<p>6 FTE - VP/LDs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$661,879</p> <p>Employee Benefits for VP/LDs 3000-3999: Employee Benefits Supplemental and Concentration \$239,065</p> <p>Employee Monthly Mileage Allowance Per Contract 5000-5999: Services And Other</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>make recommendations for equitable school and community services to help maximize their potential. They are also in charge of maintaining a safe school and a productive learning environment at the school through the use of restorative justice practices. 2017-2018 California School Dashboard demonstrate the effectiveness of this position based on improved attendance, behavior, learning goals of unduplicated student subgroups.</p> <p>Positions: #141203 #111202 #68 #131202 #121202 #190003</p>	<p>Operating Expenditures Supplemental and Concentration \$3,000</p>	<p>Operating Expenditures Supplemental and Concentration \$3,000</p>
<p>4.n. State Priority #6 - School Climate Pre-Service Professional Development Day 2019</p> <p>Cultural Awareness Training - Saturday professional development day is scheduled to occur in the winter. Topics: English Learners and/or Low SED Student Needs</p>	<p>Certificated Salaries for PD #1779 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$45,000</p> <p>Employee benefits for PD 3000- 3999: Employee Benefits Supplemental and Concentration \$8,981</p>	<p>Certificated Salaries for PD #1779 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$51,767</p> <p>Employee benefits for PD 3000- 3999: Employee Benefits Supplemental and Concentration \$7,906</p>
<p>4.o. State Priority #6 - School Climate Positive Learning Environment for Classified Staff</p> <p>The district seeks to regularly train classified staff in best strategies to deal with children to foster a positive school culture focused on relationships with students and their families. Classified employee stakeholders appreciate the training and would like to see it continued.</p> <p>This event will take place in August 2019.</p>	<p>Contract to Provide Professional Development to Classified 5000- 5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,200</p> <p>Training supplies for Positive Learning Environment PD 5000- 5999: Services And Other Operating Expenditures</p>	<p>Contract to Provide Professional Development to Classified 5000- 5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p> <p>Training supplies for Positive Learning Environment PD 5000- 5999: Services And Other Operating Expenditures</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4.p. State Priority #5 - Pupil Engagement Parent Outreach Online Service</p> <p>The district chose AERIES Parent Communication services to expand its efforts to reach out to parents regarding important matters across the district, site, and classroom. Each year with this service, the district plans to integrate all communication going to parents using this platform. Currently, all grades and deficiency information is entered into AERIES, and it will also tie into the district's emergency messaging system. Usage of the program in 2018-2019 was limited with users claiming the system, though useful, was cumbersome but hard to use. With training on the product planned for the summer of 2019, the district will decide as to whether to continue with the service or seek a better platform for parent communication in the winter of 2020.</p>	<p>Supplemental and Concentration \$1,600</p> <p>Contract for AERIES Parent Communication Portal 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$14,744</p>	<p>Supplemental and Concentration \$0</p> <p>Contract for AERIES Parent Communication Portal 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$12,695</p>
<p>4.q. State Priority #5 - Pupil Engagement "Foster Focus" Program</p> <p>The Foster Focus Program is now a free service from the Kern County Superintendent of Schools. Funds will be used to purchase clothes, backpacks, and hygiene kits for displaced students. (homeless/foster) These supplies shall be distributed by LCAP school counselors as part of the district outreach to stakeholders in that subgroup.</p>	<p>Backpacks, Clothes, and Hygiene Kits 4000-4999: Books And Supplies Supplemental and Concentration \$5,000</p>	<p>Backpacks, Clothes, and Hygiene Kits 4000-4999: Books And Supplies Title I \$299</p>
<p>4.r. State Priority #5 - Pupil Engagement African American Mentor Program</p> <p>The African American Mentor Program has become an excellent example of how parents in an unduplicated subgroup genuinely coming together for the benefit of students. Led primarily by the district's African American employees, outreach into the African American community was complete 100%. All parents with students in the subgroup were invited. Data from math intervention programs indicate that the AA</p>	<p>Mentorship Program for African American Students 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000</p>	<p>Mentorship Program for African American Students 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$927</p> <p>Mentor Program for African American Students - Employee time cards 1000-1999: Certificated</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>subgroup scores in mathematics are expected to improve during the 2019 CAASPP testing cycle.</p> <p>Cost for the program include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Staff Overtime</li> <li>• Supplies</li> <li>• Incentives</li> <li>• Consultant Fees</li> </ul>		<p>Personnel Salaries Supplemental and Concentration \$5,979</p> <p>Mentorship Program for African American Students - Employee benefits 3000-3999: Employee Benefits Supplemental and Concentration \$1,193</p> <p>Mentorship Program for African American Students - materials 4000-4999: Books And Supplies Supplemental and Concentration \$134</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.

4.a. State Priority #5 - Extra-curricular Sports at Middle Schools - The 2019-2020 sports season was cut short due to the COVID-19 Pandemic. Funds for the program were diverted to fund programs, training, and supplies needed to conduct virtual learning.

4.g. State Priority #5 - Elementary Instrumental Music Program - The district was forced to release the middle school band teacher due to credentialing issues. Funds released from these costs were transferred to the district's COVID response efforts.

4.l. State Priority #5 - Student Academic Literacy Achievement Recognition - End-of-year awards ceremonies were canceled due to COVID-19. Funds for Goal 4.l. were transferred to the district's COVID response plan.

4.q. State Priority #5 - "Foster Focus" Program - LCAP funds for Title I (Homeless and Foster) are expended before LCFF funds are drawn for that purpose. The school year ended before LCAP funds could be expended. Funds were carried forward to address homeless and foster needs in the 2020-2021 school year.

4.r. State Priority #5 - African American Mentor Program - School closures cut the AA Mentor Program short. LCAP funds were transferred to address distance learning and the COVID-19 pandemic.

All LCFF S/C funds that were not expended as planned due to the COVID-19 health emergency were redirected in the 2019-2020 and 2020-2021 school years to support the unique needs of students during the full year of distance learning. These expenses included increased health safety measures, technology for teachers and students of unduplicated subgroups, parent outreach, etc.



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

The 2019-2020 school year presented unique challenges to the district from beginning to end. The school year opened with significant changes and fanfare with the reconfiguration of the district and the opening of a brand new school in the district. Previous to 2019, the district was comprised of four elementary schools and a middle school. In the summer of 2019, the district opened a new elementary school, James A. Forrest Elementary. Across town, the community celebrated the refurbishment and renaming of Palm Avenue Elementary School with its brand new gymnasium. "Palm Avenue Middle School" had become the district's second middle school. Elementary schools gave up their 6th-grade students to the middle schools to even out enrollment. In preparation for the changes, attendance boundary modifications, staff transfers, reassignments, and all of the related chaos of these changes were quite a disruption to the daily operating procedures in the district.

Moving forward, the district leaned heavily on the programs and personnel tied to goal four of the LCAP to smooth out all the implementation issues related to the district's reconfiguration. The 2019-2020 LCAP was built to ensure that all of the most effective actions of the LCAP were duplicated and extended to the new school sites. The district also carried all programs and curricular expectations to all students in the district. Even if a student's school of residence had changed, the services and experience did not. By the end of September 2019, district operations were as smooth as previous to these described changes.

The data from the annual update for goal four California Healthy Kids Survey stands out as a concern moving forward. Student connectivity with their school and their teachers dropped dramatically from 2018 CHKS results. The cause of this change is unknown. District counselors funded in this goal have taken on the task of reviewing this data and taking a deep dive, and possibly forming a teacher/administrator task force to identify and address student connectivity with their school of residence.

As the year progressed, unimaginable changes were in store for the district and its students.

When the governor declared the first stay-at-home mandate in March 2020, the district had just concluded its collection of annual stakeholder feedback to develop the 2020-2023 LCAP. The data included survey results from teachers, students, and parents. After the March 2020 pandemic stay-at-home order issued from Sacramento, the necessity for input from stakeholders shifted to address the demands of remote learning and health concerns posed by COVID-19 in the schools. The district assembled a plan to develop and administer surveys to parents to determine the levels of home internet connectivity and student device availability to switch to a distance learning platform. Before the district got to this point, students and teachers floundered with old-fashioned paper and pencil remote learning packets from March 17th to April 7th, 2020. LCAP funded supplemental staff was invaluable in working on the front lines to get information to parents, distribute technology and curriculum to families, monitor employee health, and just about all COVID-related changes necessary to educate Wasco children in a remote learning environment.

One of the most beneficial responses to the COVID-19 education crisis in Wasco was creating two "Distance Learning Centers. These centers remained open during most of the early mandatory stay-at-home period to assist students and their families.

These services included the following:

- Tutoring assistance (virtual or In-person) for unduplicated students experiencing significant learning loss

- Chromebook and Internet hotspot distribution and distance learning assistance
- Counseling services emphasizing identification and services for students in crisis
- Instructionally required student assessments
- Foodservice meal distribution

All staff continued to serve the students in ways no one could even imagine when the school year started. It is unlikely that distance learning would have been successful in the Wasco Union Elementary School district without LCAP funded supplemental support personnel.

# 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
CL1. Personal Protective Equipment - Supplies to limit the spread of COVID-19 at all district facilities	150,000	238,781	No
CL2. Social distancing tools - barriers, signage, instructional tools - LEA	100,000	238,781	No
CL3. Staffing to district learning centers to address engagement and attendance as well as learning loss mitigation focusing on unduplicated student subgroups	1,655,685	4,293,038	Yes
CL4. Staffing to lower student group sizes to prevent the spread of COVID-19 - Certificated and Classified	1,076,981	1,013,037	No
CL5. Student devices for the remote delivery of instruction - Chromebooks for all students - Direct outreach to socio-economically disadvantaged students	1,400,000	1,267,832	Yes
CL6. Cellular data internet hotspots to provide connectivity to families of students in need	74,000	84,682	Yes
CL7. Online services to promote instruction and communication to students and parents during distance learning - SEE LL#1 FOR FUNDS	SEE LL#1		No
CL8. Parent liaisons at all sites to conduct attendance and checks on student welfare focusing on unduplicated student subgroups	299,325	301,173	Yes
CL9. Increased transportation services to allow for effective social distancing during COVID-19 pandemic	397,000	111,454	No
CL10. Site-based health personnel and facilities to deal with students reporting illness	375,058	719,666	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
CL11. School counselors to meet the social and emotional needs of students during pandemic - Services to focus on unduplicated student subgroups	779,080	831,905	Yes

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.

CL3. Staffing to district learning centers to address engagement and attendance as well as learning loss mitigation focusing on unduplicated student subgroups

CL9. The district spent only a third of its planned expenditure on transportation due to COVID-19 stay-at-home orders.

CL10. Site-based health personnel and facilities to deal with students reporting illness

Both CL3 and CL10 were underestimated in the original drafting of the 2021 Local Control and Accountability Plan. Staffing needed to maintain Learning Centers at full capacity was underestimated, and the original anticipated cost was vastly different than the actual. Much of the funding transferred from incomplete LCAP expenditures from the 2019-2020 school year fell on this goal to cover actual costs.

CL10 was a similar situation as above in that the district underestimated the actual costs, and the gap in funding came from unexpended LCFF at the end of the year.

## Analysis of In-Person Instructional Offerings

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

The 2020-2021 school year was the most tumultuous academic year on record. The community of Wasco was one of the hardest-hit areas with COVID-19 in all of Kern County, Kern County was one of the hardest hit in the state, and California one of the hardest hit in the country. Wasco State Prison employs numerous front-line workers in Wasco, and many infections originated there. The vast majority of other citizens were considered essential and required to continue working even during the worst days of the pandemic. One would be hard-pressed to find someone in Wasco who wasn't directly impacted by losing a loved one or personally experience the virus and its ramifications for themselves. State and Federal guidelines for school reopening were rarely in favor of a successful reopening of school. During the short periods when possible, the district was forced to close its doors due to COVID-19 infections of staff or students. The district's first effort at reopening was in October 2019, when the district's most academically fragile students were invited back for in-person instruction. This lasted approximately one month before the district was forced to resume 100% distance learning. Ultimately, the district leaned on common sense and kept its doors mostly shut for nearly the entire school year, as was the request of the majority of parents surveyed.

The district leaned heavily on classified staff and certificated instructional support personnel to provide services to students and parents over the year. Many of these employees took up tasks far away from the primary duties of their job description to make support classroom teachers that were required to work from their homes to provide the best education possible under difficult circumstances. Two "Distance Learning Centers" were established to provide services related to the district's distance learning program, family health and counseling, and foodservice. These centers became the hub of district services for the majority of the school year. The district's technology support personnel provided indispensable service to the community through the distribution, maintenance, and training offered to students, parents, and teachers alike. Google Classroom served as the instructional delivery system, and fortunately, teachers had been trained on its use two years before the pandemic.

Finally, in April, the district was able to begin re-opening schools. Less than half of parents returned their children for in-person instructional in the grade levels identified for the reopening. The other half of the students remained in distance learning. The quality of instruction suffered due to this split "hybrid" instructional model. Teachers, who were already suffering from exhaustion, were required to double their efforts to accomplish this effort with any success.

Through teachers' incredible efforts to make lemonade of lemons, attendance in the district held steady at approximately 95% for the entirety of the school year.

The district is offering full-day and in-person summer school for all students wishing to attend in June 2021. Approximately 1000 students are registered to attend. The district is planning to reopen in the fall of 2021 with no distance learning offerings unless directed to do so by state or federal requirements.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
DL1. Distance learning professional development preparation - Personnel - Equipment - Software	98,525	97,189	No
DL2. After school and weekend instructional support services to assist students identified as suffering from learning loss due to school closure - Priority given to students of unduplicated subgroups	199,589	212,001	Yes
DL3. Contract for online tele-speech services to increase the number of students participating in speech services during the pandemic for students on an IEP for specific disabilities related to speech	276,807	298,952	No
DL4. Homeless and foster student outreach and supports during pandemic - Personnel and supplies	268,581	264,747	Yes
DL5. Personnel and equipment for service and support for educational technology for remote learning - Technical support conducted online, by phone, and in person - SEE CL#3 FOR FUNDS	SEE CL#3		No
DL6. Technology essential to conduct distance learning program (Other than Chromebooks and hotspots)	5,000	81,094	No
DL7. Online programs to track attendance and student engagement during distance learning.	12,537	12,537	No
DL8. Technology repair and replacement for student devices - Students will be able to exchange a device as needed to maintain continuous participation in distance learning - SEE CL#5 FOR FUNDS	SEE CL#5		No
DL9. Classified and certificated support personnel for English Language Learner services to increase and enrich services to ELs.	269,575	270,367	Yes
DL10. All students will have equitable access to CORE curriculum and supplemental supports in Math, English Language Arts, Science, Social Studies, and English Language Development.	20,962,118	20,478,327	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
DL11. Tiered re-engagement strategies for students out of compliance with attendance and engagement expectations - SEE CL#3 FOR FUNDS	SEE CL#3		No
DL12. Online curriculum development at all grade levels for distance learning lessons, activities, and assessments - Teacher led collaboration time and required supplies	815,311	818,235	No
DL13. Enrichment programs to support core instruction - AVID and Instrumental Music - Teachers and Program Costs	438,640	397,923	No
DL14. Increased translation services for parent communication during distance learning - District translators	146,477	147,273	Yes
DL15. Digital library books will be purchased and made available to students of unduplicated subgroups	20,000	92,945	Yes
DL16. Training for all staff, certificated and classified, on hygiene, cleaning, and best practices to contain the spread of COVID-19	123,633	109,851	No
DL17. Professional development and workshops for instructional staff to deliver high quality instructional services using remote learning technology	98,525	97,189	No
DL18. Personnel servicing students at two "District Learning Centers" - Primarily unduplicated students needing support - SEE CL#3 FOR FUNDS	SEE CL#3		Yes

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.

Planned and actual expenditures align reasonably in this distance learning program section.

DL15 shows a nearly \$70,000 increase over what was planned. This was to pay for a program (MyON) allowing students to have access to tens of thousands of digital books to provide home access to rich reading material.



## 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:

As shared previously in this document, though it was not easy, the district was prepared for distance learning to begin the 2020-2021 school year. Many area school districts felt the need to postpone their opening by days or weeks in August 2020. However, the Wasco Union Elementary School District began its school year as scheduled with distance learning. Teachers had participated in training in Google Classroom as far back as 2018. Though no one wanted to conduct instruction remotely, instruction was administered systematically across the district. School proceeded each day as planned until the last day of school, 180 instructional days later.

### Access to Devices and Connectivity:

Action 1.m. of the LCAP going back for years had the goal to build a one-to-one student to device ratio across the district. Every student had access to a Chromebook at the end of the year in 2019. The governor issued stay-at-home orders in March of 2020, and all students could grab a device two weeks later to keep at home for distance learning throughout the pandemic. The district purchased additional Chromebooks for the inevitable loss or damage to devices allowing a quick swap-out of units providing students seamless access to instruction quickly. Internet connectivity was the main issue to ensure equity for all students in the district. The district provided mobile hotspots to families that needed internet access at home through agreements with Verizon and AT&T,

### Pupil Participation and Progress:

The district tracked attendance and participation each instructional day utilizing the district's student information system, AERIES, middle school, and student engagement logs for elementary schools. Students unaccounted for were identified, and school support personnel spent the first two months attempting to track them down to reengage them with the school and learning. This meant many phone calls and home visits to make this happen. Nearly three percent of students remain unaccounted for during 2019-2020. The district managed to maintain an average daily attendance rate near 95% for the school year.

Teachers monitored student progress via local assessments developed by academic coaches to mirror the distance learning occurring each day. The district determined that the delivery of state CAASPP ELA and Math assessments would not be practical or equitable given the home situations and varying internet reliability issues occurring in the field. STAR Math and ELA tests were administered following state guidelines for their use. Results of the assessment measuring academic growth will be mailed out to parents in the summer of 2021.

### Distance Learning Professional Development

The district utilized KytelLearning.com to provide professional development to teachers during the 2019-2020 school year. The training was mostly developed by WUESD teachers during the summer preceding the school year and recorded in brief training bites that teachers could use to build their distance learning skills. This training was permanently stored online and available to teachers all year.

There were no significant challenges to offering online PD to staff.

Teacher online professional development sessions created during the summer of 2020 are as follows:

- Returning to Work During COVID-19:
- Reopening: Instructional Details for Distance Learning
- The Coming School Year: An Address from the District Superintendent
- Suicide Prevention and Awareness
- Mandated Reporting - CANRA
- Digital Citizenship
- Sexual Harassment Prevention and Response
- Creating Your Google Classrooms Directly from Aeries
- Educeri Level A
- Educeri Level B
- Educeri Level C
- Educeri Level D
- AERIES Parent Communication Overview
- Google Meets: Integrating into Google Classroom
- Creating Rubrics in Google Classroom
- Google Classroom for TK-2 Google Forms
- Google Classroom for TK-2 Intro
- Google Classroom for TK-2 Google Docs
- Google Classroom for K-2 Google Slides
- STEMscopes for Beginners (Gr 6-8)
- Renaissance myON
- Creating Choice Boards in Google Slides
- Screencastify for Newcomers
- Screencastify for Experienced Users
- Literacy Systems, ELPAC, Resources, Pacing, and ELD
- Ellevation/Reclassification/ELD
- Clever- Teacher Resource Page
- Kami - Using Google Classroom
- Kami - Getting Familiar with the App
- Google Classroom for Newcomers
- Kami - Creating Your Account and Adding Students
- Google Classroom: Teacher Backend Tools
- Google Classroom for the Experienced User
- Digital Textbooks: McGraw-Hill MyMath

- Digital Textbooks: McGraw-Hill Wonders
- Using Google Slides for Google Classroom Assignments
- WUESD Technology Department Review
- WUESD CB maintenance training

#### Staff Roles and Responsibilities:

Certificated staff that normally have students assigned to them had the most important responsibility; direct instruction. All certificated support staff that did not have students assigned to them played a role in supporting teachers, students, and families. (Counselors, Academic Coaches, PE Teachers, etc.) The largest challenge to the district was in identifying the students needing support via distance learning. Examples of supports for teachers, parents, and students included the following:

- Support personnel at district distance learning centers
- Substitute teaching
- Lesson development
- Student in-person testing (e.g., ELPAC)
- Home checks
- Parent communication
- Technology support
- In-person tutoring
- Foster/homeless and essential worker in-person instruction

The largest challenge to the district was in identifying the students needing support via distance learning.

#### Support for Pupils with Unique Needs:

Teachers assisted students with unique needs in the early days of the school year at the district's distance learning centers. The services outlined above were available during school hours.

The district found it very difficult to meet the unique needs of students with disabilities given the circumstances revolving around distance learning. Special education teachers amended student IEPs to adjust to the distance learning environment, and later they were the first to be offered in-person instruction when deemed possible. The special education center was open to parents throughout the pandemic.

English learners received their designated ELD time online. ELlevation.com and Educeri's online resources helped provide online supplemental resources to help ELs acquire the language. The district's English Learner Student Coaches are now providing services to all newcomers and lowest level language learners in the district to provide ELD instruction and support to the student and family during distance learning. Overseeing these efforts is the District Coordinator of English Learners and Early Literacy.

Teachers provided in-person instruction all year for Foster or Homeless students at the district's distance learning centers. Title I teachers conducted outreach to all known foster and homeless families to offer this service.



# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
LL1. Initial administration of formative assessments to determine the degree of learning loss of unduplicated pupils and determine the strategies necessary to address identified barriers to learning - Includes, DIBELS fluency assessments, STAR Math, and STAR Reading	112,228	112,148	Yes
LL2. Google Meet video conferencing will be used as necessary for student assessment screenings as school closures are in effect at the beginning of the year. In-person assessments will be administered at the district's learning centers once restrictions are lifted in Kern County - SEE CL#3 FOR FUNDS	SEE CL#3	SEE CL#3	No
LL3. Maintain increased Special Education support staff in place from the 2019-2020 LCAP to meet the increased need for supports to learning and families during distance learning activities.	558,377	672,699	No
LL4. Learning loss mitigation supports for students focusing primarily on English Language Arts, Mathematics, and English Language Development Curriculum - Universal access via Zoom, After instructional hours, and weekend supports as deemed necessary - Focus on district's unduplicated subgroups - SEE DL#2 FOR FUNDS	SEE DL#2	SEE DL#2	Yes
LL5. Educational technology support specialist to increase the effectiveness of distance learning across the district, and specifically for students with the greatest needs	135,780	135,780	No
LL6. The instructional day will be extended twenty minutes per day in an effort to increase services and limit learning loss among unduplicated students - Per MOU with local teachers' association	810,115	685,784	Yes
LL7. African American Mentor Program - Outreach to AA data defined low-performing subgroup during distance learning to provide increased supports to the subgroup	9,950	9,950	No
LL8. Activities to increase student engagement and motivation - Awards and incentives	17,142	17,142	No

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.

LL3. Maintain increased Special Education support staff in place from the 2019-2020 LCAP to meet the increased need for supports to learning and families during distance learning activities.

- The district miscalculated the actual cost involved with this action item during the original draft of this document. That actual cost listed above is correct and was the cost of maintaining services at existing levels.

LL6. The instructional day will be extended twenty minutes per day to increase services and limit learning loss among unduplicated students - Per MOU with local teachers' association.

- The district split costs of its supplemental 20 minutes of instruction between LCAP and other COVID response funding. The service was carried out as planned for unduplicated students.

## 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.

After a full year of distance learning, it is clear that these efforts will never take the place of in-person instruction. Students with strong support and oversight in the home from their families fared better than those who did not. Local assessment data indicate significant disproportionate learning loss for students of unduplicated subgroups. The district attempted to offer virtual afterschool intervention, but students did not participate as hoped. The district anticipates the need for intensive support for students demonstrating little growth or even regression.

Listening to the voices of its stakeholders, the district is taking action. During the summer of 2021, the district allocates funds to conduct a comprehensive summer school for any student wishing to participate. All schools will open their doors on June 2nd for full-day in-person instruction. Nearly one-third of students have signed up to participate, all eager to return to school and some sense of normalcy. Additionally, the district, local teacher association, and CSEA partners have agreed to open the school year one week early (August 2nd) and run a 185 day school year. This, along with the 20 minutes of daily intervention built into the district's LCAP, will have students in seats 13 days longer than the traditional school year. District support personnel and teacher leaders are building plans to assess student learning loss in the coming school year's opening days and build a plan on how best to meet students where they are when they return in August.

The flexibility of the 2021 Local Control and Accountability Plan has brought to fruition all the conceivable support possible to make the best of an impossible situation.





## 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.

Learning loss of students is an essential focus for Wasco schools as the district begins the process of reopening. However, the district will not minimize the heavy impacts of COVID-19 on students' spirits and their social-emotional well-being. Plans to reopen school in the fall of 2021 will include broad LCAP supports for students. During the extended period of isolation brought on by the pandemic, many students and their families did not manage well. Social disengagement from peers and regular daily interactions with others led to depression and anxiety. Unemployment hit Wasco harder than greater Bakersfield, and the stress of lost income, pending foreclosures, and inability to pay monthly bills was a crushing blow to many families. For some, illness or the tragic loss of a loved one due to the COVID-19 virus has devastated healthy family dynamics. Every student will return to in-person instruction with their own COVID story. Students need an outlet to tell that story, and staff must listen, understand, and consider when re-engaging students in the new school year.

The district continues to employ six counselors. (one per school) Throughout the pandemic, counselors worked daily to stay in touch with the students on their caseload experiencing social or academic difficulties. Counselors made a real difference for these students in the early days of the pandemic and were instrumental in making distance learning work. Counselors find themselves busier than ever as they reach out to students known to have suffered the loss of a loved one. COVID-19 impacted the community of Wasco more than most of all other areas of greater Bakersfield. Wasco consists of many farmworkers and other essential employees unable to make a living remotely. Rural Kern County's explosion of COVID-19 cases impacted nearly every family in the area in one way or another.

The district's multi-tiered systems of support (MTSS) were fully in place for the 2021-2022 school year. Level-one MTSS classroom strategies have never been as crucial as they are now. School counselors are specifically assigned the homeless and foster subgroup to make personal connections with these families to ensure they have access to all district and community services available to them.

During the pandemic, students engaged in social-emotional learning (SEL) activities to gauge their emotional state using swift survey tools each school day. Teachers monitored the results recorded by students during this exercise for any symptoms that may necessitate a connection of the child to student support services. Additionally, counselors systematically equipped teachers with SEL activities to supplement the daily distance learning instructional routine.

District counselors were available directly to students and families during school hours. Local counseling services were also utilized to take students suffering from severe depression and anxiety related to the unrelenting year that was 2020.

## 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 Wasco Union School District spent a great deal of time and effort on parent outreach during the pandemic to determine families' needs during times of uncertainty. This outreach focused on the district's highest-need subgroups, including Foster/Homeless, SED, EL, SWD, and AA.

A 100% distance learning instructional model would be impossible unless students of the socioeconomically disadvantaged subgroup had equitable access to devices and internet connectivity. Identifying this need in the community was an essential first step in moving forward. The district secured and distributed the technology necessary to make distance learning happen for every district student. Timely communication regarding technology distribution and information regarding the 2020-2021 school year's opening was communicated in each family's home language via phone, email, and text.

The district was excited to see a district-wide student participation rate of nearly 95% through the district's distance learning program. Still, a 5% rate of unengaged students translates into almost 200 enrolled students out of touch with their home schools. District support staff and teachers worked each week to locate these students and reengage them with their public education. It was necessary to identify and remove the barriers to participating in distance learning. Priority for this outreach focused on unduplicated student subgroups in the district, and the following LCAP funded staff was assigned a target these groups specifically.

- Counselors and Title I Teachers - Homeless/Foster
- Site Parent Liaisons and Title I Teachers - SED
- EL Student Coaches - English Learners
- African American Student Mentors - AA
- Special Education Coordinator and Staff - SWD

A student presence during distance learning is the clear first tier of the re-engagement process.

The second tier of re-engagement was meaningful participation in the instructional program of the district. Once reunified with the classroom teacher and their peers, their progress and participation were monitored by their teacher and the assigned staff that brought the student back to school. Frequent communication with the family to ensure all the support is present for the student's success.

On the third day, the parent liaison or district support staff contacted families by phone or in-person to identify and eliminate barriers to school participation. There were many variables and distractions in students' lives due to the effects of the pandemic. The district will address specific needs with families as soon as students begin their return to school and the full impact of the pandemic is understood.

School staff and teachers worked harder than ever before to turn what was a very bizarre school year into an interesting and productive experience within the limitations of a distance learning environment.

## Analysis of School Nutrition

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

The Nutrition Services Department of the Wasco Union Elementary School District consists of a team of food and nutrition professionals dedicated to student's health, well-being, and ability to learn. The unit supports learning by promoting healthy habits for lifelong nutrition and fitness practices. Any meals, foods, and beverages provided during the 2020-2021 school year, a year impacted by COVID-19 (provided via pickup or served at schools), meet state and federal requirements based on the USDA Dietary Guidelines. The district provides students with access to various appealing foods that meet students' health and nutrition needs. Given that the school nutrition employees served the community on the front lines of the pandemic, the greatest challenge was in keeping employees safe from COVID-19 on a daily basis.

The district's nutrition services program also serviced several nearby school districts via contracted services. Addressing food insecurity in the district head-on, foodservice employees provided breakfast and lunch to Wasco's students every instructional school day beginning the first day of the statewide quarantine for the district, which began March 18, 2020. Service included the days during spring break in April and during the summer of 2020. The district coordinates its foodservice operations with the local high school district to ensure food distribution locations are equitably located for students with the highest level of need within the city. Foodservice personnel continued to service the front-line of the district's efforts to provide consistent services to local families dealing with food uncertainties as needed.

The district food service team made all meals available via "grab-and-go" drive-thru pick-up zones and take-home packs for students participating in in-person instruction to limit unnecessary interactions with others. These stations were located in school turnaround zones at locations across town.

Breakfast and lunch were provided together to allow families a single trip each day. Specifically selected Food distribution locations focused on the areas of town with the most significant number of low socioeconomic families known to be within walking distance to these meals. Foodservice prepared meals under the most sanitary conditions possible at the central district kitchen, follows social distancing guidelines, and regular disinfecting intervals throughout the preparation process. Once prepared, each meal was individually bagged at the central kitchen, then transported to food distribution sites. Distribution site employees wore personal protective masks and gloves when handling the bagged meals during distribution. The process was clean and efficient, and thousands of meals were processed and distributed each day.

The availability of meals was communicated weekly to the community via the district's AERIES Parent Communication System, school marquees, and all phone message systems when district offices were closed.

District Nutrition Services is gearing up for a full return to school in the fall of 2021. Following the requirements of state and local health departments, students will be welcomed back to the cafeteria using the latest health guidelines to serve and partake in meals each day.

Signage and distancing markers have been purchased and are ready to go should social distancing regulations be required in the fall.

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	N/A	N/A	N/A	

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.

Not Applicable

### 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 Wasco Union Elementary School District began the transition to a hybrid model of instruction for specific grade levels in the district. (Kindergarten, 1st Grade, 6th Grade, and All Special Education Students) Most parents voted against the idea of a full return to school so late in the school year, as most parents received the district's distance learning program. However, it is important to note that all stakeholders understand that there are ramifications to student achievement during this year of distance learning.

During the spring of 2021, parent stakeholders identified the following needs from the district when school begins in the fall:

1. Learning loss for students that need support to be successful on grade level.

a. Summer School

b. Targeted After-school Interventions

c. Increased Instructional Days

d. Increased Instructional Minutes (Daily)

2. Social and Emotional Needs

a. Identifying Student Needs

b. Access to Counselors and Local Services

3. Increased Home to School Communication

a. Direct Messaging Between Parents and Teachers

b. Increased Use of Technology to Message Parents

These requests have been addressed in the 2021-2024 LCAP presented to and approved by the WUESD Board of Trustees on June 15, 2021. (Specifically, goals 1, 4, and 5)

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

Following the spring of 2020, the district has relied solely on local assessments to determine the effectiveness of its instructional efforts. The district suspended state assessments such as the CAASPP during the school year due to a lack of equitable access and internet reliability in the community. However, for the district's English Learners and Special Education students taking the ELPAC and CAA, state assessments were conducted in person under the safest possible conditions during the winter and spring of 2021.

Along with the ELPAC and CAA, the district will utilize the following local assessments to identify student needs in the fall of 2021.

- Rennasaince Learning - STAR Math and ELA Assessments
- ELlevation Learning Assessments - English Learners
- DIBELS Fluency Assessments - Early Literacy
- Core Unit Assessments (All Subjects)

School site administrators and their support staff will work during the summer of 2021 to identify unduplicated students disproportionately impacted by distance learning. These students will be targeted for prescriptive supports during the next three school years to ensure success with grade-level standards.

Teachers were provided time each week during distance learning to review student progress and to adjust instructional pacing. This collaborative time is available for teachers across all grades and departments in the district for the 2021-2022 school year to continue to make the best instructional decision possible, given the circumstances.

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.

Expenditures of the 2020-2021 Learning Continuity and Attendance Plan (LCP) were specifically designed to meet the unique needs of unduplicated students in the district during unprecedented times, a global pandemic. As was the case for every district in California, many new funding resources fell into the hands of districts to mitigate the effects of COVID-19 for the community we serve. Many decisions were made quickly using the guidance, which often became obsolete in hours or days after receipt due to the fluctuating environment in which the district was forced to operate. Fortuitously, the goals and actions of the district's 2019-2020 LCAP provided

the perfect template by which the district could best align services to benefit unduplicated subgroups and target groups most impacted by the pandemic. One may find evidence of priority given to unduplicated pupils in the expenditures section of this annual update.

Expenditures by Offering/Program (Contributing to Increased/Improved Requirement)

All Expenditures in Learning Continuity and Attendance Plan

2020-2021 Budgeted = \$6,034,655

2020-2021 Actual = 8,563,895



# 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.

Eight years of LCAP planning with parents, teachers, administrators, and community stakeholders has helped the district to refine its strategy as to how best to utilize both state and federal funds to drive its five primary goals. The overarching goals of the LCAP are reviewed annually by stakeholders. They have been found to apply to the principally directed expenditures of LCFF supplemental and concentration funding and the strict expenditure guidelines of federal categorical funds. Over the last five years, the district has seen steady year-over-year improvement. Stakeholders have recognized this success and wish to move forward with its goals largely intact. These LCAP goals were reviewed again in March 2021 by the LEA's LCAP Parent Advisory Committee. A review of stakeholder feedback demonstrated concern regarding learning regression created from a lack of in-person instruction lost to the COVID-19 pandemic. After deliberation by stakeholders, the final result, agreed upon by teachers and the LCAP Parent Advisory Committee, now includes five comprehensive goals for the upcoming three-year duration.

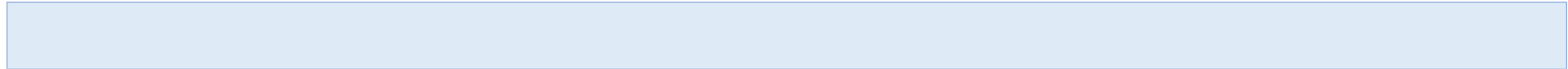
The abbreviated goals of the 2021-2024 WUESD LCAP and LEA Plan are as follows:

1. Increased Achievement in Reading/ Language Arts and Math
2. EL Students to Become Proficient in English and Reach High Academic Standards
3. The District Shall Ensure Teacher Quality and Relevant Professional Development
4. The District Shall Provide a Safe and Drug-free Learning Environment, a Positive School Climate, and a College-Going Culture
5. - NEW GOAL - Students will have access to supports and services to assist them in overcoming learning loss and barriers to success brought about by the COVID-19 pandemic

As pointed out by scholars over the course of the pandemic, disruptive events often come with innovation and transformation as a benefit. The district recognizes that educational technology is no longer a novelty, and many of the online resources available to unduplicated students can increase achievement. Teachers no longer "dabble" with new technology-based learning tools for teaching, engagement, and assessment; they actively engaged in a year-long hands-on learning experience of their own. Teachers return to classrooms in 2021 with new ideas and tools to increase access to the core curriculum for unduplicated students.

The community of Wasco, California, was hit hard by the pandemic. So many children will be returning to school from what will likely be the most isolated year of their lives. Many students will have suffered the loss of a loved one or impacted themselves by the virus. There are so many reasons to have all hands on deck with LCAP funded support staff to be a resource to unduplicated students and their families to be nimble and prepared to meet students where they are, no matter the circumstances.

The performance gap for students will continue to be disproportionately made up of unduplicated subgroups, and the district will target its increased services appropriately to help in any way possible.



## 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](mailto: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	10,837,947.00	10,146,498.00
	0.00	0.00
Special Education	147,454.00	147,734.00
Supplemental and Concentration	10,309,864.00	9,607,629.00
Title I	69,408.00	299.00
Title II	27,605.00	4,737.00
Title III	0.00	104,532.00
Title IV	164,228.00	140,966.00
Title V	119,388.00	140,601.00
	119,388.00	140,601.00

\* 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	10,837,947.00	10,146,498.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	5,041,196.00	4,786,205.00
2000-2999: Classified Personnel Salaries	1,581,455.00	1,583,186.00
3000-3999: Employee Benefits	2,791,743.00	2,698,223.00
4000-4999: Books And Supplies	611,580.00	537,393.00
5000-5999: Services And Other Operating Expenditures	562,883.00	490,834.00
6000-6999: Capital Outlay	249,090.00	50,657.00

\* 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	10,837,947.00	10,146,498.00
		0.00	0.00
1000-1999: Certificated Personnel Salaries	Special Education	106,953.00	107,186.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	4,813,175.00	4,498,898.00
1000-1999: Certificated Personnel Salaries	Title I	14,306.00	0.00
1000-1999: Certificated Personnel Salaries	Title II	23,013.00	4,136.00
1000-1999: Certificated Personnel Salaries	Title III	0.00	74,440.00
1000-1999: Certificated Personnel Salaries	Title V	83,749.00	101,545.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	1,511,731.00	1,521,592.00
2000-2999: Classified Personnel Salaries	Title I	9,808.00	0.00
2000-2999: Classified Personnel Salaries	Title IV	59,916.00	61,594.00
3000-3999: Employee Benefits	Special Education	40,501.00	40,548.00
3000-3999: Employee Benefits	Supplemental and Concentration	2,651,448.00	2,537,954.00
3000-3999: Employee Benefits	Title I	3,651.00	0.00
3000-3999: Employee Benefits	Title II	4,592.00	601.00
3000-3999: Employee Benefits	Title III	0.00	30,092.00
3000-3999: Employee Benefits	Title IV	55,912.00	49,972.00
3000-3999: Employee Benefits	Title V	35,639.00	39,056.00
4000-4999: Books And Supplies	Supplemental and Concentration	601,580.00	537,094.00
4000-4999: Books And Supplies	Title I	10,000.00	299.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	482,840.00	461,434.00
5000-5999: Services And Other Operating Expenditures	Title I	31,643.00	0.00
5000-5999: Services And Other Operating Expenditures	Title IV	48,400.00	29,400.00
6000-6999: Capital Outlay	Supplemental and Concentration	249,090.00	50,657.00
		48,400.00	29,400.00
		249,090.00	50,657.00

\* 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	5,436,395.00	4,969,035.00
Goal 2	1,013,416.00	1,000,190.00
Goal 3	562,656.00	380,064.00
Goal 4	3,825,480.00	3,797,209.00

\* 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	\$6,307,129.00	\$9,100,349.00
Distance Learning Program	\$23,735,318.00	\$23,378,630.00
Pupil Learning Loss	\$1,643,592.00	\$1,633,503.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$31,686,039.00	\$34,112,482.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$2,099,039.00	\$2,321,719.00
Distance Learning Program	\$22,831,096.00	\$22,391,297.00
Pupil Learning Loss	\$721,249.00	\$835,571.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$25,651,384.00	\$25,548,587.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$4,208,090.00	\$6,778,630.00
Distance Learning Program	\$904,222.00	\$987,333.00
Pupil Learning Loss	\$922,343.00	\$797,932.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$6,034,655.00	\$8,563,895.00



## Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Wasco Union Elementary School District	Kelly Richers Superintendent	kerichers@wuesd.org (661) 758-7100

## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.

Wasco is a charming and unique small city tucked within surrounding almond and pistachio trees that have become the prevailing agricultural commodity in the region. As of the 2010 census, 25,545 persons were living in the city limits of Wasco.

Split by two major state routes in California, CA 46 and CA 43 both bisect the community and serves a massive amount of traffic and commerce, making its journey up, down, and across the central valley. State Route 46 is the primary route freight originating in the eastern United States to make its way to Interstate 5 bound for the Bay Area. Additionally, tourists and weekenders heading to the central coast to enjoy cooler weather and its vibrant wine production and tasting industry often travel through Wasco and contribute to the local economy. As a result, the Wasco Union Elementary School District has seen steady and predictable growth in its population. This predictable growth has allowed the district to seek funding, build new facilities, and modernize others on a predictable schedule. However, developments beyond the control of the community are bringing uncertainty into the equation as the district seeks to consider long-term plans.

One of the most significant concerns for the district is the unknown full impact of the COVID-19 pandemic on the community. Average Daily Attendance (ADA) has shrunk by 3.3% from 2020 and the pandemic's beginning. Many local businesses have folded, and unemployment has skyrocketed. California maintained some of the highest COVID contraction rates in the United States. The Wasco area was an ongoing hot-spot of transmission within California due to the many "essential" farmworkers and prison employees living in the community required to report to work and unable to work remotely. Stakeholders have spent a great deal of time discussing matters and issues impacting the districting during the development of this LCAP to address the specific needs of unduplicated subgroups in a post-pandemic world.

Construction of the California High-Speed Rail (HSR) is currently underway, with rail traffic will parallel SR 43 through the north/south corridor of town. However, where AMTRAK service now includes a station in Wasco, that service will be eliminated by the HSR, and all commuter train service will bypass Wasco in the future.

Additionally, steady funding for transportation infrastructure expansions and improvements has made their way to Bakersfield, Wasco's neighbor to the south, that may become a disaster for the local economy. The extension of SR 58 through Bakersfield, known as the Westside Parkway, is planned to connect SR 58 to Interstate 5 and be completed by 2022. When this project is completed, it will create a superior route for through traffic. It will offer a bypass to SR 46 through Wasco and potentially strangle the businesses that depend on those motorists for their livelihood.

Growth in Bakersfield has primarily occurred in the west and northwest areas of town. This growth creeps slowly toward Wasco but remains far enough away from the city that it will take decades for that growth to make a positive impact.

These aforementioned unknown impacts from the COVID-19 pandemic and local infrastructure projects leave the Wasco Union School District preparing nimble and nuanced plans to accommodate any changes that may come.

The schools of Wasco are viewed with great pride in the community. LCAP parent and teacher stakeholder feedback indicate largely positive attitudes toward the goals and expenditure items of the previous three-year Local Control Action Plan. (LCAP 2017-2020) Wasco's results on the California School Dashboard from 2017 to 2020 indicate steady growth on measured State Indicators, with academic indicators increasing in math, language arts, and English Learner progress for five straight school years.

Wasco Union Elementary School District opened its newest school, James A. Forrest Elementary, in August 2019. The district also converted one of its elementary schools to a middle school by building a gymnasium, administration building, and renovating classrooms and instructional facilities to open as Palm Avenue Middle School during the same year.

The district takes pride in its efforts to tie LCAP, Federal Categorical Funding, and any other funding sources directly to this comprehensive plan to increase and improve services to unduplicated students. Planning and reporting on the goals of the LCAP is a continuous process of improvement that demonstrates its effectiveness year after year.

2020 District Enrollment Demographics:

Total Enrollment = 3,582 Students

American Indian = 0.1%



Hispanic = 94.2%  
Two or More Races = 0.2%  
White = 3%  
African American = 1.6%  
Filipino = .01%  
Asian = 0.7%  
(Source: 2020 California School Dashboard)

#### Wasco Union Elementary School District Dashboard Performance 2019:

Demographics: ADA = 3,582 / SED = 89.5% / EL = 35.8% / Homeless = .4% / Foster = 0.3% / Students with Disabilities = 7.8%  
2019 CAASPP: ELA = 40.2 Points Below Standard / Math = 73.7 Points Below Standard  
English Learners: 44.1% Making Progress Towards English Proficiency  
2019 School Climate: 6.2% Chronically Absent (-0.9%) / .8% Suspension Rate (-0.3%)

#### WUESD School Performance 2019:

##### 1. John L. Prueitt Elementary

Demographics: ADA = 808/ SED = 85.5% / EL = 28.5% / Homeless = 0.5% / Foster = 0.4% / Students with Disabilities = 12.6%  
2019 CAASPP: ELA = 14 Points Below Standard / Math = 43.6 Points Below Standard  
English Learners: 40.8% Making Progress Towards English Proficiency  
2019 School Climate: 4.5% Chronically Absent (-0.9%) / 0.5% Suspension Rate (+0.1%)

##### 2. Karl F. Clemens Elementary

Demographics: ADA = 573/ SED = 95.2% / EL = 54.7% / Homeless = .5% / Foster = 0.7% / Students with Disabilities = 6.8%  
2019 CAASPP: ELA = 54.9 Points Below Standard / Math = 79.3 Points Below Standard  
English Learners: 42.9% Making Progress Towards English Proficiency  
2019 School Climate: 7.9% Chronically Absent (-2.1%) / .6% Suspension Rate (+0.0%)

##### 3. Teresa Burke Elementary

Demographics: ADA = 762/ SED = 88.7% / EL = 34.6% / Homeless = .5% / Foster = 0% / Students with Disabilities = 11%  
2019 CAASPP: ELA = 29.8 Points Below Standard / Math = 50 Points Below Standard  
English Learners: 48.8% Making Progress Towards English Proficiency  
2019 School Climate: 5.7% Chronically Absent (-0.7%)/ 0.4% Suspension Rate (+0.0%)

##### Palm Avenue Elementary (CLOSED - Now Palm Avenue Middle School)

Demographics: ADA = 699 / SED = 90.7% / EL = 34.2% / Foster = 0.3% / Students with Disabilities = 6.2%  
CAASPP: ELA = 47.3 Points Below Standard / Math = 75.5 Points Below Standard  
English Learners: 37.6% Making Progress Towards English Proficiency  
2019 School Climate: 4.9% Chronically Absent / 0.1% Suspension Rate

#### 4. Thomas Jefferson Middle School

Demographics: ADA = 785/ SED = 90.6% / EL = 32.7% / Homeless = 0.7% / Foster = 0.7% / Students with Disabilities = 8%

2019 CAASPP: ELA = 49.3 Points Below Standard / Math = 99.4 Points Below Standard

English Learners: 50.6% Making Progress Towards English Proficiency

2019 School Climate: 8.8% Chronically Absent / 2.3% Suspension Rate

#### NEW SCHOOLS

#### 5. James A. Forrest Elementary (Opened August 2019)

Demographics in 2020: ADA = 604/ SED = 87.3% / EL = 36.8% / Homeless = 0% Foster = .02% / Students with Disabilities = 7.1%

2019 CAASPP: ELA = No Data (New School)

English Learners: Awaiting Data (New School)

2019 School Climate: No Data (New School)

#### 6. Palm Avenue Middle School (Opened August 2019)

Demographics in 2020: ADA = 612/ SED = 86.9% / EL = 25.7% / Homeless = 0.3% / Foster = 0.2% / Students with Disabilities = 7.7%

2019 CAASPP: ELA = No Data (New School)

English Learners: Awaiting Data (New School)

2019 School Climate: No Data (New School)

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

As reported on the California School Dashboard, pre-pandemic data indicates a steady five-year trend of improved academic scores in language arts and math. Suspension rates, chronically absentee rates have also proven to produce reliable results demonstrating improvement over the same period. This improvement was no accident. Along with intensely studying the district data trends, the district has gone to great lengths to gather parents, teachers, students, and the community's comments and concerns to determine the strengths and weaknesses of its academic and social culture.

Local Control Funding Formula, Supplemental, and Concentration Grant (LCFF S/C) funds are prescriptively dedicated to funding supplemental services. These services are designed to expand and enhance services to the district's unduplicated student subgroups. These services enhance students' educational and social/emotional experience with the greatest needs across the district and make a difference for Wasco's children. LCAP actions for students not substantiated by data for improving or increasing services to unduplicated subgroups are challenged and replaced as warranted to maximize LCFF S/C expenditures.

Given the year-long pandemic that required students to participate in distance learning for approximately 1.25 school years, the district recognizes that there will be many unforeseen complications to the student success outlined in this section. Local assessments demonstrate that student learning loss will be substantial for many students. Stakeholders are concerned that additional efforts will be needed to catch students up with instruction that may have been missed or lost due to a distance learning academic environment.

Stakeholder groups established the original goals of the Wasco Union Elementary School District LCAP in 2015. After much consideration and renewed discussion regarding the plans for the 2021-2024 LCAP, stakeholders have determined to maintain the same goals for the next three-year cycle of the LCAP with only one addition. Stakeholders have suggested the addition of a pandemic response goal to address students' academic and social, and emotional needs directly. This goal shall fund actions to address both the known and yet unknown barriers that will limit the successful return to students to full-time and in-person instruction at students' assigned grade levels. This pandemic response goal has become LCAP Goal Five of this document.

#### 2021-2024 Goals of the LCAP:

1. Increased Achievement in Reading/ Language Arts and Math
2. EL Students to Become Proficient in English and Reach High Academic Standards
3. The District Shall Ensure Teacher Quality and Relevant Professional Development
4. The District Shall Provide a Safe and Drug-free Learning Environment, a Positive School Climate, and a College-Going Culture
5. Students will have access to supports and services to assist them in overcoming learning loss and barriers to success brought about by the COVID-19 pandemic

CA School Dashboard results spotlight specific successes of the district's efforts over the years and are outlined below.

#### Goal 1:

Annual growth in English Language Arts: (ELA)

2015 = 21% Met or Exceeded Standard - 2019 = 35% Met or Exceeded Standard

Annual Growth in Mathematics:

2015 = 13% Met or Exceeded Standard - 2019 = 22% Met or Exceeded Standard

Data measuring the effectiveness of students assigned to after-school intervention programs in place since 2015 do not suggest that this very expensive LCAP funded supplemental education program was making a significant difference in student achievement. In 2019, the WUESD teachers association signed a memorandum of understanding (MOU) with the district to use those funds to extend the instruction for students by twenty minutes every day. Over a school year, additional instructional minutes will reach the equivalent of eight full additional instructional days during the school year. Each elementary school in the district tracks the extra twenty minutes for students to participate in math extension instruction each day. Middle schools shifted their schedules to provide a thirty-minute block for prescriptive intervention and enrichment instruction called, "What I need now." This additional time for student learning is data-driven, and student performance data is

being monitored to determine the effectiveness of this major expenditure on the academic success of unduplicated pupils. The district intends to implement this extension of the instructional day through June 2022 to determine its effectiveness.

#### Goal 2:

The district began investments using LCFF and Title V to provide leadership and supplemental supports to English Learner students and their families by creating EL Student Coach positions at the two sites in the district with the highest numbers in the subgroup. Parents of the WUESD Parent Advisory Committee first suggested the idea of such a position in the district, and the program began in 2017-2018. Student achievement data collected on the participants demonstrates that this program can move English Learners toward progress at higher numbers than students not receiving support from EL Student Coaches. If fiscally feasible, based on LCAP stakeholder feedback, the district will pursue a third EL Student coach to service students at a third elementary school in the district.

#### Goal 3:

Professional development is an integral component of the district's continual improvement process. WUESD regularly surveys teachers to determine the types of training that are necessary each year. The annual teacher training calendar is built each year with this input and a data-driven review of teacher needs conducted by the district's academic coaches and the assistant superintendent of instruction. WUESD has averaged 70%+ teacher participation in all voluntary and ongoing LCAP funded training on the following topics since 2015. The broad spectrum of issues and the frequency of training opportunities have allowed the district to introduce subjects and instructional tools and techniques during one session and provide follow-up training on priority topics or complex expectations. All professional development opportunities are tied directly to the goals of the LCAP and are meant to provide teachers with information that can be incorporated into instruction the next day.

#### Training Topics:

- English Learner Support
- Inclusion (Special Education)
- Educational Technology
- Integrated ELD Across the Curriculum
- Early Literacy Strategies
- Restorative Justice
- Framework for Understanding Poverty (Ruby Payne)
- ELD to Acquire a Second Language
- Using Data to Drive Instruction
- Interim Assessments (CAASPP)
- New Teacher Development Series
- Advancement Via Individual Determination (AVID)

The district leveraged LCAP funds for a major initiative to promote early literacy from kindergarten to third grade. 20% of elementary teachers obtained a "Supplemental Authorization for Reading and Literacy" from the California Commission on Teacher Credentialing (CTC) through a joint partnership with Point Loma University in Bakersfield.

#### Goal 4:

The California School Dashboard reports chronic absenteeism in the district is 6.2% and declining. Absenteeism is well below county and state averages. Several systems and supports are funded through LCAP action items that are directly responsible for this ongoing strength in the district's instructional program. Parent education on the importance of regular attendance in school has been ongoing in the district since 2010, but since the inception of LCFF, attendance has only improved.

Suspension rates in the district are 0.8% and declining as reported by the California School Dashboard; well below county and state averages. Building a climate of trust and respect only happens when a school welcomes and supports the diversity of its student population. Giving students a voice in the development of the LCAP has identified areas for improvement that ensure that students arrive at school ready to learn. Engaged students are not behavior problems. LCAP actions in goal four are crafted purposely to support such a school culture of respect and rigorous instruction.

Counselors at the elementary schools have been instrumental in reaching out to parents of socioeconomically impacted students. Getting parents in touch with agencies providing health and welfare services significantly affects students coming to school ready to learn. Counselors track their services to students while maintaining anonymity for the students and families. Identifying and assisting homeless and foster youth is a priority for counselors, and LCAP and Title I funds are utilized to provide a myriad of options to help these families. Teachers and administrators both regularly recognize the academic and social-emotional benefits of having counseling services on campus on the annual teacher LCAP survey. LCAP stakeholders agree that a second counselor or social worker might consider future LCAP years if an additional \$600,000 in LCFF S/C were to be made available.

#### Goal 5:

Learning loss related to the COVID-19 pandemic is only now fully coming into the light. The Wasco Union Elementary School District and its stakeholders have been in discussions since the early fall of the 2020-2021 school year to take action to limit the damage to students' overall academic achievement and well-being. Specific measures to enhance and expand learning, intervention, and remediation efforts are outlined for the next three years in this document.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

#### 2019 California School Dashboard Results

ELA

Red- Special Education - 119.7 Points Below Standard

Orange - African American - 50.5 Points Below Standard

Math

Red - None

Orange - Special Education - 143.5 Points Below Standard

Orange - African Americans - 81 Points Below Standard

Chronic Absenteeism

Red - None

Orange - Special Education - 10.4%

Suspensions

Red - None

Orange - None

#### IDENTIFIED NEED: SPECIAL EDUCATION SUBGROUP

A cycle of inquiry was conducted in the fall of 2020 within the district's special education department to determine the cause of the achievement gap within the special education subgroup. The root cause analysis identified the following top finding, "Students are not coming with the necessary skills to take the assessment." Examining data collected over three years, WUESD indicates most special education students score at the "Very Low" achievement level. Comparing Wasco data for students with disabilities in ELA and Math to data for students without disabilities reflects growth needs to be made in both academic areas. There are significant differences between students with disabilities and students without disabilities. This reflects a need for growth in both academic areas for our students with disabilities. A Performance Indicator Plan (PIR) was written with a comprehensive time-bound plan to address the district's identified problem of practice and is in the process of being implemented during the 2019-2020 school year.

Further discussions from WUSD stakeholders identified special education services as an area of need to provide services and personnel to families above and beyond what is required under Education Code. Each year these services are reviewed to determine their effectiveness as enhancements to the special education program and refined. All students with disabilities have access to the District provided intervention software. Students have 1:1 technology devices provided by the District. They have access to core curriculum and supplemental materials as directed by their IEP. All students have access to afterschool programs to help support their academic needs. The District monitors all students' least restrictive environments to ensure equitable access.

District teachers recognize that student IEP goals need to be consistently scaffolded to grade-level rigor. The special education department reviewed current policies, procedures, and practices to ensure students with disabilities are involved in the general education curriculum and have access to appropriate materials and instruction. The district ensures that a Free Appropriate Public Education (FAPE) is offered to all special education students via the Individualized Education Program (IEP) following Federal and California state law.

Opportunities for the district's youngest students with disabilities to mainstream into classrooms of their school-age peers proves a major challenge to the district. Unfortunately, due to a lack of preschools in the area to accept the district's students for mainstreaming, it appears that the only option is to create a preschool within the district. This endeavor is being studied for viability in the coming school year(s).

## IDENTIFIED NEED: AFRICAN AMERICAN SUBGROUP

The California Model Five-by-Five Placement Reports & Data identified an "orange - very low" academic indicator in mathematics and English Language Arts. This subgroup's performance requires the district to better address the specific needs of the subgroup through increased services through LCFF S/C funding. The district has several actions in place for the coming years that are expected to bring academic improvement for African American students over the next three years, as measured by the California School Dashboard. Increased services for the AA subgroup enhance the wrap-around supports provided to low-socioeconomic and foster/homeless pupils and are proportionate based on school site enrollment.

Increased services for the district's African American subgroup include the following principally directed actions:

- Increased monitoring of African American disciplinary actions to identify disproportional "red flags."
- Direct recruiting of African American students into after-school math intervention opportunities.
- Continuation of Safe Schools Ambassadors program and restorative practices training for staff across the district
- School counselors and academic deans will provide monthly reports to site principals on the referral rates to students to the office to flag any further issues of this type and encourage staff to use techniques learned from training to reduce or eliminate disproportionate behaviors.
- African American parent group meetings (supplemental to Title I Parent University)
- African American student mentor program (adults and youth)

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Eight years of LCAP planning with parents, teachers, administrators, and community stakeholders has helped the district to refine its strategy as to how best to utilize both state and federal funds to drive its five primary goals. These overarching goals are reviewed annually by stakeholders. They have been found to apply to the principally directed expenditures of LCFF supplemental and concentration funding and the strict expenditure guidelines of federal categorical funds.

These original goals were reviewed again in March 2021 by the LEA's LCAP Parent Advisory Committee. A review of stakeholder feedback demonstrated concern regarding learning regression created from a lack of in-person instruction lost to the COVID-19 pandemic. After deliberation by stakeholders, the final result, agreed upon by teachers and the LCAP Parent Advisory Committee, now includes five comprehensive goals for the upcoming three-year duration.

The goals of the 2021-2024 WUESD LCAP and LEA Plan are as follows:

1. Increased Achievement in Reading/ Language Arts and Math



2. EL Students to Become Proficient in English and Reach High Academic Standards
3. The District Shall Ensure Teacher Quality and Relevant Professional Development
4. The District Shall Provide a Safe and Drug-free Learning Environment, a Positive School Climate, and a College-Going Culture
5. Students will have access to supports and services to assist them in overcoming learning loss and barriers to success brought about by the COVID-19 pandemic - NEW GOAL -

Each action outlined in this document aligns with one of these five goals and is crafted to increase and enrich services to core academic and social/emotional programs for targeted unduplicated students across the district. In many cases, funding from other sources is used to enhance an action item further to ensure equity and offer the maximum positive impact on identified student subgroups most in need of academic support and enrichment. The five goals of the LCAP serve as the goals of all programs and services across the district. Through LCFF Base, including all federal and state categorical sources, funding is allocated to fit these goals to further build upon services. Supports to underserved student subgroups are outlined in this LCAP document primarily using LCFF Supplemental and Concentration Dollars.

Data continues to identify English Learners and their families living in poverty across the community as the targeted subgroups most need additional services and support from the district. In addition, students from low-socioeconomic families, special education students, and the African American subgroup are also high-priority groups that will receive a great deal of attention over the next three years.

Supports provided to students in the LCAP have been determined to be above basic level services required by the district to operate its regular academic program. The district's goal is to support the "whole child" throughout the day with solid academics, social supports, parent involvement, and equitable access to core and supplemental academic offerings. Refining the expenditures of LCFF Supplemental and Concentration funds continues each year using various methods to ensure funds are principally directed toward unduplicated student subgroups whenever possible. Services offered during the 2021-2024 school year and the evidence of their effectiveness shall be fully outlined in this document.

## Comprehensive Support and Improvement

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

### Schools Identified

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

No schools in the Wasco Union Elementary School District are eligible for comprehensive support and improvement.

### Support for Identified Schools

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

No schools in the Wasco Union Elementary School District are eligible for comprehensive support and improvement.

**Monitoring and Evaluating Effectiveness**

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

No schools in the Wasco Union Elementary School District are eligible for comprehensive support and improvement.

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Wasco Union Elementary School District understands the Local Control Funding Formula (LCFF). The Local Control Accountability Plan (LCAP) involves intense outreach to ensure that all stakeholders, particularly historically disenfranchised subgroups, have a voice in their children's education. Each year, parents receive multiple opportunities to express their concerns and opinions regarding the quality of Wasco Union's education programs and services for specific subgroups. In advance of the development of the 2021-2024 LCAP, opportunities for stakeholder feedback were offered by the district through the following forums:

1. School Site Council (SSC) meetings - 6 School Sites
2. English Language Advisory Committee (ELAC) - 6 School Sites
3. District Advisory Meetings (DAC)
4. District English Language Advisory (DELAC) Subcommittee
5. 2021 LCAP Teacher Input Survey
6. WUESD Community Advisory Committee
7. 2021 LCAP Parent Survey
8. 2019-2020 California Healthy Kids Survey
9. E-mailed comments specific to the LCAP ([lcap@wuesd.org](mailto:lcap@wuesd.org))
10. 2021 LCAP Parent and Community Forum (Zoom Meeting)
11. Wasco Elementary Teacher's Association (WETA) Input Meeting
12. CSEA Consultation Meeting
13. Administrative Cabinet Meetings
14. Special Education Performance Indicator Review Meetings
15. Wasco Union Elementary School District Board Meetings
  - a. Special 2021 Public Hearing for LCAP Input (March 2021)

Stakeholder Engagement Outcomes:

Outlined below are the main contributors to the actions of the LCAP for the 2021-2024 school years.

Parent LCAP Committee - Serving as the primary parent and community body that has brought the most direct and meaningful information to the district regarding the actions of the 2021 LCAP, this group met and discussed the LCAP's goals and actions during eight meetings during the 2020-2021 school year. The committee comprises the superintendent, assistant superintendents of instruction and student services, principals, teachers, parents, community members, and students when possible. The committee met on April 21, 2021, to individually review and approve all the goals and actions of this LCAP.

**Parent and Community Stakeholder Meetings** - On the evening of April 21, 2021, the district widely promoted and held virtual LCAP/LCFF stakeholder parent meetings. One of these parent meetings was conducted in Spanish, and a duplicate second meeting was held in English. The WUESD Assistant Superintendent shared performance data at these meetings in conjunction with an overview of the primary goals of the 2021-2024 LCAP. Parents were asked to offer comments, ideas, and suggestions (verbally or in writing) on ways the district can improve services to students. (particularly low-socioeconomic, English Learner, and homeless/foster youth and special education students) Though these meetings have historically had low attendance, the district gathered helpful feedback to help guide this year's plan and justify several important LCAP actions. Additional public meetings requesting input on the actions of the LCAP were held on the third Wednesday of each month from September thru May during the school year.

**Supplemental LCAP Planning Public Hearing** - Each year since 2017, the WUESD Board of Trustees conducts a supplemental public hearing requesting comments or questions about the LCAP before its final development. This year, the Board of Trustees held its public hearing during the March 9, 2021, regular board meeting.

**Parent and Student Surveys** - During the fall of 2020, all students in grades five and eight participated in the California Healthy Kids Survey (CHKS) to measure and monitor growth in student contentedness to the schools. These surveys always run one LCAP cycle behind, so this year, the district is using the results from the 2019 CHKS administration. Parent LCAP surveys were administered online to all district families during the week of February 15, 2021. The data gathered from this instrument provided the district the best comprehensive data on how parents perceive the district and input on supplemental programs services that parents want for their children. This online administration of the survey brought more feedback to guide the development of the LCAP than ever before.

**Staff surveys** (credentialed and classified employees) are another valuable resource to help determine the best use of LCFF S/C funding. During the week of February 17, 2020, all staff was encouraged to complete an annual survey of the previous year's LCAP. The survey evaluates the plan's effectiveness and allows the team to offer ideas and suggestions for the coming school year. There is high participation in this survey each year, and the data gathered by this instrument help substantiate many expenses related to district goals and actions.

On Monday, May 10, 2021, the district met with members of the Wasco Elementary Teachers Association to review the association's input and review the goals and actions of the LCAP.

An extensive collaborative meeting between WUESD and the Kern County SELPA to discuss special education services related to LCFF S/C and the LCAP occurred on April 12, 2021.

The Wasco Union Elementary School District's LCAP is regularly discussed during weekly meetings of Wasco's LCAP Community Advisory Board made of local business owners, former educators, and school administration. Many great questions are brought up during these meetings, and the group regularly reviews school district performance data and matters of the district. Though meetings have been limited for the current planning year, due to the pandemic, the superintendent attends these meetings and also is a member of the Wasco Rotary Club, where he attends all meetings and reports actions of the LCAP and the district regularly.

As required by the laws governing LCFF, the district superintendent is prepared to address in writing any questions or concerns that arise from public stakeholder meetings.

Per the requirements of Ed Code 52062, the assistant superintendent reviews the School Plans for Student Achievement for all sites to ensure that all LCAP Goals and Actions are addressing the needs of the students at each school.

#### A summary of the feedback provided by specific stakeholder groups.

The COVID-19 Pandemic made it more important than ever to gather stakeholder feedback to develop this LCAP. For obvious reasons, face-to-face meetings were limited in size and scope, and the District LCAP Parent Advisory Committee meetings had a decrease in attendance that was 25% to 50% less than in previous years. On a more positive note, online parent surveys using student devices brought a nearly 150% increase in feedback on the 2021 LCAP Parent Survey conducted in the Winter of 2021. Overall, the team was satisfied with the quality and quantity of feedback received to plan for the coming years in a post-pandemic environment.

**Parent and Community Stakeholder Meetings** - Increased school/parent communication remains an area of improvement for the district. In the fall of 2020, the district began uniformly utilizing a single direct communication tool for communication between home and school using AERIES Parent Communicator. Just in time for the pandemic, the AERIES Parent Communicator was an essential tool to keep parents and students informed during the ever-changing school year that was 2020-2021.

**Parent Surveys** - Parents were overall satisfied with the services and programs of the district. Since the inception of LCFF/LCAP, the same multifaceted survey has been administered each year to parents. Each year, the results return with increased positive attitudes toward the school's and district's efforts. Negative comments regarding a concern brought to the district to ensure that classified staff learns better ways to interact with students and parents were mostly gone from this year's stakeholder feedback.

**Student Surveys** - The district's student survey tool has been changed to the California Healthy Kids Survey (CHKS) for students in grades 5 and 8.

**District Staff Surveys** - Teacher surveys returned results demonstrating the district is on the right path using the district's supplemental and concentration funds. Based on the surveys, two items were identified needing change and were removed from future year's LCAPs as an action.

**Principals and District Administration Input** - Administrators in the district are provided copies of LCAP stakeholder feedback for their school and the district overview. Using this data and their own data-driven observations, administrators in the district are asked to collaborate and provide written input on the goals and actions of the LCAP each year. Principal and District Administrator feedback is collected and reviewed by the LCAP team.

**African American Mentor Program** - District representatives of the African American Mentor Program reach out for public comment in the community and report the findings to the LCAP development team each year.

The Community and Local Businesses - Having heard the concerns brought by parents regarding the outdoor learning areas, the committee agreed that LCAP funds to increase services to students in these areas would likely build pride at the school and improve morale and attendance. Overall, the committee has been "impressed" with teachers and administrators in implementing an LCAP that "focuses on students rather than adults."

Bargaining Associations - A meeting was held on May 10, 2021 to meet with local bargaining units to gather input and insights on the district's three-year LCAP.

SELPA Collaboration - On April 12, 2021, the district met with the Kern County SELPA associates to determine best practices in using LCFF funding to support the Special Education subgroup. Best practices for the use of LCAP funding from around the SELPA were presented to the team. The district's special education support team collaborated with the WUESD administration to determine areas to consider for program improvement in the 2021-2024 LCAP.

The e-mail address [lcap@wuesd.org](mailto:lcap@wuesd.org) has been in place since the beginning of LCFF. This e-mail address is widely publicized to provide comments and feedback regarding district and site programs twenty-four hours a day.

#### A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Much of the feedback gathered in 2021 via the various instruments used to gain feedback and ideas was positive overall toward the goals and actions of the 2017-2021 LCAP. Given the impact of the pandemic on student learning and academic achievement, the district has been sensitive to a new reality that has begun to emerge as the true effects of COVID-19 on students and families are only now coming into the light.

##### Top Feedback Gathered by Instrument: 2021

##### The LCAP Parent Advisory Committee:

1. Safe and Healthy Reopening
2. Social and Emotional Needs of Students
3. Summer and After School Interventions

##### Student Survey (CHKS):

1. School Climate (Social)
2. High Academic Expectations (of peer group)
3. School Safety

##### Parent Surveys (Online):

1. Improved English Learner Programs
2. Access to College and Career Paths

### 3. Impact of Distance Learning in 2020-2021

#### Teacher Surveys (Online):

1. Improved English Learner Programs
2. Improved Early Literacy (TK-2)
3. Improved Early Math Skills (TK-4)

#### African American Mentor Program

1. Parent Outreach
2. Math Skills
3. Motivational Activities

#### LCAP Community Stakeholders:

1. Increased and Improved School Facilities
2. Improved Health and Student Attendance
3. Career Readiness

#### Bargaining Associations:

1. New Curriculum
2. School Safety and Positive School Culture
3. Flexible Training Opportunities

#### SELPA and District Consultation:

1. Inclusion of Special Education Students in All Academic and Enrichment Opportunities
2. Tiered Support Systems
3. Continued Use of Positivity Project

#### Site and District Administrators:

1. Professional Development Plans for 2021-2022
2. Improved Facilities
3. Increasing Professional Learning Community Productivity

The above top themes of the feedback collected from stakeholders influence the development of the 2021-2022 LCAP in the following "top-ten" ways:

1. The LCAP remained mostly intact with services put in place during the 2017-2020 LCAP Cycle.
2. Goal 5 was added to the LCAP to focus on the needs of post-pandemic learning in the district.
3. The African American Subgroup requires continued and increased service for the coming school years.
4. Social and emotional needs of the district should be a priority for the coming school years.
5. Summer and afterschool interventions are important to stakeholders.



6. The district's EL program should be strengthened further.
7. Professional development should be adaptable for teachers to train on topics relevant to their needs.
8. Parent communication between teacher and parent should be increased.
9. Actions relevant to Federal Categorical programs should be removed from LCAP and funded accordingly.
10. District technology infrastructure and related hardware should be updated.

# Goals and Actions

## Goal

Goal #	Description
1	<p>The District Will Increase and Expand Basic Educational Services Specifically Aimed to Improve Academic Achievement in Reading/ Language Arts and Math. Growth will be accomplished through appropriate supplemental staffing to provide enhanced supports for student learning and engagement, increased access to educational technology and coordinated services, and provision of the latest curriculum focusing on the Common Core State Standards for California. This goal will be measured by continued growth (+15% year-over-year) on state testing results in ELA and Math as measured by the California Assessment of Student Performance and Progress. (CAASPP)</p> <p>Corresponding State LCAP Priorities – Basic, Pupil Achievement, and Course Access</p>

### An explanation of why the LEA has developed this goal.

Goal one of Wasco's LCAP is broad in scope. The district's base instructional program and the tools necessary to conduct public education are paid for by the district's general fund. Actions of Goal One of the LCAP are intended to improve and increase basic services to meet the needs of unduplicated subgroups needing additional supports to find success. The district uses the California School Dashboard data to measure State indicators, parent input, surveys of teachers, parents, students, local assessments, and comments from the community to determine how LCFF can improve upon basic services. Key to the observed data from the 2019-2020 school year and local assessments in the 2020-2021 school year demonstrate only limited CAASPP Math growth and lackluster ELPAC results continue to average little to no improvement, year-over-year, and require the district to maintain and build upon the actions of Goal One – Improved Achievement in Reading/ Language Arts and Math. By providing increased access to educational technology and support, offering lower class sizes, offering alternatives to suspension and staff to monitor data, and provide LCAP oversight through ongoing monitoring of the metrics, we will improve students' academic achievement in ELA and math.

Based on input on how best to build and maintain academic success, goal one focuses on the following needs:

- Increased academic support to identified students at risk of falling behind academically
- K-3 literacy and kindergarten readiness
- The academic language of mathematics
- Focus on the importance of regular attendance at school
- Equitable access to educational technology
- Educational programs designed to increase/enhance services to low-socioeconomic students and English learners
- Reduced class size in K-3 classrooms

- A campus environment conducive to learning and academic achievement
- Restorative justice programs to keep students engaged in learning

By providing increased access to educational technology and support, offering lower class sizes, offering alternatives to suspension and staff to monitor data, and provide LCAP oversight through ongoing monitoring of the metrics, we will improve students' academic achievement in ELA and math.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>CONDITIONS BASIC</p> <p>1A. Teachers appropriately assigned and fully credentialed for assignment</p> <p>1B. Pupil access to standards-aligned materials</p> <p>1C. School facilities maintained in good repair</p>	<p>1A. 99.99% of teachers were found to fully credentialed and assigned appropriately as per the KCSOS/CDE credential audit for 2020. (2020 is considered non-consequential year for teacher misassignments)</p> <p>1B. Instructional Materials were at 100% sufficiency as measured by the Wasco 2020 Williams Act review.</p> <p>1C. All schools received "good/exemplary" ratings as measured</p>				<p>1A. 100% of teachers will be fully credentialed and assigned adequately as per the KCSOS/CDE credential audit for 2023.</p> <p>1B. Instructional Materials will be at 100% sufficiency as measured by the Wasco 2023 Williams Act review.</p> <p>1C. All schools will receive "good/exemplary" ratings as measured by the Wasco 2023 Williams Act review.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	by the Wasco 2020 Williams Act review.				
PUPIL OUTCOMES STUDENT ACHIEVEMENT	4.A. State Assessments				4.A.i. ENGLISH LANGUAGE ARTS DASHBOARD RESULTS
4A. Statewide assessments	2019 ENGLISH LANGUAGE ARTS DASHBOARD RESULTS				District Average - 34 points below standard - Increase of 15% over 2019 results
4B. Percentage of pupils who successfully completed A-G requirements	District Average -40.2 points below standard - Increased 8.1 Points				John L. Prueitt Elementary - 12 points below standard - Increase of 15% over 2019 results
4C. Percentage of pupils who have successfully CTE pathways	John L. Prueitt Elementary - 14 points below standard - Increased 7 Points				Karl F. Clemens Elementary - 47 points below standard - Increase of 15% over 2019 results
4D. Percentage of pupils completing A-g and CTE sequences/programs	Karl F. Clemens Elementary - 54.9 points below standard - Maintained 2.8 Points				James A. Forrest Elementary - 34 points below standard - Increase of 15% over 2019 district average results
4E. Percentage of EL pupils making progress toward English proficiency	James A. Forrest Elementary - No Data - New School Opened 2019				Teresa Burke Elementary - 25 points below standard - Increase of 15% over
4F. English Learner reclassification rate	Teresa Burke Elementary - 29.8 points below standard - Increased 17.9 Points				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>4G. Percentage of pupils passing AP exam with 3 or higher</p> <p>4H. Percentage of pupils who demonstrate EAP</p>	<p>Thomas Jefferson Middle - 49.3 points below standard - Increased 11.8 Points</p> <p>Palm Avenue Middle School - No Data - New School Opened 2019</p> <p>2019 MATHEMATICS DASHBOARD RESULTS</p> <p>District Average - 73.7 points below standard - Increased 10.5 Points</p> <p>John L. Prueitt Elementary - 43.6 points below standard - -Increased 10.1 Points</p> <p>Karl F. Clemens Elementary -79.3 points below standard - Increased 7.1 Points</p> <p>James A. Forrest Elementary - No Data - New School Opened 2019</p>				<p>2019 results</p> <p>Thomas Jefferson Middle - 42 points below standard - Increase of 15% over 2019 results</p> <p>Palm Avenue Middle School - 34 points below standard - Increase of 15% over 2019 district average results</p> <p>4.A.ii. MATHEMATICS DASHBOARD RESULTS</p> <p>District Average - 63 points below standard - Increase of 15% over 2019 results</p> <p>John L. Prueitt Elementary - 37 points below standard - Increase of 15% over 2019 results</p> <p>Karl F. Clemens Elementary - 67 points below standard - Increase of 15% over 2019 results</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Teresa Burke Elementary - 50 points below standard - Increased 17.1 Points</p> <p>Thomas Jefferson Middle - 99.4 points below standard - Increased 19.8 Points</p> <p>Palm Avenue Middle School - No Data - New School Opened 2019</p> <p>2018-2019 CALIFORNIA SCIENCE TEST (CAST) RESULT</p> <p>% Meeting or Exceeding Standards</p> <p>5th Grade 15.44%</p> <p>8th Grade- 13.73%</p> <p>4B. Percentage of pupils who successfully completed A-G requirements</p> <p>N/A</p>				<p>James A. Forrest Elementary - 63 points below standard - Increase of 15% over 2019 district average results</p> <p>Teresa Burke Elementary - 43 points below standard - Increase of 15% over 2019 results</p> <p>Thomas Jefferson Middle - 85 points below standard - Increase of 15% over 2019 results</p> <p>Palm Avenue Middle School - 63 points below standard - Increase of 15% over 2019 district average results</p> <p>2023-2024 Goal:</p> <p>YELLOW OR ABOVE IN ALL INDICATORS</p> <ul style="list-style-type: none"> <li>All Subgroups</li> </ul> <p>2023-2024 CAST Goal</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>4C. Percentage of pupils who have successfully CTE pathways</p> <p>N/A</p> <p>4D. Percentage of pupils completing A-G and CTE sequences/programs</p> <p>N/A</p> <p>4E. Percentage of EL pupils making progress toward English proficiency</p> <p>Baseline Data from 2018-2019 ELPAC Administration (From California Dashboard) (19-20 not available)</p> <p>2019 - 44.1% making progress towards English language proficiency</p> <p>LISTENING</p> <p>Well Developed - 21.48%</p> <p>Somewhat/Moderately - 61.58%</p>				<p>% Meeting or Exceeding Standards</p> <p>5th Grade 20%</p> <p>8th Grade- 16%</p> <p>4B. Percentage of pupils who successfully completed A-G requirements- N/A</p> <p>4C. Percentage of pupils who have successfully CTE pathways- N/A</p> <p>4D. Percentage of pupils completing A-G and CTE sequences/programs- N/A</p> <p>4E. Percentage of EL pupils making progress toward English proficiency</p> <p>15% Increase from Baseline Data on 2018-2019 ELPAC Administration</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Beginning - 16.93% Total number of students by grade for all levels - 1,194</p> <p>SPEAKING</p> <p>Well Developed - 34.04% Somewhat/Moderately - 49.62% Beginning - 16.34% Total number of students by grade for all levels - 1194</p> <p>READING</p> <p>Well Developed - 5.9% Somewhat/Moderately - 54.25% Beginning - 39.85% Total number of students by grade for all levels - 1194</p> <p>WRITING</p> <p>Well Developed - 17.10% Somewhat/Moderately - 62.85% Beginning - 20.05% Total number of students by grade for all levels - 1194</p>				<p>2023-2024 School Year - 51% making progress towards English language proficiency (Districtwide)</p> <p>LISTENING</p> <p>Well Developed - 29% Somewhat/Moderately - 57% Beginning - 14% Total number of students by grade for all levels - 1,194</p> <p>SPEAKING</p> <p>Well Developed - 39% Somewhat/Moderately - 47% Beginning - 14% Total number of students by grade for all levels - 1194</p> <p>READING</p> <p>Well Developed - 7% Somewhat/Moderately - 56% Beginning - 37% Total number of students by grade for all levels - 1194</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>4F. 2020-2021 English Learner reclassification rate (DataQuest)- 5.8%</p> <p>4G. Percentage of pupils passing AP exam with 3 or higher</p> <p>N/A</p> <p>4H. Percentage of pupils who demonstrate EAP</p> <p>N/A</p>				<p>WRITING</p> <p>Well Developed - 20% Somewhat/Moderately - 63% Beginning - 17% Total number of students by grade for all levels - 1194</p> <p>4F. English Learner Reclassification Rate Goal = 12%</p> <p>4G. N/A</p> <p>4H. N/A</p>
<p>CONDITIONS COURSE ACCESS</p> <p>7A. Extent to which pupils have access to and are enrolled in a broad course of study (EC 51210/51220)</p> <p>7B. Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils</p>	<p>CONDITIONS COURSE ACCESS</p> <p>7A. Extent to which pupils have access to and are enrolled in a broad course of study (EC 51210/51220)</p> <p>All students are enrolled in a broad course of study as defined by Ed. Code and measured and demonstrated by each</p>				<p>CONDITIONS COURSE ACCESS</p> <p>7A. Extent to which pupils have access to and are enrolled in a broad course of study (EC 51210/51220)</p> <p>All students will be enrolled in a broad course of study as defined by Ed. Code and measured and demonstrated by each</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
7C. Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs.	<p>site's 2020-2021 master schedule.</p> <p>7B. Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils</p> <p>100% participation within supplemental services and programs provided by LCFF and outlined in the district's LCAP are provided to unduplicated students and can be verified by 2020-2021 master course schedules.</p> <p>7C. Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs.</p> <p>100% of exceptional needs students participated fully in the core instructional and supplementary programs of the district except in cases mutually</p>				<p>site's 2023-2024 master schedule.</p> <p>7B. Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils</p> <p>100% participation within supplemental services and programs provided by LCFF will be outlined in the district's LCAP and will be provided to unduplicated students to be verified by 2023-2024 master course schedules.</p> <p>7C. Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs.</p> <p>100% of exceptional needs students will participate fully in the core instructional and supplementary programs of the district except in cases mutually</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>determined in a student's Individualized Education Plan (IEP) where a more restrictive educational learning environment is deemed best for a student's needs.</p> <p>100% of IEPs are reviewed for appropriate course access annually.</p>				<p>determined in a student's Individualized Education Plan (IEP) where a more restrictive educational learning environment is deemed best for a student's needs.</p> <p>100% of IEPs will continue to be reviewed for appropriate course access in 2023.</p>

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Fulltime Library Secretary/Clerks at All Schools	<p>The district shall offer efficient and reliable supplemental support services for all site libraries. Each school library will be adequately staffed with support personnel. Library Secretary/clerks enhance access to library services for all students throughout the day and after school as scheduled.</p> <p>Libraries will be open to parents of students to help ensure families with the greatest needs have access to a selection of age-appropriate literature at home. This action greatly benefits low-socioeconomic families, English learners, and foster/homeless students.</p> <p>Full-time positions for site libraries would not be possible without utilizing supplemental and concentration funding.</p> <p>Cost includes employee benefits and extra hours as necessary.</p>	\$486,016.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Six Libary Clerks Position Numbers #92301 #112302 #122301 #132301 #142234 #200053</p>		
2	Classroom Educational Technology	<p>Each of the district's five schools in the district shall be budgeted \$50,000 annually toward building a stronger educational technology program as needed at each site. Equitable access to educational technology requires the district's investment in equipment and services to ensure students in the low-socioeconomic subgroup are exposed to the equivalent technology and supplemental equipment used by all students in the district.</p> <p>The technology requirements of each school shall follow the District's long-term plan for computer and network equipment replacement.</p> <p>The technology department will evaluate the district/site need each year of the LCAP to determine the amount appropriate for site upgrades of hardware and/or software. This action specifically is crafted to maintain a 1:1 student-to-computer ratio across the district using the latest educational technology instructional methodologies. This action to increase access to technology across the district is designed to ensure that SED students have equal access to technology and digital content.</p> <p>The actual costs related to this action could vary significantly over the three-year LCAP cycle as costs are difficult to project year over year.</p> <p>Items on a rotational replacement schedule in the district include the following:</p>	\$300,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• ViewSonic Presentation Boards</li> <li>• Printers</li> <li>• Document Cameras</li> <li>• Network Infrastructure</li> <li>• I/O Devices</li> <li>• Presentation Equipment</li> <li>• Additional supplies as necessary</li> </ul> <p>The above-listed technology would not be available to students without LCFF S/C grant funding.</p>		
3	Educational Technology Specialist	<p>A District Instructional Technology Specialist must oversee the District's implementation of its supplemental educational technology program.</p> <p>Services conducted by the Educational Technology Specialist are principally directed toward low socioeconomic and English Learner subgroups to ensure that students with no experience using technology at home have equitable access compared to their peers.</p> <p>Teacher Surveys indicate this position is critical to the momentum of supplemental educational technology programs made possible through supplemental and concentration funding.</p> <p>Cost includes employee benefits.</p> <p>One Full-time Educational Technology Specialist Position Number #160008</p>	\$137,829.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Classified Technology Support Personnel	<p>Technology Support Personnel work alongside the District Technology Coordinator and the District Educational Technology Specialist. It is the responsibility of these staff members to ensure that all technology services funded through the LCAP to increase technology services for unduplicated students are in good working order for both students and teachers. The 1:1 student to computer ratio maintained using S/C funding could not be maintained in the district without dedicated support personnel.</p> <p>Cost includes employee benefits and anticipated extra hours for services to students.</p> <p>Four Classified Technology Support Personnel</p> <p>Position Numbers  #24  #102417  #102419  #170044</p>	\$408,514.00	Yes
5	Online Educational Support Services	<p>Supplemental online services are a critical component of the district's educational technology efforts under LCAP. The one-to-one student to device ratio created under this plan requires the district to precisely identify the needs of unduplicated students to provide them with online resources at their challenge level. This instructional support covers mathematics, English language arts, ELD (designated and integrated), science, health, and social science. Students access these resources during tier-II intervention times and universal access instructional time.</p> <p>Each program allows the district to track students' progress and will enable teachers to make adjustments to learning goals as necessary.</p> <p>Multi-year contracts are maintained for certain services to obtain licensing at a discount. The total cost of these services will fluctuate accordingly.</p>	\$392,133.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Programs included in this action are as follows:</p> <ul style="list-style-type: none"> <li>• Lexia - Greenfield Learning</li> <li>• Reading-Plus - Greenfield Learning</li> <li>• Ellevation - Ellevation</li> <li>• Destiny, Web Path Express, and Title Peak - Follett</li> </ul>		
6	Technology Support Services - Contracted	<p>There are various services required to maintain a computer network that services nearly five thousand LCAP funded computers and devices at any given time. The district depends on several outside service providers to keep students safe, monitor their activities, and ensure a stable and reliable online experience during instructional hours.</p> <p>Listed below are the supplemental services necessary for the district's educational technology program to be successful. The service contracts below are generally updated each year.</p> <p>Network service contracts are as follows:</p> <ul style="list-style-type: none"> <li>• Compellent, VMware, Dell R720, and Prosupport - Novacoast (server support)</li> <li>• AMS.Net (Network Backup)</li> <li>• Raptor - Raptor Technologies (digital security for schools)</li> <li>• School Loop (website support)</li> <li>• Go Guardian - Liminex (device monitoring)</li> <li>• Sophos - Total Tech Internations (cybersecurity)</li> <li>• Dell Sonic Wall - Sacramento Technology Group (firewall)</li> <li>• Smart Learning Suite - SMART Technologies (smartboard software)</li> <li>• AMS - AMS Licensing - (technology support)</li> <li>• SNAP Surveys - Parent Feedback</li> </ul>	\$153,226.00	Yes



Action #	Title	Description	Total Funds	Contributing
7	District Supplemental Programs Oversight - Administration	<p>A proportional percent of the WUESD Assistant Superintendent of Instruction (67%) salary is paid from LCFF to oversee the supplemental instructional programs and improvements outlined in the LCAP. The work assigned to this individual is to provide support above the base instructional needs and services to benefit non-duplicated students. This employee's time is monitored to ensure that an equivalent amount of time on the job focuses on LCAP activities.</p> <p>Benefits to Unduplicated Subgroups:</p> <ul style="list-style-type: none"> <li>English Learner - Monitoring of progress data of English Learners including observation and evaluation of educational programs serving English Learners (Goal 2)</li> <li>Low Socioeconomic - Monitors core and supplemental educational programs for SED students and meets with principals to ensure LCAP services are coordinated to best serve the subgroup (Goals 1 and 2 and 3)</li> </ul> <p>Similarly, 80% of the Assistant Superintendent of Student Service's salary is charged to LCFF S/C funding. The work assigned to this individual is to provide support above the base instructional programs and services to benefit non-duplicated students. This employee's time is also recorded and reported to ensure that a proportionate amount of time on the job focuses on LCAP activities.</p> <p>Benefits to Unduplicated Subgroups: Low Socioeconomic and Homeless/Foster - Oversight of programs and services provided to students and families to increase school involvement, student health, social and emotional needs, including school climate and safety matters. (LCAP Goals 1, 4, and 5)</p> <p>Cost includes employee contractual benefits as outlined in personnel files.</p> <p>Two Partially Funded Positions Position Numbers #160008 #101703</p>	\$317,395.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	K-3 Teachers to Lower Class Sizes	<p>The district is required under regulations governing LCFF and the LCAP to maintain additional staff for class size reduction to meet the state-established LCFF class size cap in grades K-3. The district maintains additional teachers above base LCFF funding to decrease class sizes to foster increased student and teacher interactions and ultimately increase student achievement. This LCAP action directly benefits unduplicated students and increases the likelihood of reading mastery for these children by the end of 3rd grade.</p> <p>Associated costs include employee benefits.</p> <p>13 Positions (K-3 Teachers)</p>	\$1,465,589.00	Yes
9	Alternative to Suspension Program (ATS)	<p>The district has identified Palm Avenue and Thomas Jefferson Middle Schools as focus sites for school discipline and restorative justice systems. The ATS Teachers will use restorative practices to improve students' classroom behavior and focus on academics. Year one implementation data suggests that the program effectively corrects the behavior to decrease unwanted behavioral incidents. Training is provided to all teachers at both schools to deescalate and resolve unwanted student behaviors in the classroom, thus increasing instructional time for those students. Data gathered during the 2015-16 school year has demonstrated the program's effectiveness, as evidenced in Goal 4 of this plan.</p> <p>Students</p> <p>The funding pays for the following required pieces of the ATS Program:</p> <ul style="list-style-type: none"> <li>• 2 ATS Teachers (one per school)</li> </ul>	\$336,221.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• 2 ATS Classified Campus Support Personnel (one per school)</li> <li>• Restorative Justice Contracted Services for Alternative to Suspension Program (two schools)</li> <li>• ATS Program Supplies (two schools)</li> <li>• Substitute Teachers as Required</li> </ul>		
10	Increased Access to School Transportation	<p>Home-to-School Transportation costs are required to be funded under the district's Base LCFF funding, but efforts made by the district to increase or improve funding over the Base "required maintenance of effort" is included as an LCAP action item. As required by Ed. Code, the Wasco Union Elementary School District must spend at least as much of their transportation funding on transportation as they spent in 2012–13, per EC sections 2575 (k)(1) and 42238.03 (a)(6). This action has been added to Goal 1 to increase "basic" services to ensure high attendance and equitable access to transportation services. District data continues to demonstrate that academic achievement is directly tied to student attendance.</p> <p>The costs outlined below are above the district's MOE and include costs associated with enhanced services such as drivers, maintenance, and fuel.</p>	\$306,429.00	Yes
11	Student Data Specialists	<p>Two student Data Specialists work alongside district student support personnel to increase and enhance data availability to drive services to unduplicated students. This supplemental data allows the district to identify and report unduplicated students in need of academic support, additional home/school communication, and attendance outreach. These staff members spend 50% of their time conducting these services, and therefore each specialist is paid proportionately at 50% LCAP S/C.</p>	\$109,845.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Cost includes benefits and extra time as necessary.</p> <p>Two Partially Funded Positions</p> <p>Position Numbers #200123 #180964</p>		
12	Portable Classroom Rental (Class Size Reduction)	<p>As outlined in goal 1.8, the district maintains additional teachers above base LCFF funding to decrease class sizes to foster increased student and teacher interactions and ultimately increase student achievement. This LCAP action directly benefits unduplicated students and increases the likelihood of reading mastery for these children by the end of 3rd grade.</p> <p>Smaller class sizes mandated under LCFF require the district to hold leases on portable classrooms at Karl Clemens, John L Prueitt, and Thomas Jefferson Schools to accommodate the additional teachers necessary to comply.</p> <p>Costs include the annual rental of eight portable classrooms first installed using the district's original LCFF apportionments</p>	\$44,267.00	Yes
13	CCSS Textbook Adoption	<p>Provide the most recent state-adopted instructional materials at the earliest possible opportunity to ensure that students of unduplicated student subgroups have access to the latest Common Core State Standards curriculum.</p> <p>The State of California's Adoption Cycle will be rolling out a new mathematics curriculum during the fall of 2021, and the district intends to open its adoption window to correlate with this plan. Following the</p>	\$1,473,219.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>district's own textbook adoption process, this will have new textbooks for mathematics in the hands of students in the fall of 2022. A great deal of work must be done during the 2021 school year to review, pilot, and choose a new publisher for the coming year.</p> <p>The costs for a new adoption includes the following:</p> <ul style="list-style-type: none"> <li>• Training for the new textbook adoption committee</li> <li>• Review and possible piloting of programs</li> <li>• Purchase of instructional materials</li> </ul> <p>The three-year cycle of this LCAP will see three new core curriculum adoptions.</p> <ul style="list-style-type: none"> <li>• 2021-2022 - Mathematics</li> <li>• 2022-2023 - English Language Arts and ELD</li> <li>• 2023-2024 - Social Sciences</li> </ul>		
14	Parent Engagement	<p>The district chose the online communication platform Parent Square to expand outreach to parents regarding important matters across the district, site, and classroom. Each year utilizing this service, the district integrates all communication with parents using this system that ties directly to Wasco's Student Information System, AERIES.</p> <p>The system performs the following function for the district:</p> <ol style="list-style-type: none"> <li>1. Emergency Messaging</li> <li>2. Grade and Progress Monitoring</li> <li>3. District Messaging</li> <li>4. School Messaging</li> <li>5. Teacher Messaging</li> <li>6. Direct Access to Message Classroom Teachers</li> <li>7. Document and Communications Repository</li> </ol> <p>Information is pushed via SMS messaging, e-mail, and direct phone notifications.</p>	\$22,737.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>The use of the system accelerated dramatically during the COVID-19 pandemic. The benefits of the program to increase parent engagement with the school are now fully realized. There must be various methods to inform and draw individuals into the fold to engage the parents of unduplicated pupils. The district must still depend on its previous methods of offering information to parents and encouraging their participation at school meetings and other important functions such as the district's Parent University.</p> <p>Traditional parent engagement tactics are also funded by this action and are as follows:</p> <ol style="list-style-type: none"> <li>1. Paper Flyers</li> <li>2. Mailed Correspondence</li> <li>3. Refreshments at Functions</li> </ol>		
15	STEM Program - Middle Schools	<p>Science, Technology, Engineering, and Mathematics (STEM) classes were introduced to middle school students as an LCAP action in 2015. Since then, the program has grown, and the class has become a permanent core curriculum offering at both middle schools. However, the highly engaging curriculum requires additional funding past other regular core classes. Interest in these classes by unduplicated students has proven to be significant since it was first introduced. It is hoped that exposure to the college and career programs at the middle school will strongly impact low-socioeconomic students that would normally not have access to these types of hands-on learning opportunities.</p> <p>Expanded funding covers additional needs such as the following:</p> <ul style="list-style-type: none"> <li>• Program-Related Field Trips</li> <li>• Robotics Classes</li> <li>• 3D Modeling and Printing</li> <li>• Gardening Supplies</li> <li>• STEM Events at Schools</li> <li>• STEM Planners</li> </ul>	\$29,069.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.  
A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

# Goals and Actions

## Goal

Goal #	Description
2	<p>English learner students will advance in English language proficiency and meet high academic standards in all core subjects. Students will increase proficiency through appropriate supplemental staffing to provide enhanced supports for language acquisition, coordinated academic programs for ELs, and intensive outreach to parents regarding pupil progress. The success of this goal will be measured by anticipated growth (+5% year-over-year) on the English Language Proficiency Assessments for California. (ELPAC)</p> <p>Corresponding State LCAP Priorities – Implementation of State Standards and Parental Involvement</p>

### An explanation of why the LEA has developed this goal.

Outcomes on the 2019 California School Dashboard indicate areas of continuous growth to be addressed by the district through its professional development programs. The continued lack of significant growth in mathematics districtwide necessitated the need for the district to examine the instructional programs focusing on the subject thoroughly. The district identified weaknesses within the English Learner subgroup, particularly with the instruction of the academic language of mathematics and a lack of opportunity for students to express their knowledge of the subject in writing as measured through existing state assessments. The district made efforts during June of 2018 to address these deficiencies during the district's LCAP funded curriculum planning institute. During the CAASPP Interim Assessment administration in December of 2018, the deficit was still present in student results. Professional development and adjustments to instruction will remain necessary for the foreseeable future to address this issue.

The English Learner Student Coach positions were new to the schools and LCAP in 2018, and early data from several local assessments suggest that the targeted placement of these teachers at the two schools most in need of assistance for their English Learners have significantly benefited from the LCAP services. (Burke and Clemens) The district will be tracking the academic growth of targeted EL students on State standardized tests for three years to determine the full impact of the EL Student Coach position to decide whether to expand, alter, or eliminate the services.

The 2021 LCAP Teacher Survey results in the district list differentiated instructional and educational technology as the most requested training topics for the coming LCAP year. Parent comments and lackluster data on the achievement of English Learners in core curriculum subjects and language acquisition progress point to a continuing need to focus on institutional supports for district English learners.

Goal 2 funding focuses on the following identified needs:

- Academic Language of Mathematics



- Leadership for English Learners students and their families at risk of becoming Long Term English Learners (LTEs)
- Supplemental guidance and oversight on the instruction and assessment of English Learners and early readers across the district
- Outreach and support to parents of English Learners specific to assisting their children in finding success in US schools
- Site-based LCAP funds for parents of English Learners (ELAC) at each school site to make decisions as to how to address their community needs
- Support to classroom teachers on the implementation of designated and integrated core ELD

By lowering student-to-adult ratios for English Learners students, increasing and coordinating instructional services, focusing on early literacy, and strengthening parent engagement at all schools, the district will advance the English Learner's ability to acquire language proficiency.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>CONDITIONS</p> <p>IMPLEMENTATION</p> <p>CCSS</p> <p>2A Implementation of CA academic and performance standards</p> <p>2B How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency</p>	<p>CONDITIONS</p> <p>IMPLEMENTATION</p> <p>CCSS</p> <p>2A Implementation of CA academic and performance standards</p> <p>Though in a distance learning environment during the 2020-2021 school year, the district's implementation of CCSS English Language Arts and Mathematics is considered "fully-implemented" as measured by the district's site</p>				<p>CONDITIONS</p> <p>IMPLEMENTATION</p> <p>CCSS</p> <p>2A Implementation of CA academic and performance standards</p> <p>The district's implementation of CCSS English Language Arts and Mathematics will be considered "fully-implemented" as measured by the district's site administration observation as well as data, local assessment data,</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>administration observation as well as data, local assessment data, 2019 California School Dashboard results, and teacher comments. The implementation of performance standards was implemented with a growing level of fidelity to district expectations; however, there is still room to grow in this area.</p> <p>ELD implementation is considered "fully implemented" as measured by administrative walkthroughs and online program utilization data, school master calendars, ELD catchup plans, and fluency assessment results. English Learner Student Coaches, in place since the beginning of the 2018-2019 school year at</p>				<p>2023 California School Dashboard results, and teacher comments.</p> <p>ELD implementation will be considered "fully implemented" as measured by administrative walkthroughs and online program utilization data, school master-calendars, ELD catchup plans, and the ELPAC during the 2023-2024 school year.</p> <p>Integrated ELD will be considered "substantially implemented" during the 2023-2024 school year.</p> <p>Social Science curriculum implementation will be considered "substantially implemented" at the district's elementary schools during the 2023-2024 school year as measured by</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>the two schools requiring the most differentiated support for the subgroup, make a significant impact on the newcomer and emerging English Learner students. Data demonstrates that these students, and their parents, are receiving dramatically more support to accelerate the acquisition of English.</p> <p>Integrated ELD was considered "partially implemented" administrative observations, teacher comments, and assessment data during the 2019-2020 school year.</p> <p>History/Social Science curriculum implementation was deemed "partially implemented" at the district's elementary schools during the 2019-2020 school year as measured by</p>				<p>administrative observations, teacher comments, and assessment data. Social Sciences will continue to be considered "fully implemented" at grades 7 and 8.</p> <p>NGSS Science curriculum implementation will be deemed "substantially implemented" at the district's elementary schools during the 2023-2024 school year as measured by administrative observations, teacher comments, and assessment data. Science will continue to be considered "fully implemented" at grades 7 and 8</p> <p>2B How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>administrative observations, teacher comments, and assessment data. The extent of implementation was considered "fully implemented" at grades 7 and 8.</p> <p>NGSS Science curriculum implementation was deemed "partially implemented" at the district's elementary schools during the 2019-2020 school year as measured by administrative observations, teacher comments, and assessment data. The extent of implementation was considered "fully implemented" at grades 7 and 8.</p> <p>2B How programs/services enable ELs to access CCSS and ELD standards for academic content</p>				<p>English language proficiency</p> <p>The district will continue professional development with teachers on the implementation of designated and integrated ELD through 2024</p> <p>Progress monitoring for 100% of all EL students during each school year will take place through DIBELS and Catch-Up Plan implementation.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>knowledge and English language proficiency</p> <p>English Learner access to Common Core State Standards and ELD curriculum for both designated and integrated ELD continued to be a major area of focus across the district. Several sessions of professional development occurring during the 2019-2020 school year focused on English Learners. District English Learner Student Coaches transitioned to act as EL liaisons for the district during the pandemic and focus exclusively on students and the families of students at risk of becoming Long Term English Learners. (LTELs)</p> <p>Goals and actions of the LCAP to support English Learners were</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>reviewed during the 2020-2021 school year, and modifications are under consideration to strengthen the program further. DIBELS fluency assessments were added to English Learner Catch-up Plans in the fall of 2018, and the entire EL annual assessment batteries are planned to be reviewed and streamlined.</p> <p>Progress monitoring for 100% of all EL students during each school year will take place through DIBELS and Catch-Up Plan implementation.</p>				
<p>ENGAGEMENT PARENT INVOLVEMENT</p> <p>3A Efforts to seek parent input in making</p>	<p>ENGAGEMENT PARENT INVOLVEMENT</p> <p>3A Parental Engagement</p>				<p>ENGAGEMENT PARENT INVOLVEMENT</p> <p>3A Parental Engagement</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>decisions for district and school sites</p> <p>3B How district promotes participation of parents for unduplicated pupils</p> <p>3C How district promotes participation of parents for pupils with exceptional needs</p>	<ul style="list-style-type: none"> <li>• Parent Input is Sought in Decision Making for the School District and School Sites</li> <li>• The district will regularly emphasize parent involvement opportunities in an effort to increase parent participation in the decision making processes. The following is a list of the opportunities to be involved during the 2020-2021 school year: <ul style="list-style-type: none"> <li>a. Mailed Parent Communications</li> <li>b. AERIES Parent Portal - Mass Mobile Texting, Email, and Phone Calls</li> <li>c. Personal Invitations</li> </ul> </li> </ul>				<p>Parent outreach will reach 95% or higher through the expanded use of the following methods in place as of 2021:</p> <ul style="list-style-type: none"> <li>a. Mailed Parent Communications</li> <li>b. AERIES Parent Portal - Mass Mobile Texting, Email, and Phone Calls</li> <li>c. Personal Invitations</li> <li>d. Correspondence sent home with students (virtually)</li> <li>e. Family-based events held virtually - Parent University/ EL Parent Nights/ African American Parent Group</li> <li>f. School Marquees</li> <li>g. Use of school site parent liaisons to call specific subgroups of parents</li> <li>h. School counselors, deans, vice principals, EL student coaches, and teacher outreach</li> <li>i. K-3 Literacy systems to communicate student literacy assignments and student growth</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>d. Correspondence sent home with students (virtually)</p> <p>e. Family-based events held virtually - Parent University/ EL Parent Nights/ African American Parent Group</p> <p>f. School Marquees</p> <p>g. Use of school site parent liaisons to call specific subgroups of parents</p> <p>h. School counselors, deans, vice principals, EL student coaches, and teacher outreach</p> <p>i. K-3 Literacy systems to communicate student literacy assignments and student growth</p> <p>j. Administration level use of AERIES Parent Communication platform to inform parents regarding site events</p> <p>k. Increased use of the district's website to promote district events and important information</p> <p>l. Public meetings held virtually in allow</p>				<p>j. Administration level use of AERIES Parent Communication platform to inform parents regarding site events</p> <p>k. Increased use of the district's website to promote district events and important information</p> <p>l. Public meetings held virtually in allow parents to participate from home</p> <ul style="list-style-type: none"> <li>Growth with be measured using data from AERIES Parent Communicat or Logs</li> </ul> <p>B. How The School District Promotes Parent Participation in Programs for Unduplicated Pupils</p> <p>a. Parent University events will be expanded as necessary as the program builds through 2024. The goal is to directly</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>parents to participate from home</p> <p>B. How The School District Promotes Parent Participation in Programs for Unduplicated Pupils</p> <p>a. Expanded parent education offerings are conducted through parent university events done in tandem with other school sites. Transportation provided as necessary to encourage parents of unduplicated subgroups to attend. Currently the district conducts four events per school year.</p> <p>b. 6-8 grade AVID program actively seeks students from unduplicated subgroups</p> <p>c. Site-specific parent events at all school sites for the English learner subgroup (focusing particularly on Clemens and Burke schools with the</p>				<p>engage 20% of parents in the program by 2024.</p> <p>b. 6-8 grade AVID program actively seeks students from unduplicated subgroups</p> <p>c. Site-specific parent events at all school sites for the English learner subgroup. (focusing particularly on Clemens and Burke schools with the highest needs demographically) Six events per year is the goal for 2024.</p> <p>d. Increased student access to online learning tools for use at home to supplement instruction with well over a 70% increase in participation over 2020-2021</p> <p>C. How the School District Promotes Parental Participation in Programs for Student with Exceptional Needs.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>highest needs demographically)</p> <p>d. Increased student access to online learning tools for use at home to supplement instruction with well over a 70% increase in participation over 2020-2021</p> <p>C. How the School District Promotes Parental Participation in Programs for Student with Exceptional Needs.</p> <p>The district continues increased parent participation for students with exceptional needs through a variety of methods such as the following:</p> <p>a. Teacher on special assignment to provides additional supports above base levels in the special education department focusing on Moderate Severe SDC students (daily)</p>				<p>The district will continue the efforts below to increase parent participation outlined for 2021 and beyond. The district will expand these efforts as the need and opportunity arises.</p> <p>a. Teacher on special assignment to provides additional supports above base levels in the special education department focusing on Moderate Severe SDC students</p> <p>b. Provides updated program handbooks and services flyers to parents to clearly communicate the available programs for special needs students</p> <p>c. Mailed invitations for parent participation in annual and triennial IEPs</p> <p>d. Held IEPs at parent request</p> <p>e. Conducted special meetings regarding special placement</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>b. Provides updated program handbooks and services flyers to parents to clearly communicate the available programs for special needs students (annually)</p> <p>c. Mailed invitations for parent participation in annual and triennial IEPs (daily)</p> <p>d. Held IEPs at parent request (as requested)</p> <p>e. Conducted special meetings regarding special placement ((504s, RTI, etc.) as necessary)</p> <p>f. Maintained special education staffing above the required level to ensure quick and effective communication and translation of confidential documents to the families of special needs students (annually)</p> <p>g. Made home visits as necessary to maintain the integrity of the district timelines</p>				<p>(504s, RTI, etc.)</p> <p>f. Maintained special education staffing above the required level to ensure quick and effective communication and translation of confidential documents to the families of special needs students</p> <p>g. Made home visits as necessary to maintain the integrity of the district timelines and the rights of students and parents under an IEP</p> <p>h. Collaborated with the local SELPA on ideas to better involve parents with the schools and district</p> <p>Subgroup engagement logs will indicate the frequency and type of interaction between student, family and special education department. Communication logs and the district AERIES Parent Communication</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>and the rights of students and parents under an IEP (as necessary)</p> <p>h. Collaborated with the local SELPA on ideas to better involve parents with the schools and district (annually)</p> <p>The district will increase the services outlined above by monitoring time logs for staff members providing increased services to the subgroup.</p>				system will be used to set a baseline of parent engagement for the subgroup during the 2021-2022 school year.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Coordinator of EL and Early Literacy	<p>As an instrumental position to ensure the needs of district EL students are met properly, this action funds 90% of the EL Coordinator's salary. This coordinator guides site administrators and teachers at each school to implement Common Core State Standards for English Learners for both designated and integrated English Language Development. This person also assists in the proper placement of English Learners in core classes and oversees efforts to reclassify students to RFEP status at the earliest possible date.</p> <p>Cost includes employee contractual benefits as outlined in personnel files.</p>	\$161,782.00	Yes

Action #	Title	Description	Total Funds	Contributing
		One Partially Funded Position Position Number #141204		
2	EL and Early Literacy Support Staff	<p>Working under the Coordinator of English Learners and Early Literacy, support personnel are tasked to serve English learners' needs at a proportionate rate to their funding through LCAP. Personnel under this action assist district certificated staff with a variety of functions to support English Learners. These functions include fluency assessments, ordering and distribution of K-8 literacy supplies, parent outreach, student support needs (e.g., intervention placement), district and site events supporting English Learners, and duties as required.</p> <p>English Learner support personnel are as follows: Educational Resource Center Secretary - 60% Fluency Assessor - 100% Migrant Resource Teacher - 60%</p> <p>Cost includes employee benefits and extra time as required.</p> <p>Positions: #102108 #66 #102902</p>	\$207,032.00	Yes
3	EL Student Coaches	The English Learner Student Coach position is principally directed to serve English Learners at Karl Clemens and Teresa Burke Elementary Schools. The California School Dashboard identifies these schools in the district to have the highest English Learners and low socioeconomic students in the district. Working closely with students and families, the English Learner Student Coach is responsible for providing instruction and increased supports to newcomer and Long	\$68,613.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Term English Learners to improve services to advance English acquisition. Though these employees are under the supervision of their respective site principals, services are coordinated in tandem with the district Coordinator of EL and Early Literacy.</p> <p>This action funds two EL Student Coaches funded by Title III at 50% and LCFF at 50%.</p> <p>Cost includes employee benefits and extra time as required.</p> <p>Positions #151051</p>		
4	English Learner Parent Liaisons (All Schools)	<p>EL Parent Liaisons were introduced to all school sites in 2015 as an action of the district's early LCAP to address parent concerns for increased home-to-school communication. The parent liaison position has been instrumental to the English learner subgroup to increase attendance, engage parents with the school, and increase the academic performance of the subgroup.</p> <p>Liaisons report to school site administration but are guided by the district's EL program goals.</p> <p>Cost includes employee benefits and extra time as required.</p> <p>Six Total Positions Positions #211251 #211252 #211253 #211250 #211254 #200057</p>	\$295,346.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Increased Access to Current and Relevant Reading Material	Scholastic Weekly Reader (K-5) and Scopes (6-8) are purchased by the district to ensure English Learners in the district have access to fun and informational reading material for school and home. To encourage young readers, the current events and interesting short articles introduced by these periodicals are ideal for English Learners to become engaged with interesting reading content and relevant information. Parents and teachers stakeholders both report this expenditure is well worth the connected annual costs.	\$26,168.00	Yes
6	English Learner Supplemental Program Supplies	<p>The EL program requires certain supplies each year to carry out the goals of the District Master Plan for English Learners. Some of these costs are known, and other costs must be anticipated as student home languages may vary from year to year. Such supplies and needs are outlined below.</p> <ul style="list-style-type: none"> <li>• Reclassification Awards</li> <li>• Reclassification Celebration Parent Night</li> <li>• Home Language Reading Materials</li> <li>• EL Parent Training Nights</li> <li>• Supplies for Program Employees</li> <li>• Postage for Parent Communication</li> <li>• Program Printing Costs</li> <li>• Etc.</li> </ul> <p>Costs are expected to vary annually, dependent on the instructional needs of students and parents needs.</p>	\$2,987.00	Yes
7	K-8 Literacy Program Supplies	An LCAP funded committee determined in 2013 that students in unduplicated subgroups had disproportionate access to certain	\$68,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>materials to assist English Learners (and low-socioeconomic students) to acquire English and build literacy skills. Equitable access to these crucial materials levels the playing field for all students to build literacy skills. Additionally, the committee identified specific teaching and learning strategies that must be conducted by teachers district-wide to assure equitable access to core reading and literacy programs. The materials and supplies continue to be an integral component of the district's K-8 Literacy Program as demonstrated by reading fluency data.</p> <p>Most of these items are student consumables that must be restocked and distributed each school year.</p> <p>The following items comprise the District K-8 Literacy Program:</p> <ul style="list-style-type: none"> <li>• Classroom Leveled Readers</li> <li>• Fry Phrase Fluency Folders</li> <li>• Colored Pencils</li> <li>• Highlighters</li> <li>• Student Dry Erase Boards, Markers, and Erasers</li> <li>• Spiral Notebooks</li> <li>• 3 Ring Binders with Tab Separators and Pencil Pouches</li> <li>• Weekly Agendas</li> <li>• Parent/Teacher Communication Folders</li> <li>• Zip-lock Bags (to transport leveled readers to and from school)</li> <li>• Printing and Postage</li> <li>• DIBELS Fluency Monitoring Program</li> </ul> <p>The cost of these items is expected to vary slightly dependent on enrollment and inventory needs.</p>		
9	Site Allocations for Services to EL Students	Each site shall receive funds to support the needs of English Learners at a percentage of funding equal to the local number of English Learners. (\$150 per EL Student) All assigned monies shall be principally apportioned to the English Learner population to conduct	\$187,200.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<p>individualized site actions to address the needs of the subgroup. Sites shall present the district with an updated budget for services to English Learners at the beginning of the 2021-2022 school, outlining the scope of service as determined by site stakeholders using the data gathered during the current LCAP development year.</p> <p>Site funding shall fluctuate based on EL enrollment each year.</p>		

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
3	<p>The district shall offer high-quality teacher training to support and develop the most qualified academicians possible. These efforts will be accomplished by implementing targeted supplemental professional development based on the data identified needs of students utilizing teacher leaders to point the way while also developing the teaching skills of the district's newest educators. To measure progress, the district will employ administrative observations to track the consistency of the implementation of district initiatives and monitor student subgroup growth on state assessments.</p> <p>Corresponding State LCAP Priorities – Implementation of State Standards and Pupil Achievement</p>

### An explanation of why the LEA has developed this goal.

The California School Dashboard offered evidence of a continued pattern of substantial growth in the district's English Language Arts program. Data indicates LCAP resources and the district's initiatives and staffing to promote early literacy can be credited for this sustained growth. Conversely, though the district's scale score results in Mathematics have not dropped substantially, they have not improved in any concrete fashion. This trend is evident in Kern County and across California. Still, year over year of the lackluster growth in Wasco contrasts similar districts in the area that have seen at least some moderate advancement in mathematics since the introduction of CAASPP testing to measure academic progress. With these scores in mind, the district is developing a professional development schedule to address the identified areas of need between schools and across the district.

In 2019, the district examined the achievement data from programs and systems within afterschool intervention programs funded by LCAP. The district and school sites were unable to identify any concrete data to suggest that LCAP initiatives had any correlation to improved student progress or lack thereof based on local and state assessments. Based on this finding, in a departure from previous LCAP cycles, the district and teachers have agreed to eliminate most afterschool intervention programs in favor of adding twenty minutes of additional "LCAP Instructional Time" to the REGULAR daily school day. This twenty minutes specifically targets the academic language of mathematics during an intervention/enrichment class or time period that is to be offered to all students every instructional day for 180 days. This additional instructional time amounts to 3,600 additional instructional minutes, or the equivalent of 8 full school days, over the 2021-2022 school year. The district will continue monitoring student progress in mathematics using various state and local assessments in the coming years to determine the effectiveness of this initiative in providing the expected mathematics results. As mentioned, CAASPP Math scale scores remain stagnant. They reflected a need for professional development in conceptual mathematical theory and student-written concept expression and integrated ELD for mathematics to build a sustainable path of student academic growth.

As outlined above, the district is quite proud of the sustained growth in English Language Arts as measured by CAASPP. Data from a three-year study of district CAASPP results (2016-2019) administrations. Data suggests that efforts toward LCAP actions to improve literacy in

early grades are moving students toward increased achievement. Third-grade scores in ELA have not dipped from the previous year-over-year improvement of scale scores. The district can firmly say that the LCAP actions created traction for sustainability on continuous improvement. However, literacy skills in grades K-3, including support systems for struggling readers, continue to be identified as a significant need by teachers and parent stakeholders. There are discrepancies in how each elementary school implements K-3 literacy programs and the tools provided to involve parents in the process. If the district is to see continued growth on ELA scores, this will need to be a district focus for the coming years, with expectations for schools to offer a more unified approach to building literacy.

Professional development opportunities are changing from previous LCAP years. Full-day professional development opportunities are held before the beginning of the school year. In the 2020-2021 school year, these LCAP paid workshops will be conducted during the teacher contracted school year and spaced far enough apart from one another to give teachers time to put theory to action with smaller chunks of knowledge. During the 2021-2022 school year, professional development full-day workshops will occur on July 27th, October 11th, and January 3rd.

Goal 3 funding focuses on the following identified needs:

- Support for teachers in the delivery of core curriculum
- Provide ongoing training for teachers in the prescriptive use of educational technology to support student achievement
- Conduct summer curriculum planning sessions
- Professional development throughout the year
- Build reading and literacy systems of support to all teachers
- Supplement new teacher support systems paid with Title II funding
- Offer professional development opportunities outside the district to bring fresh ideas to the team

By expanding professional development opportunities, developing teacher leaders, and onboarding new teachers effectively, the district will ensure strong academic programs conducted with fidelity to benefit student achievement.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CONDITIONS IMPLEMENTATION OF CCSS	CONDITIONS IMPLEMENTATION CCSS 2A Implementation of CA academic and				CONDITIONS IMPLEMENTATION CCSS 2A Implementation of CA academic and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>2A Implementation of CA academic and performance standards</p> <p>2B How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency</p>	<p>performance standards</p> <p>Though in a distance learning environment during the 2020-2021 school year, the district's implementation of CCSS English Language Arts and Mathematics is considered "fully-implemented" as measured by the district's site administration observation as well as data, local assessment data, 2019 California School Dashboard results, and teacher comments. The implementation of performance standards was implemented with a growing level of fidelity to district expectations; however, there is still room to grow in this area.</p>				<p>performance standards</p> <p>The district's implementation of CCSS English Language Arts and Mathematics will be considered "fully-implemented" as measured by the district's site administration observation as well as data, local assessment data, 2023 California School Dashboard results, and teacher comments.</p> <p>ELD implementation will be considered "fully implemented" as measured by administrative walkthroughs and online program utilization data, school master-calendars, ELD catchup plans, and the ELPAC during the 2023-2024 school year.</p> <p>Integrated ELD will</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>ELD implementation is considered "fully implemented" as measured by administrative walkthroughs and online program utilization data, school master calendars, ELD catchup plans, and fluency assessment results. English Learner Student Coaches, in place since the beginning of the 2018-2019 school year at the two schools requiring the most differentiated support for the subgroup, make a significant impact on the newcomer and emerging English Learner students. Data demonstrates that these students, and their parents, are receiving dramatically more support to accelerate the acquisition of English.</p> <p>Integrated ELD was considered "partially</p>				<p>considered "substantially implemented" during the 2023-2024 school year as measured by administrative observations, teacher comments, and assessment data.</p> <p>Social Science curriculum implementation will be considered "substantially implemented" at the district's elementary schools during the 2023-2024 school year as measured by administrative observations, teacher comments, and assessment data. Social Sciences will continue to be considered "fully implemented" at grades 7 and 8.</p> <p>NGSS Science curriculum implementation will be deemed "substantially implemented" at the district's elementary</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>implemented" administrative observations, teacher comments, and assessment data during the 2019-2020 school year.</p> <p>History/Social Science curriculum implementation was deemed "partially implemented" at the district's elementary schools during the 2019-2020 school year as measured by administrative observations, teacher comments, and assessment data. The extent of implementation was considered "fully implemented" at grades 7 and 8.</p> <p>NGSS Science curriculum implementation was deemed "partially implemented" at the district's elementary schools during the 2019-2020 school year as measured by</p>				<p>schools during the 2023-2024 school year as measured by administrative observations, teacher comments, and assessment data. Science will continue to be considered "fully implemented" at grades 7 and 8</p> <p>2B How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency</p> <p>The district will maintain six professional development opportunities with teachers on the implementation of designated and integrated ELD through 2024. This will be demonstrated through Agendas, presentation</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>administrative observations, teacher comments, and assessment data. The extent of implementation was considered "fully implemented" at grades 7 and 8.</p> <p>2B How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency</p> <p>English Learner access to Common Core State Standards and ELD curriculum for both designated and integrated ELD continued to be a major area of focus across the district. Six sessions of professional development occurring during the 2019-2020 school year focused on English Learners.</p>				<p>materials, and staff sign-in documentation</p> <ul style="list-style-type: none"> <li>Teachers will have at least six ELD related training opportunities each year as measured by the district's PD calendar</li> </ul> <p>Progress monitoring for 100% of all EL students during each school year will take place through DIBELS and Catch-Up Plan implementation.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>District English Learner Student Coaches transitioned to act as EL liaisons for the district during the pandemic and focus exclusively on students and the families of students at risk of becoming Long Term English Learners. (LTELs)</p> <p>Goals and actions of the LCAP to support English Learners were reviewed during the 2020-2021 school year, and modifications are under consideration to strengthen the program further. DIBELS fluency assessments were added to English Learner Catch-up Plans in the fall of 2018, and the entire EL annual assessment batteries are planned to be reviewed and streamlined.</p>				



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Progress monitoring for 100% of all EL students during each school year will take place through DIBELS and Catch-Up Plan implementation.				
<p>PUPIL OUTCOMES STUDENT ACHIEVEMENT</p> <p>4A. Statewide assessments</p> <p>4B. Percentage of pupils who successfully completed A-G requirements</p> <p>4C. Percentage of pupils who have successfully CTE pathways</p> <p>4D. Percentage of pupils completing A-g and CTE sequences/programs</p> <p>4E. Percentage of EL pupils making progress toward English proficiency</p>	<p>4.A.i. ENGLISH LANGUAGE ARTS DASHBOARD RESULTS</p> <p>District Average -40.2 points below standard - Increased 8.1 Points</p> <p>John L. Prueitt Elementary - 14 points below standard - Increased 7 Points</p> <p>Karl F. Clemens Elementary - 54.9 points below standard - Maintained 2.8 Points</p> <p>James A. Forrest Elementary - No Data - New School Opened 2019</p> <p>Teresa Burke Elementary - 29.8</p>				<p>4.A.i. ENGLISH LANGUAGE ARTS DASHBOARD RESULTS</p> <p>District Average - 34 points below standard - Increase of 15% over 2019 results</p> <p>John L. Prueitt Elementary - 12 points below standard - Increase of 15% over 2019 results</p> <p>Karl F. Clemens Elementary - 47 points below standard - Increase of 15% over 2019 results</p> <p>James A. Forrest Elementary - 34 points below standard - Increase of 15% over 2019 district average</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4F. English Learner reclassification rate	points below standard - Increased 17.9 Points				results  Teresa Burke Elementary - 25 points below standard - Increase of 15% over 2019 results
4G. Percentage of pupils passing AP exam with 3 or higher	Thomas Jefferson Middle - 49.3 points below standard - Increased 11.8 Points				Thomas Jefferson Middle - 42 points below standard - Increase of 15% over 2019 results
4H. Percentage of pupils who demonstrate EAP	Palm Avenue Middle School - No Data - New School Opened 2019				Palm Avenue Middle School - 34 points below standard - Increase of 15% over 2019 district average results
	4.A.ii. MATHEMATICS DASHBOARD RESULTS				4.A.ii. MATHEMATICS DASHBOARD RESULTS
	District Average - 73.7 points below standard - Increased 10.5 Points				District Average - 63 points below standard - Increase of 15% over 2019 results
	John L. Prueitt Elementary - 43.6 points below standard - -Increased 10.1 Points				John L. Prueitt Elementary - 37 points below standard - Increase of 15% over 2019 results
	Karl F. Clemens Elementary -79.3 points below standard - Increased 7.1 Points				
	James A. Forrest				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Elementary - No Data - New School Opened 2019</p> <p>Teresa Burke Elementary - 50 points below standard - Increased 17.1 Points</p> <p>Thomas Jefferson Middle - 99.4 points below standard - Increased 19.8 Points</p> <p>Palm Avenue Middle School - No Data - New School Opened 2019</p> <p>California School Dashboard Indicator</p> <p>ORANGE</p> <ul style="list-style-type: none"> <li>Special Education (Math)</li> </ul> <p>African American (Math and Language Arts)</p> <p>RED</p> <ul style="list-style-type: none"> <li>Special Education (Math)</li> </ul>				<p>Karl F. Clemens Elementary - 67 points below standard - Increase of 15% over 2019 results</p> <p>James A. Forrest Elementary - 63 points below standard - Increase of 15% over 2019 district average results</p> <p>Teresa Burke Elementary - 43 points below standard - Increase of 15% over 2019 results</p> <p>Thomas Jefferson Middle - 85 points below standard - Increase of 15% over 2019 results</p> <p>Palm Avenue Middle School - 63 points below standard - Increase of 15% over 2019 district average results</p> <p>2023-2024 CAST Goal % Meeting or</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>YELLOW AND ABOVE</p> <ul style="list-style-type: none"> <li>All Other Subgroups</li> </ul> <p>2018-2019 CALIFORNIA SCIENCE TEST (CAST) RESULT % Meeting or Exceeding Standards</p> <ul style="list-style-type: none"> <li>5th Grade 15.44%</li> <li>8th Grade- 13.73%</li> </ul> <p>4B. Percentage of pupils who successfully completed A-G requirements- N/A</p> <p>4C. Percentage of pupils who have successfully CTE pathways-N/A</p> <p>4D. Percentage of pupils completing A-g and CTE sequences/programs- N/A</p>				<p>Exceeding Standards</p> <ul style="list-style-type: none"> <li>5th Grade 25%</li> <li>8th Grade- 20%</li> </ul> <p>2023-2024 Goal:</p> <p>YELLOW OR ABOVE IN ALL INDICATORS</p> <ul style="list-style-type: none"> <li>All Subgroups</li> </ul> <p>4B. Percentage of pupils who successfully completed A-G requirements- N/A</p> <p>4C. Percentage of pupils who have successfully CTE pathways- N/A</p> <p>4D. Percentage of pupils completing A-G and CTE sequences/programs- N/A</p> <p>4E. Percentage of EL pupils making progress toward English proficiency</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>4E. 2020-2021 Percentage of EL pupils making progress toward English proficiency (DataQuest)- 5.8%</p> <p>Baseline Data from 2018-2019 ELPAC Administration (From California Dashboard)</p> <p>2019 - 44.1% making progress towards English language proficiency</p> <p>LISTENING</p> <p>Well Developed - 21.48% Somewhat/Moderately - 61.58% Beginning - 16.93% Total number of students by grade for all levels - 1,194</p> <p>SPEAKING</p> <p>Well Developed - 34.04% Somewhat/Moderately - 49.62%</p>				<p>15% Increase from Baseline Data on 2018-2019 ELPAC Administration</p> <p>2023-2024 School Year - 51% making progress towards English language proficiency (Districtwide)</p> <p>LISTENING</p> <p>Well Developed - 29% Somewhat/Moderately - 57% Beginning - 14% Total number of students by grade for all levels - 1,194</p> <p>SPEAKING</p> <p>Well Developed - 39% Somewhat/Moderately - 47% Beginning - 14% Total number of students by grade for all levels - 1194</p> <p>READING</p> <p>Well Developed - 7%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Beginning - 16.34% Total number of students by grade for all levels - 1194</p> <p>READING</p> <p>Well Developed - 5.9% Somewhat/Moderately - 54.25% Beginning - 39.85% Total number of students by grade for all levels - 1194</p> <p>WRITING</p> <p>Well Developed - 17.10% Somewhat/Moderately - 62.85% Beginning - 20.05% Total number of students by grade for all levels - 1194</p> <p>4F. 2020-2021 English Learner reclassification rate (DataQuest)- 5.8%</p> <p>4G. Percentage of pupils passing AP exam with 3 or higher</p> <ul style="list-style-type: none"> <li>N/A</li> </ul>				<p>Somewhat/Moderately - 56% Beginning - 37% Total number of students by grade for all levels - 1194</p> <p>WRITING</p> <p>Well Developed - 20% Somewhat/Moderately - 63% Beginning - 17% Total number of students by grade for all levels - 1194</p> <p>4F. English Learner Reclassification Rate Goal = 12%</p> <p>4G. N/A</p> <p>4H. N/A</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	4H. Percentage of pupils who demonstrate EAP <ul style="list-style-type: none"> <li>N/A</li> </ul>				

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Supplemental Professional Development	<p>Through a Memorandum of Understanding (MOU) between the district and its teacher bargaining unit, an agreement was made to add three additional contractual days of service for teacher professional development. These training days are specifically designed to address and remedy barriers to learning encountered by unduplicated students, (low socioeconomic, homeless/foster, English Learner). Topics for training are dependent on specific needs and program weaknesses as determined by local and state assessment data for these subgroups, and each training is a full-day session.</p> <p>During the 2021-2022 school year, these training dates are as follows:  July 27, 2021  October 11, 2021  January 3, 2022</p> <p>The MOU allowing this training is reviewed annually by the district and association and, by agreement, may be terminated at any time.</p> <p>Costs cover fees and incidentals for training, including staff salary and benefits.</p>	\$296,539.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	New Teacher Onboarding	<p>Each year, as new staff comes on board with the district, additional time and care are provided to employees to become familiar with instructional systems and programs used by the district. This training is supplemental to the required training conducted by the district human resources department.</p> <p>This training opportunity brings new teachers together for at least one day in the summer (ahead of other teachers) to provide supplemental training to prepare them for their new responsibilities.</p> <p>District Academic Coaches provide training.</p> <p>New teacher training includes introductions to the following components of the academic program:</p> <ul style="list-style-type: none"> <li>• District Instructional Programs</li> <li>• Taking Attendance</li> <li>• Working with English Learners</li> <li>• Google Classroom</li> <li>• Assessment and Data</li> <li>• Building Student Relationships</li> <li>• Parent Communication Systems</li> <li>• Classroom Management</li> <li>• Instructional Pacing Guides</li> <li>• Questions and Answers</li> </ul> <p>Costs cover fees and incidentals for training, including staff extra pay and benefits.</p>	\$2,159.00	No
3	Classified Professional Development (10 and 11 Month Employees)	<p>An agreement was made to add two additional days of service through a Memorandum of Understanding (MOU) between the district and its classified employee bargaining unit. This training is developed specifically to address student engagement and to build a positive school culture. Understanding the district's students' unique needs allows classified employees to make informed decisions when interacting with students and parents each day.</p>	\$25,997.00	No



Action #	Title	Description	Total Funds	Contributing
		<p>Examples of classified training include the following:</p> <ul style="list-style-type: none"> <li>• Public Relations</li> <li>• Conflict Deescalation</li> <li>• Students with Disabilities</li> <li>• Positive Discipline</li> <li>• Building Appropriate Relationships with Students</li> </ul>		
4	Flexible Professional Development Activities	<p>Even a worldwide pandemic didn't stop the need for teacher professional development. It did, however, teach us that teachers need a variety of ways to get the information they need to be effective in the classroom.</p> <p>The district makes a concerted effort to draw upon the leadership of its own teaching staff to provide professional development to staff. Doing this well takes a great deal of time on the part of those that chose to lend their expertise to the district's improvement efforts.</p> <p>Flexible PD activities support goal 3.1 training efforts to support unduplicated students.</p> <p>Costs for PD planning include the following:</p> <ul style="list-style-type: none"> <li>• Teacher Extra Time and Associated Benefits</li> <li>• Technology Platforms for Online Training (KYTE Learning)</li> <li>• Presentation Materials</li> <li>• Printing</li> <li>• Poster Paper</li> <li>• "Make and Take" Workshop Supplies</li> </ul>	\$3,000.00	Yes
5	District Curriculum Committee	Working under the direction of the district assistant superintendent of instruction, the curriculum committee shall be composed of a select	\$303,554.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>group of teacher leaders from each site (28 total teachers) responsible for communicating instruction and assessment expectations to all other teachers at their grade level across the district. Focusing first on unduplicated subgroups, the group is assigned to refine pacing and assessments annually to match district achievement goals to newly adopted textbooks and supporting curriculum. This committee shall convene before the district adopts new textbooks. Further, this committee will be looking for key elements within different curricular programs with the lens of meeting the needs of unduplicated students.</p> <p>Committee members will receive intensive training from each selected textbook publisher. In addition, it is the direct responsibility of committee members to offer professional development and support to all teachers at their assigned grade levels. This training will continue throughout the first year of the adoption of the new core curriculum.</p> <p>The work of this committee shall be conducted after the school year in June 2022, 2023, and 2024. 28 Teachers</p> <p>Extra hours costs include benefits.</p>		
6	Workshops, Conferences, and Presenters	<p>The district is constantly seeking to improve services to close the achievement gap for students of unduplicated subgroups. Dependent on data and stakeholder feedback, professional development is planned for each school year. Though the district aims to conduct these services in-house whenever possible, there is still the need to connect staff with outside PD providers. Additionally, certain LCAP based programs and services provided by the district require training from outside providers.</p> <p>Examples of such professional development opportunities include but are not necessarily limited to the following:</p> <ul style="list-style-type: none"> <li>• Leadership Development</li> </ul>	\$8,507.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Educational Technology Implementation</li> <li>• AVID Program Teacher Training (See Goal 4)</li> <li>• STEM Program (See Goal 4)</li> <li>• Kern County Superintendent of Schools Workshops</li> <li>• CCSS Training</li> </ul>		

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
4	<p>The district shall provide a safe and drug-free learning environment, a positive school climate, and maintain a college-going culture that considers other career pathways. Students will feel these benefits by supplemental staff to increase coordinated academic, health, and social and emotional programs and services at school. The effectiveness of these services will be monitored by improved physical fitness and student connectedness to the school as measured by the California Healthy Kids Survey and State Physical Fitness Testing.</p> <p>Corresponding State LCAP Priorities – School Climate, Student Engagement, and "Other" Local Measures</p>

### An explanation of why the LEA has developed this goal.

Stakeholder input going back to 2014 points directly to school climate and student/parent connectedness as a critical area of focus for LCFF funding. The district cannot address the instructional needs of students living in a low-socioeconomic environment without ensuring that the schools of Wasco offer a nurturing and safe learning environment. LCAP personnel, particularly school counselors at every school, have been identified as a continuing significant action item of the LCAP. In a small rural town, finding productive and educational activities to engage oneself in is rare. Securing meaningful action and opportunities to serve the many needs of students and their families has also proven to be quite complex. The district extends its services into times and locations away from the school setting where practicable and feasible. After-hours events are in place through LCAP to build an academic culture within the community.

The LCAP Parent Advisory Committee, teacher representatives, and district support staff have reviewed all action items of Goal Four. Stakeholders agree that most action items of the 2019-2020 LCAP were justified and should be primarily continued in the coming years. Parent stakeholders continue to suggest increased parent input and involvement at school and non-social district functions. Supplemental student activities are notably popular with students' parents and help build a positive climate across the district. In a post-pandemic organization, rebuilding a positive and productive learning environment with meaningful social interactions is absolutely crucial.

Parent engagement activities continue to be of paramount importance, and goal four is the primary vehicle for the actions related to this effort. School counselors, sports, academic recognition programs, AVID, PE Teachers, and the district music program are highly valued programs based on surveys. Many of these actions have been in place from the beginning of LCFF.

Data measuring the success of the academic indicators targeted by Goal Four justify the need to continue these services for the 2020-2021 school year. (attendance, suspension/expulsion rates, CHKS results, and teacher/parent surveys)

Goal 4 funding focuses on the following identified needs:

- Restorative Justice
- Academic Engagement
- Safe Learning Environment
- Social/Emotional Support
- College and Career Readiness
- Extra-Curricular Activities
- Healthy Lifestyles

The district will provide a safe and drug-free learning environment, a positive school climate and maintain a college-going culture by providing access to counselors, health care, engaging electives, alternatives to suspension, physical education, and the staff necessary to coordinate site services for unduplicated students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ENGAGEMENT PUPIL ENGAGEMENT	ENGAGEMENT PUPIL ENGAGEMENT				ENGAGEMENT PUPIL ENGAGEMENT
5A School attendance rates as measured by local data from Student Information System (SIS)	5A School attendance rates 2018-2019 Attendance End of Year Attendance by Site:				5A School attendance rates 2023-2024 Attendance End of Year Attendance by Site:
5B Chronic absenteeism rates as measured by local data from (SIS)	(2019-2020 Data is N/A Due to the COVID-19 Pandemic)				John L. Prueitt - 97.37%
5C Middle school dropout rates as	John L. Prueitt - 96.87%				Karl Clemens Elementary - 97.18%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by local data from (SIS)	Karl Clemens Elementary - 96.68%				Teresa Burke Elementary - 97.06%
5D High school dropout rates- N/A	Palm Ave Elementary - 97.37%				James A. Forrest Elementary - 97.40%
5E High school graduation rates- N/A	Teresa Burke Elementary - 96.56%				Palm Ave Middle School - 96.94%
	Thomas Jefferson Middle School - 96.44%				Thomas Jefferson Middle School - 96.94%
	End of Year 2019 District-wide - 96.78%				End of Year 2019 District-wide - 97.15%
	5B Chronic absenteeism rate 2019 End-of-Year 6.2% chronically absent				5B Chronic absenteeism rate 2019 End-of-Year 5.7% chronically absent
	5C Middle school dropout rates District = 0.02%				5C Middle school dropout rates District = 0.0%
	5D High school dropout rates				5D High school dropout rates
	N/A				N/A
	5E High school graduation rates				5E High school graduation rates
	N/A				N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>ENGAGEMENT SCHOOL CLIMATE</p> <p>6A Pupil suspension rates as measured by local data from (SIS)</p> <p>6B Pupil expulsion rates as measured by local data from (SIS)</p> <p>6C Other local measures on sense of safety and school connectedness - California Healthy Kids Survey Results</p>	<p>ENGAGEMENT SCHOOL CLIMATE</p> <p>6A Pupil suspension rates 2019-2020 End-of-Year Results 0.6% suspended at least once</p> <p>6B Pupil expulsion rates 2019-2020 End-of-Year Results District = 0.00%</p> <p>6C 2019-2020 California Healthy Kids Survey Results - 7th Grade</p> <p>1. Perceived Safety at School:</p> <ul style="list-style-type: none"> <li>71% of students report feeling "Safe" or "Very Safe"</li> </ul> <p>2. At my school, there is a teacher of some other adult who really cares about me.</p> <ul style="list-style-type: none"> <li>67% of students believe this</li> </ul>				<p>ENGAGEMENT SCHOOL CLIMATE</p> <p>6A Pupil suspension rates 2023-2024 End-of-Year Results 0.5% suspended at least once</p> <p>6B Pupil expulsion rates 2023-2024 End-of-Year Results District = 0.00%</p> <p>6C 2023-2024 California Healthy Kids Survey Results - 7th Grade - Climate Goal: 10% Growth Over 2019 Data in the following areas:</p> <p>1. Perceived Safety at School:</p> <ul style="list-style-type: none"> <li>78% of students report feeling "Safe" or "Very Safe"</li> </ul> <p>2. At my school, there is a teacher of some other adult who really cares about me.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	statement is true				<ul style="list-style-type: none"> <li>74% of students believe this statement is true</li> </ul>
<p>PUPIL OUTCOMES OTHER STUDENT OUTCOMES</p> <p>Pupil outcomes in subjects described in 51210/51220</p> <p>8A Physical Fitness Exams</p>	<p>PUPIL OUTCOMES OTHER STUDENT OUTCOMES</p> <p>8A Physical Fitness Exams 2018-2019 5th Grade State Physical Fitness Goal:</p> <ul style="list-style-type: none"> <li>Aerobic Capacity – 52.8% in Healthy Fitness Zone (HFZ)</li> <li>Body Composition – 45.9% in Healthy Fitness Zone (HFZ)</li> </ul> <p>2018-2019 7th Grade State Physical Fitness Goal:</p> <ul style="list-style-type: none"> <li>Aerobic Capacity – 64.8% in</li> </ul>				<p>PUPIL OUTCOMES OTHER STUDENT OUTCOMES</p> <p>8A Physical Fitness Exams 2018-2019 5th Grade State Physical Fitness Goal: 15% Growth Over 2019 Data</p> <ul style="list-style-type: none"> <li>Aerobic Capacity – 60% in Healthy Fitness Zone (HFZ)</li> <li>Body Composition – 53% in Healthy Fitness Zone (HFZ)</li> </ul> <p>2018-2019 7th Grade State Physical Fitness Goal: 15% Growth Over 2019 Data</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Healthy Fitness Zone (HFZ) <ul style="list-style-type: none"> <li>• Body Composition – 55.8% in Healthy Fitness Zone (HFZ)</li> </ul>				<ul style="list-style-type: none"> <li>• Aerobic Capacity – 75% in Healthy Fitness Zone (HFZ)</li> <li>• Body Composition – 64% in Healthy Fitness Zone (HFZ)</li> </ul>

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Counselors at All School Sites	<p>School Counselors are recognized as one of the most valuable funded actions of the district's LCAP. Stakeholders overwhelmingly agree that their presence at the school makes a difference for the well-being of the district's most needy targeted subgroups. Counseling is directed particularly to low socioeconomic and homeless/foster youth.</p> <p>There will be one counselor at every school site dedicated to students' social and emotional needs as directed by stakeholders.</p> <p>Costs include salary, benefits, and supplies, for the district's LCAP funded counseling team.</p> <p>Six Positions Total Positions: #160002 #101251 #160025 #160026 #101250</p>	\$798,503.00	Yes

Action #	Title	Description	Total Funds	Contributing
		#200070		
2	Enhanced Health Services at All Schools	<p>After a pandemic, supplemental health services are more than just a good idea. Site health clerks provide supplemental services to the base district health program and are of great benefit to students and parents, providing on-site care to deal with the health and welfare of students immediately. Specifically, low socioeconomic and homeless/foster youth will benefit from increased access to health services and referrals to outside agencies as necessary by LCAP funded health employees. Supplemental nursing services were also committed via LCFF to decrease the student to nurse/LVN ratio in the district to ensure a healthy student population. Additionally, the district maintains supplemental supplies and emergency health kits for student health services that must be restocked each year.</p> <p>Costs include employee benefits and extra hours as necessary.</p> <p>Two School Nurses, Six Health Clerks, and One Health Department Clerk Position Numbers #101601 #101602 #101603 #092901 #112901 #122901 #132901 #142902 #151057</p>	\$715,037.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Advancement Via Individual Determination (AVID)	<p>The district will enter its fifth year of implementing the AVID Program in the middle grades during the 2019-2020 school year. This supplemental program assists students in the central band of achievement to reach higher standards of rigor to expose and prepare them for a potential college pathway in the future. Services are principally directed to targeted LCAP student subgroups.</p> <p>The district has seen positive academic growth stemming from the AVID program. Thus, in the direction of stakeholders, AVID will be expanded into sixth grade during the 2019-2020 school year, with additional costs to be calculated and factored into the LCAP budget.</p> <p>Costs include a contract for service, AVID Tutors, AVID Coordinator stipend, training overtime, conference, and travel, as well as supplies.</p> <p>5 AVID Tutors Positions: #TBD</p>	\$59,585.00	Yes
4	District Instrumental Music Program	<p>Providing an enriching curriculum to students is an LCAP priority. Offering regularly scheduled instrumental music classes at elementary schools has been positively received to supplement targeted subgroups that would otherwise have little exposure to the arts at those schools. Services to unduplicated students are conducted through direct exposure to fundamental music classes at district elementary schools by certificated music teachers with pathways to more advanced music offerings in middle school. Interest in music programs by stakeholders is expanding, and the budget reflects this student interest in its budget for 2021-2022.</p> <p>Costs include 2.00 Music Teachers, Musical Instruments, Band Uniforms, and Instrument Repairs.</p> <p>2.00 Music Teacher Positions: Positions</p>	\$227,458.00	Yes

Action #	Title	Description	Total Funds	Contributing
		#101101 #61		
5	Extra-Curricular Programs	<p>Supplemental and Concentration funding from LCFF provides opportunities for students in the district to access various after-school clubs and programs to enrich and expand on core curriculum learning. These offerings are available to all students, including those that choose not to participate in the district's ASES program. Students from unduplicated subgroups are particularly encouraged to get involved and have some fun with teachers.</p> <p>Extracurricular offerings vary year over year based on teacher availability.</p> <p>Costs include employee extra time and associated benefits, supplies, and transportation as required.</p> <p>Examples of possible extracurricular offerings:</p> <ul style="list-style-type: none"> <li>• Drama</li> <li>• Chess Club</li> <li>• Yearbook</li> <li>• Computer Club</li> <li>• Newsletter</li> <li>• Advanced Music</li> <li>• Color Guard</li> </ul>	\$121,152.00	Yes
6	Districtwide Physical Education Program	District stakeholders identified the need to provide high-quality physical education to the elementary students of Wasco long ago. Rather than conducting the subject via the traditional means with a student's general classroom teacher, stakeholders determined that supplementing its PE program with certificated teachers provides a	\$811,613.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>much more enhanced and equitable physical education curriculum for the student population.</p> <p>Elementary physical education in Kern County is mostly a product of general education teachers. However, in Wasco, thanks to LCFF, PE is conducted across all grade levels by fully credentialed physical education teachers to ensure that students are appropriately educated on proper nutrition and engaging in healthy lifestyle choices. In low-socioeconomic areas, this educational opportunity is critical, as the percentage of overweight students is far above the norm. PE instructional aides assist credentialed PE teachers to make sure that students get the one-on-one attention they deserve.</p> <p>Costs include 4 Physical Education Teachers, 8 Instructional Aides, Employee Benefits, PE Equipment, and Associated Supplies.</p> <p>10 Total Full-time Positions Positions: #121129 #151043 #121153 #151044 #220001 #220000 #220006 #220007 #220023 #220024 #220003 #220032</p>		
7	LCFF/LCAP Translator	With the expanded supplemental services and programs built through LCFF funding across the district, there is an increased need for additional parent communication in the parents' home language. A	\$107,385.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>single position has greatly assisted the district in offering significantly improved communications to parents and the public. (Verbal, Written, and Online)</p> <p>This position connects and coordinates messaging on LCAP funded programs for all school sites and the district office.</p> <p>Cost includes employee benefits and extra hours as necessary.</p> <p>One Full-time Position Position #151073</p>		
8	District Extracurricular Competitions	<p>Similar to the extracurricular activities outlined above in 4.5, these after-hours activities are conducted as district-level functions. Teacher leaders coordinate them at school sites to ensure the programs are equal caliber and tied to the district's curriculum when appropriate. Though all students in the district may participate in competitions, additional resources and extra effort is made to encourage and support students from unduplicated subgroups in becoming involved in competitions.</p> <p>Competitions occur each year and help the district spotlight students in the media, the district website, and district awards ceremonies.</p> <p>Examples of extracurricular competitions include the following:</p> <ul style="list-style-type: none"> <li>• Science Fair</li> <li>• History Day</li> <li>• Math Field Day</li> <li>• Music Competitions</li> <li>• Battle of the Books</li> <li>• Oral Language</li> </ul> <p>Costs include teacher stipends and associated benefits, supplies, awards, travel, and associated event fees.</p>	\$30,651.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	Academic Achievement Awards and Incentives	<p>Parents request more frequent information regarding the academic success and needs of their children. Each school receives an allocation through LCFF based on socioeconomic status to recognize student academic achievement efforts at each school. Parent visitation logs at all schools demonstrate that awards ceremonies bring more parents on campus than any other event hosted by the district. As such, administrators seek to connect students and parents with their schools regularly and in ways that build home-to-school connections.</p> <p>The middle schools use these allocated funds to recognize students who demonstrate exemplary academic skills and provide special academic awards to target the low socioeconomic student subgroup. They also provide an eighth-grade graduation ceremony that draws nearly a thousand or more parents and family members to the local high school stadium to celebrate their children's success during their final days with the Wasco Union Elementary School District. It is a local celebration like no other in town.</p> <p>Costs may include such items as certificates, trophies, banners, balloons, rental fees, etc.</p>	\$17,142.00	No
10	After-school Sports Programs - Middle Schools	<p>LCAP surveys and forums still identify extracurricular sports programs as a significant motivator for students. Competitive sports can be particularly motivating to students that would normally be disconnected from the traditional academic environment in their absence. A variety of sporting activities are a way to build school spirit and identity, and the requirements to participate encourage students to work hard and build academic confidence. This is critically important to students from low socioeconomic backgrounds. LCFF</p>	\$68,316.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>funds have provided a conduit for the district to maintain and possibly expand sports programs at the middle schools.</p> <p>The district's middle school competitive sports offerings are regularly monitored to ensure compliance with Title IX regulations.</p> <p>Costs include coaching stipends and associated benefits, team transportation, entry fees, and costs for referees.</p>		
11	Assistant Principal/Learning Director	<p>Assistant Principal/Learning Directors (AP/LDs) at each site extends support to unduplicated pupils at the direction of the site principal to increase student achievement. In Wasco, it is the priority of AP/LDs to monitor the progress of unduplicated students and manage referrals to RTI and intervention classes.</p> <p>Foster and homeless youth receive individual attention from the AP/LD as their unique home situations are determined, and cases are confidentially handled.</p> <p>These employees work closely with the parents of unduplicated students to offer recommendations for equitable school and community services to help maximize their potential. Assistant Principal/Learning Directors are also responsible for maintaining a safe school and a productive learning environment through restorative justice practices. California School Dashboard data demonstrates the effectiveness of this position with improved attendance, behavior, and learning progress for unduplicated student subgroups since 2015.</p> <p>Costs include employee benefits as outlined by contract.</p> <p>Six Assistant Principal/Learning Directors Position Numbers: #68 #220039 #111202</p>	\$1,013,584.00	Yes



Action #	Title	Description	Total Funds	Contributing
		#190003 #131202 #220040		

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
5	<p>Students will have access to supports and services to assist in overcoming learning loss and remove the barriers to academic success brought about by the COVID-19 pandemic. The district will provide intervention time, mentor programs, early childhood programs, and literacy programs to students most at risk of academic regression to support unduplicated students. The success of this goal will be measured by growth (+15% year-over-year) on state testing results in ELA and Math as measured by the California Assessment of Student Performance and Progress (CAASPP) for the students that participate.</p> <p>These efforts will be accomplished by implementing targeted supplemental professional development based on the data identified needs of students utilizing teacher leaders to point the way while also developing the teaching skills of the district's newest educators. To measure progress, the district will employ administrative observations to track the consistency of the implementation of district initiatives and monitor student subgroup growth on state assessments.</p> <p>Corresponding State LCAP Priority – Pupil Achievement</p>

### An explanation of why the LEA has developed this goal.

The COVID-19 health emergency has profoundly impacted the families of the Wasco Union Elementary School District. With an economy rooted in agriculture and Wasco State Prison, many citizens managing to remain employed were required to work on-site without the luxury of working from home. Complying with the direction of the State of California and local health officials to limit the spread of the virus, services of the Wasco Union School District have been significantly reduced since March 18, 2020. In a community with a socioeconomically disadvantaged rate approaching 90%, the district's learning gap, which was narrowing considerably over the last six years before COVID, is expected to widen significantly due to a reduction in instructional engagement during the 2020-2021 school year. Parents reported that, while they worked outside the home, members of their multi-generational families bore the responsibility for assisting students in participating in the district's online learning programs.

Distance learning will never take the place of in-person instruction. The varying needs of individual students are many, and the pandemic has taught us that screen time with a child does not constitute a rich and engaging educational experience. The district's students disproportionately impacted by the pandemic need to be at school, in person, every day.

Goal Five of the LCAP explicitly addresses the known learning loss encountered by unduplicated student subgroups and considers the potential unknown circumstances of a post-pandemic world. The district expects this goal will be sustained throughout the three years encompassing this plan.

Goal 5 funding focuses on the following identified needs:

- Additional twenty minutes of instructional (Universal Access) time each day
- Site-based after school prescriptive intervention and enrichment
- African American Mentor Project
- Ready to Start Kindergarten Program

Offering prescriptive intervention time, mentor programs, and services to targeted student subgroups will increase academic achievement for students that participate as measured by state and local assessments.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PUPIL OUTCOMES STUDENT ACHIEVEMENT	4.A.i. ENGLISH LANGUAGE ARTS DASHBOARD RESULTS				4.A.i. ENGLISH LANGUAGE ARTS DASHBOARD RESULTS
4A. Statewide assessments	District Average -40.2 points below standard - Increased 8.1 Points				District Average - 34 points below standard - Increase of 15% over 2019 results
4B. Percentage of pupils who successfully completed A-G requirements	John L. Prueitt Elementary - 14 points below standard - Increased 7 Points				John L. Prueitt Elementary - 12 points below standard - Increase of 15% over 2019 results
4C. Percentage of pupils who have successfully CTE pathways	Karl F. Clemens Elementary - 54.9 points below standard - Maintained 2.8 Points				Karl F. Clemens Elementary - 47 points below standard - Increase of 15% over 2019 results
4D. Percentage of pupils completing A-g and CTE sequences/programs	James A. Forrest Elementary - No Data - New School Opened				James A. Forrest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4E. Percentage of EL pupils making progress toward English proficiency	2019 Teresa Burke Elementary - 29.8 points below standard				Elementary - 34 points below standard - Increase of 15% over 2019 district average results
4F. English Learner reclassification rate	- Increased 17.9 Points				Teresa Burke Elementary - 25 points below standard - Increase of 15% over 2019 results
4G. Percentage of pupils passing AP exam with 3 or higher	Thomas Jefferson Middle - 49.3 points below standard - Increased 11.8 Points				Thomas Jefferson Middle - 42 points below standard - Increase of 15% over 2019 results
4H. Percentage of pupils who demonstrate EAP	Palm Avenue Middle School - No Data - New School Opened 2019				Palm Avenue Middle School - 34 points below standard - Increase of 15% over 2019 district average results
	4.A.ii. MATHEMATICS DASHBOARD RESULTS				4.A.ii. MATHEMATICS DASHBOARD RESULTS
	District Average - 73.7 points below standard - Increased 10.5 Points				District Average - 63 points below standard - Increase of 15% over 2019 results
	John L. Prueitt Elementary - 43.6 points below standard - -Increased 10.1 Points				John L. Prueitt
	Karl F. Clemens Elementary -79.3				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>points below standard - Increased 7.1 Points</p> <p>James A. Forrest Elementary - No Data - New School Opened 2019</p> <p>Teresa Burke Elementary - 50 points below standard - Increased 17.1 Points</p> <p>Thomas Jefferson Middle - 99.4 points below standard - Increased 19.8 Points</p> <p>Palm Avenue Middle School - No Data - New School Opened 2019</p> <p>ORANGE</p> <ul style="list-style-type: none"> <li>Special Education (Math)</li> </ul> <p>African American (Math and Language Arts)</p> <p>RED</p> <ul style="list-style-type: none"> <li>Special Education (Math)</li> </ul>				<p>Elementary - 37 points below standard - Increase of 15% over 2019 results</p> <p>Karl F. Clemens Elementary - 67 points below standard - Increase of 15% over 2019 results</p> <p>James A. Forrest Elementary - 63 points below standard - Increase of 15% over 2019 district average results</p> <p>Teresa Burke Elementary - 43 points below standard - Increase of 15% over 2019 results</p> <p>Thomas Jefferson Middle - 85 points below standard - Increase of 15% over 2019 results</p> <p>Palm Avenue Middle School - 63 points below standard - Increase of 15% over 2019 district average results</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>YELLOW AND ABOVE</p> <ul style="list-style-type: none"> <li>All Other Subgroups</li> </ul> <p>2018-2019 CALIFORNIA SCIENCE TEST (CAST) RESULT % Meeting or Exceeding Standards</p> <ul style="list-style-type: none"> <li>5th Grade 15.44%</li> <li>8th Grade- 13.73%</li> </ul> <p>4B. Percentage of pupils who successfully completed A-G requirements- N/A</p> <p>4C. Percentage of pupils who have successfully CTE pathways- N/A</p> <p>4D. Percentage of pupils completing A-g and CTE sequences/programs- N/A</p>				<p>2023-2024 CAST Goal % Meeting or Exceeding Standards</p> <p>5th Grade 25%</p> <p>8th Grade- 20%</p> <p>2023-2024 Goal:</p> <p>YELLOW OR ABOVE IN ALL INDICATORS</p> <ul style="list-style-type: none"> <li>All Subgroups</li> </ul> <p>4B. Percentage of pupils who successfully completed A-G requirements- N/A</p> <p>4C. Percentage of pupils who have successfully CTE pathways- N/A</p> <p>4D. Percentage of pupils completing A-G and CTE sequences/programs- N/A</p> <p>4E. Percentage of EL pupils making progress toward</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>4E. Percentage of EL pupils making progress toward English proficiency</p> <p>Baseline Data from 2018-2019 ELPAC Administration (From California Dashboard) (19-20 not available)</p> <p>2019 - 44.1% making progress towards English language proficiency</p> <p>LISTENING</p> <p>Well Developed - 21.48% Somewhat/Moderately - 61.58% Beginning - 16.93% Total number of students by grade for all levels - 1,194</p> <p>SPEAKING</p> <p>Well Developed - 34.04% Somewhat/Moderately - 49.62% Beginning - 16.34% Total number of students by grade for</p>				<p>English proficiency</p> <p>15% Increase from Baseline Data on 2018-2019 ELPAC Administration</p> <p>2023-2024 School Year - 51% making progress towards English language proficiency (Districtwide)</p> <p>LISTENING</p> <p>Well Developed - 29% Somewhat/Moderately - 57% Beginning - 14% Total number of students by grade for all levels - 1,194</p> <p>SPEAKING</p> <p>Well Developed - 39% Somewhat/Moderately - 47% Beginning - 14% Total number of students by grade for all levels - 1194</p> <p>READING</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>all levels - 1194</p> <p>READING</p> <p>Well Developed - 5.9%</p> <p>Somewhat/Moderately - 54.25%</p> <p>Beginning - 39.85%</p> <p>Total number of students by grade for all levels - 1194</p> <p>WRITING</p> <p>Well Developed - 17.10%</p> <p>Somewhat/Moderately - 62.85%</p> <p>Beginning - 20.05%</p> <p>Total number of students by grade for all levels - 1194</p> <p>4F. 2020-2021 English Learner reclassification rate (DataQuest)- 5.8%</p> <p>4G. Percentage of pupils passing AP exam with 3 or higher</p> <p>N/A</p> <p>4H. Percentage of pupils who</p>				<p>Well Developed - 7%</p> <p>Somewhat/Moderately - 56%</p> <p>Beginning - 37%</p> <p>Total number of students by grade for all levels - 1194</p> <p>WRITING</p> <p>Well Developed - 20%</p> <p>Somewhat/Moderately - 63%</p> <p>Beginning - 17%</p> <p>Total number of students by grade for all levels - 1194</p> <p>4F. English Learner Reclassification Rate Goal = 12%</p> <p>4G. Percentage of pupils passing AP exam with 3 or higher- N/A</p> <p>4H. Percentage of pupils who demonstrate EAP preparedness- N/A</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	demonstrate EAP  N/A				

## Actions

Action #	Title	Description	Total Funds	Contributing
1	95% Group Language Tutors and Program Needs	<p>The 95% Group is a phonemic program implemented by the district to support English learners in acquiring the language rapidly. This program's implementation targeted the two schools most in need of assistance due to the higher English learners' levels at each school. (Teresa Burke and Karl Clemens Elementary Schools). The program requires intensive one-on-one tutoring to practice the many vowels, and consonant blends only found in English and are roadblocks for English Learners to overcome. These part-time tutors are specifically trained to use the 95% Group Practices and spend 3.5 hours a day with English Learners.</p> <p>Cost includes program supplies as well as employee hourly pay and extra time as required.</p> <p>4 Total Language Tutors Positions #220015 #220016 #220019 #220020</p>	\$63,688.00	Yes
2	Increased Daily Instruction (20 Minutes)	In 2019, parents and teachers raised concerns that the district's original LCAP funded after-school intervention and enrichment program was insufficient to address student needs. In response, the	\$866,305.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>district mostly disbanded the program through LCAP. It worked with its local teacher association, WETA, to add 20 minutes of daily instructional time beginning the 2019-2020 school year. This additional 20 minutes of instruction over the year increased instructional time by 4%, equivalent to eight full school days. Parents of the LCAP Advisory Committee unanimously agreed that this effort was the best use of LCAP intervention funds to ensure equity among principally directed subgroups. Additional funds continue to be set aside to offer specialized afterschool support or enrichment projects at the school sites. Still, the vast majority of funds previously used during after-school hours will continue to be directed toward this additional 20 minutes of "targeted instructional time" to occur each day.</p> <p>The 2020 pandemic has made this action more important than ever. In the coming school years, the increased instructional time will be dedicated to the prescriptive needs of unduplicated students to address their unique learning loss situations.</p> <p>Costs for this action include 20 minutes of teacher salary (daily rate) and associated benefits. During the 2021-2022 school year, the district will use Expanded Learning Opportunitites Grant funds to assist in the overall cost of this action. Eventually, the full cost will return to LCFF S/C funding.</p>		
3	African American Mentor Program	<p>Data continues to identify the African American Subgroup as a subgroup in need of ongoing prescriptive assistance. Given the pandemic and the ramifications of a full year of distance learning, stakeholders are concerned that the group will need even more intensive help to build back the growth that was gained.</p> <p>Mathematics was the original focus of this action when it was first developed in 2018. Beginning the 2021-2022 school year, in an effort to engage the AA subgroup, the mentor program will begin an interactive STEM program. The program is designed to involve parents and students together in the learning. During program</p>	\$10,074.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>meetings, parents will gather to gain information on ways for families to work with and motivate children in their academics. Concurrently, students will spend time with certificated teachers in after-hours STEM activities that lean heavily toward math skills.</p> <p>Costs of this action include the following:</p> <ul style="list-style-type: none"> <li>• Motivational Speaker Fees</li> <li>• STEM and other instructional supplies</li> <li>• Teacher extra-time and associated benefits</li> <li>• Transportation (as necessary)</li> <li>• Refreshments</li> </ul>		
4	Academic Deans (Middle Schools)	<p>Academic Deans at the middle schools are an instrumental tool to make certain students receive the comprehensive supports and programs needed to succeed in higher education. Student counselors at each school (outlined in goal 4.1) focus entirely on students' socio-emotional needs. Academic Coaches monitor principally directed academic deans monitor services, and classroom teachers are mobilized to identify barriers to student success one child at a time.</p> <p>The district uses data every day to monitor targeted LCFF subgroups and individual students to monitor progress and issue red flags at intervals adequate to mobilize resources to solve situations as they occur, or better, preemptively intervene on concerns. . This action item supports requests from parents to increase parent communication and academic support across the district and is principally directed toward the specified subgroups.</p> <p>Each middle school dean monitors entire subgroups of students to carry them through three years at the school to support their academic progress along the way.</p> <p>Costs include salary, benefits, and supplies.</p> <p>Two Positions Total</p>	\$278,687.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Positions: #160003 #200071		
5	Instructional After-School Intervention (K-8)	<p>The 2020 COVID-19 pandemic has brought much uncertainty to the coming school year to determine the precise services needed to address. The Wasco Union Elementary School District received a significant amount of financial support for intervention services from the Federal government with their standard limitation of use with specific subgroups. The district has tied LCFF resources to providing intervention during intervention classes scheduled each day for 20 minutes. The district holds this action to pay for unanticipated intensive after-school intervention for its unduplicated subgroups.</p> <p>Services provided under this LCAP action are designed to provide targeted and prescriptive intervention to unduplicated students, either one-on-one or large group.</p> <p>NOTE: One-time Federal funding will be appropriated first before LCFF funds are used for after-school principally directed services.</p> <p>Costs include extra time, associated benefits, and supplies. Six Positions Total Positions: #160002 #101251</p>	\$195,020.00	Yes
6	Kindergarten Readiness	Built into traditional summer school, the Kindergarten Readiness program invites students unable to participate in Transitional Kindergarten due to age restrictions to build skills before entering Kinder for the coming year. Kindergarten Readiness has proven to be	\$17,466.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>the district's next best step to transitional kindergarten in identifying and introducing new kindergarten students to the rigor and social expectations of the district's full-day kindergarten program. Early literacy kindergarten readiness assessments demonstrate the continued need for this program and possible future expansion. Students in unduplicated subgroups benefit most from these services and have expanded access to these limited seats to accommodate them.</p> <p>Costs of the program include teacher extra-pay, classroom aides (including associated benefits for both), supplies, and student transportation as necessary.</p>		
7	Homeless and Foster Youth Supports	<p>The COVID-19 pandemic leaves the full scope of its impact unknown, particularly in matters related to homeless and foster students. Once students return to school in the fall of 2021, school counselors will be tasked with determining the extent to which the circumstances of the pandemic have financially impacted families. Early estimates indicate that there will be an increased need for support for the subgroup in the fall.</p> <p>Services to homeless and foster students include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• School Supplies</li> <li>• Clothes</li> <li>• Transportation for School, Services, and Related Events</li> <li>• Health and Hygiene Supplies</li> </ul>	\$2,500.00	Yes

# Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.**

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
37.11%	\$11,142,366

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.**

### Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

**Goal One: The District Will Increase and Expand Basic Educational Services Specifically Aimed to Improve Academic Achievement in Reading/ Language Arts and Math**

Wasco Elementary Union continues to address the academic needs of students in ELA and Math since most students are performing below grade level despite the district's steady growth on the CAASPP Test. Achievement gaps continue to exist for our unduplicated groups in these subject areas, with both current English Learners and low-income students performing lower when compared to "All" students on the CAASPP assessments and fall below the state average. In addition, when disaggregating Dashboard data for "Current English Learners" there are significant gaps when compared to "All" students. In ELA, "All" students were 40.2 below standard while Current ELs were 110.4 pts below. Similar gaps exist in Math with "All" students performing 73.7 pts below standard while current ELs were 130.9 pts below.

The gaps are less significant for SED students but in both ELA and Math, they performed slightly lower when compared to "All" students and in both areas are performing at a "Low" status on the 2019 Dashboard, further highlighting that additional supports are needed to support these student groups. SED students were 45.2 points below standard in ELA and 78.4 points below in Math.

In addition, stakeholder feedback from staff and parents indicates a need for additional supports in Language Arts and Math, specifically in providing technology resources, increasing access to literacy readiness and reading materials, and access to programs that will increase exposure to college career programs.

While the following actions are being provided LEA or schoolwide, they are devised to meet the needs of unduplicated students first. Though these actions can benefit all students, they are absolutely critical to the success of low-income students, foster youth, and English

Learners who do not have equitable access to academic supports outside of the regular school day. In particular, increased bus services (routes, stops, etc.) specifically support Wasco's high needs community with high concentrations of low-income students with transportation to and from school every day.

The LEA or school-wide actions in goal one are intended to address these specific needs and help achieve the goal of improving academic achievement in Reading/Language Arts and Math:

- Increase access to reading materials in the home (Action 1)
  - Produce relevant and meaningful extensions of core instruction using technology (Actions 2, 3, 4, 5, 6, and 7)
  - Increase understanding and access to Common Core State Standards (Actions 2, 7, 8, 14, and 15)
  - Offer the latest CCSS curriculum to students (Actions 2, 3, 4, 5, 6, 7, and 10)
  - Ensure appropriate instructional staffing (Action 8)
  - Provide stimulating and rigorous learning environments (Actions 2, 3, 4, 5, 6, 7, 8, 10, and 15)
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Goal Two: English learner students will advance in English language proficiency and meet high academic standards in all core subjects

Data clearly demonstrates that the district supports for English Learners, though slow to full implementation, have been effective over the last five years. (pre-pandemic). On the most recent dashboard data available for 2019, ELs were making growth in both ELA and Math. In ELA, ELs increased by 8.3 points. from the previous year and 9.5 points in math. The increases were even more significant for Reclassified ELS who increased 9.7 points in ELA and 15.5 points in Math. ELs however continue to perform lower when compared to "All" students. In ELA, "All" students were at 40.2 points below standard while ELs were 55.3 pts below standard and current ELs were 110.4 pts below standards. In math, "All" students were 77.3 points below standards while ELs were 86.5 points below and current ELs were at 130.9 points below. This data highlights that while progress is being by our EL students, they continue to need additional supports in order to continue narrowing this achievement gap. In addition, stakeholders continue to point to the program as the district's weakest instructional area. The district closely examines the program progress monitoring data each year and has emphasized the systematic implementation of EL programs and supports. Led by the Director of EL and Early Literacy, the instructional team in the district has the expectation that EL supports will be administered districtwide, on time, and with fidelity to the program. Several of the actions of goal two are conducted across all sites or grade levels. Instructional practices that are good for English learners will also benefit all students. Strong teaching practices equal strong learning outcomes.

The LEA or school-wide actions in goal two are built around these needs necessary to address English learners' learning outcomes and strengthen the quick acquisition of the English language.

- Systematic implementation of supports for English learner success (Action 1, 2, 3, 4, 5, 7, and 9)
- Increase K-8 literacy systems planning and piloting (Actions 1, 2, and 7)
- Build a constant focus on the needs of English Learners (Action 7)
- Amplify parent communication and involvement district-wide (Actions 1, 3, and 4)



- Advance instructional supports for English Learners across the district (Actions 1 and 7)
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Goal Three: The district shall offer high-quality teacher training to support and develop the most qualified academicians possible.

There is an above-average teacher turnover rate in the Wasco Union School District as compared to more affluent school districts in Kern County. Each year, the district backfills positions of teachers that were not up to the challenge of a success-for-all instructional mentality. Successful veteran teachers in the district recognize the students' individual needs in Wasco and have had support along the way to help them help their students reach their maximum potential. These teacher leaders are instrumental in providing training to teachers new to the profession and are a resource to their respective schools and grade levels. Teacher leaders provide training and support across the district and see every child as "their" student. Taking a team approach through collaboration and data studies has helped drive students' success of unduplicated subgroups over the last five years of successful academic growth in the district. An exceptional instructional team is not just hired; it is grown. As mentioned in Goal #1, there are identified achievement gaps for unduplicated students, specifically for English Learners so while these actions will benefit all students, they benefit unduplicated students to a great extent because they greater academic needs.

The LEA or school-wide actions in goal three are constructed to ensure unduplicated students have equitable access to highly trained teachers that can address their specific academic needs.

- Develop instructional pedagogy support for teachers at all school sites (Actions 1, 2, 4, and 5)
  - Introduce teachers, new to the profession, to the unique needs of the children of Wasco (Action 2)
  - Maintain assessment systems to deliver rapid and relevant data to drive instruction (Action 5)
  - Offer training as necessary to support staff and develop educational leaders (Actions 4 and 6)
  - Coaching to help teachers track and strengthen student academic success Actions 1, 4, and 5)
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Goal Four: The district shall provide a safe and drug-free learning environment, a positive school climate, and maintain a college-going culture that considers other career pathways.

A great deal of progress has been made in this area to meet the needs of our unduplicated students. On both the Suspension Rate and Chronic Absenteeism indicator, Wasco Union Elementary was green on the 2019 Dashboard. In suspension, we have seen a three-year decline for all student groups with all groups performing green or blue. All groups on performing in the "low" status for suspension rate.

In Chronic Absenteeism, ELs and Low-income students continue to be performing in the "medium status" on this indicator. On the 2018 Dashboard, while not numerically significant enough to receiving a color, Foster Youth fell in the "high" range with an absentee rate of 27.3% much higher than the 7.1% for all. This data indicates that although structures are in place to maintain a positive school climate, we need to continue to implement these actions to ensure we build upon the progress that has been made in the area for unduplicated pupils.

This need is echoed by stakeholders who were the most vocal regarding the actions of goal four. They recognize that unless students feel safe, connected to the school, and have outlets for activities outside the regular school day, they don't have positive feelings toward the school. This opinion is echoed by the students themselves in the California Healthy Kids Survey (CHKS). The data there demonstrated that there is work to be done to connect students to their school, their teachers, and their own academic growth.

In direct response to this feedback, the district's newest goals reflect a student-centered school environment. All actions cannot be limited to unduplicated students, but at the heart of each action lays their distinct needs. Supplemental personnel is largely responsible for ensuring increased and enhanced student and school connectivity.

The LEA or school-wide actions in goal two are constructed to ensure unduplicated students have equitable access to highly trained teachers that can address their specific academic needs.

- Expand access to extra-curricular activities (Actions 3, 4, 5, 6, 8, and 10)
- Increase access to staff for social/emotional and academic support (Actions 1 and 11)
- Improve access to health services for low-socioeconomic students (Action 2)
- Enhance focus on educational goal setting and in-school supports at the middle school to unduplicated students (Actions 3, 5, 7, 9, and 11)
- Raise awareness of higher education opportunities and preparedness (Actions 1, 3, and 11)
- Monitor intervention programs and RTI plans to increase student academic success (Actions 1 and 11)

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Goal Five: Students will have access to supports and services to assist in overcoming learning loss and remove the barriers to academic success brought about by the COVID-19 pandemic.

Unduplicated students were disproportionately impacted through the loss of in-person instruction during the COVID-19 pandemic, and this goal will primarily benefit unduplicated subgroups through its services. Performance gaps have already been revealed through the review of local assessments. In third grade alone, the data demonstrates students to average approximately 4.5 months behind grade-level standards as of May, 2021. The district will use this information will be used to guide supports in the opening days of the 2021-2022 school year. Parent and teacher stakeholders alike have shared what they believe will be the best use of LCFF S/C funds to address learning loss.

The LEA or school-wide actions in goal three specifically address the needs of unduplicated students.

- Develop early literacy skills as soon as possible (Actions 1, 2, and 6)
- Render regular intervention or enrichment during the regular school day (Actions 1, 2, 4, and 5)
- Assist pre-teens in the transition to adolescence (Action 4)
- Offer readiness programs to students before entering kindergarten (Action 5)

A close review of the highly detailed supporting sections of this LCAP will identify the targeted subgroups that each action item is

addressing. The district's demographics and the less than 10% of students that do not fall into a targeted subgroup require stakeholders to consider the needs of all students in many cases due to the small size of the student population that would necessitate the district to refuse services or participation in LCAP activities. However, even though the demographics are generally similar at schools across the district, where some subgroups are concentrated in specific schools in the district, equitable funding is proportionate to targeted subgroups for laser-focused action items.

As this document is being finalized, the district's unduplicated students are participating en masse in an extended summer school offering serving as one of the district's learning loss mitigation efforts using "Extended Learning Opportunities Grant" funds. Nearly thirty percent of the district's students showed up for the first day of full-day summer instruction. This turnout demonstrates the thirst for students to get back in the routine of learning and growing both socially and academically. Moreover, it is an excellent indication that 2021-2022 LCAP funded activities will be an instrumental component of a post-pandemic school year.

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The overwhelming majority of stakeholder feedback gathered in 2021 was enthusiastic toward the positive impacts of the goals and actions of the 2017-2021 LCAP. Many of the actions of the 2019-2020 LCAP can be found replicated in this document. State assessments (CAASPP and ELPAC) reflect that over the last five years, LCAP funded activities have made a positive difference in achievement, social-emotional support, student attendance, language acquisition, and supports for homeless and foster youth. Every year, stakeholders review the impacts of LCAP actions to make adjustments to align funding better to ensure the district is making the most of its effort to increase and improve services for unduplicated pupils. A review of each annual update will reflect these modifications, and the actions outlined in this year's version of the LCAP will undergo the same type of annual scrutiny.

Actions Carried Over from the 2017-2021 LCAP cycle include the following:

#### Goal #1 Improved Achievement in Reading/ Language Arts and Math

The following actions have been deemed to be effective in improving achievement in Reading/ELA and Math as Wasco Union Elementary has seen an increase in overall achievement in ELA and Math state assessments as reported on the 2019 Dashboard. Over the past three years, students have increased by 17 points in ELA and 10.0 pts on Math. EL students and low-income students are also seeing increases in academic achievement. In the three years of CAASPP data that is reported on the dashboard, they have made enough gains to move colors. On the 2017 Dashboard for ELA, ELs were Red and increased to yellow on the most recent dashboard. Low-income students have also seen an increase in ELA from orange in 2017 to yellow on the 2019 Dashboard. Similar increases were seen in Math with ELs falling in the red category and low-income performing in orange for the 2017 Dashboard and both groups increased to yellow on the 2019 Dashboard. While achievement gaps still exist, this data along with an ongoing analysis of local data and stakeholders' feedback supports the effectiveness of these actions in increasing academic outcomes for our unduplicated pupils to narrow those gaps.

1.1 Librarians

1.2 Ed. Tech

1.3 Ed. Tech Specialist

- 1.4 Tech Support
- 1.5 Online Education Services
- 1.6 Tech Contracted Services
- 1.7 Supplemental Programs Oversight
- 1.8 Additional Teachers
- 1.10 Increased School Transport
- 1.11 Data Specialists
- 1.12 Portable Classrooms

## Goal #2 All EL Students to Become Proficient in English and Reach High Academic Standards

The following actions have been deemed to be effective in supporting our ELs to become proficient in English and reach high academic standards. As noted above, ELs have made academic gains in both ELA and math over the past three years resulting in a change in color in performance. In the 2017, ELs were red on both the math and ELA indicator and have since then jumped up two colors to yellow. While COVID has created challenges for assessment and reclassification rates, prior to COVID, reclassification rates for Wasco Union Elementary District were higher than both the state and county average. For the 2018-2019 school year, the reclassification rate was 17.1% while the county average was 11.9% and the state was 13.8%. In addition, ELs continue to increase performance on the Smarter Balanced assessment. In 2017, only 3.11% of ELs were meeting or exceeding standards on the ELA SBAC and that increased to 5.41% in 2019. Increases were also seen in math with 2.95% meeting or exceeding standards in math in 2017 and increasing to 5.03% in 2019. While much work continues to be done to support ELs in reaching high levels of academic achievement, the structures currently in place are being effective in promoting growth and will be continued.

- 2.4 EL Parent Liaisons
- 2.5 Access to Reading Materials

## Goal #3 The District Shall Ensure Teacher Quality and Relevant Professional Development

The following actions have been deemed effective as evidenced by the increases in the state assessment data as noted in previous goals. On the 2019 dashboard, all sites with the exception of one made increases on the ELA indicator. In math, every site saw an increasing which indicates that the efforts placed on improving teacher capacity through PD are producing its intended outcomes as increases in student achievement are being seen districtwide. As noted above, low-income and ELS are also seeing increases over the past three years resulting in a color change from red and orange in 2019 to both groups being in Yellow for ELA and Math in 2019. In addition, stakeholders' feedback has also helped to inform the effectiveness of these actions. Overall, teachers have shared that PD events are better directed toward their specific needs and the needs of their students.

- 3.1 Supplemental PD

#### Goal #4 The District Shall Provide a Safe and Drug-free Learning Environment, a Positive School Climate, and a College-Going Culture

The following actions have been deemed effective as seen in an analysis of state and data. On both the Chronic Absenteeism and Suspension indicators, Wasco Union Elementary District was performing in the green category. ELs and Low-income were also green on both indicators highlighting the effectiveness of these efforts made for this goal.

- 4.1 Counselors
- 4.2 Health Services
- 4.3 AVID
- 4.4 Music Program
- 4.6 Physical Education Program
- 4.7 Translation Service Enhancement
- 4.8 Extracurricular
- 4.10 - Afterschool Sports
- 4.11 - AP/Learning Directors

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

In Addition to the actions provided on an LEA-wide or school-wide basis described above, the following actions are also aimed at increasing or improving service by the percentage required. The following actions are being provided on a limited basis to increase and improve services specifically for unduplicated student groups.

The following limited actions for English Learners are designed to improve language acquisition programs, and increases services by providing parent outreach, supporting academic needs for newcomers and Long Term English Learners to address their unique student needs.

- Coordinator of EL and Early Literacy
- EL and Early Literacy Support Staff
- EL Student Coaches
- EL Supplemental Program Supplies
- Site EL Allocations

The following limited action for Foster Youth is designed to increase supports for Foster Youth to ensure they have wraparound services including supplies, transportation, and health supports in order to facilitate full access to educational programs.

- Homeless and Foster Youth Supports

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## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$11,142,366.00	\$1,565,311.00		\$335,862.00	\$13,043,539.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$10,278,033.00	\$2,765,506.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Fulltime Library Secretary/Clerks at All Schools	\$486,016.00				\$486,016.00
1	2	Low Income	Classroom Educational Technology	\$300,000.00				\$300,000.00
1	3	Low Income	Educational Technology Specialist	\$137,829.00				\$137,829.00
1	4	Low Income	Classified Technology Support Personnel	\$408,514.00				\$408,514.00
1	5	English Learners Foster Youth Low Income	Online Educational Support Services	\$392,133.00				\$392,133.00
1	6	English Learners Foster Youth Low Income	Technology Support Services - Contracted	\$153,226.00				\$153,226.00
1	7	English Learners Foster Youth Low Income	District Supplemental Programs Oversight - Administration	\$317,395.00				\$317,395.00
1	8	English Learners Foster Youth Low Income	K-3 Teachers to Lower Class Sizes	\$1,465,589.00				\$1,465,589.00
1	9	All	Alternative to Suspension Program (ATS)	\$336,221.00				\$336,221.00
1	10	English Learners Foster Youth Low Income	Increased Access to School Transportation	\$306,429.00				\$306,429.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	11	English Learners Foster Youth Low Income	Student Data Specialists	\$109,845.00				\$109,845.00
1	12	English Learners Foster Youth Low Income	Portable Classroom Rental (Class Size Reduction)	\$44,267.00				\$44,267.00
1	13	All	CCSS Textbook Adoption	\$236,931.00	\$1,236,288.00			\$1,473,219.00
1	14	English Learners Foster Youth Low Income	Parent Engagement	\$22,737.00				\$22,737.00
1	15	Low Income	STEM Program - Middle Schools	\$29,069.00				\$29,069.00
2	1	English Learners	Coordinator of EL and Early Literacy	\$161,782.00				\$161,782.00
2	2	English Learners	EL and Early Literacy Support Staff	\$207,032.00				\$207,032.00
2	3	English Learners	EL Student Coaches	\$68,613.00				\$68,613.00
2	4	English Learners	English Learner Parent Liaisons (All Schools)	\$295,346.00				\$295,346.00
2	5	English Learners	Increased Access to Current and Relevant Reading Material	\$26,168.00				\$26,168.00
2	6	English Learners	English Learner Supplemental Program Supplies	\$2,987.00				\$2,987.00
2	7	English Learners Foster Youth Low Income	K-8 Literacy Program Supplies	\$68,000.00				\$68,000.00
2	9	English Learners	Site Allocations for Services to EL Students	\$187,200.00				\$187,200.00
3	1	English Learners Foster Youth Low Income	Supplemental Professional Development	\$296,539.00				\$296,539.00
3	2	All	New Teacher Onboarding	\$2,159.00				\$2,159.00
3	3	All	Classified Professional Development (10 and 11 Month Employees)	\$25,997.00				\$25,997.00



Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	4	English Learners Foster Youth Low Income	Flexible Professional Development Activities	\$3,000.00				\$3,000.00
3	5	English Learners Foster Youth Low Income	District Curriculum Committee	\$303,554.00				\$303,554.00
3	6	All	Workshops, Conferences, and Presenters	\$8,507.00				\$8,507.00
4	1	Foster Youth Low Income	Counselors at All School Sites	\$798,503.00				\$798,503.00
4	2	Foster Youth Low Income	Enhanced Health Services at All Schools	\$715,037.00				\$715,037.00
4	3	English Learners Foster Youth Low Income	Advancement Via Individual Determination (AVID)	\$59,585.00				\$59,585.00
4	4	English Learners Foster Youth Low Income	District Instrumental Music Program	\$96,616.00			\$130,842.00	\$227,458.00
4	5	English Learners Foster Youth Low Income	Extra-Curricular Programs	\$121,152.00				\$121,152.00
4	6	Foster Youth Low Income	Districtwide Physical Education Program	\$796,613.00			\$15,000.00	\$811,613.00
4	7	English Learners Foster Youth Low Income	LCFF/LCAP Translator	\$107,385.00				\$107,385.00
4	8	English Learners Foster Youth Low Income	District Extracurricular Competitions	\$30,651.00				\$30,651.00
4	9	All	Academic Achievement Awards and Incentives	\$17,142.00				\$17,142.00
4	10	Low Income	Afterschool Sports Programs - Middle Schools	\$68,316.00				\$68,316.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	11	English Learners Foster Youth Low Income	Assistant Principal/Learning Director	\$1,013,584.00				\$1,013,584.00
5	1	English Learners Foster Youth Low Income	95% Group Language Tutors and Program Needs	\$63,688.00				\$63,688.00
5	2	English Learners Foster Youth Low Income	Increased Daily Instruction (20 Minutes)	\$537,282.00	\$329,023.00			\$866,305.00
5	3	African American	African American Mentor Program	\$10,074.00				\$10,074.00
5	4	English Learners Foster Youth Low Income	Academic Deans (Middle Schools)	\$278,687.00				\$278,687.00
5	5	English Learners Foster Youth Low Income	Instructional After-School Intervention (K-8)	\$5,000.00			\$190,020.00	\$195,020.00
5	6	English Learners Foster Youth Low Income	Kindergarten Readiness	\$17,466.00				\$17,466.00
5	7	Foster Youth	Homeless and Foster Youth Supports	\$2,500.00				\$2,500.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$10,505,335.00	\$11,170,220.00
<b>LEA-wide Total:</b>	\$7,026,182.00	\$7,362,044.00
<b>Limited Total:</b>	\$630,114.00	\$630,114.00
<b>Schoolwide Total:</b>	\$2,871,776.00	\$3,200,799.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Fulltime Library Secretary/Clerks at All Schools	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$486,016.00	\$486,016.00
1	2	Classroom Educational Technology	LEA-wide	Low Income	All Schools	\$300,000.00	\$300,000.00
1	3	Educational Technology Specialist	LEA-wide	Low Income	All Schools	\$137,829.00	\$137,829.00
1	4	Classified Technology Support Personnel	LEA-wide	Low Income	All Schools	\$408,514.00	\$408,514.00
1	5	Online Educational Support Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$392,133.00	\$392,133.00
1	6	Technology Support Services - Contracted	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$153,226.00	\$153,226.00
1	7	District Supplemental Programs Oversight - Administration	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$317,395.00	\$317,395.00
1	8	K-3 Teachers to Lower Class Sizes	LEA-wide	English Learners Foster Youth	Specific Schools: All Elementary Schools	\$1,465,589.00	\$1,465,589.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income	K-3 Elementary Students		
1	10	Increased Access to School Transportation	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$306,429.00	\$306,429.00
1	11	Student Data Specialists	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$109,845.00	\$109,845.00
1	12	Portable Classroom Rental (Class Size Reduction)	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Karl Clemens Elementary John L Prueitt Elementary Thomas Jefferson Middle  K-3	\$44,267.00	\$44,267.00
1	14	Parent Engagement	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$22,737.00	\$22,737.00
1	15	STEM Program - Middle Schools	Schoolwide	Low Income	Specific Schools: Thomas Jefferson Middle School Palm Avenue Middle School  6-8	\$29,069.00	\$29,069.00
2	1	Coordinator of EL and Early Literacy	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$161,782.00	\$161,782.00
2	2	EL and Early Literacy Support Staff	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$207,032.00	\$207,032.00
2	3	EL Student Coaches	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Karl Clemens Elementary Teresa Burke	\$68,613.00	\$68,613.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
					Elementary K-5		
2	4	English Learner Parent Liaisons (All Schools)	Schoolwide	English Learners	All Schools	\$295,346.00	\$295,346.00
2	5	Increased Access to Current and Relevant Reading Material	LEA-wide	English Learners	All Schools	\$26,168.00	\$26,168.00
2	6	English Learner Supplemental Program Supplies	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,987.00	\$2,987.00
2	7	K-8 Literacy Program Supplies	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$68,000.00	\$68,000.00
2	9	Site Allocations for Services to EL Students	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$187,200.00	\$187,200.00
3	1	Supplemental Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$296,539.00	\$296,539.00
3	4	Flexible Professional Development Activities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	\$3,000.00
3	5	District Curriculum Committee	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$303,554.00	\$303,554.00
4	1	Counselors at All School Sites	LEA-wide	Foster Youth Low Income	All Schools	\$798,503.00	\$798,503.00
4	2	Enhanced Health Services at All Schools	LEA-wide	Foster Youth Low Income	All Schools	\$715,037.00	\$715,037.00
4	3	Advancement Via Individual Determination (AVID)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Thomas Jefferson Middle School Palm Avenue Middle	\$59,585.00	\$59,585.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
					School 6-8		
4	4	District Instrumental Music Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$96,616.00	\$227,458.00
4	5	Extra-Curricular Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$121,152.00	\$121,152.00
4	6	Districtwide Physical Education Program	LEA-wide	Foster Youth Low Income	All Schools	\$796,613.00	\$811,613.00
4	7	LCFF/LCAP Translator	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$107,385.00	\$107,385.00
4	8	District Extracurricular Competitions	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,651.00	\$30,651.00
4	10	Afterschool Sports Programs - Middle Schools	Schoolwide	Low Income	Specific Schools: Thomas Jefferson Middle School Palm Avenue Middle School 6-8	\$68,316.00	\$68,316.00
4	11	Assistant Principal/Learning Director	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,013,584.00	\$1,013,584.00
5	1	95% Group Language Tutors and Program Needs	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Karl Clemens Elementary Teresa Burke Elementary	\$63,688.00	\$63,688.00
5	2	Increased Daily Instruction (20 Minutes)	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$537,282.00	\$866,305.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
5	4	Academic Deans (Middle Schools)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Thomas Jefferson Middle School Palm Avenue Middle School  6-8	\$278,687.00	\$278,687.00
5	5	Instructional After-School Intervention (K-8)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$195,020.00
5	6	Kindergarten Readiness	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools Kindergarten	\$17,466.00	\$17,466.00
5	7	Homeless and Foster Youth Supports	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$2,500.00	\$2,500.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		



# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

*For additional questions or technical assistance related to the completion of the 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](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

**General Information** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### ***Focus Goal(s)***

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

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.



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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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

### **Goal Analysis:**

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55%:*** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55%:*** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.