LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Wasco Union High School District

CDS Code: 15-63859-0000000

School Year: 2021-22

LEA contact information:
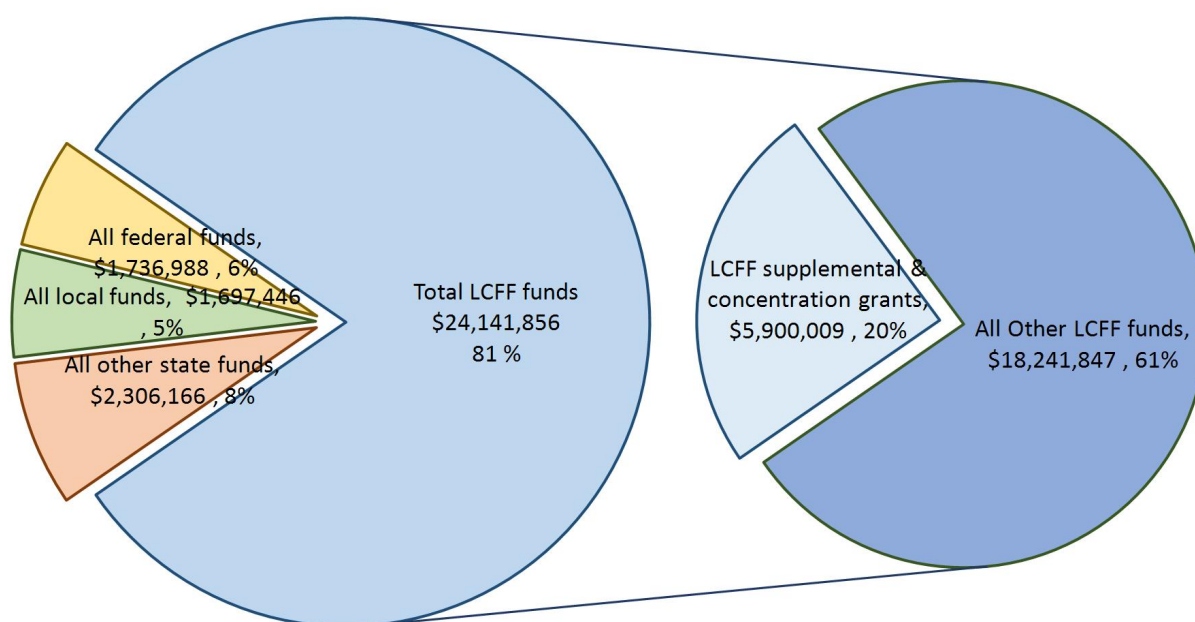
Kevin Tallon

Director of Programs

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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

- All federal funds, $1,736,988 , 6%
- All local funds, $1,697,446 , 5%
- All other state funds, $2,306,166 , 8%
- Total LCFF funds $24,141,856 81 %
- LCFF supplemental & concentration grants, $5,900,009 , 20%
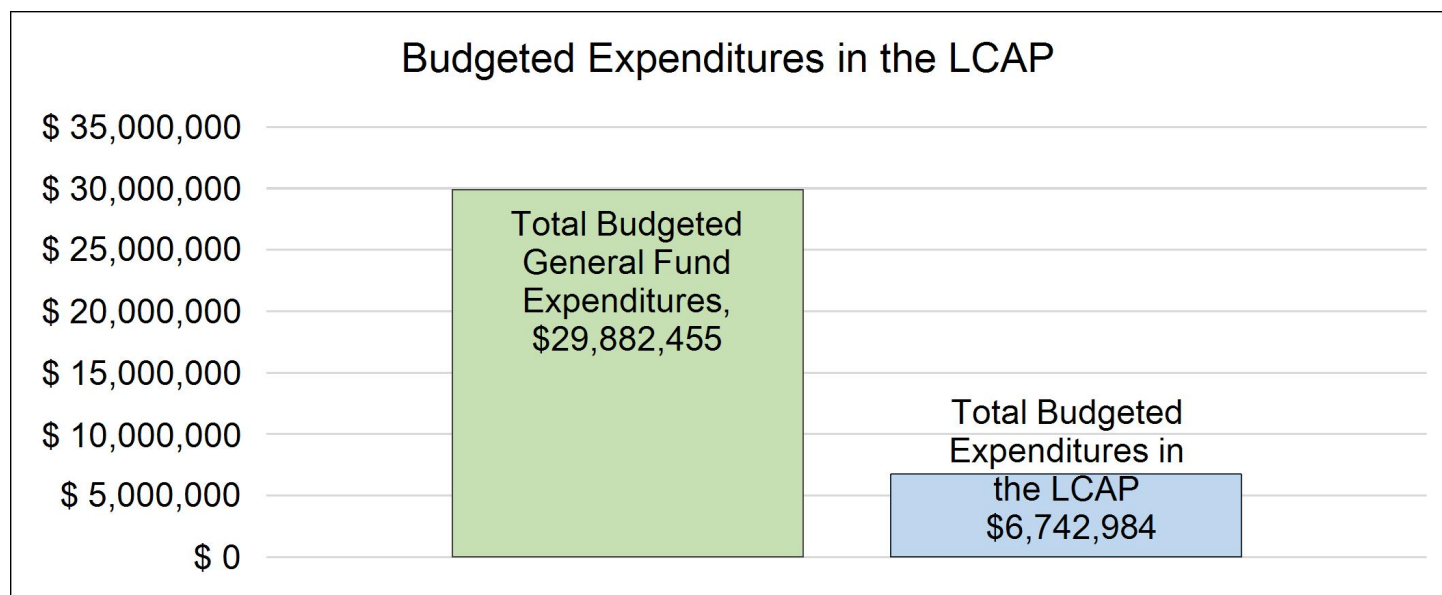- All Other LCFF funds, $18,241,847 , 61%

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

The total revenue projected for Wasco Union High School District is $29,882,455.79, of which $24,141,856 is Local Control Funding Formula (LCFF), $2,306,165.79 is other state funds, $1,697,446 is local funds, and $1,736,988 is federal funds. Of the $24,141,856 in LCFF Funds, $5,900,009 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $29,882,455	Total Budgeted Expenditures in the LCAP $6,742,984

(Chart y-axis: $ 0 to $ 35,000,000 in $5,000,000 increments)

This chart provides a quick summary of how much Wasco Union High 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 High School District plans to spend $29,882,455 for the 2021-22 school year. Of that amount, $6,742,984 is tied to actions/services in the LCAP and $23,139,471 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund expenditures for the 2020-2021 school year not included in the Local Control and Accountability Plan (LCAP) were used to provide resources and implement strategies needed after the start of the pandemic. Saturday School, tutoring, and extensive professional development have been utilized to address the current learning loss that students have experienced. Additional funds have been allocated in an effort to support in-person instruction that began in October of the 2020-2021 school year including a robust summer school that is being accessed by approximately half of the district's student population.

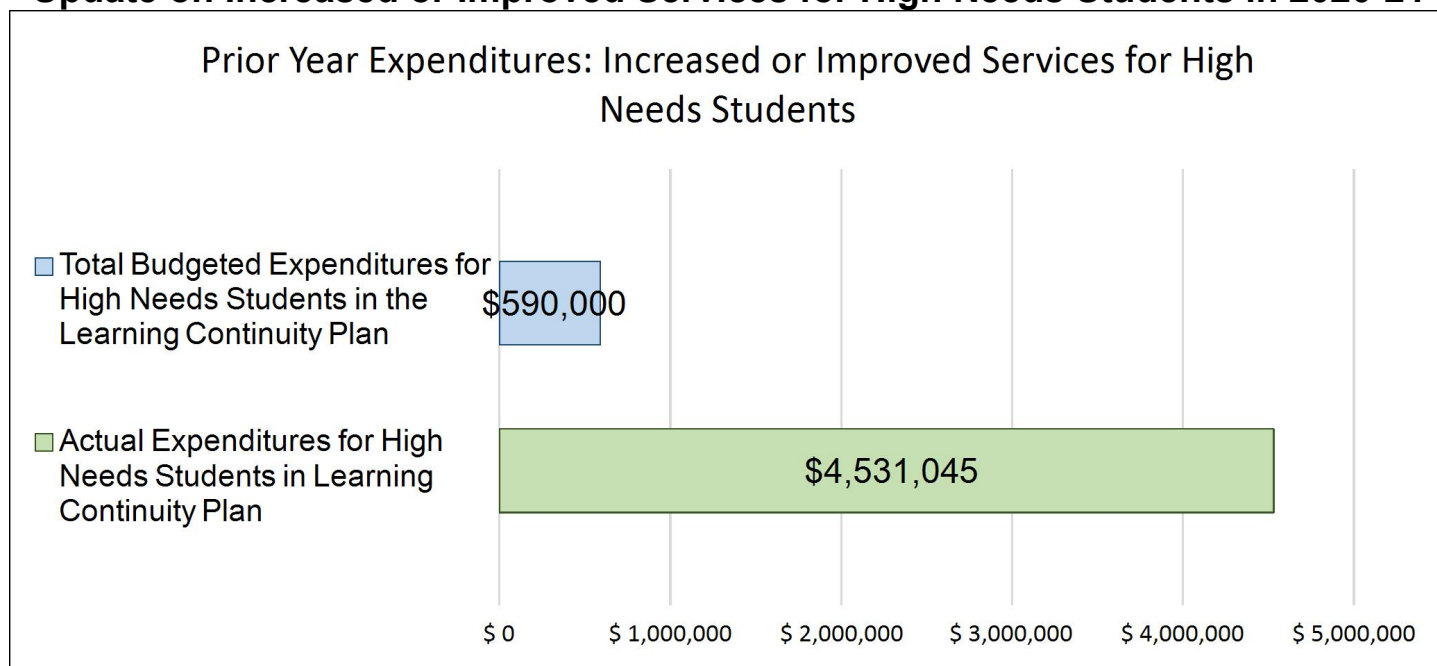## Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Wasco Union High School District is projecting it will receive $5,900,009 based on the enrollment of foster youth, English learner, and low-income students. Wasco Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Wasco Union High School District plans to spend $6,742,984 towards meeting this requirement, as described in the LCAP.

To address learning loss, accelerated learning progress, and various student needs, the Wasco High School will include additional academic support time after school and on Saturday's. Likewise, Independence High School will offer academic support before and after school to serve the same purpose. Teachers will build their curriculum utilizing the UDL (Universal Design for Learning) model which will offer students a variety of learning options and equip them with tools necessary to support their

learning. Additionally, District teachers will use increased responsiveness, inclusiveness, and emotional and social support to overcome any engagement and/or learning barriers. Teachers will also engage in clear and consistent communication with both students and parents/guardians to address any barriers and ensure that all students are successful. Strategies to address learning loss will include diagnostic testing (using IXL and ELLevation) and individualized and differentiated learning targets for English Learners, low-income students, Foster youth, students with exceptional needs, and students experiencing homelessness. Funding was sufficient to provide the appropriate resources and supports.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $590,000

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — $4,531,045

$ 0 $ 1,000,000 $ 2,000,000 $ 3,000,000 $ 4,000,000 $ 5,000,000

This chart compares what Wasco Union High 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 High 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 High School District's Learning Continuity Plan budgeted $590,000 for planned actions to increase or improve services for high needs students. Wasco Union High School District actually spent $4,531,045 for actions to increase or improve services for high needs students in 2020-21.

The Wasco Union High School District continued to provide additional support to students with unique and exceptional needs. Many of these supports were transitioned and implemented in the 2020-2021 school year. For example, virtual IEP meetings and counseling appointments were held over Zoom and Google Meet. Parent conferences, Advisory Committee Meetings (DELAC), and other traditional support networks were conducted virtually as needed. Site Administrators and Counselors continued to conduct wellness checks via telephone, video conference, and in-person (with appropriated PPE and Social Distancing) when other remote strategies were not successful. Administration reminded staff regularly about the increased need to identify potential cases of homelessness and additional challenges that may affect foster youth, immigrants, English Learners, and students with exceptional needs.

Additional supports provided during Distance Learning will include:
- additional communication was sent to ensure English Learners understand how to navigate the Distance Learning environment.
- students with exceptional needs and English Learners were invited to campus (in cohorts < 15 according to Health Department guidelines) to receive encouragement, answer questions, provide speech and social/emotional services, and check academic progress (as needed). Students in foster care and/or experiencing homelessness were invited to campus or contacted via home visits/wellness checks to deliver food, clothing, textbooks / Chromebooks, and school supplies (as needed). Funding was sufficient to provide the appropriate resources and supports.

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 High School District	Kevin Tallon Director of Programs	ketallon@wascohsd.org (661) 758-8447

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

Goal 1 - All district facilities will operate in a safe, secure, clean, compliant, and efficient manner, ensuring that decisions and resources prioritize student learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                     Priority 5: Pupil Engagement (Engagement)

Local Priorities: Board Adopted Goals: 1, 2, 3, 4, 5, 8, 9, 10, 12; LEA Plan Goals: 3, 4

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State Priority 1 – Basic: Overall Facility Rating Teacher Misassignments Teachers Fully Credentialed Insufficiency of Textbooks or Instructional Materials Annual Credential Audit Uniform Complaint Procedures Filed State Priority 5 – Pupil Engagement: Average Daily Attendance (ADA) Rate Truancy Rate Chronic Truancy Rate Chronic Absenteeism Rate High School Dropout Rate Middle School Dropout Rate Graduation Rate	State Priority 1 – Basic (from 19-20 data): Overall Facility Rating: Exemplary Teacher Misassignments: 0 100% Teachers Fully Credentialed Insufficiency of Textbooks or Instructional Materials: 0 Annual Credential Audit: No findings Uniform Complaint Procedures Filed: 0 State Priority 5 – Pupil Engagement (from 19-20 data): Average Daily Attendance (ADA) Rate: 92.75% Truancy Rate: N/A (see Chronic Absenteeism) Chronic Truancy Rate: (N/A see Chronic Absenteeism) Chronic Absenteeism Rate: 17.8% High School Dropout Rate: 8.69% Middle School Dropout Rate: N/A Graduation Rate: 83.7.0%

Expected	Actual
19-20 State Priority 1 – Basic (from 18-19 data): Overall Facility Rating: Exemplary Teacher Misassignments: 0 100% Teachers Fully Credentialed Insufficiency of Textbooks or Instructional Materials: 0 Annual Credential Audit: No findings Uniform Complaint Procedures Filed: 0 State Priority 5 – Pupil Engagement (from 18-19 data): Average Daily Attendance (ADA) Rate: 95% Truancy Rate: N/A (see Chronic Absenteeism) Chronic Truancy Rate: (N/A see Chronic Absenteeism) Chronic Absenteeism Rate: 10.0% High School Dropout Rate: 3.0% Middle School Dropout Rate: N/A Graduation Rate: 94.0%	

Expected	Actual
Baseline State Priority 1 – Basic (from 15-16 data): Overall Facility Rating: Exemplary Teacher Misassignments: 0 100% Teachers Fully Credentialed Insufficiency of Textbooks or Instructional Materials: 0 Annual Credential Audit: No findings Uniform Complaint Procedures Filed: 0 State Priority 5 – Pupil Engagement (from 15-16 data): Average Daily Attendance (ADA) Rate: 92% Truancy Rate: 27.3% Chronic Truancy Rate: 2.7% Chronic Absenteeism Rate: 8.2% High School Dropout Rate: 4.4% Middle School Dropout Rate: N/A Graduation Rate: 93.2%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1 FTE Director of Programs (.50 from S/C) 1 FTE District Accounting Secretary (.50 from S/C) 1 FTE Principal of WIHS (.80 from S/C) 1 FTE (.50) Assistant Superintendent and 1 FTE (.50) District Accounting Secretary - These positions allow the use of S/C funds to be principally directed toward students by ensuring compliance with state and federal programs, ensuring all teachers are appropriately credentialed, and that facilities are in good repair. These expenditures are supported by 0 Uniform Complaints, 0 Teacher Missassignmets, and an Overall Facility Rating of: Exemplary.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 200,000 Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration 80,000 2000-2999: Classified Personnel Salaries Supplemental and Concentration 36,500	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 191,227.71 3000-3999: Employee Benefits LCFF Supplemental and Concentration 58,617.14 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 33,929.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1 FTE (.50) IHS Principal - This position allows the use of S/C funds to be principally directed to the unduplicated pupils by funding most of an administrative position that is focused on ensuring that students that have not been successful in the comprehensive high school are able to find academic success and graduate from high school. This expenditure is supported by the alternative school's relatively high graduation rate (89.8%) and low suspension rate (2.7%). Students at the alternative education site represent a higher concentration of targeted students (90% vs 79%) and report a higher degree of feeling "safe" (85%) and "connected to school" (60%) than students on the comprehensive school site (60% and 44% respectively, as shown by the California Healthy Kids Survey).	Classified Benefits 3000-3999: Employee Benefits Supplemental and Concentration 20,000 4000-4999: Books And Supplies Supplemental and Concentration 1,500	3000-3999: Employee Benefits LCFF Supplemental and Concentration 19,406.26 4000-4999: Books And Supplies LCFF Supplemental and Concentration 941.65
1 FTE Equipment Manager / Trainer 1 FTE Custodian / Bus Driver Classified Lead Position Enhancements Additional Equipment for MOT Fix / Repair Golf Carts as Needed MOT equipment and positions - The expenditures for MOT equipment and positions are principally directed towards targeted students by ensuring and improving safety and attendance. The Equipment Manager / Trainer provides additional services to targeted students that participate in athletics, such as: ensuring all participants have uniforms and equipment that are clean and safe. Coaches fulfilled this role prior to the addition of this support. The additional Bus Driver and Classified Lead positions provide additional services principally directed towards targeted students by an added "late bus run" and adding staff capacity to maintain the recent athletic facility improvements.	2000-2999: Classified Personnel Salaries Supplemental and Concentration 130,000 3000-3999: Employee Benefits Supplemental and Concentration 78,900 4000-4999: Books And Supplies Supplemental and Concentration 50,000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 5,300 6000-6999: Capital Outlay Supplemental and Concentration 50,000	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 123,684.79 3000-3999: Employee Benefits LCFF Supplemental and Concentration 76,064.99 4000-4999: Books And Supplies LCFF Supplemental and Concentration 14,560.86 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 2,577.78 6000-6999: Capital Outlay LCFF Supplemental and Concentration 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The additional bus is used to provide additional transportation services for targeted students (including a late bus run), especially for students who live in Lost Hills. Targeted students exceed 80% of the district and exceed 95% of the students that ride a bus to and from Lost Hills, a very low economic, rural community about 25 miles from Wasco. Some of these students spend more than 2 hours each day on a bus, often in oppressive heat with no air conditioning. The additional bus will improve services to students by providing air conditioning and WiFi for students to complete homework assignments. Additional MOT cleaning and maintenance equipment, including Golf Carts, provide additional services for targeted students by maintaining the recent upgrades and improvements to district facilities. Additionally, Golf Carts allow staff (ex: Campus Supervisors, Grounds, and Custodial) to respond quickly and efficiently to student and facility needs. Because the campus is kept in good repair, targeted students report a high degree of satisfaction and pride, leading to a positive school climate, including a higher degree of feeling "safe" (60%) and "connected to school" (44%) from the previous year (55% and 40% respectively) as shown by the California Healthy Kids Survey). These expenditures are supported by a relatively high Graduation Rate, high Attendance Rate, and low Dropout Rate.		
Improve safety of equipment and facilities as needed Minor Equipment and Facility Improvements - The expenditures for equipment and facility improvements are principally directed towards targeted students by ensuring that district equipment and facilities are safe and in good working order. When athletic equipment and facilities are safe and in good repair, students are engaged in school as evidenced by 50% of students participating in athletics (of which over 90% maintain a 2.0 or better GPA). The unduplicated count of targeted students exceed 80% of enrolled students and every 9th and 10th-grade student is enrolled in PE classes that utilize large portions of the district's facilities. Targeted students will experience improved services when equipment and facilities are kept in good repair and help to keep	4000-4999: Books And Supplies Supplemental and Concentration 10,000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 25,000 6000-6999: Capital Outlay Supplemental and Concentration 15,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration 14,560.86 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 14,560.86 6000-6999: Capital Outlay LCFF Supplemental and Concentration 20,855.72

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
students engaged in school; the expenditures are also supported by a very low suspension rate and a high graduation rate.		
0.5 Colorguard Coach Stipend Core and Supplemental Textbooks Instructional Materials, Equipment, and Supplies Supplemental Textbooks and Instructional Materials - The expenditures for supplemental textbooks and instructional materials are principally directed towards targeted students. Improved and increased services are provided by increasing the quantity and quality of supplemental instructional textbooks and materials. Targeted students exceed 80% of enrolled students are found in every classroom throughout the district. Additional textbooks and materials include extra novels in English classes and the Library, additional instruments and staff (Colorguard coach) in fine arts, additional and higher quality lab supplies in Science classes, additional athletic equipment in Physical Education classes, and additional CTE equipment in Agriculture, Multimedia, and Culinary Arts. The additional materials are above and beyond what base funding can afford and provide improved and increased services for targeted students. These expenditures are supported by a very low suspension rate and a high graduation rate.	2000-2999: Classified Personnel Salaries Supplemental and Concentration 3,500 3000-3999: Employee Benefits Supplemental and Concentration 300 4000-4999: Books And Supplies Supplemental and Concentration 250,000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 4,000	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 2,666.70 3000-3999: Employee Benefits LCFF Supplemental and Concentration 165.02 4000-4999: Books And Supplies LCFF Supplemental and Concentration 233,175.42 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 1,919.13
District digital management tools / resources, including translation services. District technology services support the organization and management of the district in a way that helps to maximize efficiency and prioritize student learning. Supplemental and Concentration funds are principally directed towards targeted students by providing services (translation and distribution to parents, efficient plan and program management) that support student and parent engagement and student learning	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 15,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 13,678.31

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
beyond what base funding can provide. These expenditures are supported by a very low suspension rate and a high graduation rate.		

Goal Analysis

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

The overall implementation of actions and services to achieve Goal 1 primarily included staff and equipment necessary to provide Basic Services in the district, including the provision of adequate instructional materials, a fully qualified staff, and the improvements and maintenance of facilities to ensure they are in good repair. A majority of the funds were allocated as anticipated.   The budget was underspent Goal 1 Action 3 "Athletic Facility Equipment" largely because of other large capital outlay improvements that were taking place in the District and the shutdown in March of 2020 delayed any additional projects. Additional diverted funds went to support unduplicated subgroups toward equitable access to technology and internet access at home in order to support distance learning.

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

The goal has allowed for the continued realignment of curriculum to core standards with the purchase of supplemental instructional materials in Integrated Mathematics and all of the science pathways. There has been extensive professional development to ensure the alignment is supported through research-based instructional practice and the materials. Through the implementation of the actions and services of Goal 1, the district was able to make progress toward this goal as demonstrated by: Exemplary Facility Rating and lack of findings in the area of insufficient instructional materials or misassigned teachers. There were no challenges in implementing this goal.

Goal 2

Goal 2 - All students will reach high standards in all content areas through a system of shared accountability and resources that ensures every student can be successful.

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:	Board Adopted Goals: 1, 3, 4, 5; LEA Plan Goals: 1, 2

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State Priority 2 - Implementation of State Standards: Implementation of CCSS ELA/ELD Standards Implementation of CCSS Math Standards Implementation of NGSS Science Standards Implementation of CA Social Science Standards Implementation of ELD Standards State Priority 4 – Pupil Achievement (from 15-16 data): CAASPP ELA Met / Exceeded Standards CAASPP Math Met / Exceeded Standards API Score UC/CSU Completion CTE Course Completion (2S1) English Learner AMAO 1 English Learner AMAO 2 (<5years), AMAO 2 (5+years) English Learner Reclassification Rate AP Exam Pass Rate (Score of 3 or higher) EAP College Ready (ELA) EAP College Ready (Math)	State Priority 2 - Implementation of State Standards: Implementation of CCSS ELA/ELD Standards: Substantial (100%) as measured by our LEA Plan monitoring tool Implementation of CCSS Math Standards: Substantial (100%) as measured by our LEA Plan monitoring tool Implementation of NGSS Science Standards: Substantial (100%) as measured by our LEA Plan monitoring tool Implementation of CA Social Science Standards: Substantial (100%) as measured by our LEA Plan monitoring tool Implementation of ELD Standards: Substantial; 100% of English Learners (EL) receive designated and integrated ELD State Priority 4 – Pupil Achievement (from 19-20 data): CAASPP ELA Met / Exceeded Standards: LEA-wide 60%, Hispanic/Latino: 60%, SED: 60%, EL 10%, SWD: 10% CAASPP Math Met / Exceeded Standards: LEA-wide 30%, Hispanic/Latino: 30%, SED: 30%, EL5%, SWD: 5% API Score: N/A (no longer calculated) UC/CSU Completion: 50.0% CTE Course Completion (2S1): 100% EL students scoring levels 3 and 4 on ELPAC: 43.2% English Learner Reclassification Rate: 40%

Expected	Actual
19-20 State Priority 2 - Implementation of State Standards: Implementation of CCSS ELA/ELD Standards: Substantial (100%) as measured by our LEA Plan monitoring tool Implementation of CCSS Math Standards: Substantial (100%) as measured by our LEA Plan monitoring tool Implementation of NGSS Science Standards: Substantial (100%) as measured by our LEA Plan monitoring tool Implementation of CA Social Science Standards: Substantial (100%) as measured by our LEA Plan monitoring tool Implementation of ELD Standards: Substantial; 100% of English Learners (EL) receive designated and integrated ELD State Priority 4 – Pupil Achievement (from 18-19 data): CAASPP ELA Met / Exceeded Standards: LEA-wide 60%, Hispanic/Latino: 60%, SED: 60%, EL 10%, SWD: 10% CAASPP Math Met / Exceeded Standards: LEA-wide 30%, Hispanic/Latino: 30%, SED: 30%, EL5%, SWD: 5% API Score: N/A (no longer calculated) UC/CSU Completion: 50.0% CTE Course Completion (2S1): 100% EL students scoring levels 3 and 4 on ELPAC: 43.2% English Learner Reclassification Rate: 40% AP Exam Pass Rate (Score of 3 or higher): 50% EAP College Ready (ELA): Exempt – 25%, Conditionally Exempt 35% (Total: 60%) EAP College Ready (Math): Exempt – 10%, Conditionally Exempt 20% (Total: 30%)	AP Exam Pass Rate (Score of 3 or higher): 50% EAP College Ready (ELA): Exempt – 25%, Conditionally Exempt 35% (Total: 60%) EAP College Ready (Math): Exempt – 10%, Conditionally Exempt 20% (Total: 30%)

Expected	Actual
Baseline State Priority 2 - Implementation of State Standards: Implementation of CCSS ELA/ELD Standards: Substantial (100%) as measured by our LEA Plan monitoring tool Implementation of CCSS Math Standards: Substantial (100%) as measured by our LEA Plan monitoring tool Implementation of NGSS Science Standards: Substantial (100%) as measured by our LEA Plan monitoring tool Implementation of CA Social Science Standards: Substantial (100%) as measured by our LEA Plan monitoring tool Implementation of ELD Standards: Substantial; 100% of English Learners (EL) receive designated and integrated ELD State Priority 4 – Pupil Achievement (from 15-16 data): CAASPP ELA Met / Exceeded Standards: LEA-wide 59%, Hispanic/Latino: 60%, SED: 58%, EL 5%, SWD: 6% CAASPP Math Met / Exceeded Standards: LEA-wide 30%, Hispanic/Latino: 29%, SED: 29%, EL 0%, SWD: 0% API Score: N/A UC/CSU Completion: 32.0% CTE Course Completion (2S1): 99.5% English Learner AMAO 1: 50% English Learner AMAO 2 (<5years): 15% English Learner AMAO 2 (5+years): 40% English Learner Reclassification Rate: 25% AP Exam Pass Rate (Score of 3 or higher): 43% EAP College Ready (ELA): Exempt – 19%, Conditionally Exempt 40% (Total: 59%) EAP College Ready (Math): Exempt – 8%, Conditionally Exempt 22% (Total: 30%)	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain multiple annual educational support agreements that improve and enhance student learning for the unduplicated count of targeted students. Educational Support Agreements - LCFF S/C expenditures are principally directed towards targeted students by providing supplemental educational programs, services, and staff development that would otherwise not be available with base funding alone. Such agreements include a sustainable, job-embedded staff development and training program that addresses improvement in instructional strategies and the development of academic coaches and teacher mentoring. Additionally, online library databases provide additional curricular support, and benchmark assessment tools allow for improvements in measuring student progress. Principally directed services extend beyond what base funding can provide and affect over 80% of students (targeted students) as evidenced by increasing CTE, Dual Enrollment, and A-G completion rates.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 200,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 199,340.24
Maintain Counseling and Language Support Services: 1.0 Contracted District Psychologist 2.0 FTE Counselor (WUHS) 1.0 FTE Counselor (WIHS) 0.5 FTE Language Assessor 0.2 FTE EL Coordinator Additional Counseling time (Prep / OT) Additional Counseling and Language Assessor expenditures are principally directed toward English Learners by assisting with monitoring English Learners, collecting and preparing data, monitoring Individual Learning Plans, and coordinating the Reclassification process for English Learners.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 335,000 Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration 138,000 2000-2999: Classified Personnel Salaries Supplemental and Concentration 20,000 Classified Benefits 3000-3999: Employee Benefits Supplemental and Concentration 16,000 5000-5999: Services And Other Operating Expenditures LCFF	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 328,014.67 3000-3999: Employee Benefits LCFF Supplemental and Concentration 122,910.75 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 19,539.07 3000-3999: Employee Benefits LCFF Supplemental and Concentration 15,030.21 5000-5999: Services And Other Operating Expenditures LCFF

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration 100,000	Supplemental and Concentration 80,398.40
Maintain Staff / Curriculum Development and Training: Induction Programs (CASC, BTSA, Intern) Staff Development Training and Conferences Curriculum Development Academic Coaching Staff and Curriculum Development and Training expenditures are principally directed towards targeted students by improving the curricular and classroom instructional quality beyond that which could be provided with base funding alone. Targeted students exceed 80% of enrolled students and experience improved and increased services of well-trained staff as evidenced by increasing CTE, Dual Enrollment, and A-G completion rates.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 200,000 Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration 45,000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 80,000 2000-2999: Classified Personnel Salaries Supplemental and Concentration 3,000 Classified Benefits 3000-3999: Employee Benefits Supplemental and Concentration 300 4000-4999: Books And Supplies Supplemental and Concentration 500	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 213,975.30 3000-3999: Employee Benefits LCFF Supplemental and Concentration 49,255.93 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 79,773.19 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 1,508.91 3000-3999: Employee Benefits LCFF Supplemental and Concentration 130.28 4000-4999: Books And Supplies 238.08
Maintain Academic Support Programs: Academic Support and Intervention classes 2.0 FTE Instructional Assistant Summer School and Freshman Academy classes NWEA Testing Academic Support Programs, including Summer School and Freshman Academy expenditures, are principally directed towards targeted students by increasing credit recovery, instructional support, and elective choices beyond that which could be provided with base funding	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 200,000 Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration 43,000 2000-2999: Classified Personnel Salaries Supplemental and Concentration 80,500	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 40,331.57 3000-3999: Employee Benefits LCFF Supplemental and Concentration 7883.20 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 3,044.67

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
alone. Targeted students exceed 80% of enrolled students and experience increased academic support as evidenced by increasing CTE, Dual Enrollment, and A-G completion rates.	Classified Benefits 3000-3999: Employee Benefits Supplemental and Concentration 65,000	3000-3999: Employee Benefits LCFF Supplemental and Concentration 324.95
	4000-4999: Books And Supplies Supplemental and Concentration 5,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration 0
	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 20,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 10,675.40

Goal Analysis

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

The difference in Certificated Salaries and Benefits was a result of not hiring a District Psychologist. However, the District received services from a contracted Psychologist, resulting in expenditures as a Service instead of Certificated Salaries. The difference in Classified Salaries and Benefits was a result of additional funding received for Special Education. The 2.0 FTE Instructional Aides in Goal 2 Action 4 were funded from a different funding source this year, which resulted in a much lower than expected amount. Allocations were also underspent on after school programs and summer school because of the school closure in the the spring of 2020. Because of this, the WUHSD diverted funds went to support unduplicated subgroups toward equitable access to technology and the internet access at home in order to support distance learning.

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

The overall implementation of actions and services to achieve Goal 2 primarily included staff and support services that improved student attainment of reaching high standards in all content areas. The actions and services of Goal 2 were principally directed towards targeted students, primarily English Learners and the Socioeconomically Disadvantaged, by providing staff with high levels of targeted, job-embedded, sustainable professional development that better-equipped staff to meet the needs of all students. Through the implementation of the actions and services of Goal 2, the district was able to effectively make progress toward this goal as demonstrated by: 100% implementation of all Content Standards, 53% (ELA) and 26% (Math) of students that Met / Exceeded the Standard, and 46% of graduates that met the UC/CSU A-G requirements. Additionally, the extra staff training, student counseling, and academic support systems work together to improve college and career readiness for targeted students, including an increasing participation rate in CTE Pathways and Dual Enrollment college courses. Challenges continue to exist for students who transition to high school with deficient skills in mathematics. This gap creates challenges for many in year one mathematics (Algebra I/Integrated

I). The 9th-grade summer academy and academic/intervention support are helping to close that gap during the transition to high school.

Goal 3

Goal 3 - All students will graduate from high school ready to begin a career with the option to continue their education in college, technical school, or the military.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Board Adopted Goals: 11; LEA Plan Goals: 5

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State Priority 7 – Course Access (from 15-16 data): CTE Enrollment Rate UC/CSU Enrollment Rate AP Courses Offered AP Enrollment Rate Remedial Enrollment Rate SDC courses offered Access to all courses in Ed Code 51220: (A) Extent to which pupils have access to and are enrolled in a broad course of study (EC 51210/51220) (B) Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils (C) Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs State Priority 8 – Other Pupil Outcomes (from 15-16 data): AP Exam Participation Rate PFT Grade 9 students in HFZ: (AC), (BC), (AS), (TE), (UB), (FL)	State Priority 7 – Course Access (from 19-20 data): CTE Enrollment Rate: 40% UC/CSU Enrollment Rate: 95% AP Courses Offered: 8 AP Enrollment Rate: 11% Remedial Enrollment Rate: 12% SDC courses offered: 4 All students have access to all courses in Ed Code 51220 and EL students are provided with ELD: (A) 100% of students will have access to and are enrolled in a broad course of study. (B) 100% of unduplicated students will have access to and are enrolled in programs and services for unduplicated students. (C) 100% of students with exceptional needs will have access to and are enrolled in programs/services for students with exceptional needs. State Priority 8 – Other Pupil Outcomes (from 19-20 data): AP Exam Participation Rate: 12% PFT Grade 9 students in HFZ: 80% (AC), 60% (BC), 100% (AS), 100% (TE), 75% (UB), 100% (FL)

Expected	Actual
19-20 State Priority 7 – Course Access (from 18-19 data): CTE Enrollment Rate: 40% UC/CSU Enrollment Rate: 95% AP Courses Offered: 8 AP Enrollment Rate: 11% Remedial Enrollment Rate: 12% SDC courses offered: 4 All students have access to all courses in Ed Code 51220 and EL students are provided with ELD: (A) 100% of students will have access to and are enrolled in a broad course of study. (B) 100% of unduplicated students will have access to and are enrolled in programs and services for unduplicated students. (C) 100% of students with exceptional needs will have access to and are enrolled in programs/services for students with exceptional needs. State Priority 8 – Other Pupil Outcomes (from 18-19 data): AP Exam Participation Rate: 12% PFT Grade 9 students in HFZ: 80% (AC), 60% (BC), 100% (AS), 100% (TE), 75% (UB), 100% (FL)	

Expected	Actual
Baseline State Priority 7 – Course Access (from 15-16 data): CTE Enrollment Rate: 30% UC/CSU Enrollment Rate: 93% AP Courses Offered: 8 AP Enrollment Rate: 10% Remedial Enrollment Rate: 25% SDC courses offered: 5 All students have access to all courses in Ed Code 51220 and EL students are provided with ELD: (A) 100% of students have access to and are enrolled in a broad course of study. (B) 100% of unduplicated students have access to and are enrolled in programs and services for unduplicated students. (C) 100% of students with exceptional needs have access to and are enrolled in programs/services for students with exceptional needs. State Priority 8 – Other Pupil Outcomes (from 15-16 data): AP Exam Participation Rate: 10% PFT Grade 9 students in HFZ: 70% (AC), 52% (BC), 94% (AS), 98% (TE), 65% (UB), 90% (FL)	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain Career Center: 1.0 FTE Career Technician	2000-2999: Classified Personnel Salaries Supplemental and Concentration 36,000	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 33,630.36

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Extra Time for college/career materials and field trips Career Center expenditures are principally directed towards targeted students by increasing support of college/career planning and providing career-related field trips and events beyond that which could be provided with base funding alone. Targeted students exceed 80% of enrolled students and experience increased support for college and career planning as evidenced by increased enrollment and access to rigorous and challenging academic courses.	Classified Benefits 3000-3999: Employee Benefits Supplemental and Concentration 31,000 4000-4999: Books And Supplies Supplemental and Concentration 1,000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 6,000 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 500 Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 100	3000-3999: Employee Benefits LCFF Supplemental and Concentration 29,019.58 4000-4999: Books And Supplies LCFF Supplemental and Concentration 168.43 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 1,747.30 3000-3999: Employee Benefits LCFF Supplemental and Concentration 250.00 3000-3999: Employee Benefits LCFF Supplemental and Concentration 19.81
Maintain Additional Class Sections: Additional non-remedial class sections (Period 0, 7) 3.0 FTE Classroom Teachers for additional course offerings Additional class section expenditures are principally directed towards targeted students by increasing access and availability of desired courses and reducing class size beyond that which could be provided with base funding alone. Targeted students exceed 80% of enrolled students and experience additional course sections as evidenced by increased enrollment and access to rigorous and challenging academic courses.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 230,000 3000-3999: Employee Benefits Supplemental and Concentration 115,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 232,529.92 3000-3999: Employee Benefits LCFF Supplemental and Concentration 105,657.26

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain Ag Career Academy: Wonderful Ag Career Prep (WACP) Wonderful Ag Career Prep Academy expenditures are principally directed towards targeted students by increasing access and availability of early college and rigorous career preparation beyond that which could be provided with base funding alone. Targeted students exceed 80% of enrolled students and experience increased access to early college and rigorous career prep courses as evidenced by increased enrollment and access to rigorous and challenging academic courses.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 500,000 Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration 200,000 2000-2999: Classified Personnel Salaries Supplemental and Concentration 400 Classified Benefits 3000-3999: Employee Benefits Supplemental and Concentration 100 4000-4999: Books And Supplies Supplemental and Concentration 100,000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 50,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 731,353.03 3000-3999: Employee Benefits LCFF Supplemental and Concentration 259,002.96 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 109.77 3000-3999: Employee Benefits LCFF Supplemental and Concentration 9.53 4000-4999: Books And Supplies LCFF Supplemental and Concentration 92,820.11 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 12,966.62
Maintain Technology Support Services: 1.0 FTE Network Manager (.25 LCFF S/C) 1.0 FTE Computer Technician 1.0 FTE Technology Typist / Clerk 1.0 FTE Tech Coordinator (.5 LCFF S/C) Technology support service expenditures are principally directed towards targeted students by increasing access and reliability of digital resources, including access to the Internet, beyond that which could be provided with base funding alone. Targeted students exceed 80% of enrolled students and experience increased access to digital resources and the Internet as evidenced by increased enrollment and access to rigorous and challenging academic courses.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 63,000 Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration 24,000 2000-2999: Classified Personnel Salaries Supplemental and Concentration 115,000 Classified Benefits 3000-3999: Employee Benefits Supplemental and Concentration 81,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 49,942.40 3000-3999: Employee Benefits LCFF Supplemental and Concentration 18,297.04 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 110,826.76 3000-3999: Employee Benefits LCFF Supplemental and Concentration 66,081.92

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 95	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 3.78
Increase Access to Instructional Technology Resources: Additional Chromebooks, Chromebook carts, teacher tablets, and classroom technology as needed Replace / Upgrade Classroom Technology as needed Classroom technology expenditures are principally directed towards targeted students by increasing access to classroom-based digital resources, including 1:1 Chromebooks, beyond that which could be provided with base funding alone. Targeted students exceed 80% of enrolled students and experience increased access to classroom-based digital resources as evidenced by increased enrollment and access to rigorous and challenging academic courses.	4000-4999: Books And Supplies Supplemental and Concentration 350,000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 20,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration 194,491.25 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0
Maintain Technology Infrastructure and Network Resources: Wireless Network Upgrades and Support Hardware Upgrades and Support Software Upgrades and Support Electrical Upgrades Network upgrades and expenditures are principally directed towards targeted students by increasing reliability and current licensing of network resources beyond that which could be provided with base funding alone. Targeted students exceed 80% of enrolled students and experience increased reliability of network resources as evidenced by increased enrollment and access to rigorous and challenging academic courses.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 37,000 6000-6999: Capital Outlay Supplemental and Concentration 15,000 4000-4999: Books And Supplies Supplemental and Concentration 3,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 19,398.57 6000-6999: Capital Outlay LCFF Supplemental and Concentration 35,271.94 4000-4999: Books And Supplies LCFF Supplemental and Concentration 108.03

	Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

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

Through the implementation of the actions and services of Goal 3, the district was able to effectively meet this goal as demonstrated by: 100% of students are enrolled in a broad program of study, 95% of students are enrolled in UC/CSU required classes, and 40% of students are enrolled in CTE courses. Fewer additional course sections and 1.0 FTE teacher was funded with additional funding sources that decreased the need for funds in this Action. Funds were underspent on Action 1 for field trips of school closure; however, the support/tutoring budget for the early college program was increased to support students with distance learning. Action 6 was also underspent as the WUHSD utilized alternate funding for technology security upgrades. A large amount of these diverted funds went to support unduplicated subgroups toward equitable access to technology and the internet access at home in order to support distance learning.

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

The overall implementation of actions and services to achieve Goal 3 primarily included technology, staff, and support services that improve student preparation for college and career. The actions and services of Goal 3 were principally directed towards targeted students, primarily English Learners and the Socioeconomically Disadvantaged. Through the implementation of the actions and services of Goal 3, the district was able to effectively meet this goal as demonstrated by: 100% of students are enrolled in a broad program of study, 94% of students are enrolled in UC/CSU required classes, and 39% of students are enrolled in CTE courses. There are no significant challenges with this goal.

Goal 4

Goal 4 - Maintain a positive school climate by ensuring an environment that promotes health, equity, respect, communication, dialogue, and positive relationships with all stakeholders.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                    Priority 5: Pupil Engagement (Engagement)
                    Priority 6: School Climate (Engagement)

Local Priorities: Board Adopted Goals: 6, 7, 13, 14; LEA Plan Goal: 4

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State Priority 3 – Parental Involvement: Parent Club Meetings School Site Council Meetings DELAC / ELAC Meetings Annual Title I Parent Meeting Attendance SWD Parent Advisory Meetings State Priority 5 – Pupil Engagement: Average Daily Attendance (ADA) Rate Truancy Rate Chronic Truancy Rate Chronic Absenteeism Rate High School Dropout Rate Middle School Dropout Rate Graduation Rate State Priority 6 – School Climate Suspension Rate Expulsion Rate Student Voices Equity Survey	State Priority 3 – Parental Involvement (from 19-20 data): Parent Club Meetings: 6 (WUHS), 6 (WIHS) School Site Council Meetings: 5 (WUHS), 5 (WIHS) DELAC / ELAC Meetings: 3 (district), 5 (WUHS), 5 (WIHS) Annual Title I Parent Meeting Attendance: 300 SWD Parent Advisory Meetings: 3 State Priority 5 – Pupil Engagement (from 19-20 data): Average Daily Attendance (ADA) Rate: 95% Truancy Rate: N/A (see Chronic Absenteeism) Chronic Truancy Rate: N/A (see Chronic Absenteeism) Chronic Absenteeism Rate: 17.8% High School Dropout Rate: 8.69% Middle School Dropout Rate: N/A Graduation Rate: 92.3.% State Priority 6 – School Climate (from 19-20 data): Suspension Rate: 0.5% Expulsion Rate: 0.0% Student Voices Equity Survey: Maintained or made improvement in 18/18 questions

Expected	Actual
19-20 State Priority 3 – Parental Involvement (from 18-19 data): Parent Club Meetings: 6 (WUHS), 6 (WIHS) School Site Council Meetings: 5 (WUHS), 5 (WIHS) DELAC / ELAC Meetings: 3 (district), 5 (WUHS), 5 (WIHS) Annual Title I Parent Meeting Attendance: 300 SWD Parent Advisory Meetings: 3 State Priority 5 – Pupil Engagement (from 18-19 data): Average Daily Attendance (ADA) Rate: 95% Truancy Rate: N/A (see Chronic Absenteeism) Chronic Truancy Rate: N/A (see Chronic Absenteeism) Chronic Absenteeism Rate: 11.0% High School Dropout Rate: 1.0% Middle School Dropout Rate: N/A Graduation Rate: 95.0% State Priority 6 – School Climate (from 18-19 data): Suspension Rate: 0.5% Expulsion Rate: 0.0% Student Voices Equity Survey: Maintained or made improvement in 18/18 questions	

Expected	Actual
Baseline State Priority 3 – Parental Involvement (from 16-17 data): Parent Club Meetings: 5 (WUHS), 6 (WIHS) School Site Council Meetings: 5 (WUHS), 5 (WIHS) DELAC / ELAC Meetings: 3 (district), 5 (WUHS), 5 (WIHS) Annual Title I Parent Meeting Attendance: 277 SWD Parent Advisory Meetings: 0 State Priority 5 – Pupil Engagement (from 15-16 data): Average Daily Attendance (ADA) Rate: 92% Truancy Rate: 27.3% Chronic Truancy Rate: 2.7% Chronic Absenteeism Rate: 8.2% High School Dropout Rate: 4.4% Middle School Dropout Rate: N/A Graduation Rate: 94.3% State Priority 6 – School Climate (from 15-16 data): Suspension Rate: 3.6% Expulsion Rate: 0.0% Student Voices Equity Survey: Maintained or made improvement in 18/18 questions	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain Campus Safety, Security, and Attendance: 1.0 FTE Campus Resource Officer 1.0 FTE Attendance Monitor 1.0 FTE Campus Supervisor Health Clerk Stipend (3) School Safety training and supplies Attendance Monitoring (A2A) Restorative Discipline (ATS) Added additional Campus Safety, Security, and Attendance expenditures are principally directed towards targeted students by increasing campus safety, security, and attendance beyond that which could be provided with base funding alone. Targeted students exceed 80% of enrolled students and experience increased safety, security, and services that promote attendance as evidenced by low Chronic Absenteeism and a low Suspension Rate.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5,000 Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration 1,000 2000-2999: Classified Personnel Salaries Supplemental and Concentration 65,000 Classified Benefits 3000-3999: Employee Benefits Supplemental and Concentration 60,500 4000-4999: Books And Supplies Supplemental and Concentration 15,000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 190,000 6000-6999: Capital Outlay Supplemental and Concentration 0	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 2,672.84 3000-3999: Employee Benefits LCFF Supplemental and Concentration 523.58 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 64,073.16 3000-3999: Employee Benefits LCFF Supplemental and Concentration 56,218.39 4000-4999: Books And Supplies LCFF Supplemental and Concentration 8,973.55 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 293,337.55 6000-6999: Capital Outlay LCFF Supplemental and Concentration 0
Increase Video Surveillance and Alarm Monitoring: Expand video surveillance system Maintain alarm monitoring Video Surveillance and Alarm Monitoring expenditures are principally directed towards targeted students by increasing campus safety, security, and attendance beyond that which could be provided with base funding alone. Targeted students exceed 80% of enrolled students and experience increased safety, security, and services that promote	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 20,000 6000-6999: Capital Outlay Supplemental and Concentration 25,000 4000-4999: Books And Supplies Supplemental and Concentration 3,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 6,965.96 6000-6999: Capital Outlay LCFF Supplemental and Concentration 49,516.55 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
attendance as evidenced by low Chronic Absenteeism and a low Suspension Rate.		
Increase student participation in academic competition and recognition: Increase participation in academic competitions Increase academic awards and celebration Academic Competition and Awards expenditures are principally directed towards targeted students by increasing participation in academic competitions and student recognition programs beyond that which could be provided with base funding alone. Targeted students exceed 80% of enrolled students and experience increased participation in academic competitions and student recognition as evidenced by low Chronic Absenteeism and a low Suspension Rate.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 2,500 Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration 500 4000-4999: Books And Supplies Supplemental and Concentration 5,000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 20,000	3000-3999: Employee Benefits LCFF Supplemental and Concentration 3,862.81 3000-3999: Employee Benefits LCFF Supplemental and Concentration 679.05 4000-4999: Books And Supplies LCFF Supplemental and Concentration 1,921.44 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 36,127.26
Increase parent and student engagement: Increase parent engagement (Tiger Parent Club) Increase student engagement (Student Voices) Improve communication with all stakeholders Parent and Student Engagement expenditures are principally directed towards targeted students by increasing participation in parent and student activities and events beyond that which could be provided with base funding alone. Targeted students exceed 80% of enrolled students and experience increased participation in parent and student activities and events as evidenced by low Chronic Absenteeism and a low Suspension Rate.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 500 3000-3999: Employee Benefits Supplemental and Concentration 200 4000-4999: Books And Supplies Supplemental and Concentration 5,000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 10,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 1,037.79 3000-3999: Employee Benefits LCFF Supplemental and Concentration 184.50 4000-4999: Books And Supplies LCFF Supplemental and Concentration 2,906.80 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 7,774.49

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2000-2999: Classified Personnel Salaries Supplemental and Concentration 900	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 31.91
	3000-3999: Employee Benefits Supplemental and Concentration 100	3000-3999: Employee Benefits LCFF Supplemental and Concentration 277
Improve Communication with Stakeholders: Stakeholder Meetings Automated Substitute System Document Tracking and Translation Services Increased Communication expenditures are principally directed towards targeted students by increasing frequency and method of communicating with all stakeholders beyond that which could be provided with base funding alone. Targeted students exceed 80% of enrolled students and experience increased communication, including increased frequency and method of communicating with all stakeholders as evidenced by low Chronic Absenteeism and a low Suspension Rate.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 900 Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration 200 2000-2999: Classified Personnel Salaries Supplemental and Concentration 800 Classified Benefits 3000-3999: Employee Benefits Supplemental and Concentration 100 4000-4999: Books And Supplies Supplemental and Concentration 3,000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 10,000 6000-6999: Capital Outlay LCFF Supplemental and Concentration 30,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 1,069.12 3000-3999: Employee Benefits LCFF Supplemental and Concentration 158.30 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 217.71 3000-3999: Employee Benefits LCFF Supplemental and Concentration 43.20 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 9,002.22 6000-6999: Capital Outlay LCFF Supplemental and Concentration 36,494.54

Goal Analysis

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

There were differences between budgeted expenditures and actuals because the District did not hire a 1.0 FTE School Nurse this year and postponed hiring a nurse until there was a greater need. Funds were used to increase communication efforts at Wasco Independence High School with the addition of a marquee. Funds were underspent on Action 1 as alternative funding was utilized to cover the cost of an attendance monitoring service. Additionally in this action, the District underspent funds because supplies for parent and other meetings were not used in the spring and summer of 2020 due to the closure of the District. Redirected funds were utilized 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 support distance learning.

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

The overall implementation of actions and services to achieve Goal 4 primarily included staff and support services that maintained a positive school climate. The actions and services of Goal 4 were principally directed towards targeted students by improving school climate, safety, and feeling connected to school. Attendance, parent engagement, and social emotional support are primary focus areas that have been greatly enhanced by Goal 4. The start of the pandemic in March of 2020 did prevent the completion of of some stakeholder meetings in-person, but those were eventually held virtually.

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
Provide PPE (masks, hand sanitizer, etc…) to all staff and students. (LEA-wide)	$200,000	1,164,675	No
Additional staff, overtime, and equipment to increase effectiveness and frequency of sanitizing classrooms, offices, vehicles, etc...(LEA-wide)	$140,000	55,925	No
Increased signage to educate and communicate health risks, precautions, symptoms, and directions associated with COVID-19 pandemic. (LEA-wide)	$3,000	20,000	No
After-school tutoring and supplemental education services to mitigate learning loss due to COVID, especially for targeted students who may have had challenges with technology and wireless Internet connectivity.	$100,000	69,684	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.

Many of the expenditures planned for In-person instruction were purchased with other funding sources. PPE, additional staff and overtime for deeper cleaning, increased signage and shields were all provided in order to open the school safely. Additional funds were needed to increased technology for in-person instruction ($36,100).

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 COVID-19 pandemic has had a negative impact on students and families. Beginning last Spring of the 2019-2020 school year, students experienced the cancellation of school activities (dances, field trips, etc...), athletics, and the Senior Class experienced a

Graduation Ceremony that was delayed and very different than what anyone expected. The frequent changes and the uncertainty with data and what the future holds have caused a general agitation and frustration amongst many. In-person instruction was offered in a limited capacity for small cohorts of at-risk students. beginning in October 2020. We added larger small stable cohorts in January (approximately 33%) and opened for more regular in-person instruction in April (36%). In spite of these successes, failure rates were still significantly higher in the 1st semester with the number of classes that failed nearly doubling from the year prior. The costs were higher than expected as many of the needs caused by the pandemic were not known until we began preparing for the 2020-2021 school year in the summer of 2020.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide technology to support Distance Learning needs (i.e., Chromebooks, mobile hot spots, data plan, infrastructure upgrades) which will ensure that unduplicated students have access to high-quality online instruction and materials. (LEA-wide)	$450,000	986,646	Yes
Technology security training - Knowbe4 Cybersecurity Training. (LEA-wide)	$15,000	94,159	Yes
Teacher professional development and additional technology to support Distance Learning. (LEA-wide)	$150,000	3,059,063	Yes
Provide technology resources with accessibility tools to support the Distance Learning needs of unduplicated students (i.e., Zoom, Canvas, nearpod, Misc. Licensing). (LEA-wide)	$30,000	386,828	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.

All four actions exceed budgeted amounts by a significant margin. Many of the expenditures planned for the Distance Learning program were purchased partially or fully with other funding sources. Technology to support Distance Learning needs (i.e., Chromebooks, mobile hot spots, data plans, infrastructure upgrades) were all purchased with other funding sources. Additional funds were needed to provide technology resources with accessibility tools to support the Distance Learning needs of unduplicated students including stakeholders, parents (i.e., Zoom, Canvas, Nearpod, Misc. Licensing). Every student had access to a Chromebook in a one-to-one take-home model that began in the 2018-2019 school year. When schools were closed to In-person instruction in March of 2020, the district purchased additional Chromebooks in anticipation that some would be lost or damaged. This allowed for 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.

The closure of schools and the transition to Distance Learning contributed to the significant increase in expenditures. In order to support Distance Learning, the Wasco Union High School District provided initial and ongoing professional development and instructional resources, including the KCSOS Reimagining Learning Seminar (Summer 2020), the annual Wasco Way PD (modified to plan for Distance Learning), ongoing Academic Coaching, ongoing Department collaboration and support, and access to a three (3) course series in Online Learning Environments at Bakersfield College (EDUC B30, EDUC B31, EDUC B32) that result in a Certificate

of Completion for Teaching Online Learning. Additional funds went to support unduplicated subgroups with at-home/online tutoring during distance learning.

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.

The COVID-19 pandemic has had a negative impact on students and families. Distance Learning proved to be challenging for students that had other responsibilities at home, work obligations, or other barriers to attending class regularly. Failure rates were significantly higher in the 1st semester with the number of classes that were failed which was nearly double from the year prior. The schedule for Distance Learning allotted time at the beginning of every day to collaborate and adapt lessons. Instructional resources to enable Distance Learning was increased. All departments had access to online textbooks and/or publisher resources. We added a wide variety of digital resources to ensure multiple opportunities to adapt future content, including: NewsELA, IXL, iCEV, ReadingWidely, Easy Reader, EdPuzzle, Quizlet, Kahoot, Canvas, Google App Suite, and Edgenuity. Successes and Challenges in the following areas are described below.

Continuity of Instruction - Continuity of Instruction remained positive as teachers were able to maintain teaching the established curriculum. Many of the challenges were with pace; however, as students struggled because of attendance or other barriers that existed because of distance learning.
Access to Devices and Connectivity - The WUHSD was a "one to one" take-home school with regard to devices prior to the pandemic. There were minor struggles to issue hotspots prior to the first day of school; however, all students that needed access were provided one within the first two weeks of instruction.

Pupil Participation and Progress - Attendance was a struggle for some students and continuous interventions to include teacher-student contact, parent phone calls, and home visits were a regular part of weekly routines. Failure rates also increased by more than 30% prompting the need for a robust summer school in 2021 and increased credit recovery opportunities in the 2021-2022 school year. Staff Roles and Responsibilities - Staff had increased roles in interventions for students that were struggling academically, socially, or emotionally, and with other issues including attendance. Staff responded and embraced many of the other challenges that included learning how to teach virtually for all or part of the 2021-2021 school year.

Support for Pupils with Unique Needs - Pupils with Unique Needs continued to receive a high level of services because of the previous successful implementation of our push-in model over 4 years ago. IEP's were started virtually in March of 2020 and continued through the 2020-2021 school year. Challenges including increased failure rates at a higher level than other students without unique needs; however, many were offered and received services via summer school in the summer of 2021.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional Development and training for teachers to be able to implement Learning Loss strategies with an emphasis of meeting the needs of low-income, English Learner, foster youth, and homeless students who have the greatest risk of learning loss. (LEA-wide)	$10,000	194,571	No
Conferences/XMaterials / supplies associated with pre- and post-testing, Universal Design for Learning, etc... (LEA-wide)	$5,000	8,393	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.

The COVID-19 pandemic has had a negative impact on students and families. Beginning last Spring of the 2019-2020 school year, students experienced the cancellation of school activities (dances, field trips, etc...), athletics, and the Senior Class experienced a Graduation Ceremony that was delayed and very different than what anyone expected.   The delays and challenges continued in the 2020-2021 school year as we dealt with changing guidance and short timelines for developing and implementing new schedules. In spite of the challenges, we were able to open in-person for small cohorts in October from about 100 students. We added larger small stable cohorts in January (approximately 33%) and opened for more regular in-person instruction in April (36%). In spite of these successes, failure rates were still significantly higher in the 1st semester with the number of classes failed nearly doubling from the year prior. Professional development and training for teachers increased dramatically in the 2020-2021 school year as the district introduced a new Learning Management System (Canvas) to help facilitate a meaningful distance learning experience. Other distance learning-related professional development took place as well throughout the year.   Additional funds were used for additional time for Classified and support staff to help assist with mitigation strategies to address learning loss ($169,575).

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.

To address learning loss, accelerated learning progress, and various student needs, the District included 20 minutes of academic support time for small groups after each period and at the end of each day (office hours). Teachers built a curriculum utilizing the UDL (Universal Design for Learning) model to offer students a variety of learning options and equip them with tools necessary to support their learning. Additionally, District teachers increased responsiveness, inclusiveness, and emotional and social support in an attempt to overcome any engagement and/or learning barriers. Strategies to address learning loss included diagnostic testing (using IXL and

ELLevation) and individualized and differentiated learning targets for English Learners, low-income students, Foster youth, students with exceptional needs, and students experiencing homelessness. In spite of these mitigating strategies, many students struggled.

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.

In order to monitor and support the mental health and social and emotional well-being of pupils and staff during the school year, the Wasco Union High School District made diligent efforts to connect with students through active attendance monitoring collaboration with stakeholders through various media outlets, and by conducting routine check-ins via staff, with the school psychologist, and counselors. The District continued to share the National Suicide Prevention Lifeline with students and the school community through regular communication. In addition, the District utilized the following system of support to support the mental health and social-emotional well-being of students:

TIER I re-engagement strategies:
1. Student contact via email
2. Google Voice (Aeries Communicator allows communication in the home language)
3. Messages posted on Canvas and Google Classroom
4. Student-teacher conference
5. Weekly check-ins via Google Forms survey

TIER II re-engagement strategies:
1. Contacting the student's counselor
2. Establishing an action plan with the student to get back on track
3. Parent contact initiated via video conferencing or phone call

TIER III engagement strategies:
1. Contacting the student's counselor, administrator, and parents
2. Evaluating the action plan and the barriers that prevented success with Tier II strategies
3. Frequent monitoring via parent contact to ensure student makes progress

Challenges in monitoring and supporting students with mental health and social-emotional issues were centered mainly around access. Finding a way to meet consistently with some students was a challenge in situations where they would not engage virtually or via a phone call. Home visits became more frequent by the "At-Risk" counselor and administration as the 2020-2021 school year progressed.

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 process of Stakeholder Engagement began the summer of 2020 and continued as details of funding and reopening guidelines emerged over the summer. Staff and student stakeholder groups were consulted in the development of district reopening plans. Once a draft was developed, it was published to the district website and communication to all stakeholder groups was transmitted via email, voicemail, and text, as well as messages on the district website. The District's Parent Advisory Committee (Tiger Parent Club) and English Learner Advisory Committee (DELAC) were contacted specifically to review the draft and collect feedback. Communication to parents occurred in English and Spanish via phone, text, and email. Parents that lack Internet access were invited to submit their input directly to the District Office or at the Public Hearing. The Public Hearing was scheduled for the regular August Board of Trustees meeting, giving the public and community an opportunity to review and comment on the Learning Continuity and Attendance Plan. Over the course of the year, regularly scheduled Parent Club, SSC, DELAC/ELAC, and SPED meetings were held virtually. Attendance was almost normal; however, parents shared that they missed getting to interact on the campus. A robust virtual Back to School Night and Drive-Thru Freshman Launch was also a success.

There were successes in re-engaging students. Many students responded well to teachers and other staff who reached out consistently via email or phone call. Others who were more "At-Risk" returned to school in October of 2020 and remained in one classroom to attend their Distance Learning classes. Approximately 12 students attended regularly to take advantage of this option. One of the main challenges for many students was that they provided care for younger siblings while trying to stay engaged with their own coursework.

Analysis of School Nutrition

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

Once the decision was made to close schools in Wasco, the District immediately applied for the Summer Meal distribution program. Once granted, meal distribution began the first day of school closure at two locations, including the Wasco High School Cafeteria and the Wasco Independence High School parking lot. The Lost Hills Elementary School District and the Wonderful Charter Academy both agreed to serve meals to students, including high school students, in the community of Lost Hills. This prevented the need to transport meals to a community approximately twenty miles away.
Throughout the 2020-2021 school year daily meal distribution will occur by a "drive-up" or "walk-up" distribution point located in the Wasco High School Cafeteria parking lot. During the school year, the District implements the Community Eligibility Provision (CEP), which allows all students (regardless of income) to receive a free breakfast and lunch. Parent notification of meal distribution occurred regularly via phone/voicemail, text, email, and on the school marquee in front of campus. Once In-Person Instruction was resumed, daily meal distribution transitioned to a "grab-and-go" format. Breakfast was available before school and students will be able to eat in their 1st Period classroom to avoid congregating in the Cafeteria and maintain Social Distancing. Lunch was available after school and students will be able to carry their lunch home or, for bus riders, eat on the bus ride home. Staffing was a challenge as we faced

several situations where staff was quarantined requiring the District to use alternative staff from other departments in order to maintain services.

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	No

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

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 High School District began the transition to a hybrid model of instruction in January of 2021. In this model, small cohorts came to school and remained in one class while they attended their hybrid classes. Approximately 32% of students chose to return in this format. In April of 2021, a more advanced hybrid was started in which students attended three periods per day "in-person" in the mornings while others attended three periods per day "virtually" in the afternoon. This model remained in place until the conclusion of the 2020-2021 school year.

During the spring/summer of 2021, stakeholders identified the following needs from the district:

1. A robust Summer School in 2021 with various credit recovery opportunities.
2. Targeted After-school Interventions for the 2021-2022 school year.
3. Social and Emotional Needs Support
4. Increased access to Counselors and Local Services
5. Increased opportunities for credit recovery in the 2021-2022 school year.
6. Increased support during the year including opportunities to attend Saturday School and after-school tutoring.

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

For the spring of 2020, the district relied solely on local assessments to determine the effectiveness of its instructional efforts. The district participated in state assessments including the CAASPP during the 2020-2021 school year The district's English Learners and Special Education students also participated in taking the ELPAC and CAA 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. These included:

- ELLevation Learning Assessments - English Learner
- School-wide 9th-grade placement tests.
- Core Unit Assessments (All Subjects)

Teachers were provided time each week during distance learning to review student progress and to adjust instructional pacing. This collaborative time was available for teachers across all grades and departments in the district for the 2020-2021 school year.

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 Wasco Union High School District during a very difficult time of closure and distance learning Because the district received 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 Annual Update for Developing the 2021-22 Local Control and Accountability Plan.

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.

The Wasco Union High School District has developed Student Learning Outcomes and Evidence-Based Learning Modules (EBLMs) for all courses. This has helped standardize course curricula and keep both common and sequential courses aligned to learning targets and student outcomes. Additionally, the District has implemented a 1:1 Chromebook program to facilitate student learning in a digital environment, which together has provided a strong foundation for an organized shift to Distance Learning. Continuity of instruction and student learning will be facilitated by adapting EBLMs to distance learning and can be easily transitioned between Distance Learning and In-Person Instruction as needed. The schedule planned for Distance Learning has allotted time at the beginning of every day to collaborate and adapt lessons for effective distance learning. While the overall budget has been reduced, instructional resources to enable Distance Learning have been maintained or increased. All departments have access to online textbooks and/or publisher resources. EBLMs have been adapted to online formats and a wide variety of digital resources have been made available to ensure multiple opportunities to adapt future content, including NewsELA, IXL, iCEV, ReadingWidely, Easy Reader, EdPuzzle, Quizlet, Kahoot, Canvas, Google App Suite, and Edgenuity.

In response to the global COVID-19 pandemic and California's Stay at Home Order, the Wasco Union High School District closed school on March 18th, 2020 along with the 46 other districts in Kern County. District administration, in collaboration with the Kern County Office of Education, quickly transitioned to a Distance Learning model for the remainder of the 2019-2020 school year. On July 17th, 2020 Governor Newsom and the California Department of Public Health (CDPH) announced an order limiting schools to only provide Distance Learning until their county is removed from the state monitoring list for at least 14 days. The state order required that the Wasco Union High School District open the 2020-2021 school year via Distance Learning, at least through the first quarter of the school year. The COVID-19 pandemic had a negative impact on students and families. Beginning last Spring of the 2019-2020 school year, students experienced the cancellation of school activities (dances, field trips, etc...), athletics, and the Senior Class experienced a Graduation Ceremony that was delayed and very different than what anyone expected. Most of the summer programs were canceled and, although students and families were hopeful for a return to campus, the beginning of 2020-2021 under Distance Learning was a major disappointment to many. The frequent changes and the uncertainty caused a general agitation and frustration amongst many.

In dealing with the uncertainty and in order to support Distance Learning, the Wasco Union High School District provided ongoing professional development and instructional resources, including the KCSOS Reimagining Learning Seminar (Summer 2020), the annual Wasco Way PD (modified to plan for Distance Learning), ongoing Academic Coaching, ongoing Department collaboration and support, and access to a three (3) course series in Online Learning Environments at Bakersfield College (EDUC B30, EDUC B31, EDUC B32) that result in a Certificate of Completion for Teaching Online Learning.

As we began the 2020-2021 school year, the Wasco Union High School District utilized pre-testing/post-testing scores (NWEA testing) to measure the effectiveness of services and support provided. Formative and anecdotal data were also obtained through teacher-student interaction, checking for understanding, constructed responses, quick writes, rubrics, digital portfolios, and current student academic performance. Ultimately, the most complete measurement of services provided was the percentage of students that pass courses in the 2020-2021 school year despite challenges of Distance Learning. While ongoing, that analysis indicates that failure rates were substantially higher and mitigations have already begun in the summer of 2021 to address the learning loss in credit deficiencies. This year's in-person summer school is operating at both schools for the first time and is serving almost half of the District enrollment. Extra classes and extended day schedules are currently being planned for the 2021-2022 school year to expedite the academic and social-emotional recovery of our students.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - o Continuity of Instruction,
  - o Access to Devices and Connectivity,

- o Pupil Participation and Progress,
- o Distance Learning Professional Development,
- o Staff Roles and Responsibilities, and
- o 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	4,978,695.00	4,572,743.11
	0.00	238.08
LCFF Supplemental and Concentration	145,600.00	4,572,505.03
Supplemental and Concentration	4,833,095.00	0.00

* 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	4,978,695.00	4,572,743.11
1000-1999: Certificated Personnel Salaries	1,737,400.00	1,792,154.35
2000-2999: Classified Personnel Salaries	491,600.00	686,600.36
3000-3999: Employee Benefits	1,000,300.00	890,073.66
4000-4999: Books And Supplies	802,000.00	564,866.48
5000-5999: Services And Other Operating Expenditures	812,395.00	496,909.51
6000-6999: Capital Outlay	135,000.00	142,138.75

* 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	4,978,695.00	4,572,743.11
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	500.00	1,792,154.35
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	1,736,900.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	686,600.36
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	491,600.00	0.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	100.00	890,073.66
3000-3999: Employee Benefits	Supplemental and Concentration	1,000,200.00	0.00
4000-4999: Books And Supplies		0.00	238.08
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	564,628.40
4000-4999: Books And Supplies	Supplemental and Concentration	802,000.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	115,000.00	496,909.51
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	697,395.00	0.00
6000-6999: Capital Outlay	LCFF Supplemental and Concentration	30,000.00	142,138.75
6000-6999: Capital Outlay	Supplemental and Concentration	105,000.00	0.00

* 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	975,000.00	822,592.20
Goal 2	1,551,300.00	1,172,374.82
Goal 3	1,978,195.00	1,993,706.37
Goal 4	474,200.00	584,069.72

* 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	$443,000.00	$1,310,284.00
Distance Learning Program	$645,000.00	$4,526,696.00
Pupil Learning Loss	$15,000.00	$202,964.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$1,103,000.00	$6,039,944.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$343,000.00	$1,240,600.00
Distance Learning Program		
Pupil Learning Loss	$15,000.00	$202,964.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$358,000.00	$1,443,564.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$100,000.00	$69,684.00
Distance Learning Program	$645,000.00	$4,526,696.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$745,000.00	$4,596,380.00

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 High School District	Kevin Tallon	ketallon@wascohsd.org

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
	Director of Programs	(661) 758-8447

Plan Summary [2021-22]

General Information

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

The Wasco Union High School District (WUHSD) serves just over 1,853 students in the community of Wasco (population approximately 25,000) in the northern part of Kern County, California. The majority of students are Hispanic (93%) and about 87% are Socioeconomically Disadvantaged. WUHSD consists of a single comprehensive high school (Wasco High) and a continuation high school (Independence High). All students begin their enrollment at Wasco High and experience a traditional high school setting offering a variety of programs and services, including: a default college-preparatory curriculum, Ag Career Prep Academy (dual enrollment), exemplary Fine Arts and Drama, relevant Career Technical Education, substantial classroom technology, quality athletics, renovated facilities, and a variety of extracurricular clubs. The unduplicated count (or "targeted students") as defined by the Local Control Funding Formula (LCFF) is 1590, or 85.8% of enrolled students.

WUHSD has created a strong vertical alignment between the District's Goals, Vision, Mission Statement, and Goals of the Local Control and Accountability Plan.

Vision - Believing in Educational Excellence for All

Mission Statement - The Wasco Union High School District is a learning community dedicated to ensuring that students learn, maintain a culture of collaboration, and focusing on results so that our students graduate with the knowledge, skills, attitudes, and values essential to becoming responsible and productive members of a diverse democratic society.

Reflections: Successes

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

Based on a review of data published on the Fall 2019 CA School Dashboards, the WUHSD has 3 State Indicators in the Blue or Green Performance Level for All Students, including: Suspension Rate, Graduation Rate, and the College / Career Indicator.

Additionally, growth occurred for All Students in the areas of: Mathematics (4.2 points, including growth for all subgroups), College / Career (increased 7.0%), Graduation Rate (increased 1.4%), and Suspension Rate (maintained Blue for most subgroups). The English Learner and Students with Disabilities subgroups showed the most positive growth in most indicators.

In order to continue to build on this success, we plan on continuing to provide academic supports through intervention opportunities, increasing school connectedness, ongoing monitoring of progress and increasing access to college and career opportunities.

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.

While progress has been made, performance gaps continue to exists for some student groups. English Learner Student Group indicator is Red for College/Career and Orange for English Language Arts and Mathematics. The Students with Disabilities Student Group indicator is Orange for English Language Arts and Mathematics. Hispanic students reported orange in English Language Arts.

Overall, the Academic Indicator in English Language Arts Declined slightly for All Students by 5.2 points. While English Learners increased by 13.2 points that they are 63.5 points below standards and in the "very low status" showing an achievement gaps exists when compared to "All" students who were 1.7 points below standards. An achievement gap also exist in the area of math with "All" students performing in the yellow category and 75 pts below standard while English Learners were orange and 126.3 points below standard.

WUHSD recognizes the need for continued improvements in the following areas of greatest needs:

1. English Learner Progress - English Learner progress is identified as Low with only 43.6% making progress.

2. College/Career - While the Graduation Rate is High has historically been high, with the exception of drops due to COVID, 2019 Dashboard Graduation rate was at (92.6%), the College/Career Indicator is only 42.1% and remains Red for the English Learner subgroup with 8.3% on the 2019 Dashboard.

3. Academic Indicator - Although slight progress occurred overall in Mathematics, both portions of the Academic Indicator are relatively low and the Hispanic subgroup declined slightly in English Language Arts. While ELs are making increases in ELA and Math, they continue to have fall behind when compared to their peers.

The district has taken steps to make improvements in these areas by:

1. The development and implementation of an English Learner Action Plan.
2. Ensure all teachers, especially new teachers, receive professional development and training in best practices regarding English Learner instruction.
3. Continued monitoring and annual updates to the districts Instructional Action Plan.

4. Expansion and promotion of Early College / Dual Enrollment for All Students, especially English Learners.
5. Counselor training to improve understanding of CTE Pathways and how to supports students to ensure CTE Pathway Completion Rates.

LCAP Highlights

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

An overview of the 2021-2022 LCAP Goals are as follows:

Goal 1 - All district facilities will operate in a safe, secure, clean, compliant, and efficient manner, ensuring that decisions and resources prioritize student learning.

Goal 2 - All students will reach high standards in all content areas through a system of shared accountability and resources that ensures every student can be successful.

Goal 3 - All students will graduate from high school ready to begin a career with the option to continue their education in college, technical school, or the military.

Goal 4 - Maintain a positive school climate by ensuring an environment that promotes health, equity, respect, communication, dialogue, and positive relationships with all stakeholders.

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 within the LEA have been identified for CSI.

Support for Identified Schools

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

No schools within the LEA have been identified for CSI.

Monitoring and Evaluating Effectiveness

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

No schools within the LEA have been identified for CSI.

Stakeholder Engagement

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

Stakeholder groups were engaged in the development of the Local Control Accountability Plan (LCAP) through multiple meetings, surveys, and dialogue. The following outline describes these events in order:

LCAP Development – Stakeholder Review and Input
Through a series of meetings, a review of current LCAP progress and data were reviewed by all stakeholder groups. Through surveys, email, and handouts, stakeholder input was collected in the process of developing the draft LCAP for 2021-2022.

The following stakeholder feedback session were held:

- WUHSD Parent Letter - General Mail -
- WUHS Parents / Community Members - Designated Meeting
- Principal's Advisory Committee (PAC)
- District English Learner Advisory Committee (DELAC) – Regular Meeting - The PAC and DELAC committees did not submit any comments during the LCAP consultation process.
- WUHS/WIHS Certificated Staff – Regular Meeting
- WUHS/WIHS Classified Staff
- Superintendent's Executive Cabinet (Principals and other administrators) - Regular Meeting
- District / Site Leadership Team (DSLT) – Regular Meeting
- WUHS & WIHS Student Representatives- Special Meeting
- CTA and CSEA Bargaining (Negotiating) Teams – Special Meeting via Google Hangout
- Consultation with the Special Education Local Plan Area Administrators

In addition to receiving stakeholder input, the superintendent also reviewed the School Plan for Student Achievement for all sites to ensure that the LCAP Goals and Actions are addressing the needs at the site-level.

A summary of the feedback provided by specific stakeholder groups.

The following points reflect key aspects that were influenced by stakeholder input and can be seen in planned actions in the LCAP:

Students - Administration met with the ASB leadership group on 4/13/2021 to discuss school closure and how students were adapting to Distance Learning. Their primary input was that they wanted schools to open. They missed their friends, teachers, athletics, activities, and the routine and structure of going to school. Students requested a robust summer school and credit recovery opportunities.

Classified Staff - Administration met with the Classified Staff on 4/26/2021. Their primary concern was for their own personal safety, adequate PPE, clear guidelines, and concern for the uncertainty of the COVID-19 pandemic. They were grateful for the steps the District had taken throughout the 2020-2021 school year to ensure their safety while at work.

Certificated Staff - Administration met with Certificated Staff on 3/5/2021. Their primary input was that many teachers did not feel safe working in their classrooms for fear of transmitting and/or contracting COVID-19. Many were also concerned about the ongoing effects of Distance Learning on their students. Some teachers had returned to In-person instruction at this point and were comfortable with the safety protocols that had been put in place. Other feedback included an increased need for social-emotional support as we return to in-person instruction. Certificated staff advocated for the continued growth of Career Technical Education classes in a multitude of pathways including those that are aligned with agriculture, articulated or dual/concurrent enrollment courses at Bakersfield College, and other certificate-aligned pathways.

Administration - Administration met on numerous occasions during the 2020-2021 school year to plan for Re-opening. Their primary input was the need for supporting students who were struggling and addressing attendance issues.

Parents (at large) - Administration met with parents on 3/8/2021. Their primary input was focused on the need for school re-opening when it was safe, credit recovery options, and tutoring for those that were struggling. Since school closing and moving to Distance Learning, parent input has been collected via surveys and various parent meetings (via Google Meet and Zoom). Parent input indicated they want their student to return to In-Person instruction, but they also had concerns about the virus and the safety of the family. Other feedback included expressing that students will need social-emotional support such as increased access to counselors or therapists.

District Parent Advisory Committee (Tiger Parent Club) - The Tiger Parent Club was consulted in March of 2021 and comment on the development of the LCAP. Their feedback included frustration that some families were not able to provide a good learning environment from home. Many were also concerned about the ongoing effects of Distance Learning on their students any were also concerned about the ongoing effects of Distance Learning on their students. They also requested opportunities for students to attend summer school in person.

District English Learner Advisory Committee (DELAC) - The Parent DELAC was consulted on 5/4/2021 to review and comment on the development of the Learning Continuity Plan. All parents accessed the meeting electronically and did not provide any additional feedback. However, their lack of feedback was interpreted to indicate they were not comfortable communicating with remote access technology. Continued efforts will be made to build communication with DELAC during this time.

Community - The community has had an opportunity to provide input at regular board meetings, parent engagement activities, and through social media. The primary message expressed from community input is the desire for a safe return to traditional activities, athletics, and the reopening of schools.

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

The following points reflect the key aspects that were influenced by stakeholder input:

Increased teacher and administrator training for resources that are now a normal part of daily instruction because of Distance Learning (new LMS / Canvas, online teaching certification @ BC, new instructional resources / Nearpod).

Increased resources and learning time for students who have fallen behind and/or have not adapted successfully during the pandemic.

Increased credit recovery options.

Increased tutoring or study hall support.

Increased opportunities to attend a variety of classes in summer school.

Increased access to counseling or social-emotional support.

Goals and Actions

Goal

Goal #	Description
1	Goal 1 - All district facilities will operate in a safe, secure, clean, compliant, and efficient manner, ensuring that decisions and resources prioritize student learning leading to increased student engagement and higher graduation rates.

An explanation of why the LEA has developed this goal.

The overall development of Goal 1 was developed to increase many Basic Services in the district, including the provision of adequate instructional materials, a fully qualified staff, and the improvements and maintenance of facilities to ensure they are in good repair. Maintaining a clean, safe and welcoming learning environment has always been a priority but even more so on the heels of a pandemic. Ensuring the safety of students, and staff through a clean and complaint environment was a priority as indicated by stakeholder feedback from parents and staff. Maintaining clean facilities contributes to a positive school culture and builds pride within our students and the community. Our community is a small town of approximately 25,000 residents and the vast majority (87.8%) of our students come from low-income families. As the only high school district in town, we strive to ensure that our students not only have access to safe and clean facilities but also have increased access to resources that will increase their engagement, promoting success which will lead them to successfully complete graduation requirements.

While this goal is important for all students, the actions and services of Goal 1 were principally directed towards targeted students including Low-Income (Decreased from 92.5% to 82.9&) and English Learners (Decreased from 83.8% to 66.9%) who both saw decreases in graduation rates during the 2019-2020 school. In addition, both these groups were more significantly impacted during COVID and the switch to distance learning therefore reengagement of these students groups will be critical during the coming years.

By ensuring successful implementation of the actions and services included in the LCAP through ongoing progress monitoring, ensuring the safe and clean learning environment, improving the quality of athletic supports, increasing access through transportation and providing academic support to monitor student course completion to ensure students are on-track to graduate, and ongoing monitoring of the metrics listed below, students will be engaged by a positive learning environment that promotes an increase in graduation rates.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 1 – Basic:	State Priority 1 – Basic				1A- Increase to 100% of teachers will be

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1- Basics 1A- Teachers appropriately assigned and fully credentialed as measured by Annual Credential Audit 1B- Pupil access to standards-aligned materials as measured by curriculum reporting to Williams. 1C- Facilities in good repair as measured by the Facility Inspection Tool. State Priority 5- Pupil Engagement 5A- Attendance Rates as measured by SIS and A2A 5B- Chronic Absenteeism Rate as measured by A2A 5C- Middle School Drop Out Rate- N/A	1A- 99% of teachers were appropriately assigned and fully Credential (2019-2020) 1B- 100% of students had access to textbooks and instructional materials on 2020 Williams Reporting. 1C- Overall rating "Exemplary" on 2020 FIT State Priority 5 – Pupil Engagement 5A- 92.75 % Attendance Rates (2019 SIS/A2A) 5B- 17. % Chronic Absenteeism Rate (2018-2019 SIS/A2A) (WHS) 5C- Middle School Drop Out Rate- N/A				appropriately assigned and fully Credentialed. 1B- Maintain 100% of students will have access to textbooks and instructional materials. 1C- Maintain overall "Exemplary" Rating 5A- Increase Attendance Rates by 2 % 5B- Decreasechronic absenteeism rate by 5C- N/A 5D- Decrease dropout rate to 5% 5E- Increase graduation rate to 94%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5D- High School Dropout Rate as measured by CALPADS 5E- High School Graduation Rate as measured by Dashboard.	5D- 8.69% High School Dropout Rate 5E- 83.7% High School Graduation Rate (2019-2020 Data Quest)				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Students Monitoring Supports	1 FTE Director of Programs (.50 from S/C) 1 FTE District Accounting Secretary (.50 from S/C) 1 FTE Assistant Principal of WHS 1 FTE (.50) Director of Programs and 1 FTE (.50) District Accounting Secretary - This position uses LCFF funds to provide increased and improved service by ensuring compliance with state and federal programs, ensuring all teachers are appropriately credentialed, and that facilities are in good repair. These expenditures are supported by 0 Uniform Complaints, 0 Teacher Missassignments, and an Overall Facility Rating of: Exemplary. Both positions allow the District to monitor the LCFF funding, ensure services are being provided to unduplicated students as intended, and support the development of the LCAP on an annual basis. 1 FTE Assistant Principal of Student Affairs - This position uses LCFF funds to provide an increased and improved service for unduplicated pupils by funding most of an administrative position that is focused on	$471,799.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ensuring that students are able to find academic success and graduate from high school. The position is in oversight of all social-emotional, counseling, attendance, and discipline services at Wasco Union High School. Academic oversight is provided by this administrator as well.		
2	Athletic, Transportation and Supervision Supports	1 FTE Equipment Manager / Trainer 2 FTE Custodian / Bus Drivers Fix / Repair Golf Carts as Needed MOT equipment and positions - The expenditures for MOT equipment and positions are principally directed towards targeted students by ensuring and improving safety and attendance. The Equipment Manager / Trainer provides additional services to targeted students that participate in athletics, such as: ensuring all participants have uniforms and equipment that are clean and safe. Coaches fulfilled this role prior to the addition of this support. The trainer increases student access to athletic activities in a safe manner. The two additional Bus Driver/Custodian positions provide additional services principally directed towards targeted students by an added "late bus run" and adding staff capacity to maintain the recent athletic facility improvements. Additional MOT cleaning and maintenance equipment, including Golf Carts, provide additional services for targeted students by maintaining the recent upgrades and improvements to district facilities. Additionally, Golf Carts allow staff (ex: Campus Supervisors, Grounds, and Custodial) to respond quickly and efficiently to student and facility needs. Because the campus is kept in good repair, targeted students report a high degree of satisfaction and pride, leading to a positive school climate, including a higher degree of feeling "safe" (60%) and	$403,873.00	Yes

Action #	Title	Description	Total Funds	Contributing
		"connected to school" (44%) from the previous year (55% and 40% respectively) as shown by the California Healthy Kids Survey). These expenditures are supported by a relatively high Graduation Rate, high Attendance Rate, and low Dropout Rate.		
3	Athletic Resources for Students	Improve the safety of equipment and facilities as needed Minor Athletic Equipment and Facility Improvements - The expenditures for equipment and facility improvements are principally directed towards targeted students by ensuring that district equipment and facilities are safe and in good working order. When athletic equipment and facilities are safe and in good repair, students are engaged in school as evidenced by 50% of students participating in athletics (of which over 90% maintain a 2.0 or better GPA). The unduplicated count of targeted students exceed 80% of enrolled students and every 9th and 10th-grade student is enrolled in PE classes that utilize large portions of the district's facilities. Targeted students will experience improved services when equipment and facilities are kept in good repair and help to keep students engaged in school; the expenditures are also supported by a very low suspension rate and a high graduation rate.	$20,000.00	Yes
4	Supplemental Instructional Supports	- 0.5 Colorguard Coach Stipend - Supplemental Materials - Supplemental Instructional Equipment and Supplies Supplemental Textbooks and Instructional Materials - The expenditures for supplemental textbooks and instructional materials are principally directed towards targeted students. Improved and	$317,520.00	Yes

Action #	Title	Description	Total Funds	Contributing
		increased services are provided by increasing the quantity and quality of supplemental instructional textbooks and materials. Targeted students exceed 80% of enrolled students are found in every classroom throughout the district. Additional textbooks and materials include extra novels in English classes and the Library, additional instruments and staff (Colorguard coach) in fine arts, additional and higher quality lab supplies in Science classes, additional athletic equipment in Physical Education classes, and additional CTE equipment in Agriculture, Multimedia, and Culinary Arts. The additional materials are above and beyond what base funding can afford and provide improved and increased services for targeted students. These expenditures are supported by a very low suspension rate and a high graduation rate.		

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	Goal 2 - All students will reach high standards in all content areas through a system of shared accountability and resources that ensures every student can be successful in achieving higher levels of academic performance.

An explanation of why the LEA has developed this goal.

The overall purpose of Goal 2 is to improve student attainment of reaching high standards in all content areas. This goal is necessary in order to promote higher levels of academic performance as academic growth has been made in some areas but decreases have been seen in others. Specifically in the area of English Language Arts where the district saw a decrease on the 2019 Dashboard and overall, students continues to score in the "Low" Status. While growth was made in math on the 2019 CA Dashboard, math continues to be an area of focus as the distance from standard is greater than the distance in ELA and current overall performance is in the "Low" states. While there is a need for all students to achieve higher levels of academic performance, that need is even greater for ELs who are performing a lower levels in both ELA and Math when compared to "All" students. The actions and services of Goal 2 were principally directed towards targeted students, primarily English Learners and the Socioeconomically Disadvantaged student to help close these achievement gaps.

By increasing academic supports and interventions, building the capacity of instructional staff through professional development, and providing extended learning opportunities, and ongoing monitoring of local and state metrics, students will reach higher standards in all content areas and achiever higher levels of academic performance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 2 - Implementation of State Standards 2A- Implementation of CCSS for all students as measured by LEA Plan monitoring tools	State Priority 2 - Implementation of State Standards 2A- Substantial (100%) as measured by our LEA Plan monitoring tool				2A- Maintain complete Implementation of CCSS for all students as measured by LEA Plan monitoring tools 2B- Maintain full access to programs and services to enable

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2B- Programs and Services to enable ELS to access CCSS and ELD Standards as measured by a review of Integrated and Designated ELD implementation State Priority 4 – Pupil Achievement 4A- State Assessment performance as measured by CA Dashboard (ELA and Math) and CAASPP Results (CAST) 4B- % of pupils completing A-G Course Requirements as measured by DataQuest 4C- % of pupils completing CTE Courses as measured by CA Dashboard 4D- % of pupils completing A-G Course and % of pupils completing CTE	2B- 100% are reviewed through classroom observation of Integrated and Designated ELD Programs. State Priority 4 – Pupil Achievement 4A- State Assessments (2019 Dashboard) English Language Arts All- 1.7 Points Below Standard ELs- 63.5 Points Below Standard Hispanic- 2.2 Points Below Standard SWD- 92.2 Points Below Standard SED- 1.5 Points Below Standard Math All- 75 Points Below Standard ELs- 126.3 Points Below Standard				ELS to access CCSS and ELD Standards as measured by a review of Integrated and Designated ELD implementation 4A- Increase student CAASPP performance (DFS) in ELA by 10.0 points Increase student CAASPP performance (DFS) in Math by 10.0 points Increase by 10% the number of students meeting or exceeding standards on CAST 4B- Increase % of pupils completing A-G Courses by 10% 4C - Increase % of pupils completing CTE Courses by 10% 4E- Increase % of ELs making progress towards English Proficiency by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Courses as measured by DataQuest 4E- % of ELs making progress towards English Proficiency as measured. by the ELPI Indicator on the CA Dashboard 4F- English Learner Reclassification Rate as measured by DataQuest 4G- AP Exam Pass Rate (Score of 3 or higher) as measured by CA Dashboard 4H- % of pupils who demonstrate EAP College Preparedness as measured by DataQuest	Hispanic- 75.5 Points Below Standard SWD- 133.4 Points Below Standard SED- 77.3 Points Below Standard California Science Test (2018-2019 Results) All- 12.39% Met or Exceeded ELs- 1.75% Met or Exceeded Hispanic- 12.68% Met or Exceeded SWD- 0% Met or Exceeded SED- 10.75% Met or Exceeded 4B- A-G Course Requirements (2019-2020 DataQuest) 39.4% of pupils 4C- CTE Courses (2020 Dashboard) 36.9% 4D- A-G Course and CTE Course (2019-2020 Data Quest)				4F- Increase English Learner Reclassification Rate by 10%. 4G- Increase % of pupils passing AP exams by 10% 4H- Increase % of pupils who demonstrate EAP College Preparedness by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	85% (A-G Course) & CTE (CTE Completers) 4E- Progress towards English Proficiency (2019 CA Dashboard) 43.6 % of ELs 4F- English Learner Reclassification Rate (2020-2021 DataQuest) 7.4% 4G- AP Exam Pass Rate (2020 Dashboard) 5% 4H- EAP College Preparedness (DataQuest) 36.4%%				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Digital Supplemental Instructional Resources	Maintain multiple annual educational support agreements that improve and enhance student learning for the unduplicated count of targeted students. 6,000 (Listenwise) 840 (Learn by Doing)	$219,109.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2750 (Business & IT Center) 699 (Business & IT Center) 4275 (Discovery Education) 3256 (GALE ...Sci in Context) 10426 (GALE ...View in Context) 1150 EdPuzzle 8478 (EBSCO) 209 (EBSCO SSO) 2000 (EBSCO LibraryAware) 950 (EBSCO Novelist) 2821 (Cengage Nat'l Geog) 850 (Student Tracker) 4000 (Edhesive) Educational Support Agreements - LCFF S/C expenditures are principally directed towards targeted students by providing supplemental educational programs, services, and staff development that would otherwise not be available with base funding alone. Such agreements include a sustainable, job-embedded staff development and training program that addresses improvement in instructional strategies and the development of academic coaches and teacher mentoring. Additionally, online library databases provide additional curricular support and benchmark assessment tools allow for improvements in measuring student progress. Principally directed services extend beyond what base funding can provide and affect over 80% of students (targeted students) as evidenced by increasing CTE, Dual Enrollment and A-G completion rates.		
2	Academic and SEL Support Services	Maintain Counseling and Language Support Services: 1.0 Contracted District Psychologist 2.0 FTE Counselor (WUHS) 1.0 FTE Counselor (WIHS) Additional Counseling time (Prep / OT) 1.0 Social Worker	$716,644.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Additional Counseling are principally directed toward unduplicated students by assisting with monitoring, collecting and preparing data, monitoring academic progress, and coordinating the Reclassification process for English Learners.		
3	Staff and Curriculum Development	Maintain Staff / Curriculum Development and Training: Induction Programs (CASC, BTSA, Intern) Staff Development Training and Conferences Curriculum Development Academic Coaching Staff and Curriculum Development and Training expenditures are principally directed towards targeted students by improving the curricular and classroom instructional quality beyond that which could be provided with base funding alone. Targeted students exceed 80% of enrolled students and experience improved and increased services of well-trained staff as evidenced by increasing CTE, Dual Enrollment, and A-G completion rates. WUHS Academic Coaches (ACs) in English Language Arts, Mathematics, and Science have played a significant role in the professional development model. ACs provide ongoing professional development including an intensive five-day "boot camp" for new teachers. The "boot camp" provides new teachers with a comprehensive overview of the research-based strategies and pedagogy that is at the core of teaching and learning at WUHS and promotes a sustainable system. Curriculum development is ongoing throughout the school year by way of an intentional professional development plan. The plan focuses on providing job-embedded professional development on research-based teaching practices including, but not limited to: in-depth lesson studies in core subject areas, strategies to provide support and intervention for at-risk students including EL and SPED students. The research-based approaches to literacy, research design, and critical thinking include	$320,746.00	Yes

Action #	Title	Description	Total Funds	Contributing
		collaborative activities such as the creation and implementation of Evidence-Based Learning Modules that align the curriculum to the Common Core Standards, authentic assessments, and rubric-based scoring to evaluate and improve student learning. The plan supports extra time for teachers, substitute teachers for professional development workshops, and services from entities to facilitate the trainings.		
4	Intervention Supports and Extended Learning Opportunities	Maintain Academic Support Programs: Academic Support and Intervention classes 2.0 FTE Instructional Assistant Summer School and Freshman Academy classes NWEA Testing Academic Support Programs, including Summer School and Freshman Academy expenditures, are principally directed towards targeted students by increasing credit recovery, instructional support, and elective choices beyond that which could be provided with base funding alone. Targeted students exceed 80% of enrolled students and experience increased academic support as evidenced by increasing CTE, Dual Enrollment, and A-G completion rates. Extended learning opportunities exist in many forms. The four-week Freshman Academy was instituted for all incoming freshmen occurring in June each year. The academy runs for three hours a day with each student attending both an English and math class. An early college academy has over 250 students that are dually enrolled in community college classes on the WUHS campus. The program has approximately 64 students in each grade level and the students that complete it successfully will be 10 units short of an Associate's of Arts Degree when they graduate from high school. The students receive additional academic support and intervention throughout the school	$484,273.00	Yes

Action #	Title	Description	Total Funds	Contributing
		year in order to successfully meet the requirements and rigor of college courses. As we enter the 2021-2022 school year, analysis of student achievement data indicates that failure rates were substantially higher last year and mitigations have already begun in the summer of 2021 to address the learning loss in credit deficiencies. This year's in-person summer school is operating at both schools for the first time and is serving almost half of the District enrollment. Extra classes and extended day schedules are currently being planned this year to expedite the academic and social-emotional recovery of our students.		
5	English Learner Support Service	Maintain and Increase EL Services: 0.5 FTE Language Assessor 0.2 FTE EL Coordinator Professional Development for EL's The EL Coordinator and Language Assessor expenditures are principally directed toward English Learners by assisting with monitoring English Learners, collecting and preparing data, monitoring Individual Learning Plans, and coordinating the Reclassification process for English Learners.	$90,707.00	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.

Goals and Actions

Goal

Goal #	Description
3	Goal 3 - By increasing access to a broad course of study, all students will graduate from high school ready to begin a career with the option to continue their education in college, technical school, or the military leading.

An explanation of why the LEA has developed this goal.

Based on the location of our community and our student demographics, ensuring students have access to a broad course of study which will increase their post-secondary options is a priority area for our district. As mentioned previously, Wasco Union High is located in a small town with limited access both in terms of careers and furthering one's education. The majority of employees in the area work in agriculture or in law enforcement at the local prison. There are no community colleges or universities within the cities boundaries which requires students to travel to Bakersfield or go out of town to continue their studies upon graduation. The most recent data available shows that college-going rates for our students are at 46.5% trailing both the county college-going rate (48.4%) and the state rate (65.8%).

Stakeholder feedback also indicates a need to continue to provide CTE courses and offer dual enrollment options for our students.

The overall development of Goal 3 was intended to increase student and staff access to technology, and increase student preparation for college and career for all students but these actions are targeted toward English Learners and Socioeconomically Disadvantaged students who have a greater need in this regard. While the district college-going rate is 46.5%, the rate is lower for low-income students at 42.3% and even lower for English Learner (12.2%). In addition, while 36.9% of students completed CTE courses in 2019-2020, 0% of ELs completed these courses. Therefore, it is critical that we provide a broad course of study to ensure our students are prepared to enter college or the workforce force after high school graduation.

By increasing access to CTE courses by maintaining a Career Center, increasing opportunities to enroll in non-remedial courses, providing equitable access to technology resources, maintaining smaller class sizes to allow for more individualized instruction, and ongoing monitoring of the metrics listed below, students will have access to a broad course of study which will ensure they graduate prepared to begin a career, enroll in college or technical school or join a branch of the armed forces.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 7 – Course Access (from 20-21) 7A - Broad Course of Study CTE Course Completion Rate UC/CSU Enrollment Rate as measured by master schedules AP Courses Offered as measured by master schedules AP Enrollment Rate as measured by master schedules Remedial Enrollment Rate as measured by master schedules 7B- Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils as measured by master schedules and program enrollment data	State Priority 7 – Course Access (from 20-21) 7A - Broad Course of Study CTE Completion Course Completion Rate: 36% UC/CSU Enrollment Rate: 93% AP Courses Offered: 8 AP Enrollment Rate: 10% 7B- 100% of unduplicated students have access to and are enrolled in programs and services for unduplicated students.				7A - Increase CTE Enrollment Rate by 20%. - Increase UC/CSU Enrollment Rate by 3%. - Increase or Maintain AP Course Offerings. - Increase AP Enrollment Rate by 5%. 7B - Increase College & Career Readiness Indicator for Socioeconomically Disadvantaged and EL's by 7% 7C - Increase College & Career Readiness Indicator increase Student with Exceptional needs by 4%. 8A - Increase AP Exam Participation Rate by 5%.

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 as measured by master schedules and program enrollment data State Priority 8 – Other Pupil Outcomes (from 18-19 data) AP Exam Participation Rate as measured by local data	7C- 100% of students with exceptional needs have access to and are enrolled in programs/services for students with exceptional needs. State Priority 8 – Other Pupil Outcomes (from 18-19 data) 8A - AP Exam Participation Rate: 7%				

Actions

Action #	Title	Description	Total Funds	Contributing
1	College and Career Services	Maintain Career Center 1.0 FTE Career Technician Extra Time for college/career materials and field trips	$76,501.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Career Center expenditures are principally directed towards targeted students by increasing support of college/career planning and providing career-related field trips and events beyond that which could be provided with base funding alone. Targeted students exceed 80% of enrolled students and experience increased support for college and career planning as evidenced by increased enrollment and access to rigorous and challenging academic courses.		
2	Class Size Reduction and Additional Course Offerings	Maintain Additional Class Sections: Additional non-remedial class sections (Period 0, 7) 3.0 FTE Classroom Teachers for additional course offerings 15 FTE Additional Teachers to reduce class size 17 FTE Additional Teacher Prep Periods *Includes 5 Misc. Preps that are unassigned Subs x 13 Tch (16,250) Dual Enrollment Stipends (20) Additional class section expenditures are principally directed towards targeted students by increasing access and availability of desired courses and reducing class size beyond that which could be provided with base funding alone. Targeted students exceed 80% of enrolled students and experience additional course sections as evidenced by increased enrollment and access to rigorous and challenging academic courses.	$1,822,621.00	Yes
3	Ag Career Academy	Maintain Ag Career Academy • Wonderful Ag Career Prep (WACP) Wonderful Ag Career Prep Academy expenditures are principally	$542,304.00	Yes

Action #	Title	Description	Total Funds	Contributing
		directed towards targeted students by increasing access and availability of early college and rigorous career preparation beyond that which could be provided with base funding alone. Targeted students exceed 80% of enrolled students and experience increased access to early college and rigorous career prep courses as evidenced by increased enrollment and access to rigorous and challenging academic courses.		
4	Technology Support Services	Maintain Technology Support Services: 1.0 FTE Network Manager (.25 LCFF S/C) 1.0 FTE Computer Technician 1.0 FTE Technology Typist / Clerk 1.0 FTE Tech Coordinator (.5 LCFF S/C) Technology support service expenditures are principally directed towards targeted students by increasing access and reliability of digital resources, including access to the Internet, beyond that which could be provided with base funding alone. Targeted students exceed 80% of enrolled students and experience increased access to digital resources and the Internet as evidenced by increased enrollment and access to rigorous and challenging academic courses.	$397,608.00	Yes
5	Technology Devices and Connectivity	Increase Access to Instructional Technology Resources: Additional Chromebooks, Chromebook carts, teacher tablets, and classroom technology as needed Replace / Upgrade Classroom Technology as needed Securly Chromebook Management Wireless Internet for School Buses	$180,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Classroom technology expenditures are principally directed towards targeted students by increasing access to classroom-based digital resources, including 1:1 Chromebooks, beyond that which could be provided with base funding alone. Targeted students exceed 80% of enrolled students and experience increased access to classroom-based digital resources as evidenced by increased enrollment and access to rigorous and challenging academic courses.		
6	Technology Infrastructure and Resources	Maintain Technology Infrastructure and Network Resources: • Wireless Network Upgrades and Support • Hardware Upgrades and Support • Software Upgrades and Support • Electrical Upgrades Network upgrades and expenditures are principally directed towards targeted students by increasing reliability and current licensing of network resources beyond that which could be provided with base funding alone. Targeted students exceed 80% of enrolled students and experience increased reliability of network resources as evidenced by increased enrollment and access to rigorous and challenging academic courses.	$78,146.00	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.

Goals and Actions

Goal

Goal #	Description
4	Goal 4 - Maintain a positive school climate by ensuring an environment that promotes health, equity, respect, communication, dialogue, and positive relationships with all stakeholders resulting in higher attendance rates and a decrease in suspensions.

An explanation of why the LEA has developed this goal.

Ensuring a positive school climate is critical to the academic success of students. Over the past three years, the Wasco Union High School has made progress in this area. On the 2017 CA Dashboard, we were orange with 3.7% of students being suspended at least once and in DataQuest (2020) that rate dropped to 0.4% and we are now blue on this indicator. While we are proud of this progress, we also know that the previous year and a half have been challenging for our students with the change to distance learning and hybrid learning. Attendance rates have declined when compared to the previous three school years and truancy rates have increased. Creating structures and systems to promote a positive school climate will be essential as we prepare for a full return to in-person instruction.

Stakeholder feedback also shows this need with feedback indicating a need to provide a positive school climate and increase mental health supports for students.

The overall implementation of actions and services to achieve Goal 4 primarily included staff and support services that maintained a positive school climate. While providing a positive climate is necessary for all students, the actions and services of Goal 4 are directed a meeting the needs of all unduplicated students, specifically low-income and ELs. Our low-income students were more significantly impacted by the pandemic as many of them come from families of essential workers and as a result with increase stress from experiencing illness and loss of loved ones during the pandemic. This added trauma can be seen in our decreased attendance rates. Additional efforts will need to be made to ensure we are providing a positive school climate that meets all our students' needs. While attendance rates dropped across the board, the drops were more significant for ELs, their attendance rate almost 10% lower when compared to all students, making the supports for these students even more critical.

By increasing safety and attendance supports, increasing parent engagement, increasing opportunities to recognize and celebrate student achievements, and ongoing monitoring of local and state metrics, we will provide a positive school climate that promotes increased attendance rates and decreases in suspensions.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 3 – Parental Involvement (from 19-20 data): 3A - Parent Club Meetings as measured by meeting agendas and sign-in sheets. 3B - School Site Council Meetings as measured by meeting agendas and sign-in sheets. 3C - DELAC / ELAC Meetings as measured by meeting agendas and sign-in sheets. 3D - Annual Title I Parent Meeting Attendance SWD Parent Advisory Meetings State Priority 5 – Pupil Engagement (from 19-20 data): 5A -Average Daily Attendance (ADA)	State Priority 3 – Parental Involvement (from 19-20 data): 3A - Parent Club Meetings: 6 (WUHS), 6 (WIHS) 3B - School Site Council Meetings: 5 (WUHS), 5 (WIHS) 3C - DELAC / ELAC Meetings: 3 (district), 5 (WUHS), 5 (WIHS) 3D- Annual Title I Parent Meeting Attendance: 277 3E - SWD Parent Advisory Meetings: 1 State Priority 5 – Pupil Engagement (from 18-19 data): 5A - Average Daily Attendance (ADA) Rate: 92% 5B - Truancy Rate: 27.3%				3A - Increase Parent Club Meetings by 2. 3B - Maintain School Site Council Meetings at a minimum of 6 meeting held at each site. 3C - Increase DELAC / ELAC Meetings by 2. 3D - Maintain Annual Title I Parent Meeting Attendance 3E - Increase SWD Parent Advisory Meetings by 1 5A - Improve Average Daily Attendance (ADA) Rate by 2%. 5B - Improve Truancy Truancy Rate by 5% 5C - Improve Chronic Truancy Rate by 3% 5D - Improve Chronic Absenteeism Rate by 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate as measured by Student Information System (SIS) 5B - Truancy Rate as measured by Student Information System (SIS) 5C - Chronic Truancy Rate as measured by Student Information System (SIS) 5D - Chronic Absenteeism Rate as measured by Student Information System (SIS) 5E - High School Dropout Rate as measured by Student Information System (SIS) 5F - Graduation Rate as measured by Student Information System (SIS) State Priority 6 – School Climate (from 19-20 data):	5C - Chronic Truancy Rate: 2.7% 5D - Chronic Absenteeism Rate: 17.1% 5E - High School Dropout Rate: 8.7% 5F - Graduation Rate: 83.7% State Priority 6 – School Climate (from 19-20 data): 6A - Suspension Rate: 0.4% 6B - Expulsion Rate: 0.0% 6C - Student Voices Equity Survey: Maintained or made improvement in 18/18 questions				5E - Improve High School Dropout Rate by 5% 5F - Improve Graduation Rate by 10%. State Priority 6 – School Climate (from 19-20 data): 6A - Maintain Suspension Rate 6B - Maintain Expulsion Rate 6C - Improve Student Voices Equity Survey in 7 areas of school climate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6A - Suspension Rate as measured by Student Information System (SIS)

6B - Expulsion Rate as measured by Student Information System (SIS)

6C - Student Voices Equity Survey as measured by local climate survey | | | | | |

Actions

Action #	Title	Description	Total Funds	Contributing
1	Campus Safety, Security, and Attendance Supports	Maintain Campus Safety, Security, and Attendance:

1.0 FTE Campus Resource Officer
1.0 FTE Attendance Monitor
1.0 FTE Campus Supervisor
1.0 FTE District Nurse
Health Clerk Stipend (3)
School Safety training and supplies
Attendance Monitoring (A2A)
Restorative Discipline (ATS)

Added additional Campus Safety, Security, and Attendance expenditures are principally directed towards targeted students by increasing campus safety, security, and attendance beyond that which could be provided with base funding alone. Targeted students exceed | $480,595.00 | Yes |

Action #	Title	Description	Total Funds	Contributing
		80% of enrolled students and experience increased safety, security, and services that promote attendance as evidenced by low Chronic Absenteeism and a low Suspension Rate. The Campus Resource Officer has been a critical component of building a positive school climate and moving towards a restorative discipline approach. He regularly check-ins with students focusing on building positive relationship and is seen as a resource. He also provides role within our systems of communication to parents to educated them on the dangers of drugs and other medications that may be stored in the home. There are annual presentations at the parent meetings. Additionally, the Campus Resource Officer has played a vital role in providing welfare checks, specifically for students who may be experiencing mental health crises. The officer has coordinates mental health services for students on campus when necessary.		
2	Campus Safety and Monitoring Services	Campus Safety and Security: Raptor Background Check System Monthly Surveillance Alarm/Monitoring Unfortunately, the community of Wasco has seen a dramatic rise in property and violent crime in recent years. Parents have repeatedly asked that the school take measures to ensure that when students or visitors come to campus that the district is mitigating risk by putting safety protocols in place. Both of these systems serve that purpose by adding surveillance and a way to screen visitors for sex offender status.	$10,100.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Student Activities and Recognition	Increasing Student Engagement: Increase student participation in academic competition and recognition: Increase participation in academic competitions Increase academic awards and celebration Academic Competition and Awards expenditures are principally directed towards targeted students by increasing participation in academic competitions and student recognition programs beyond that which could be provided with base funding alone. Targeted students exceed 80% of enrolled students and experience increased participation in academic competitions and student recognition as evidenced by low Chronic Absenteeism and a low Suspension Rate.	$76,851.00	Yes
4	Parent Engagement	Increase parent and student engagement: Increase parent engagement (Tiger Parent Club) Increase student engagement (Student Voices) Improve communication with all stakeholders Parent and Student Engagement expenditures are principally directed towards targeted students by increasing participation in parent and student activities and events beyond that which could be provided with base funding alone. Targeted students exceed 80% of enrolled students and experience increased participation in parent and student activities and events as evidenced by low Chronic Absenteeism and a low Suspension Rate. Parents are engaged through many forums but one of the most successful has been the Tiger Parent Club. At monthly meetings, parents learn about how they can support their students as they experience increased academic rigor. Other topics provide information about grading, interventions, support services, and college and career	$17,077.00	Yes

Action #	Title	Description	Total Funds	Contributing
		readiness. Information is also provided to parents via the school website, parent portal, and quarterly newsletters.		
5	Increasing Engagement with Stakeholders	Improve Communication with Stakeholders: Stakeholder Meetings Increased Communication expenditures are principally directed towards targeted students by increasing frequency and method of communicating with all stakeholders beyond that which could be provided with base funding alone. Targeted students exceed 80% of enrolled students and experience increased communication, including increased frequency and method of communicating with all stakeholders as evidenced by low Chronic Absenteeism and a low Suspension Rate.	$16,010.00	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
32.91%	$5,900,009

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 1 - All district facilities will operate in a safe, secure, clean, compliant, and efficient manner, ensuring that decisions and resources prioritize student learning leading to increased student engagement and higher graduation rates.

Wasco Union continues to focus on ensuring the basic needs of our students are met including appropriately assigned teachers and can attend school on campuses that are clean, safe, and secure.

Maintaining a clean, safe, and welcoming learning environment has always been a priority but even more so on the heels of a pandemic. Maintaining clean facilities contributes to positive school culture and builds pride within our students and the community. Our community is a small town of approximately 25,000 residents and the vast majority (87.8%) of our students come from low-income families. As the only high school district in town, we strive to ensure that our students not only have access to safe and clean facilities but also have increased access to resources that will increase their engagement, promoting success which will lead them to successfully complete graduation requirements.

In addition, building engagement through athletics, bands, color guard, and high-interest courses such as culinary arts, multimedia, and agriculture helps to meet this need and contributes toward meeting this goal.

Ensuring the safety of students, and staff through a clean and compliant environment was a priority as indicated by stakeholder feedback from parents and staff. Furthermore, stakeholder feedback from the community highlight the need to bring back athletics and other extracurriculars.

While this goal is important for all students, the actions and services of Goal 1 were principally directed towards targeted students including Low-Income who saw significant decreases in graduation rates during the pandemic. Low-Income students decreased from 92.5% to 82.9% and English Learners decreased from 83.8% to 66.9% in graduation rates during the 2019-2020 school. In addition, both these groups were more significantly impacted during COVID and the switch to distance learning therefore re-engagement of these student groups will be critical during the coming years.

These LEA or school-wide actions are designed to address these specific needs and help increase student engagement which will translate into higher graduation rates.

Students Monitoring Supports- The Director of Programs oversees all services funded by LCFF and ensures that actions and goals are implemented as described in the LCAP. In addition, he works closely with the district accounting secretary to maintain accurate records and reporting for services being provided in order to ensure that actions are being effective. In addition, this team ensures that the basic needs of the district are met including hiring and retaining appropriately assigned and credential staff and ensuring the facilities are in good repair. The assistant principal of student affairs works closely to monitor student programs and support in the following areas: academics, SEL, attendance, and discipline. This position also closely monitors student progress to ensure they are being successful and progressing toward graduation requirements. While this benefits all students, progress monitoring of LCAP goals and actions benefits unduplicated students to a greater extent because their actions are specifically designed to meet their needs and ensure they have academic success. As mentioned above, low-income and ELs students significantly decreased in graduation rates, making this service essential to meeting their needs and that can only be done by diligent progress monitoring to keep kids on track to meet the graduation requirements.

Athletic, Transportation, and Supervision Supports- Developing a robust athletics program has been one of the ways WUHSD has increased engagement for students. The athletic trainer has been an addition that has improved the overall quality of our athletic program by being a resource for students by showing them proper care of self and the equipment to maximize safety. The athletic trainer helps to develop students' knowledge of safety protocols while playing sports and educating them on signs to look for that may indicate injury. This has benefited all students but our unduplicated students have benefited to a greater extent because they often have less opportunity for participating in sports activities outside of school and receiving athletic training at this level. Increasing our transportation has been a huge asset to our unduplicated students by adding additional late bus runs to ensure that our low-income students have transportation to late events. Maintaining and repairing our golf carts is a needed element to responding quickly and efficiently to students' and facility needs. As mentioned above, maintaining students' safety and building school pride helps to engage our students. While this is important for all, this is even more so for our unduplicated students who really struggled to connected to the school community during distance learning.

Athletic Resources for Students - Maintaining athletic resources for students is critical for the safety and engagement of students. At the high school level, building connectedness and engagement of students is often a challenge but one way that we have been able to fully engage our students in the school community is through athletics. We are proud to say that approximately 50% of our students participate in school sports. While this is a benefit for all students, our unduplicated students will benefit to a great extent as they often have less access to participating in private sports teams outside of school. In addition, families are not always able to purchase athletic equipment so we strive to ensure our students have access to all the resources they will need to fully participate in these activities.

Supplemental Instructional Supports- Supplemental instructional materials and supports are necessary elements in engaging our students. Providing additional novels to supplement ELA instruction, instruments for our band and staffing for our color guard, additional materials for culinary classes, agriculture, and multimedia labs all help to ensure our students have access to resources that support their educational experience and build that engagement will help them succeed in graduating. This benefits all students but will benefit our unduplicated students to a greater extent because it provides them with additional opportunities and resources that may not be available to them outside of the classroom.

Goal 2 - All students will reach high standards in all content areas through a system of shared accountability and resources that ensures every student can be successful in achieving higher levels of academic performance.

Wasco Union continues to work on addressing the academic needs of students as the district was orange in ELA and Yellow in Math. As identified earlier in the identified need section of this plan, academic achievement gaps continue to exist for our unduplicated groups specifically English Learners. Although English Learners increased by 13.2 points in ELA on the 2019 Dashboard, they are 63.5 points below standards and in the "very low status" showing an achievement gap exists when compared to "All" students who were 1.7 points below standards.

An achievement gap also exists in the area of math with "All" students performing in the yellow category and 75 pts below standard while English Learners were orange and 126.3 points below standard.

Furthermore, only half of the low-income students (50.46%) met or exceed standards on the 2018-2019 ELA CAASPP, and 24.69% met or exceeded standards in Math. For ELs the need is even greater with 0% of ELs meeting or exceeding standards in either math or ELA. Foster Youth data is not available due to the small number of students reported for academic indicators.

In addition, stakeholder feedback from staff and parents reflects a need for additional academic supports, intervention, credit recovery, and extended learning opportunities to help address these gaps.

While the following actions are being provided LEA or school-wide, they are designed to meet the needs of unduplicated students first. These actions will benefit all students, but they are critical to the success of low-income students, and English Learners who continue to have performance gaps and were disproportionately impacted by the shutdown of school and the pivot to distance learning.

These LEA or school-wide actions are designed to address these specific needs and help achieve the goal of improving academic achievement:

Digital Supplemental Instructional Resources- These supplemental resources are necessary in order to help fill in learning gaps of students and support in the development of skills in a number of content areas. One major focus of these resources is developing research skills for students. This need supported by the fact that only 34.25% of low-income students were above standard in this Research/Inquiry Domain and 0% of ELs were above standard in this area. This 21st-century skill is key to the academic success of students.   While these supports will benefit all students, they are designed to meet the needs of unduplicated students first as a clear academic gap has been identified. These supplemental resources are critical in providing additional academic supports to help meet their unique learning needs.

Academic and SEL Support Services- Academic supports provided through school counselors are critical to the success of unduplicated students, specifically in helping them develop an academic plan and helping them overcome barriers to academic success. This is especially important for low-income and ELs students who continue to struggle in academic areas. While academic counseling supports are important to all students, low-income and ELs benefit from this service to a greater extent because they are less likely to have academic support in the home. The school psychologist and social worker are critical in meeting the social-emotional and mental health needs of students. This need has been echoed by stakeholder feedback from families and staff. While all students will benefit from this service, low-income and ELs students will benefit to a greater extent as they have less access to private mental health and counseling services outside of the school day.

Staff and Curriculum Development- Our student population and the remote nature of our community drive a need for our district to build the internal capacity of our instructional staff through ongoing professional development of veteran and new staff. As mentioned earlier, our unduplicated students have learning gaps and as a result, it is critical to ensure that our staff is properly equipped to meet their needs. In addition to training, our departments work collaboratively to develop curriculum maps to guide instruction and meet throughout the year to revisit these guides and modify them as needed. As part of this work, instructional staff will collaboration on ways to scaffold the curriculum to meet the needs of unduplicated students including English Learners. While this action is beneficial for all students, it is absolutely critical to the academic success of our low-income students and English Learners who face additional academic challenges.

Intervention Supports and Extended Learning Opportunities- Addressing achievement gaps of our unduplicated students is a priority for our district. As mentioned previously, 2019 Dashboard data indicates our low income and ELs students continue to fall in the low category in ELA and Math. In addition, stakeholder feedback from families and staff highlighted the need for intervention and extended learning opportunities such as summer school. Providing additional interventions class, and additional support through extended learning opportunities benefits all students but our unduplicated students benefit to a great extent because they are less likely to have access to private tutoring and summer camps outside of the regular school day.

Goal 3 - By increasing access to a broad course of study, all students will graduate from high school ready to begin a career with the option to continue their education in college, technical school, or the military leading.

Based on the location of our community and our student demographics, ensuring students have access to a broad course of study which will increase their post-secondary options is a priority area for our district. There are no community colleges or universities within the cities

boundaries which requires students to travel to Bakersfield or go out of town to continue their studies upon graduation. The most recent data available shows that college-going rates for our students are at 46.5% trailing both the county college-going rate (48.4%) and the state rate (65.8%).

Stakeholder feedback also indicates a need to continue to provide CTE courses and offer dual enrollment options for our students.

The overall development of Goal 3 was intended to increase student and staff access to technology, and increase student preparation for college and career for all students but these actions are targeted toward English Learners and Socioeconomically Disadvantaged students who have a greater need in this regard. While the district college-going rate is 46.5%, the rate is lower for low-income students at 42.3% and even lower for English Learners (12.2%). In addition, while 36.9% of students completed CTE courses in 2019-2020, 0% of ELs completed these courses. Therefore, it is critical that we provide a broad course of study to ensure our students are prepared to enter college or the workforce force after high school graduation. (Foster Youth data is not available due to the small number of students.)

By increasing access to CTE courses by maintaining a Career Center, increasing opportunities to enroll in non-remedial courses, providing equitable access to technology resources, maintaining smaller class sizes, students will have access to a broad course of study which will ensure they graduate prepared to begin a career, enroll in college or technical school or join a branch of the armed forces.

College and Career Services- Providing a career center supports the needs of all students and helps meet this goal by offering career and college planning services for students. The services at the Career Center also allow students to take field trips to visit college campuses and career-related events. While this is a benefit to all students, this benefits unduplicated students to a greater extent because low-income and ELs fall behind in attending college after high school and completing CTE courses. For many of our low-income students, the first time they attend a college campus is with a school field trip so it is necessary that we continue to afford these experiences to our unduplicated pupils.

Class Size Reduction and Additional Course Offerings- Based on the academic needs of our unduplicated students, maintaining smaller class sizes is a benefit that will allow the teacher to provide more individualized instruction and increase staff to student connections that will help support them through their high school career. These connections will support the goal of ensuring our students are on track to graduation and are ready for post-secondary options. Adding additional course offerings, specifically non-remedial courses will help our students take the appropriate course to meet A-G requirement and be eligible to apply for CSU or UC. This will benefit low-income and EL students who have lower rates of attending college after high school.

Ag Career Academy- The majority of employees in the area work in agriculture, this academy provides our students with critical knowledge and provided them with a strong foundation to enter the workforce in one of the most profitable industries in our community and county. While this is beneficial to all students, our unduplicated students benefit to a great extent because low-income and EL students fall behind when it comes to completing CTE courses and continuing their education after high school.

Technology Support Services, Technology Devices and Connectivity, Technology Infrastructure and Resources- These three actions are all being provided LEA-wide and are intended to ensure that our unduplicated students have access to technology resources and supports to allow them to fully engage with the curriculum. This is critical as shifts to distance learning and hybrid learning made it is essential for students to have access to devices and connectivity. We plan to continue using some of the systems and structures that were successful

during distance learning as we move to full in-person instruction. Therefore these actions are necessary to meet this need and ensure our students have access to 21st-century technology skills that will support them after graduation from high school. While this will benefit all students, this will benefit our unduplicated students to a greater extent because they often lack their own devices or have to share a device with multiple members of the family. Connectivity was a major concern from our low-income families during the pandemic and we intend to continue offering this service moving forward including wifi access on our school busses so students can complete assignments during long bus commutes.

Goal 4 - Maintain a positive school climate by ensuring an environment that promotes health, equity, respect, communication, dialogue, and positive relationships with all stakeholders resulting in higher attendance rates and a decrease in suspensions.

Ensuring a positive school climate is critical to the academic success of students. Over the past three years, the Wasco Union High School has made progress in this area. On the 2017 CA Dashboard, "All" students were orange with a suspension rate of 3.7%, while SED were orange with a rate of 4% and ELs were yellow with a rate of 4.4%.
Now, "All" students are blue including SED and ELs. While we are proud of this progress, we also know that the previous year and a half have been challenging for our students with the change to distance learning and hybrid learning. Attendance rates have declined when compared to the previous three school years and truancy rates have increased. Creating structures and systems to promote a positive school climate will be essential as we prepare for a full return to in-person instruction.

Stakeholder feedback also shows this need with feedback indicating a need to provide a positive school climate and increase mental health supports for students.

The overall implementation of actions and services to achieve Goal 4 primarily included staff and support services to maintain a positive school climate. While providing a positive climate is necessary for all students, the actions and services of Goal 4 are directed at meeting the needs of all unduplicated students, specifically low-income and ELs. Our low-income students were more significantly impacted by COVID-19 as many of them come from families of essential workers and as a result, have increased levels of stress from experiencing illness and the loss of loved ones during the pandemic. This added trauma can be seen in our decreased attendance rates. Additional efforts will need to be made to ensure we are providing a positive school climate that meets all our students' needs. While attendance rates dropped across the board, the drops were more significant for ELs, their attendance rate almost 10% lower when compared to all students, making the supports for these students even more critical.

By increasing safety and attendance supports, improving parent engagement, increasing opportunities to recognize and celebrate student achievements, we will provide a positive school climate that promotes increased attendance rates and decreases in suspensions.

Campus Safety, Security, and Attendance Supports, Campus Safety and Monitoring Services- Stakeholder feedback has been clear on the need to provide a safe climate. While this is important for our, our socio-economically disadvantaged population is at 87.8% with many of our students coming to school with multiple adverse childhood experiences or ACES. As a result, it is critical to our low-income students that we focus on building a positive school climate where they feel safe and have positive connections with the adults on campus.

Student Activities and Recognition- Building a positive climate for students through participation in activities and competitions is another essential component at WUHSD. This action allows us to promote participation in these events and celebrate students along the way for achievement. This is critical for our low-income and ELs who have lower attendance rates and saw declines during the most recent school year. Providing them with activities to reengage them and connect them to the school community will be a priority in the upcoming school year.

Parent Engagement, Parent Communication- Building parent capacity to support their children's education is key. Many of our families are low-income and have struggled to connect with the school culture. These efforts along with translation services are not only improving the relationship between families and the school but also helping to increase parent involvement which leads to academic success for all students but particularly our low-income students which have additional barriers.

The following LEA-wide actions are being carried over from the 2017-2020 LCAP into this new three-year cycle. Stakeholder feedback along with an analysis of data were used to determine that these actions are effective and have supported the decision to continue actions into the next three years. While the past year and a half have been full of changes for our school community, it is the desire of stakeholders that we continue with previous actions as we attempt to return to a more stable educational environment.

The following actions in Goal #1 have been deemed to be effective as basic support services continue to be provided at high levels with 100% of students having access to the instructional materials and our facilities being in "Exemplary" repair as measured by the Facilities Inspection Tool. In addition, we have been able to maintain 99% or 100% of appropriately credential staff in recent years. All of these efforts have supported high graduation rates and being blue on the 2019 Dashboard on this indicator for all students and all student groups, including our low-income and EL students. We know that we loss some gains during the pandemic but are confident that the structures in place will help us return to high graduation rates.

Goal #1
Students Monitoring Supports
Athletic, Transportation, and Supervision Supports
Athletic Resources for Students
Supplemental Instructional Supports

The following actions in Goal #2 have been deemed to be effective as our unduplicated students are seeing increases in the area of academic achievement. While still following below "All" student groups, EL increased 13.2 Points in ELA and 20.2 points in Math on the 2019 Dashboard. Low-income students also saw an increase of 4.2 points while "All" students had a declined in ELA and an increase of 9.2 points in math. While achievement gaps continue to exist, we believe the actions are promoting growth and will continue to lead to improvement in academic achievement levels.

Goal #2
Digital Supplemental Instructional Resources
Academic and SEL Support Services
Staff and Curriculum Development
Intervention Supports and Extended Learning Opportunities

The following actions in Goal #3 have been deemed to be effective as our unduplicated students are seeing increases on college and career indicators. All students were green on this indicator on the 2019 Dashboard. While still falling below "All" student groups, EL maintained a slight 0.8pt increase. This continues to be an area that we are addressing with these actions. Low-income students also saw an increase of 6.7% points on this indicator and performed in the green. These actions will allow us to continue to focus on this goal and increase performance on this indicator.

Goal #3
College and Career Services
Class Size Reduction and Additional Course Offerings
Ag Career Academy
Technology Support Services
Technology Devices and Connectivity
Technology Infrastructure and Resource

The following actions in Goal #4 have been deemed to be effective as our unduplicated students are seeing increases in the area of suspension rates with this being our highest indicator and being Blue on the 2019 Dashboard. In addition, both Low-Income and ELs were also Blue on this indicator with less than 1% of students being suspended at least once. We believe the actions in place have supported our goal of creating a positive and safe climate.

Goal #4

Campus Safety, Security, and Attendance Supports
Campus Safety and Monitoring Services
Student Activities and Recognition
Parent Engagement
Parent Communication

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 school-wide actions listed above, the following action is being provided on a limited basis to helps support the unique needs of English Learners and equip teachers to support their language acquisition leading towards proficiency. This action, in addition to the LEA actions listed above, will ensure that we are increasing and improving services for the unduplicated students by the required percentage. As mentioned above, academic achievement shows significant gaps for ELs. ELs are 63.5 points below standards in ELA and in the "very low status". An achievement gap also exists in the area of math with "All" students performing in the yellow category and 75 pts below standard while English Learners were orange and 126.3 points below standard.

Limited Action:
English Learner Support Services- The Wasco Union High School District (WUHSD or district) promotes parent, family, and community engagement in the education of English Learners by the following: English Learner (EL) Coordinator - The EL Coordinator is assigned to monitor English Learner progress, coordinate the
EL Reclassification process, and communicate with parents and the community regarding the education of English Learners. The Coordinator addresses parents and the community through letters home, automated recordings, web content, regular meetings (Back to School Night) and English Learner focused meetings that address EL topics, such as: ELAS, resources, services, the EL instructional program, reclassification, college/career planning, evaluating the district's EL program, and opportunities for parent involvement and engagement.

Our current Foster Youth count is about 4 students so at this time there are no limited actions to support this student group. Their needs will continue to be met through school-wide actions and additional support provided by our Foster Youth Liaison. The Wasco Union High School District (WUHSD or district) provides services to homeless students when applicable. The district seldom identifies more than a few homeless students annually, despite regular communication to churches, community organizations, and families regarding the services and supports available to homeless students. The district's office staff are trained and review procedures and the definition of homeless eligibility annually. When identified, the district will assist homeless students with immediate enrollment, assurance of services intended to support academic achievement, connection to local and county resources, and assistance with transportation to and from school.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$5,900,009.00	$439,765.00	$169,000.00	$234,210.00	$6,742,984.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$5,219,668.00	$1,523,316.00

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	Students Monitoring Supports	$320,861.00	$150,938.00			$471,799.00
1	2	English Learners Foster Youth Low Income	Athletic, Transportation and Supervision Supports	$338,873.00		$65,000.00		$403,873.00
1	3	English Learners Foster Youth Low Income	Athletic Resources for Students	$20,000.00				$20,000.00
1	4	English Learners Foster Youth Low Income	Supplemental Instructional Supports	$113,520.00	$200,000.00	$4,000.00		$317,520.00
2	1	English Learners Foster Youth Low Income	Digital Supplemental Instructional Resources	$149,109.00			$70,000.00	$219,109.00
2	2	English Learners Foster Youth Low Income	Academic and SEL Support Services	$676,644.00			$40,000.00	$716,644.00
2	3	English Learners Foster Youth Low Income	Staff and Curriculum Development	$320,746.00				$320,746.00
2	4	English Learners Foster Youth Low Income	Intervention Supports and Extended Learning Opportunities	$414,273.00			$70,000.00	$484,273.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	5	English Learners	English Learner Support Service	$90,707.00				$90,707.00
3	1	English Learners Foster Youth Low Income	College and Career Services	$76,501.00				$76,501.00
3	2	English Learners Foster Youth Low Income	Class Size Reduction and Additional Course Offerings	$1,822,621.00				$1,822,621.00
3	3	English Learners Foster Youth Low Income	Ag Career Academy	$442,304.00		$100,000.00		$542,304.00
3	4	English Learners Foster Youth Low Income	Technology Support Services	$254,571.00	$88,827.00		$54,210.00	$397,608.00
3	5	English Learners Foster Youth Low Income	Technology Devices and Connectivity	$180,500.00				$180,500.00
3	6	English Learners Foster Youth Low Income	Technology Infrastructure and Resources	$78,146.00				$78,146.00
4	1	English Learners Foster Youth Low Income	Campus Safety, Security, and Attendance Supports	$480,595.00				$480,595.00
4	2	English Learners Foster Youth Low Income	Campus Safety and Monitoring Services	$10,100.00				$10,100.00
4	3	English Learners Foster Youth Low Income	Student Activities and Recognition	$76,851.00				$76,851.00
4	4	English Learners Foster Youth Low Income	Parent Engagement	$17,077.00				$17,077.00
4	5	English Learners Foster Youth Low Income	Increasing Engagement with Stakeholders	$16,010.00				$16,010.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$5,900,009.00	$6,742,984.00
LEA-wide Total:	$3,544,377.00	$4,287,352.00
Limited Total:	$90,707.00	$90,707.00
Schoolwide Total:	$2,264,925.00	$2,364,925.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Students Monitoring Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	$320,861.00	$471,799.00
1	2	Athletic, Transportation and Supervision Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	$338,873.00	$403,873.00
1	3	Athletic Resources for Students	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	$20,000.00
1	4	Supplemental Instructional Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	$113,520.00	$317,520.00
2	1	Digital Supplemental Instructional Resources	LEA-wide	English Learners Foster Youth Low Income	All Schools	$149,109.00	$219,109.00
2	2	Academic and SEL Support Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$676,644.00	$716,644.00
2	3	Staff and Curriculum Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$320,746.00	$320,746.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	4	Intervention Supports and Extended Learning Opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	$414,273.00	$484,273.00
2	5	English Learner Support Service	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$90,707.00	$90,707.00
3	1	College and Career Services	LEA-wide	English Learners Foster Youth Low Income		$76,501.00	$76,501.00
3	2	Class Size Reduction and Additional Course Offerings	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Wasco High School 9-12	$1,822,621.00	$1,822,621.00
3	3	Ag Career Academy	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Wasco High School	$442,304.00	$542,304.00
3	4	Technology Support Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$254,571.00	$397,608.00
3	5	Technology Devices and Connectivity	LEA-wide	English Learners Foster Youth Low Income	All Schools	$180,500.00	$180,500.00
3	6	Technology Infrastructure and Resources	LEA-wide	English Learners Foster Youth Low Income	All Schools	$78,146.00	$78,146.00
4	1	Campus Safety, Security, and Attendance Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	$480,595.00	$480,595.00
4	2	Campus Safety and Monitoring Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,100.00	$10,100.00
4	3	Student Activities and Recognition	LEA-wide	English Learners Foster Youth Low Income	All Schools	$76,851.00	$76,851.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	**4**	Parent Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,077.00	$17,077.00
4	**5**	Increasing Engagement with Stakeholders	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,010.00	$16,010.00

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

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.

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:

  o 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)).

  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

o   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 **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

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:

- o **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.

- o **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.

- o **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:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **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.