LCFF Budget Overview for Parents

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

CDS Code: 15-63842 0000000

School Year: 2022-23

LEA contact information:
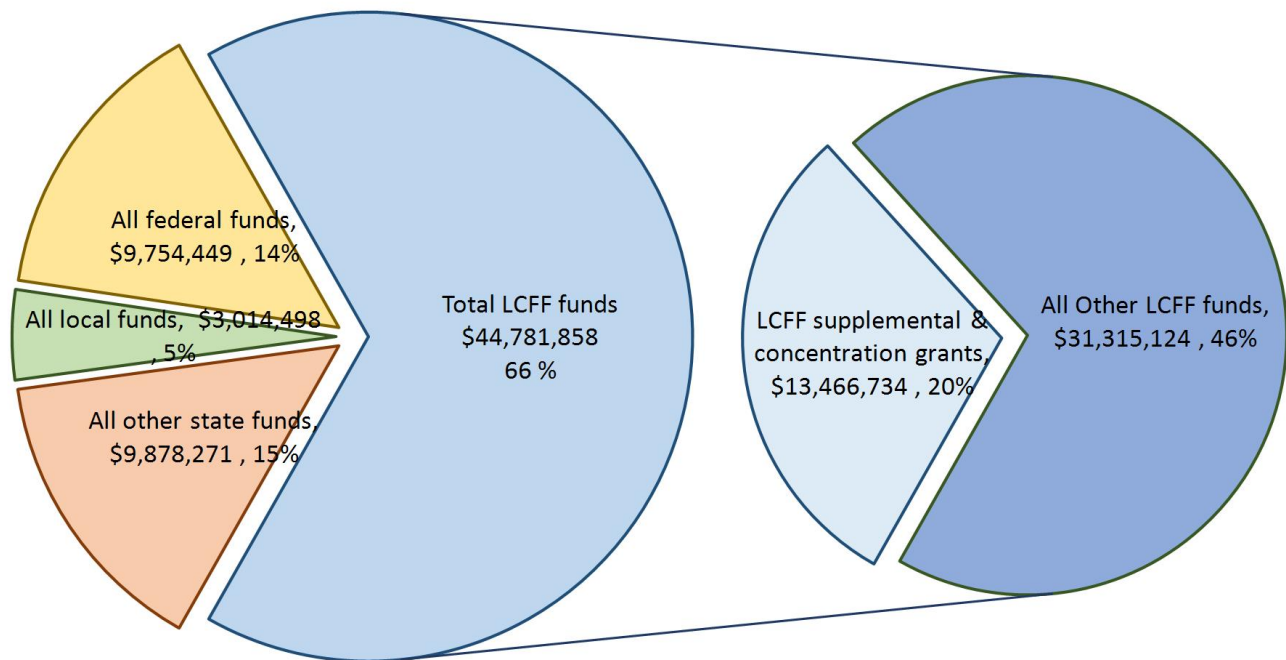
Kelly Richers

Superintendent

kerichers@wuesd.org

(661) 758-7100

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 2022-23 School Year

Projected Revenue by Fund Source

All federal funds, $9,754,449 , 14%

All local funds, $3,014,498 , 5%

All other state funds, $9,878,271 , 15%

Total LCFF funds $44,781,858 66 %

LCFF supplemental & concentration grants, $13,466,734 , 20%

All Other LCFF funds, $31,315,124 , 46%

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

The text description for the above chart is as follows: The total revenue projected for Wasco Union Elementary School District is $67,429,076, of which $44,781,858 is Local Control Funding Formula (LCFF), $9,878,271 is other state funds, $3,014,498 is local funds, and $9,754,449 is federal funds. Of the $44,781,858 in LCFF Funds, $13,466,734 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
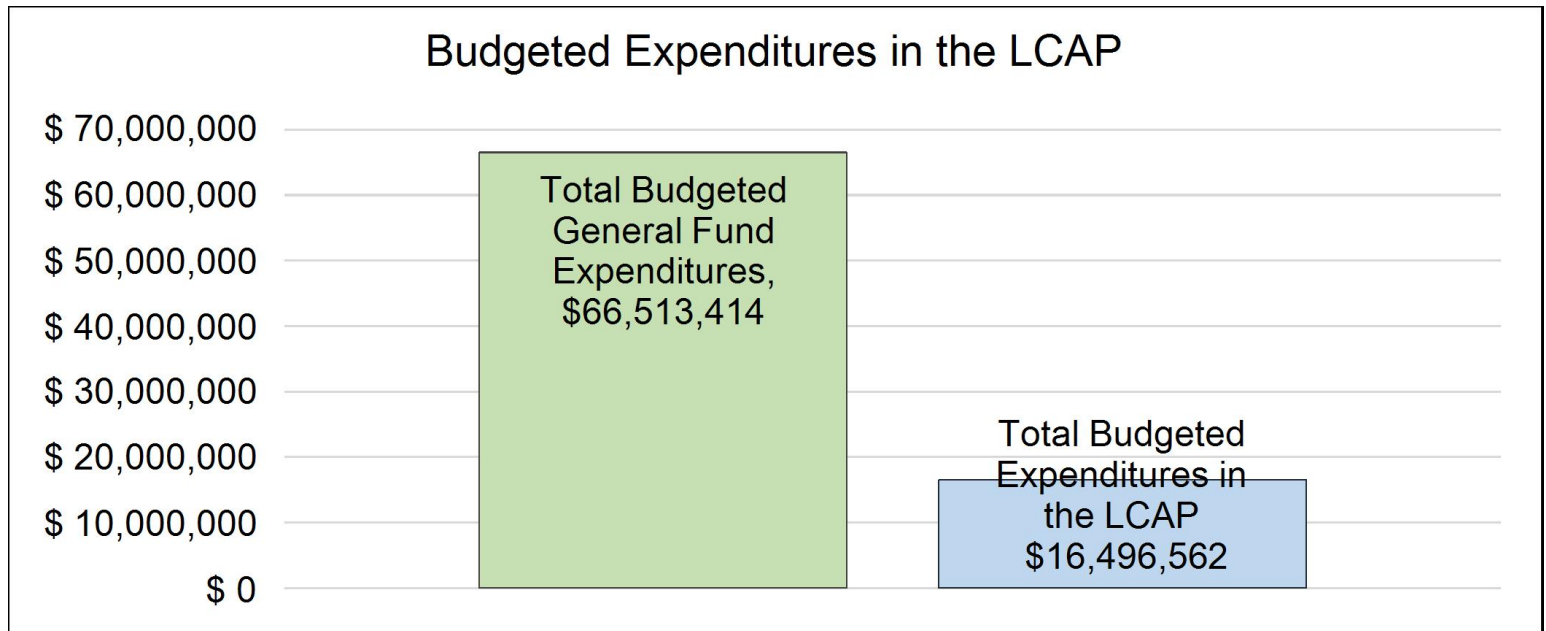
This chart provides a quick summary of how much Wasco Union Elementary School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.
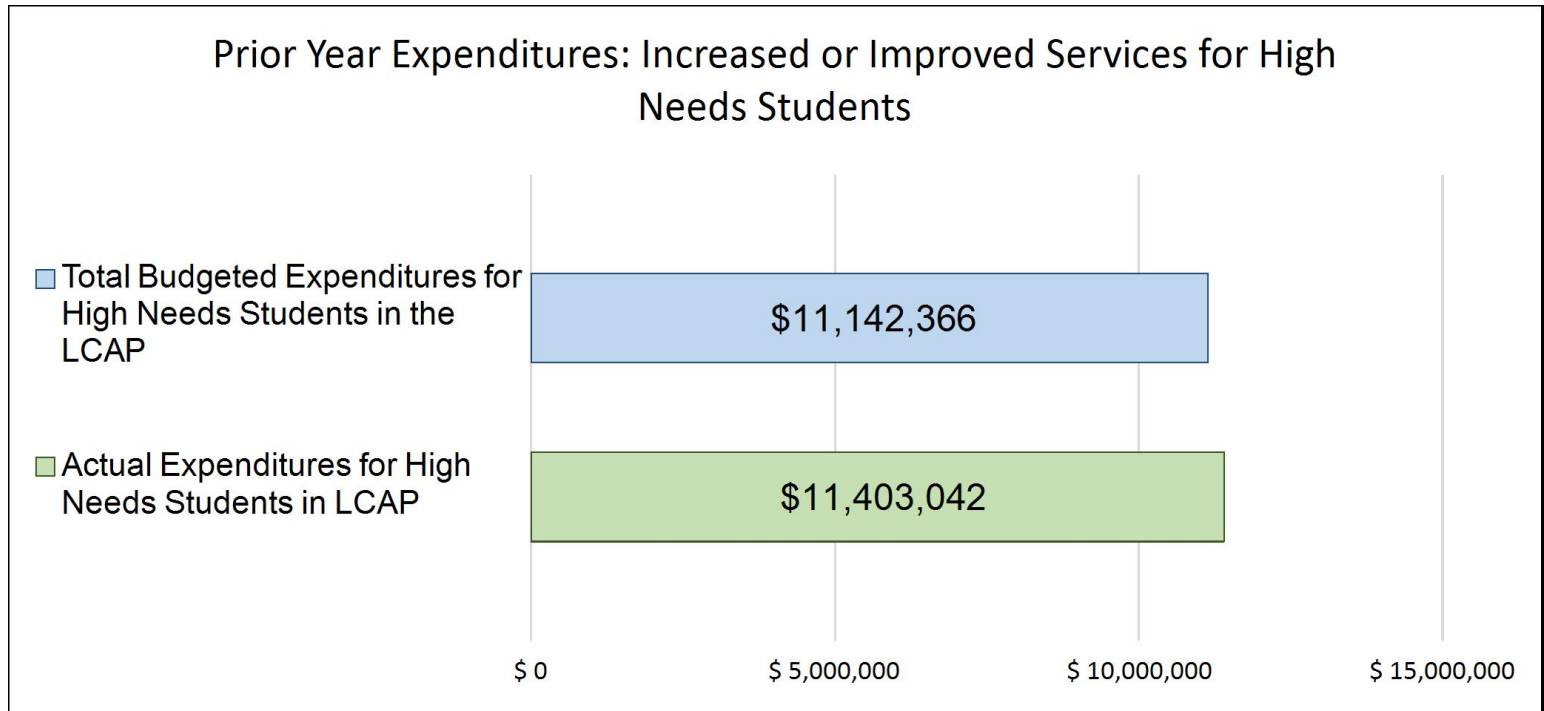
The text description of the above chart is as follows: Wasco Union Elementary School District plans to spend $66,513,414 for the 2022-23 school year. Of that amount, $16,496,562 is tied to actions/services in the LCAP and $50,016,852 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Wasco Union Elementary School District is projecting it will receive $13,466,734 based on the enrollment of foster youth, English learner, and low-income students. Wasco Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Wasco Union Elementary School District plans to spend $14,918,517 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22

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

- **Total Budgeted Expenditures for High Needs Students in the LCAP:** $11,142,366
- **Actual Expenditures for High Needs Students in LCAP:** $11,403,042

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

The text description of the above chart is as follows: In 2021-22, Wasco Union Elementary School District's LCAP budgeted $11,142,366 for planned actions to increase or improve services for high needs students. Wasco Union Elementary School District actually spent $11,403,042 for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Funds provided by the Budget Act of 2021 that were not included in the LCAP include ESSER II and ESSER III, Educator Effectiveness Block Grant, and Expanded Learning Opportunities Program.

The Wasco Union Elementary School District regularly engages with its educational partners regarding the needs of students during the COVID-19 health emergency to determine and implement the best methods to offer free and appropriate public education to the community. Such essential engagement has been no easy task within the limitations set forth by local and state public health requirements. The severity of the pandemic in the city of Wasco caused these engagement opportunities to be much more challenging. The district found its most meaningful educational partners feedback using surveys and online services. These methods include phone and text, Zoom, Google Meets, and other online social platforms. Nonetheless, the district has been largely thriving in ascertaining the concerns of educational partners to

address students' academic and social-emotional needs.

- The District Advisory Committee and the District English Learner Advisory Committee meet monthly to offer input to the district from local school sites in the district on matters related to the budgeting and expenditures of state and federal funds. These committees met in October, November, December, and January to review and provide the district direction on the best uses for these funds.
- A public meeting/forum was held on 11/09/2021 regarding the Educator Effectiveness Block Grant
- A public meeting/forum is planned for 2/08/2022 regarding the Expanded Learning Opportunities Grant

LCAP Parent and Community forums (in-person and virtual) are planned to occur in February 2022, allowing the district to gather new information from parents to realign district goals to the ever-changing teaching and learning environment created by unforeseen pandemic-created issues.

- Surveys of parents, teachers, and the community will be conducted in February and March of 2022.
- The district offers input on funding provided by the Budget Act of 2021 that allows all educational partners to speak freely about the perceived needs of the students of the Wasco Union Elementary School District.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

All six school sites in the district maintain enrollment of unduplicated students at rates exceeding 55% of the student population. The Wasco Union Elementary School District will use add-on funding to concentration grant funds toward adding support staff to Goal Three of the current year LCAP Action to provide two to three additional EL Student Coaches to support the needs of English Learners. A Coordinator of Health Services was also added to the district's staff to coordinate the response to COVID mitigation and the general health of the student body. Additionally, given the reduced availability of persons interested in working during the pandemic, the district has taken the action of increasing the hours of part-time staff to provide increased services. These positions include instructional aides, parent liaisons, health clerks, language tutors, and ASES supervisors. However, it is important to note that recent legislative action regarding funding (if passed) may impact the district negatively and require the district to utilize these funds to maintain staffing at current levels. This would necessitate the elimination of seven to ten classroom teachers across the district due to smaller than anticipated class sizes brought on by students that are still unaccounted for after a full year of distance learning in 2020-2021. The district is currently building plans for either contingency based on the outcome of the aforementioned legislation in Sacramento in the coming months.

Review the WUESD LCAP by following this link: https://www.wuesd.org/lcap

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Feedback with educational partners has been intense and ongoing throughout the pandemic. Parents of English Learners offered suggestions regarding using ESSER III funding during in-person and virtual meetings held in May of 2021. Site English Language Advisory Committees and the District English Language Advisory Committees (ELAC/DELAC). Parents raised serious concerns regarding the loss of English language acquisition due to virtual learning occurring in 2020 and 2021. Committee members suggested smaller class sizes, but given the lack of space for new classes, the district's youngest students' instructional aides were offered a possible solution.

The Parent District Advisory Committee (DAC) contributed input specifically regarding ESSER III funding during its May 2021 meeting. Though many of the suggestions focused on the modernization of existing facilities and busses, COVID safety, social needs of students, and help for teachers and staff to improve instruction were all top suggestions that impacted the development of this plan.

The following suggestions have been revisited and approved by the 2021-2022 DAC and DELAC members during public meetings held in-person and virtually.

Credentialed and classified staff were all surveyed in September 2021 to identify specific needs that could be addressed using ESSER III funds. The following were the top trending concerns:
1. Keeping schools open during COVID
2. Smaller Class Sizes
3. Classroom Aides
4. Modern Facilities (Drinking Stations and HVAC)
5. Engaging Activities for Students
6. Shaded Areas Outdoors

These comments echo parent sentiments in many areas and further justify several of the main actions outlined in the plan. (e.g., staff to keep the doors open, classroom aides, and HVAC upgrades)

The district's ESSER III Expenditure Plan can be viewed by following this link: https://www.wuesd.org/lcap

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The severity of the pandemic in the city of Wasco caused these engagement opportunities to be much more challenging. The district found its most meaningful educational partners' feedback using surveys and online services. These methods include phone and text, Zoom, Google Meets, and other online social platforms. Nonetheless, the district has been largely successful in ascertaining the concerns of educational partners to address students' academic and social-emotional needs.

Educational partners identified the following needs to be most important moving forward with in-person learning in the 2021-2022 school year:
1. A learning environment safe from the spread of COVID-19
2. Social and emotional support to students
3. Re-engagement with students that were unaccounted for during distance learning efforts, and support to students that were not successful during those efforts

Each of these seemingly straightforward efforts was met with the incredible challenge of locating and employing teams of professionals to address student needs. Funds have gone unspent as the district is still in pursuit of staff to build a sustainable program of support for the next two to three years. At the time of the writing of this report, the district still seeks qualified staff in numbers large enough to fill these needs.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Educational partners approved the overarching goals of the 2021-2022 LCAP and apply to the principally directed expenditures of LCFF supplemental and concentration funding as well as the strict expenditure guidelines of Federal Categorical Funds. The district fills any gaps in funding services and programs identified in the LCAP using any new or existing program funding to address the individual needs of every unique subgroup in the district. Many of these supplemental services for high-needs students are identified in the Single School Plans for Student Achievement at school sites. Educational partner's feedback gathered through processes established to meet the requirements of LCAP development has been hugely beneficial to the district's planning using supplemental funds from ESSER II and III, ELOP, and the Educator Effectiveness Block Grant.

All additional funding follows the goals of the district's LCAP and targets low socioeconomic, English learner, and homeless/foster subgroups. This comprehensive approach to unified planning and funding of the five goals of the current LCAP dramatically assists the district in developing and enhancing plans utilizing LCFF supplemental and Federal Categorical Funds to their maximum potential.

These relief funds were instrumental in keeping the district fully staffed during the pandemic, and have greatly assisted the district to provide resources addressing the concerns of its educational partners during the pandemic.
1. Basic instructional and supplemental supports
2. Addressing a widening gap in English Learner achievement

3. Providing increased staffing to support students
4. Improving support for the social/emotional needs of students and creating a culture for lifelong learning at every school

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:
- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:
- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP

- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are*

intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

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

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

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Wasco is a charming and unique small city tucked within surrounding almond and pistachio trees that have become the prevailing agricultural commodity in the region. As of the 2020 census, 27,047 persons were living in the city limits of Wasco.

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

One of the most significant concerns for the district is the unknown full impact of the COVID-19 pandemic on the community. Average Daily Attendance (ADA) has shrunk by 3.5% between 2020 and the pandemic's beginning. Many local businesses have folded, and unemployment has skyrocketed. California maintained some of the highest COVID contraction rates in the United States. The Wasco area was an ongoing hot spot of transmission within California due to the many "essential" farmworkers and prison employees living in the community required to report to work and unable to work remotely. Educational Partners have spent a great deal of time discussing matters and issues impacting the district during the development of this LCAP to address the specific needs of unduplicated subgroups in a post-pandemic world.

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

Additionally, steady funding for transportation infrastructure expansions and improvements has made its way to Bakersfield, Wasco's neighbor to the south, which may become a disaster for the local economy. The extension of SR 58 through Bakersfield, known as the Westside Parkway, is planned to connect SR 58 to Interstate 5 and be completed by 2023. When this project is completed, it will create a superior route for traffic. It will offer a bypass to SR 46 through Wasco and potentially strangle the businesses that depend on those motorists for their livelihood.

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

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

WUESD consists of 6 schools: four elementary schools, two middle schools, and one independent study program. The district is a School-Wide Title One District with 93% of students classified as socioeconomically disadvantaged, 88% of students qualifying for the Free and Reduced Lunch Program, and 33% of students are learning English as a second language.

WUESD's four elementary schools serve kindergarten through fifth grade—Clemens, Prueitt, Burke, and Forrest Elementary. Two middle schools—Palm Avenue and Thomas Jefferson Middle—serve grades six, seven, and eight. The Wasco Independent Study Program is on the Prueitt campus and serves kindergarten through eighth grade.

WUESD is committed to educational excellence for all, and this commitment is reflected in the achievements made by its students, faculty, staff, and leadership each school year. Grounded in excellence in academics, all students progress towards meeting standards in the core curriculum of English Language Arts, Mathematics, Next Generation Science Standards, and Social Studies. WUESD employees set high expectations with the belief that students can achieve their highest potential with a high-quality equity education. Learning in a safe environment is enabled via school safety protocols and procedures, programs, and resources to support the socioemotional growth of

students. Building educational partners, schools are welcoming places with increased opportunities for parent engagement and community involvement opportunities.

WUESD's mission is to provide all students an education that promotes lifelong learning, an appreciation for diversity, and responsible citizenship. The District's vision is Believing in Educational Excellence for All.

The schools of Wasco are viewed with great pride in the community. LCAP parent and teacher educational partner's feedback indicates largely positive attitudes toward the goals and expenditure items of the previous three-year Local Control Action Plan. (LCAP 2017-2020) Wasco's results on the California School Dashboard from 2017 to 2019 indicated steady growth on measured State Indicators, with academic indicators increasing in math, language arts, and English Learner progress for five straight school years.

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

2021 District Enrollment Demographics:
Total Enrollment = 3,455 Students
American Indian = 0.1%
Hisipanic = 94.4%
Two or More Races = 0.2%
White = 2.8%
African American = 1.5%
Filipino = .0%
Asian = 0.9%
(Source: 2021 California School Dashboard)

Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Under the direction of the California Department of Education, WUESD selected the STAR Assessments as its local 2021 end-of-the-year summative assessment platform to provide information to parents, educators, and the public about student performance and to help target resources and support. The following includes local STAR Assessments data based on the end of the year summative assessments and California School Dashboard.

Wasco Union Elementary School District Performance 2021:

Demographics: ADA = 3,455 / SED = 90.1% / EL = 33.7% / Homeless = 0.5% / Foster = 0.2% / Students with Disabilities = 8.9%
2021 STAR Assessments: ELA = 24.03% Met or Exceeded Standard / Math = 11.02% Met or Exceeded Standard
English Learners: 21.24% Making Progress Towards English Proficiency

WUESD School Performance 2021:

John L. Prueitt Elementary
Demographics: ADA = 614 / SED = 91.4% / EL = 28.5% / Homeless = 1% / Foster = 0.3% / Students with Disabilities = 7.3%
2021 STAR Assessments: ELA = 25.65% Met or Exceeded Standard / Math = 10.9% Met or Exceeded Standard
English Learners: 27.31% Making Progress Towards English Proficiency

Karl F. Clemens Elementary
Demographics: ADA = 593 / SED = 90.1% / EL = 49.9% / Homeless = .3% / Foster = 0% / Students with Disabilities = 9.3%
2021 STAR Assessments: ELA = 15.33% Met or Exceeded Standard / Math = 7% Met or Exceeded Standard
English Learners: 28.84% Making Progress Towards English Proficiency

Teresa Burke Elementary
Demographics: ADA = 570 / SED = 89.5% / EL = 31.1% / Homeless = .9% / Foster = 0% / Students with Disabilities = 11.8%
2021 STAR Assessments: ELA = 17.75% Met or Exceeded Standard / Math = 10.3% Met or Exceeded Standard
English Learners: 23.3% Making Progress Towards English Proficiency

James A. Forrest Elementary
Demographics: ADA = 591 / SED = 89.5% / EL = 33.2% / Homeless = 0.2% / Foster = .05% / Students with Disabilities = 7.8%
2021 STAR Assessments: ELA = 20.55% Met or Exceeded Standard / Math = 9.06% Met or Exceeded Standard
English Learners: 21.9% Making Progress Towards English Proficiency

Palm Avenue Middle School
Demographics: ADA = 562 / SED = 89.9% / EL = 27% / Homeless = 0.4% / Foster = 0.2% / Students with Disabilities = 10%
2021 STAR Assessments: ELA = 29.14% Met or Exceeded Standard / Math = 14.13% Met or Exceeded Standard
English Learners: 15.6% Making Progress Towards English Proficiency

Thomas Jefferson Middle School
Demographics: ADA = 525 / SED = 90.5% / EL = 32.2% / Homeless = 0.2% / Foster = 0% / Students with Disabilities = 7%
2021 STAR Assessments: ELA = 29.14% Met or Exceeded Standard / Math = 12.17% Met or Exceeded Standard
English Learners: 10.5% Making Progress Towards English Proficiency

Reflections: Successes

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

Due to the COVID-19 pandemic and the closure of schools in March 2020, a full California School Dashboard was not published in fall 2020. The successes and progress described in this section are based on WUESD's 2019 Dashboard results and more recent data (state and local) from 2019-20 and 2020-21. Overall, there are some key areas in which WUESD has made progress and has successes to highlight. In highlighting any progress, it is important to note that significant performance gaps between student groups persist for all Dashboard indicators and other local metrics.

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

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

Given the year-long pandemic and returning to in-person instruction for the 2021-2022 school year, the district with the help of all educational partners has recognized and identified areas of need and growth for the student success outlined in this section. Local assessments demonstrate that student learning loss will be substantial for many students. Educational partners' input and feedback indicate the need to continue to address students' social-emotional learning post-pandemic and for the years to come. Educational partners also are concerned that additional efforts will be needed to catch students up with instruction that may have been missed or lost due to a distance learning academic environment.

Educational Partner groups established the original goals of the Wasco Union Elementary School District LCAP in 2015. After much consideration and renewed discussion regarding the plans for the 2022-2023 LCAP, educational partners have determined to maintain the same goals for the next three-year cycle of the LCAP and eliminate goal #5. Educational Partners have suggested that Goal #5 (Students will have access to support and services to assist them in overcoming learning loss and barriers to success brought about by the COVID-19 pandemic) should be eliminated, but actions should continue and be incorporated within the existing same goals for the next three-year cycle of the LCAP. Educational Partners have also suggested funding actions to address both the known and yet unknown barriers that will limit the successful return of students to full-time and in-person instruction at students' assigned grade levels.

2022-2023 Goals of the LCAP:

1. Increased Achievement in Reading/ Language Arts and Math

2. EL Students to Become Proficient in English and Reach High Academic Standards

3. The District Shall Ensure Teacher Quality and Relevant Professional Development

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

CA School Dashboard results highlight and emphasize specific successes of the district's efforts over the years and is outlined below.

GOAL 1: INCREASED ACHIEVEMENT IN READING/ LANGUAGE ARTS AND MATH

Annual growth in English Language Arts: (ELA)
2015 = 21% Met or Exceeded Standard - 2019 = 35% Met or Exceeded Standard
2021 STAR Assessments: ELA = 24.03% Met or Exceeded Standard
Annual Growth in Mathematics:
2015 = 13% Met or Exceeded Standard - 2019 = 22% Met or Exceeded Standard
2021 STAR Assessments: Math = 11.02% Met or Exceeded Standard

Data measuring the effectiveness of students assigned to after-school intervention programs in place since 2015 do not suggest that this very expensive LCAP-funded supplemental education program was making a significant difference in student achievement. In 2019, the WUESD teachers association signed a memorandum of understanding (MOU) with the district to use those funds to extend the instruction for students by twenty minutes every day. Over a school year, additional instructional minutes will reach the equivalent of eight full additional instructional days during the school year. Each elementary school in the district tracks the extra twenty minutes for students to participate in math extension instruction each day. Middle schools shifted their schedules to provide a thirty-minute block for prescriptive intervention and enrichment instruction called, "What I need now." This additional time for student learning is data-driven, and student performance data is being monitored to determine the effectiveness of this major expenditure on the academic success of unduplicated pupils. The district intends to implement this extension of the instructional day through June 2022 and for the 2022-2023 school year to determine its effectiveness.

In addition, local 2021 STAR Assessment data indicate a slight decline in English Language Arts and Mathematics student achievement (2021 STAR Assessments: ELA = 24.03% Met or Exceeded Standard / Math = 11.02% Met or Exceeded Standard). Educational partners have suggested the continuation of the WUESD LCAP goals and funding actions to close the pandemic achievement gap and learning loss.

GOAL 2: EL STUDENTS TO BECOME PROFICIENT IN ENGLISH AND REACH HIGH ACADEMIC STANDARDS

The district began investments using LCFF and Title V to provide leadership and supplemental support to English Learner students and their families by creating EL Student Coach positions at the two sites in the district with the highest numbers in the subgroup (Karl F. Clemens Elementary & Teresa Burke Elementary). Parents of the WUESD Parent Advisory Committee first suggested the idea of such a position in

the district, and the program began in 2017-2018. Student achievement data collected on the participants demonstrates that this program can move English Learners toward progress at higher numbers than students not receiving support from EL Student Coaches. Based on the LCAP Educational Partner's feedback, the district will pursue two additional EL Student coaches to service students at the other elementary schools in the district.

In addition, K-8 district-wide literacy systems have contributed to English Learners' progress toward English Language proficiency. Having structured K-8 district-wide literacy systems has created a structure to organize and utilize available practices, resources, and personnel to meet the diverse needs of our English Learner students.

GOAL 3: THE DISTRICT SHALL ENSURE TEACHER QUALITY AND RELEVANT PROFESSIONAL DEVELOPMENT

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

Professional Development & Training Topics:
- English Learner Support
- Inclusion (Special Education)
- Educational Technology
- Explicit Direct Instruction
- Integrated ELD Across the Curriculum
- Early Literacy Strategies
- Restorative Justice
- ELD to Acquire a Second Language
- Professional Learning Communities
- Using Data to Drive Instruction
- Interim Assessments (CAASPP)
- New Teacher Development Series
- Advancement Via Individual Determination (AVID)

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

In addition, professional development preparation specifically focused on time for teacher improvement will continue to be imperative for the next three-year cycle of the LCAP. Teacher Educational Partners' feedback and input highly suggest that teacher preparation around the development and alignment of pacing guides, essential standards, and common formative assessments shall continue. Having such professional development allowed teachers and staff to prepare and meet the needs of all students during the 2020-2021 distance learning school year.

GOAL 4: THE DISTRICT SHALL PROVIDE A SAFE AND DRUG-FREE LEARNING ENVIRONMENT, A POSITIVE SCHOOL CLIMATE, AND A COLLEGE-GOING CULTURE

Several systems and supports are funded through LCAP action items that are directly responsible for this ongoing strength in the district's instructional program and for ensuring a safe and positive school culture for all students. Recent California Healthy Kids Survey data indicate that only 7% of students perceived the safety of school to be unsafe. Returning from the 2020-2021 distance learning school year having such perceived safety of school data is a success in our local data.

Prior to the pandemic, the California School Dashboard reports chronic absenteeism in the district was 6.2%. Absenteeism was well below county and state averages. Parent education on the importance of regular attendance in school has been ongoing in the district since 2010, but since the inception of LCFF and prior to the pandemic, attendance has only improved. During the 2020-2021 distance learning school year, the district provided re-engagement strategies for all students to maintain engagement during synchronous and asynchronous learning.

During the 2020-2021 distance learning school year, there were no reported suspensions or expulsions district-wide. During the 2022-2023 school year, there were a total of 34 (0.98%) students suspended district-wide and no reported expulsions (Source: Aeries SIS). Suspension rates in the district were 0.8% and declining as reported by the California School Dashboard prior to the pandemic; well below county and state averages. Building a climate of trust and respect only happens when a school welcomes and supports the diversity of its student population. Giving students a voice in the development of the LCAP has identified areas for improvement that ensure that students arrive at school ready to learn. Engaged students are not behavior problems. LCAP actions in goal four are crafted purposely to support such a school culture of respect and rigorous instruction.

Counselors played an imperative role during the 2020-2021 distance learning school year in meeting the social-emotional needs of all students. Counselors were able to provide home visits, virtual counseling sessions, virtual group counseling, and work with tier 3 social-emotional learning students. Counselors at the elementary schools have been instrumental in reaching out to parents of socioeconomically impacted students. Getting parents in touch with agencies providing health and welfare services significantly affects students coming to school ready to learn. Counselors track their services to students while maintaining anonymity for the students and families. Identifying and assisting homeless and foster youth is a priority for counselors, and LCAP and Title I funds are utilized to provide a myriad of options to help these families. Teachers and administrators both regularly recognize the academic and social-emotional benefits of having counseling services on campus on the annual teacher LCAP survey. LCAP Educational Partners agree that a second counselor or social worker might consider future LCAP years if an additional $600,000 in LCFF S/C were to be made available.

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.

WUESD's performance results for all students and for specific student groups show that improvement is needed on a systemic level and that significant inequities persist. Data from the California School Dashboard, other state reporting, and local results fail to show the accelerated growth rates that will close persistent performance gaps and achieve the district's core values. Educational Partners have emphasized the continuous need for equitable and inclusive educational programs and services for all students. This has been a call for action that includes the critical need for intensified services for students demonstrating the highest needs and the equitable allocation of resources through data-based decision-making.

Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Under the direction of the California Department of Education, WUESD selected the STAR Assessments as its local 2021 end-of-the-year summative assessment platform to provide information to parents, educators, and the public about student performance and to help target resources and support.

2019 California School Dashboard Results
ELA
Red- Special Education - 119.7 Points Below Standard
Orange - African American - 50.5 Points Below Standard
2021 STAR Assessments
ELA
Special Education - 3.57% Met or Exceeded Standard
African American - 25% Met or Exceeded Standard

2019 California School Dashboard Results
Math
Red - None
Orange - Special Education - 143.5 Points Below Standard
Orange - African Americans - 81 Points Below Standard
2021 STAR Assessments
Math
Special Education - 2.94% Met or Exceeded Standard
African American - 13.46% Met or Exceeded Standard

Chronic Absenteeism
NA

Suspensions
NA

To address these persistent and significant gaps (based on the data above), the district will continue to implement specific support for both Special Education and African American subgroups. Equally as important, staff will collaborate with colleagues across the district – in other departments and with general education – to break down obstacles and ensure that support is provided to these students broadly. This collaboration will need to include increased and improved instructional and social-emotional support for these student groups to address the significant performance gaps observed in the Dashboard data, across all indicators, and based on local measures. A key focus of the 2022-23 academic school year is the implementation and alignment of the Multi-Tiered System of Support (MTSS). Implementation of an effective MTSS will improve outcomes for ALL students - something that WUESD does need - but will particularly benefit those students who have historically lacked the necessary support to achieve their highest potential. Students with Disabilities, Foster Youth, Homeless Youth, African American students, and English Learners have been impacted the most by the COVID-19 pandemic. School site and district staff will be receiving the training, tools, and supports needed to better understand, identify, and meet the individual needs of all students - and specifically those student groups who have continuously demonstrated the most critical needs. The focal point of these efforts will be the implementation of an effective MTSS at all school sites that integrates the academic, behavioral, and social-emotional instruction and intervention supports into a tiered system so that they can best be matched to student needs. This integration will be supported by a data-based decision-making process that includes a regular review of student outcome data to assess needs and identification of the appropriate services and supports to meet those needs.

IDENTIFIED NEED: SPECIAL EDUCATION SUBGROUP

A cycle of inquiry was conducted in the fall of 2020 within the district's special education department to determine the cause of the achievement gap within the special education subgroup. The root cause analysis identified the following top finding, "Students are not coming with the necessary skills to take the assessment." Examining data collected over three years, WUESD indicates most special education students score at the "Very Low" achievement level. Comparing Wasco data for students with disabilities in ELA and Math to data for students without disabilities reflects growth needs to be made in both academic areas. There are significant differences between students with disabilities and students without disabilities. This reflects a need for growth in both academic areas for our students with disabilities. A Performance Indicator Plan (PIR) was written with a comprehensive time-bound plan to address the district's identified problem of practice and is in the process of being implemented during the 2019-2020 school year. Due to the COVID-19 pandemic, the PIR was partially implemented in the 2019-2020 school year and has continued into the partial implementation phase for the 2021-2022 school year. The PIR will continue into the full implementation phase for the 2022-2023 school year.

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

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

Opportunities for the district's youngest students with disabilities to mainstream into classrooms of their school-age peers proves a major challenge to the district. Unfortunately, due to a lack of preschools in the area to accept the district's students for mainstreaming, it appears that the only option is to create a preschool within the district. This endeavor is being studied for viability in the coming school year(s) under the new Universal Pre-Kinder (UPK) state initiative. The district will continue UPK course access for eligible students and is in line to meet the state's 4-year implementation plan.

IDENTIFIED NEED: AFRICAN AMERICAN SUBGROUP

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

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

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

LCAP Highlights

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

WUESD has maintained a clear and articulate focus on the goals of the district. The goals were established in the inception and development of our first LCAP and have been the driving force behind the clarity of leadership and stability from the WUESD school board, Superintendent, principals, teachers, and classified staff. The goals of the 2022-2023 WUESD LCAP and LEA Plan are as follows:

1. Increased Achievement in Reading/ Language Arts and Math
2. EL Students to Become Proficient in English and Reach High Academic Standards
3. The District Shall Ensure Teacher Quality and Relevant Professional Development
4. The District Shall Provide a Safe and Drug-free Learning Environment, a Positive School Climate, and a College-Going Culture

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

These original goals were reviewed during the months of February - April 2022 by the LEA's Parent Advisory groups (District Advisory Committee, District English Advisory Committee, Site-Based LCAP Parent Nights, etc). A review of Educational Partners feedback demonstrated concern regarding learning regression created from a lack of in-person instruction lost to the COVID-19 pandemic. After deliberation by Educational Partners, the final result, agreed upon by teachers and the LEA's Parent Advisory groups, now includes four comprehensive goals for the upcoming three-year duration and the elimination of one comprehensive goal - Students will have access to supports and services to assist them in overcoming learning loss and barriers to success brought about by the COVID-19 pandemic. Educational Partners have suggested that Goal #5 (Students will have access to support and services to assist them in overcoming learning loss and barriers to success brought about by the COVID-19 pandemic) should be eliminated, but actions should continue and be incorporated within the existing same goals for the next three-year cycle of the LCAP. Educational Partners have also suggested funding actions to address both the known and yet unknown barriers that will limit the successful return of students to full-time and in-person instruction at students' assigned grade levels.

Each action outlined in this document aligns with one of the four goals and is crafted to increase and enrich services to core academic and social/emotional programs for targeted unduplicated students across the district. In many cases, funding from other sources is used to enhance an action item further to ensure equity and offer the maximum positive impact on identified student subgroups most in need of academic support and enrichment. Funding from other sources includes:

1. Title I Part A
2. Title II
3. Title III
4. Title IV Part A

5. Title V
6. ESSER I
7. ESSER II
8. ESSER III
9. ELO Grant
10. ELO Program
11. Educator Effectiveness Block Grant
12. CARES Act
13. State & Federal Special Education Funding
14. Title I Migrant
15. GEER II
16. ASES
17. Lottery
18. Medi-Cal Billing Option

The four goals of the LCAP serve as the goals of all programs and services across the district. Through LCFF Base, including all federal and state categorical sources, funding is allocated to fit these goals to further build upon services. Supports to underserved student subgroups are outlined in this LCAP document primarily using LCFF Supplemental and Concentration Dollars.

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

Supports provided to students in the LCAP have been determined to be above the basic level services required by the district to operate its regular academic program. The district's goal is to support the "whole child" throughout the day with quality academics, social-emotional support, parent involvement, and equitable access to core and supplemental academic offerings. Refining the expenditures of LCFF Supplemental and Concentration funds continues each year using various methods to ensure funds are principally directed toward unduplicated student subgroups whenever possible. Services offered during the 2022-2023 school year and the evidence of their effectiveness shall be fully outlined in this document.

Comprehensive Support and Improvement

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

Schools Identified

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

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

N/A

Support for Identified Schools

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

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

N/A

Monitoring and Evaluating Effectiveness

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

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Throughout the LCAP development process, the LEA receives input on a variety of district programs and services provided to students. This process consists of two objectives: 1) Inform educational partners of progress towards meeting the district's LCAP goals and, 2) Determine changes or additions needed to meet current goals. The process provides a broad group of educational partners an opportunity to review progress, provide input, and support the implementation of actions through meaningful feedback. Feedback was gathered using the following strategies: surveys, school site meetings, and parent/partnership committees. While the LEA considers all feedback in relation to district goals and identified needs, not all expressed needs can be addressed in the LCAP due to limited LCFF resources. The LEA has engaged Educational Partners during the 2021-22 school year as follows:

1. School Site Council (SSC) meetings - 6 School Sites
2. English Language Advisory Committee (ELAC) - 6 School Sites
3. District Advisory Meetings (DAC)
4. District English Language Advisory (DELAC) Subcommittee
5. 2022 LCAP Teacher and Staff Input Survey
6. WUESD Community Advisory Committee
7. 2022 LCAP Parent Survey
8. 2022 Student California Healthy Kids Survey
9. E-mailed comments specific to the LCAP (lcap@wuesd.org)
10. 2022 LCAP Parent and Community Forums - 6 School Sites (Virtual Meetings)
11. Wasco Elementary Teacher's Association (WETA) Consultation Meeting
12. CSEA Consultation Meeting
13. Administrative Cabinet Meetings
14. Special Education Performance Indicator Review Meetings
15. 2022 LCAP Principals Survey
16. Wasco Union Elementary School District Board Meetings
a. Special 2022 Public Hearing for LCAP Input (June 2022)

Educational Partners Engagement Outcomes:

Outlined below are the main contributors to the actions of the LCAP for the 2022-2023 school years.

Parent and Community Educational Partners Meetings - 6 School Sites (Virtual Meetings - The district promoted and held virtual LCAP/LCFF educational partner's parent meetings for each school site. These parent meetings were conducted in Spanish, and a duplicate second meeting was held in English. The district shared performance data at these meetings in conjunction with an overview of the primary goals of the 2022-2023 LCAP. Parents were asked to offer comments, ideas, and suggestions (verbally or in writing) on ways the district can improve

services to students. (particularly low-socioeconomic, English Learners, homeless/foster youth, and special education students). Though these meetings have historically had low attendance, the district gathered helpful feedback to help guide this year's plan and justify several important LCAP actions.

Supplemental LCAP Planning Public Hearing - Each year since 2017, the WUESD Board of Trustees conducts a supplemental public hearing requesting comments or questions about the LCAP before its final development. This year, the Board of Trustees held its public hearing during the June 7, 2022, regular board meeting.

Parent and Student Surveys - During the winter of 2022, all students in grades five and eight participated in the California Healthy Kids Survey (CHKS) to measure and monitor growth in student contentedness with the schools. Parent LCAP surveys were administered online to all district families during the month of March 2022. The data gathered from this instrument provided the district with the best comprehensive data on how parents perceive the district and input on supplemental programs and services that parents want for their children.

Staff surveys (credentialed and classified employees) are another valuable resource to help determine the best use of LCFF S/C funding. During the month of March 2022, all staff was encouraged to complete an annual survey of the previous year's LCAP. The survey evaluates the plan's effectiveness and allows the team to offer ideas and suggestions for the coming school year. There is high participation in this survey each year, and the data gathered by this instrument help substantiate many expenses related to district goals and actions.

On Monday, March 16, 2022, the district met with members of the Wasco Elementary Teachers Association to review the association's input and review the goals and actions of the LCAP.

On Monday, March 10, 2022, the district met with members of the CSEA to review the association's input and review the goals and actions of the LCAP.

An extensive collaborative meeting between WUESD and the Kern County SELPA to discuss special education services related to LCFF S/C and the LCAP occurred on March 22, 2022.

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

The LCAP was presented to the DELAC on March 16, 2022. The committee reviewed English learner progress and implementation of actions relating to English learners. The superintendent responded to the committee's questions on March 18, 2022.

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

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

Before the adoption of the LCAP at the June 28, 2022 Board Meeting, a public hearing was held to seek recommendations and comments from members of the public on June 7, 2022. The agenda for this public hearing was posted on June 3, 2022, and included the location where the LCAP could be accessed and an invitation to submit written comments regarding the specific actions and expenditures included in the LCAP. The Board asked questions and provided input regarding action steps and listened to comments from parents and community members regarding specific actions in the LCAP.

A summary of the feedback provided by specific educational partners.

Strengths and areas of need were identified as a result of an analysis of feedback from all educational partners. While not every piece of feedback is included, some trends that emerged from this feedback are listed below.

Extended Learning
- Summer school (parents and students)
- After-school intervention and enrichment (parents and students)
- Longer school hours (parents)
- Performing Arts (teachers and staff)

Additional Staff Training
- Academic and behavioral response to intervention (teachers and SELPA consultation)
- Reading literacy so that students could be reading at grade level (teachers and administration)
- Student preparation for the next grade level in math at the end of the school year (teachers)
- Social-emotional and mental health (teachers, classified staff, certificated staff, and parents)
- Classified staff training on effectively interacting with students and parents (parents)
- Professional Learning Communities (administration)
- CAASPP Interim and Block Assessments (teachers and administration)

English Learner Support
- Integrated ELD (teachers and administration)
- EL Student Coach (teachers and administration)

Social-Emotional Support
- Mental health interventions (parents, teachers, and administration)

- Restorative practices (parents and administration)
- Counselor support for social-emotional and mental health support (teachers, classified staff, certificated staff, and parents)

Student Engagement
- Performing arts classes (parents and community)
- After school support for all students (parents)
- Student incentives (classified staff, certificated staff, and parents)
- Access to electives for all students (students and parents)

Parental Involvement
- Parent education and awareness via parent university (classified staff, certificated staff, and parents)
- Helping children at home with academic, behavior, and social-emotional support (parents)
- Training parents how to motivate their children (parents)

Other Trends
- Enhancing AERIES Parent Communicator (teachers, classified staff, certificated staff, and parents)
- Student behavior support (SELPA consultation, teachers, classified staff, certificated staff, and parents)
- Staff shortages (administration)
- Improve school culture and climate (students and parents)

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

While the LEA considers all feedback in relation to district goals and identified needs, not all expressed needs can be addressed in the LCAP due to limited LCFF resources. Some feedback has been addressed in other improvement plans, including the ESSER III Expenditure Plan. The following revisions to the LCAP were made in response to input from educational partners:

Educational Partners have suggested that Goal #5 (Students will have access to support and services to assist them in overcoming learning loss and barriers to success brought about by the COVID-19 pandemic) should be eliminated, but actions should continue and be incorporated within the existing same goals for the remainder of this LCAP cycle.

Goal 1 Action 8 will expand in an effort for K-3 Teachers to Lower Class Sizes. This expansion will include expanding the number of instructional aides in the K-3 grade levels. This expansion was based on input from teachers and parents.

The district will expand EL Student Coaches in Action 2d: EL Student Coaches under Goal 2. EL Student Coaches will now be expanded to all elementary schools to meet the needs of EL students and support the district-wide EL integration efforts. This expansion was based on input from teachers and parents.

The district will expand textbook and curriculum adoption in Action 5: District Curriculum Committee Goal 3. LCAP/LCFF rollover funds will be designated for the adoption of a new curriculum (Math) along with the district curriculum committee planning around the new curriculum adoption. This expansion was based on input from teachers and administration.

It is important to note that curriculum adoption is not a requirement for LEAs. Based on Educational Partners' feedback, the district will continue textbook and curriculum adoption Action in an effort to meet the academic needs of the district's unduplicated student group. The district will continue this action as a contributing action item.

The Measuring and Reporting Results sections of all Goals will remain the same due to the COVID-19 pandemic. The COVID-19 pandemic suspended Califonia Dashboard measures and CAASPP state testing. Local measures of STAR Assessments will be included in portions of the Measuring and Reporting Results and will serve as local data measures. The district will set desired outcomes based on the previous year's (baseline year) LCAP Measuring and Reporting Results.

Educational partners' input influenced the expansion of our health services and maintenance, operations, and transportation departments. Based on such input, the district has expanded to include a health services coordinator that will serve as the supervisor of all district health and COVID-19 mitigation services. The maintenance, operations, and transportation department will expand district-wide in an effort to have a direct impact on EL, Foster and Homeless, and low-income students.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Student achievement data from the 2019 California Dashboard indicates that ENGLISH LANGUAGE ARTS DASHBOARD RESULTS was a District Average of -40.2 points below standard - An increased 8.1 Points and MATHEMATICS DASHBOARD RESULTS was a District Average - of 73.7 points below standard - Increased 10.5 Points. This data suggests a continued focus on the increase and expansion of basic educational services specifically aimed to improve academic achievement in English Language Arts and Mathematics. Year 1 outcome data for the percentage of teachers being fully credentialed dropped from 99.99% to 91%. Returning to in-person instruction in the 2021-2022 school year the district found it challenging to acquire fully credentialed teachers due to teacher shortages and pressured time to hire independent studies teachers to meet COVID-19 protocols.

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

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A. Teachers appropriately assigned and fully credentialed for assignment	1A. 99.99% of teachers were found to be fully credentialed and assigned appropriately as per the KCSOS/CDE credential audit for 2020. (2020 is considered non-consequential year for teacher misassignments)	1A. 91% of teachers were found to be fully credentialed and assigned appropriately as per the KCSOS/CDE credential audit for 2021. Due to the COVID-19 pandemic approximately 8% of teachers were hired under waiver teacher permits.			1A. 100% of teachers will be fully credentialed and assigned adequately as per the KCSOS/CDE credential audit for 2023.
1B. Pupil access to standards-aligned materials	1B. Instructional Materials were at 100% sufficiency as measured by the	1B. Instructional Materials were at 100% sufficiency as measured by the			1B. Instructional Materials will be at 100% sufficiency as measured by the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Wasco 2020 Williams Act review.	Wasco 2021 Williams Act review.			Wasco 2023 Williams Act review.
1C. School facilities maintained in good repair	1C. All schools received "good/exemplary" ratings as measured by the Wasco 2020 Williams Act review	1C. All schools received "good/exemplary" ratings as measured by the Wasco 2021 Williams Act review.			1C. All schools will receive "good/exemplary" ratings as measured by the Wasco 2023 Williams Act review
4A. Statewide assessments	4A. State Assessments 2019 ENGLISH LANGUAGE ARTS DASHBOARD RESULTS District Average -40.2 points below standard - Increased 8.1 Points John L. Prueitt Elementary - 14 points below standard - Increased 7 Points Karl F. Clemens Elementary - 54.9 points below standard - Maintained 2.8 Points James A. Forrest Elementary - No Data	4A. State Assessments Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. 2019 Dashboard results will be used for Year 1 Outcome 2019 ENGLISH LANGUAGE ARTS DASHBOARD RESULTS District Average - 40.2 points below standard - Increased 8.1 Points John L. Prueitt Elementary - 14 points below standard - Increased 7 Points			4.A.i. ENGLISH LANGUAGE ARTS DASHBOARD RESULTS District Average - 34 points below standard - Increase of 15% over 2019 results John L. Prueitt Elementary - 12 points below standard - Increase of 15% over 2019 results Karl F. Clemens Elementary - 47 points below standard - Increase of 15% over 2019 results James A. Forrest Elementary - 34 points below standard - Increase of 15% over

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	- New School Opened 2019 Teresa Burke Elementary - 29.8 points below standard - Increased 17.9 Points Thomas Jefferson Middle - 49.3 points below standard - Increased 11.8 Points Palm Avenue Middle School - No Data - New School Opened 2019 2019 MATHEMATICS DASHBOARD RESULTS District Average - 73.7 points below standard - Increased 10.5 Points John L. Prueitt Elementary - 43.6 points below standard - -Increased 10.1 Points	Karl F. Clemens Elementary - 54.9 points below standard - Maintained 2.8 Points James A. Forrest Elementary - No Data - New School Opened 2019 Teresa Burke Elementary - 29.8 points below standard - Increased 17.9 Points Thomas Jefferson Middle - 49.3 points below standard - Increased 11.8 Points Palm Avenue Middle School - No Data - New School Opened 2019 2019 MATHEMATICS DASHBOARD RESULTS District Average - 73.7 points below standard			2019 district average results Teresa Burke Elementary - 25 points below standard - Increase of 15% over 2019 results Thomas Jefferson Middle - 42 points below standard - Increase of 15% over 2019 results Palm Avenue Middle School - 34 points below standard - Increase of 15% over 2019 district average results 4.A.ii. MATHEMATICS DASHBOARD RESULTS District Average - 63 points below standard - Increase of 15% over 2019 results John L. Prueitt Elementary - 37 points below standard -

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Karl F. Clemens Elementary -79.3 points below standard - Increased 7.1 Points James A. Forrest Elementary - No Data - New School Opened 2019 Teresa Burke Elementary - 50 points below standard - Increased 17.1 Points Thomas Jefferson Middle - 99.4 points below standard - Increased 19.8 Points Palm Avenue Middle School - No Data - New School Opened 2019 2018-2019 CALIFORNIA SCIENCE TEST (CAST) RESULT % Meeting or Exceeding Standards 5th Grade 15.44%	- Increased 10.5 Points John L. Prueitt Elementary - 43.6 points below standard - -Increased 10.1 Points Karl F. Clemens Elementary -79.3 points below standard - Increased 7.1 Points James A. Forrest Elementary - No Data - New School Opened 2019 Teresa Burke Elementary - 50 points below standard - Increased 17.1 Points Thomas Jefferson Middle - 99.4 points below standard - Increased 19.8 Points Palm Avenue Middle School - No Data - New School Opened 2019			Increase of 15% over 2019 results Karl F. Clemens Elementary - 67 points below standard - Increase of 15% over 2019 results James A. Forrest Elementary - 63 points below standard - Increase of 15% over 2019 district average results Teresa Burke Elementary - 43 points below standard - Increase of 15% over 2019 results Thomas Jefferson Middle - 85 points below standard - Increase of 15% over 2019 results Palm Avenue Middle School - 63 points below standard - Increase of 15% over 2019 district average results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	8th Grade- 13.73%	2018-2019 CALIFORNIA SCIENCE TEST (CAST) RESULT % Meeting or Exceeding Standards 5th Grade 15.44% 8th Grade- 13.73%			2023-2024 Goal: YELLOW OR ABOVE IN ALL INDICATORS • All Subgroups 2023-2024 CAST Goal % Meeting or Exceeding Standards 5th Grade 20% 8th Grade- 16%
4B. Percentage of pupils who successfully completed A-G requirements	4B. Percentage of pupils who successfully completed A-G requirements N/A	4B. Percentage of pupils who successfully completed A-G requirements N/A			4B. Percentage of pupils who successfully completed A-G requirements N/A
4C. Percentage of pupils who have successfully CTE pathways	4C. Percentage of pupils who have successfully CTE pathways N/A	4C. Percentage of pupils who have successfully CTE pathways N/A			4C. Percentage of pupils who have successfully CTE pathways N/A
4D. Percentage of pupils completing A-G	4D. Percentage of pupils completing A-G	4D. Percentage of pupils completing A-G			4D. Percentage of pupils completing A-G

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and CTE sequences/programs	and CTE sequences/programs N/A	and CTE sequences/programs N/A			and CTE sequences/programs N/A
4E. Percentage of EL pupils making progress toward English proficiency	4E. Percentage of EL pupils making progress toward English proficiency Baseline Data from 2018-2019 ELPAC Administration (From California Dashboard) (19-20 not available) 2019 - 44.1% making progress towards English language proficiency LISTENING Well Developed - 21.48% Somewhat/Moderately - 61.58% Beginning - 16.93% Total number of students by grade for all levels - 1,194 SPEAKING	4E. Percentage of EL pupils making progress toward English proficiency As measured by local data - 2021 21.24% Making Progress Towards English Proficiency LISTENING Well Developed - 14.65% Somewhat/Moderately - 65.22% Beginning - 20.13% Total number of students by grade for all levels - 1,223 SPEAKING Well Developed - 28.56% Somewhat/Moderately - 50.08% Beginning - 21.36%			4E. Percentage of EL pupils making progress toward English proficiency 15% Increase from Baseline Data on 2018-2019 ELPAC Administration 2023-2024 School Year - 51% making progress towards English language proficiency (Districtwide) LISTENING Well Developed - 29% Somewhat/Moderately - 57% Beginning - 14% Total number of students by grade for all levels - 1,194 SPEAKING Well Developed - 39%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Well Developed - 34.04% Somewhat/Moderately - 49.62% Beginning - 16.34% Total number of students by grade for all levels - 1194 READING Well Developed - 5.9% Somewhat/Moderately - 54.25% Beginning - 39.85% Total number of students by grade for all levels - 1194 WRITING Well Developed - 17.10% Somewhat/Moderately - 62.85% Beginning - 20.05% Total number of students by grade for all levels - 1194	Total number of students by grade for all levels - 1,223 READING Well Developed - 5.73% Somewhat/Moderately - 46.07% Beginning - 48.20% Total number of students by grade for all levels - 1,223 WRITING Well Developed - 6.14% Somewhat/Moderately - 60.64% Beginning - 33.22% Total number of students by grade for all levels - 1,223			Somewhat/Moderately - 47% Beginning - 14% Total number of students by grade for all levels - 1194 READING Well Developed - 7% Somewhat/Moderately - 56% Beginning - 37% Total number of students by grade for all levels - 1194 WRITING Well Developed - 20% Somewhat/Moderately - 63% Beginning - 17% Total number of students by grade for all levels - 1194
4F. English Learner reclassification rate	4F. 2020-2021 English Learner reclassification rate (DataQuest)- 5.8%	4F. 2021-2022 English Learner reclassification rate (DataQuest) - 16.3%			4F. English Learner Reclassification Rate Goal 12%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4G. Percentage of pupils passing AP exam with 3 or higher	4G. Percentage of pupils passing AP exam with 3 or higher N/A	4G. Percentage of pupils passing AP exam with 3 or higher N/A			4G. N/A
4H. Percentage of pupils who demonstrate EAP	4H. Percentage of pupils who demonstrate EAP N/A	4H. Percentage of pupils who demonstrate EAP N/A			4H. N/A
7A. Extent to which pupils have access to and are enrolled in a broad course of study (EC 51210/51220)	7A. Extent to which pupils have access to and are enrolled in a broad course of study (EC 51210/51220) All students are enrolled in a broad course of study as defined by Ed. Code and measured and demonstrated by each site's 2020-2021 master schedule.	7A. Extent to which pupils have access to and are enrolled in a broad course of study (EC 51210/51220) All students are enrolled in a broad course of study as defined by Ed. Code and measured and demonstrated by each site's 2021-2022 master schedule (2021-2022 Aeries Local Data).			7A. Extent to which pupils have access to and are enrolled in a broad course of study (EC 51210/51220) All students will be enrolled in a broad course of study as defined by Ed. Code and measured and demonstrated by each site's 2023-2024 master schedule.
7B. Extent to which pupils have access to and are enrolled in	7B. Extent to which pupils have access to and are enrolled in	7B. Extent to which pupils have access to and are enrolled in			7B. Extent to which pupils have access to and are enrolled in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
programs/services for unduplicated pupils	programs/services for unduplicated pupils 100% participation within supplemental services and programs provided by LCFF and outlined in the district's LCAP are provided to unduplicated students and can be verified by 2020-2021 master course schedules.	programs/services for unduplicated pupils 100% participation within supplemental services and programs provided by LCFF and outlined in the district's LCAP are provided to unduplicated students and can be verified by 2021-2022 master course schedules (2021-2022 Aeries Local Data).			programs/services for unduplicated pupils 100% participation within supplemental services and programs provided by LCFF will be outlined in the district's LCAP and will be provided to unduplicated students to be verified by 2023-2024 master course schedules.
7C. Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs	7C. Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs. 100% of exceptional needs students participated fully in the core instructional and supplementary programs of the district except in cases mutually determined in a student's Individualized	7C. Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs. 100% of exceptional needs students participated fully in the core instructional and supplementary programs of the district except in cases mutually determined in a student's Individualized			7C. Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs. 100% of exceptional needs students will participate fully in the core instructional and supplementary programs of the district except in cases mutually determined in a student's Individualized

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Education Plan (IEP) where a more restrictive educational learning environment is deemed best for a student's needs. 100% of IEPs are reviewed for appropriate course access annually.	Education Plan (IEP) where a more restrictive educational learning environment is deemed best for a student's needs (2021-2022 SIRAS Local Data). 100% of IEPs are reviewed for appropriate course access annually (2021-2022 SIRAS Local Data).			Education Plan (IEP) where a more restrictive educational learning environment is deemed best for a student's needs. 100% of IEPs will continue to be reviewed for appropriate course access in 2023.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Fulltime Library Secretary/Clerks at All Schools	The district shall offer efficient and reliable supplemental support services for all site libraries. Each school library will be adequately staffed with support personnel. Library Secretary/clerks enhance access to library services for all students throughout the day and after school as scheduled. Libraries will be open to parents of students to help ensure families with the greatest needs have access to a selection of age-appropriate literature at home. This action greatly benefits low-socioeconomic families, English learners, and foster/homeless students. Full-time positions for site libraries would not be possible without utilizing supplemental and concentration funding. Cost includes employee benefits and extra hours as necessary.	$500,656.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Six Libary Clerks Position Numbers #92301 #112302 #122301 #132301 #142234 #200053		
1.2	Classroom Educational Technology	Each of the district's five schools in the district shall be budgeted $50,000 annually toward building a stronger educational technology program as needed at each site. Equitable access to educational technology requires the district's investment in equipment and services to ensure students in the low-socioeconomic subgroup are exposed to the equivalent technology and supplemental equipment used by all students in the district. The technology requirements of each school shall follow the District's long-term plan for computer and network equipment replacement. The technology department will evaluate the district/site need each year of the LCAP to determine the amount appropriate for site upgrades of hardware and/or software. This action specifically is crafted to maintain a 1:1 student-to-computer ratio across the district using the latest educational technology instructional methodologies. This action to increase access to technology across the district is designed to ensure that SED students have equal access to technology and digital content. The actual costs related to this action could vary significantly over the three-year LCAP cycle as costs are difficult to project year over year. Items on a rotational replacement schedule in the district include the following:	$1,935,408.00	Yes

Action #	Title	Description	Total Funds	Contributing
		- Chromebooks - ViewSonic Presentation Boards - Printers - Document Cameras - Network Infrastructure - I/O Devices - Presentation Equipment - Teacher and Staff Computer Units - Teacher Laptop Devices - Additional supplies as necessary The above-listed technology would not be available to students without LCFF S/C grant funding.		
1.3	Educational Technology Specialist	A District Instructional Technology Specialist must oversee the District's implementation of its supplemental educational technology program. Services conducted by the Educational Technology Specialist are principally directed toward low socioeconomic and English Learner subgroups to ensure that students with no experience using technology at home have equitable access compared to their peers. Teacher Surveys indicate this position is critical to the momentum of supplemental educational technology programs made possible through supplemental and concentration funding. Cost includes employee benefits. One Full-time Educational Technology Specialist Position Number #160008	$142,191.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Classified Technology Support Personnel	Technology Support Personnel work alongside the District Technology Coordinator and the District Educational Technology Specialist. It is the responsibility of these staff members to ensure that all technology services funded through the LCAP to increase technology services for unduplicated students are in good working order for both students and teachers. The 1:1 student to computer ratio maintained using S/C funding could not be maintained in the district without dedicated support personnel. Cost includes employee benefits and anticipated extra hours for services to students. Four Classified Technology Support Personnel Position Numbers #24 #102417 #102419 #170044	$409,322.00	Yes
1.5	Online Educational Support Services	Supplemental online services are a critical component of the district's educational technology efforts under LCAP. The one-to-one student to device ratio created under this plan requires the district to precisely identify the needs of unduplicated students to provide them with online resources at their challenge level. This instructional support covers mathematics, English language arts, ELD (designated and integrated), science, health, and social science. Students access these resources during tier-II intervention times and universal access instructional time. Each program allows the district to track students' progress and will enable teachers to make adjustments to learning goals as necessary. Multi-year contracts are maintained for certain services to obtain	$331,291.00	Yes

Action #	Title	Description	Total Funds	Contributing
		licensing at a discount. The total cost of these services will fluctuate accordingly. Programs included in this action are as follows: • Lexia - Greenfield Learning • Reading-Plus - Greenfield Learning • Ellevation - Ellevation • Destiny, Web Path Express, and Title Peak - Follett		
1.6	Technology Support Services - Contracted	There are various services required to maintain a computer network that services nearly five thousand LCAP funded computers and devices at any given time. The district depends on several outside service providers to keep students safe, monitor their activities, and ensure a stable and reliable online experience during instructional hours. Listed below are the supplemental services necessary for the district's educational technology program to be successful. The service contracts below are generally updated each year. Network service contracts are as follows: • Compellent, VMware, Dell R720, and Pro support - Novacoast (server support) • AMS.Net (Network Backup) • Raptor - Raptor Technologies (digital security for schools) • School Loop (website support) • Go Guardian - Liminex (device monitoring) • Sophos - Total Tech Internations (cybersecurity) • Dell Sonic Wall - Sacramento Technology Group (firewall) • Smart Learning Suite - SMART Technologies (smartboard software) • AMS - AMS Licensing - (technology support)	$142,167.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	District Supplemental Programs Oversight - Administration	A proportional percent of the WUESD Assistant Superintendent of Instruction (67%) salary is paid from LCFF to oversee the supplemental instructional programs and improvements outlined in the LCAP. The work assigned to this individual is to provide support above the base instructional needs and services to benefit non-duplicated students. This employee's time is monitored to ensure that an equivalent amount of time on the job focuses on LCAP activities. Benefits to Unduplicated Subgroups: • English Learner - Monitoring of progress data of English Learners including observation and evaluation of educational programs serving English Learners (Goal 2) • Low Socioeconomic - Monitors core and supplemental educational programs for SED students and meets with principals to ensure LCAP services are coordinated to best serve the subgroup (Goals 1 and 2 and 3) Similarly, 80% of the Assistant Superintendent of Student Service's salary is charged to LCFF S/C funding. The work assigned to this individual is to provide support above the base instructional programs and services to benefit non-duplicated students. This employee's time is also recorded and reported to ensure that a proportionate amount of time on the job focuses on LCAP activities. Benefits to Unduplicated Subgroups: Low Socioeconomic and Homeless/Foster - Oversight of programs and services provided to students and families to increase school involvement, student health, social and emotional needs, including school climate and safety matters. (LCAP Goals 1, 4, and 5) Cost includes employee contractual benefits as outlined in personnel files. Two Partially Funded Positions Position Numbers #160008	$327,002.00	Yes

Action #	Title	Description	Total Funds	Contributing
		#101703		
1.8	Teachers to Lower Class Sizes	The district maintains additional teachers above base LCFF funding to decrease class sizes to foster increased student and teacher interactions and ultimately increase student achievement. This LCAP action directly benefits unduplicated students and increases the likelihood of reading mastery for these children by the end of 3rd grade. Associated costs include employee benefits. 13 Positions (K-3 Teachers) 16 Instructional aides	$2,522,537.00	Yes
1.9	Alternative to Suspension Program (ATS)	The district has identified Palm Avenue and Thomas Jefferson Middle Schools as focus sites for school discipline and restorative justice systems. The ATS Teachers will use restorative practices to improve students' classroom behavior and focus on academics. Year one implementation data suggests that the program effectively corrects the behavior to decrease unwanted behavioral incidents. Training is provided to all teachers at both schools to deescalate and resolve unwanted student behaviors in the classroom, thus increasing instructional time for those students. Data gathered during the previous school years has demonstrated the program's effectiveness, as evidenced in Goal 4 of this plan. Students The funding pays for the following required pieces of the ATS Program:	$365,076.00	Yes

Action #	Title	Description	Total Funds	Contributing
		- 2 ATS Teachers (one per school) - 2 ATS Classified Campus Support Personnel (one per school) - Restorative Justice Contracted Services for Alternative to Suspension Program (two schools) - ATS Program Supplies (two schools) - Substitute Teachers as Required		
1.10	Increased Access to School Transportation	Home-to-School Transportation costs are required to be funded under the district's Base LCFF funding, but efforts made by the district to increase or improve funding over the Base "required maintenance of effort" is included as an LCAP action item. As required by Ed. Code, the Wasco Union Elementary School District must spend at least as much of their transportation funding on transportation as they spent in 2012–13, per EC sections 2575 (k)(1) and 42238.03 (a)(6). This action has been added to Goal 1 to increase "basic" services to ensure high attendance and equitable access to transportation services. District data continues to demonstrate that academic achievement is directly tied to student attendance. The costs outlined below are above the district's MOE and include costs associated with enhanced services such as drivers, maintenance, and fuel.	$339,288.00	Yes
1.11	Student Data Specialists	Two student Data Specialists work alongside district student support personnel to increase and enhance data availability to drive services to unduplicated students. This supplemental data allows the district to identify and report unduplicated students in need of academic support, additional home/school communication, and attendance outreach. These staff members spend 50% of their time conducting these	$116,606.00	Yes

Action #	Title	Description	Total Funds	Contributing
		services, and therefore each specialist is paid proportionately at 50% LCAP S/C. Cost includes benefits and extra time as necessary. Two Partially Funded Positions Position Numbers #200123 #180964		
1.12	Portable Classroom Rental (Class Size Reduction)	As outlined in goal 1.8, the district maintains additional teachers above base LCFF funding to decrease class sizes to foster increased student and teacher interactions and ultimately increase student achievement. This LCAP action directly benefits unduplicated students and increases the likelihood of reading mastery for these children by the end of 3rd grade. Smaller class sizes mandated under LCFF require the district to hold leases on portable classrooms at Karl Clemens, John L Prueitt, and Thomas Jefferson Schools to accommodate the additional teachers necessary to comply. Costs include the annual rental of eight portable classrooms first installed using the district's original LCFF apportionments.	$3,767.00	Yes
1.13	CCSS Textbook Adoption	Provide the most recent state-adopted instructional materials at the earliest possible opportunity to ensure that students of unduplicated student subgroups have access to the latest Common Core State Standards curriculum.	$1,056,890.00	No

Action #	Title	Description	Total Funds	Contributing
		The State of California's Adoption Cycle will be rolling out a new mathematics curriculum during the fall of 2023, and the district intends to open its adoption window to correlate with this plan. Following the district's own textbook adoption process, this will have new textbooks for mathematics in the hands of students in the fall of 2023. A great deal of work must be done during the 2022 school year to review, pilot, and choose a new publisher for the coming year. *The State of California's Adoption Cycle has been postponed and extended to the 2023 academic year. The costs for a new adoption include the following: • Training for the new textbook adoption committee • Review and possible piloting of programs • Purchase of instructional materials The three-year cycle of this LCAP will see three new core curriculum adoptions. • 2022-2023 - Mathematics • 2022-2023 - English Language Arts and ELD • 2023-2024 - Social Sciences		
1.14	Parent Engagement	The district chose the online communication platform Parent Square to expand outreach to parents regarding important matters across the district, site, and classroom. Each year utilizing this service, the district integrates all communication with parents using this system that ties directly to Wasco's Student Information System, AERIES. The system performs the following function for the district: 1. Emergency Messaging 2. Grade and Progress Monitoring 3. District Messaging 4. School Messaging 5. Teacher Messaging	$22,293.00	Yes

Action #	Title	Description	Total Funds	Contributing
		6. Direct Access to Message Classroom Teachers 7. Document and Communications Repository Information is pushed via SMS messaging, e-mail, and direct phone notifications. The use of the system accelerated dramatically during the COVID-19 pandemic. The benefits of the program to increase parent engagement with the school are now fully realized. There must be various methods to inform and draw individuals into the fold to engage the parents of unduplicated pupils. The district must still depend on its previous methods of offering information to parents and encouraging their participation at school meetings and other important functions such as the district's Parent University. Traditional parent engagement tactics are also funded by this action and are as follows: 1. Paper Flyers 2. Mailed Correspondence 3. Refreshments at Functions		
1.15	STEM Program - Middle Schools	Science, Technology, Engineering, and Mathematics (STEM) classes were introduced to middle school students as an LCAP action in 2015. Since then, the program has grown, and the class has become a permanent core curriculum offering at both middle schools. However, the highly engaging curriculum requires additional funding past other regular core classes. Interest in these classes by unduplicated students has proven to be significant since it was first introduced. It is hoped that exposure to the college and career programs at the middle school will strongly impact low-socioeconomic students that would normally not have access to these types of hands-on learning opportunities. Expanded funding covers additional needs such as the following:	$33,329.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Program-Related Field Trips • Robotics Classes • 3D Modeling and Printing • Gardening Supplies • STEM Events at Schools • STEM Planners		
1.16	95% Group Language Tutors and Program Needs	The 95% Group is a phonemic program implemented by the district to support English learners in acquiring the language rapidly. This program's implementation targeted the two schools most in need of assistance due to the higher English learners' levels at each school. (Teresa Burke and Karl Clemens Elementary Schools). The program requires intensive one-on-one tutoring to practice the many vowels, and consonant blends only found in English and are roadblocks for English Learners to overcome. These part-time tutors are specifically trained to use the 95% Group Practices and spend 3.5 hours a day with English Learners. Cost includes program supplies as well as employee hourly pay and extra time as required. 4 Total Language Tutors Positions #220015 #220016 #220019 #220020	$516,505.00	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.

Action 1.13 CCSS Textbook Adoption
The State of California's Adoption Cycle has been postponed and extended to the 2023 academic year. Due to the postponement, the implementation of Action 1.13 CCSS Textbook Adoption was not implemented and has been carried over for the 2022-2023 academic school year included in the District's LCAP Actions.

No other substantive differences in planned actions and actual implementation of these actions were carried out in the previous 2021-2022 academic school year.

Successes
District efforts related to goal one of the LCAP have been moving forward during the 2021-2022 school year. CAASPP Assessments were administered and will demonstrate if the district is on track for significant English Language Arts and Mathematics gains. Targeted Tier II district interventions for unduplicated subgroups were more robust than they had been during the preceding school years. During the 2021-2022 school targeted tier-II district interventions were wrapped around learning loss mitigation in English Language Arts and Mathematics. Of course, COVID-19 altered the trajectory, but allowed the district to continue the expansion of 1:1 devices for all students district wide. Under goal one of the LCAP the district was able to expand digital educational platforms for unduplicated subgroups.

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

Material differences between Budgeted Expenditures and Estimated Actual Expenditures were very minimal in Goal 1 Actions. The majority of action items in Goal 1 Actions of Estimated Actual Expenditures were within budget range and were within a plus or minus of 10% Estimated Actual Expenditure ratio difference.

A summary of Material differences between Budgeted Expenditures and Estimated Actual Expenditures is as follows:

Action 1.5 Online Educational Support Services had an approximxate $16,000 overestimated actual expenditure. This was due to specifically meet the need to maintain a 1:1 student-to-computer ratio across the district using the latest educational technology instructional methodologies. This Estimated Actual Expenditures increase provided access to technology across the district to ensure that SED students had equal access to technology and digital content.

Action 1.8 K-3 Teachers to Lower Class Sizes had an approximate $800,000 overestimated actual expenditure. The district is required under regulations governing LCFF and the LCAP to maintain additional staff for class size reduction to meet the state-established LCFF class size cap in grades K-3. This LCAP action directly benefits unduplicated students and increases the likelihood of reading mastery for these

children by the end of 3rd grade. Projected Additional LCFF Concentration Grant (15 percent) allowed the district to increase instructional aides in grades TK-3. Instructional aide hours were also increased to 8 hours per day. This material difference allowed the district to meet the state-established LCFF class size cap in grades K-3 and meet UPK 1:12 state-established ratios.

Action 1.12 Portable Classroom Rental (Class Size Reduction) had an approximate $22,000 underestimated actual expenditure. Smaller class sizes mandated under LCFF require the district to hold leases on portable classrooms at Karl Clemens, John L Prueitt, and Thomas Jefferson Schools to accommodate the additional teachers necessary to comply. Permanent classrooms at certain sites were made available during the 2021-2022 academic school year. This allowed the district to no longer hold leases for those identified portable classrooms. In addition, Karl Clemens School will be undergoing modernization construction to meet UPK state-required facilities mandates. This will also allow the district to no longer hold leases for those identified portable classrooms at that specific school site.

Action 1.13 CCSS Textbook Adoption had an approximate $1.4 million underestimated actual expenditure. The State of California's Adoption Cycle has been postponed and extended to the 2023 academic year. Due to the postponement, the implementation of Action 1.13 CCSS Textbook Adoption was not implemented and has been carried over for the 2022-2023 academic school year included in the District's LCAP Actions.

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

Goal 1 is to increase and expand basic educational services specifically aimed to improve academic achievement in reading/language arts and math.
- STAR Assessment data for 2021 concluded that 24.03% Met or Exceeded Standard in English Language Arts and 11.02% Met or Exceeded Standard in Mathematics.
- Progress monitoring for 100% of all EL students during each school year will take place through DIBELS and Catch-Up Plan implementation.
- 2021-2022 English Learner reclassification rate (DataQuest) was 16.3% an increase from 5.8%.

Based on an analysis of these results, the district believes actions in Goal 1 are showing to be effective in making progress towards the goals. The district understands that the ELPAC and STAR assessment was administered remotely and many students experienced technology challenges during the assessment which may have had a negative impact on their performances.

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.

There were no significant changes made to the planned goals, metrics, and desired outcomes in Goal 1.

A summary of the changes made to the actions for the coming year that resulted from reflections on prior practice are as follows:

Action 1.2 Classroom Educational Technology
Funding increased to include funds for teacher and staff computer units and teacher laptop devices which will support academic instruction and lesson delivery.

Action 1.8 Lower class sizes
Funding increased to include the addition of 16 instructional aides.

Action 1.13 CCSS Textbook Adoption
The State of California's Adoption Cycle has been postponed and extended to the 2023 academic year. Due to the postponement, the implementation of Action 1.13 CCSS Textbook Adoption was not implemented and has been carried over for the 2022-2023 academic school year included in the District's LCAP Actions.

Action 1.16 95% Group Language Tutors and Program Needs
Educational Partners have suggested that Goal #5 (Students will have access to support and services to assist them in overcoming learning loss and barriers to success brought about by the COVID-19 pandemic) should be eliminated, but actions should continue and be incorporated within the existing same goals for the 2022-2023 academic year of the LCAP. Action 1.16 95% Group Language Tutors and Program Needs is an existing action from Goal #5 that will be moved into Goal #1 for the 2022-2023 academic year.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

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

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

The 2022 LCAP Teacher Survey results point to a continuing need to focus on institutional support for district English learners. In addition, the district's 2021 dashboard data indicates a decline in EL student achievement and the number of students being reclassified. As a district, we are cognizant of such data and acknowledge that the COVID-19 pandemic has contributed to this decline. Therefore, it is imperative to

the continuing need to focus on institutional support for district English learners.

Integrated ELD during the 2021-2022 school year was considered to be"partially implemented" based on administrative observations, teacher comments, and assessment data. In addition, during the 2021-2022 school year progress monitoring for 100% of all EL students was administered through DIBELS and Catch-Up Plan implementation using the ELLevation platform. Having progress monitoring of 100% of all EL students will continue to be a desired outcome for the 2023-2024 school year.

Goal 2 funding focuses on the following identified needs:

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2A Implementation of CA academic and performance standards	2A Implementation of CA academic and performance standards Though in a distance learning environment during the 2020-2021 school year, the district's implementation of	2A Implementation of CA academic and performance standards During the 2021-2022 school year, the district's implementation of CCSS English Language Arts and			2A Implementation of CA academic and performance standards The district's implementation of CCSS English Language Arts and Mathematics will be considered "fully-

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CCSS English Language Arts and Mathematics is considered "fully-implemented" as measured by the district's site administration observation as well as data, local assessment data, 2019 California School Dashboard results, and teacher comments. The implementation of performance standards was implemented with a growing level of fidelity to district expectations; however, there is still room to grow in this area.

ELD implementation is considered "fully implemented" as measured by administrative walkthroughs and online program utilization data, school master calendars, | Mathematics continues to be considered "fully-implemented" as measured by the district's site administration observation as well as data, local assessment data, and teacher comments. The implementation of performance standards was implemented with a growing level of fidelity to district expectations; however, there is still room to grow in this area.

ELD implementation continues to be considered "fully implemented" as measured by administrative walkthroughs and online program utilization data, school master calendars/schedules, ELD catchup plans, and district-wide | | | implemented" as measured by the district's site administration observation as well as data, local assessment data, 2023 California School Dashboard results, and teacher comments.

ELD implementation will be considered "fully implemented" as measured by administrative walkthroughs and online program utilization data, school master-calendars, ELD catchup plans, and the ELPAC during the 2023-2024 school year.

Integrated ELD will considered "substantially implemented" during the 2023-2024 school year.

Social Science curriculum |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ELD catchup plans, and fluency assessment results. English Learner Student Coaches, in place since the beginning of the 2018-2019 school year at the two schools requiring the most differentiated support for the subgroup, make a significant impact on the newcomer and emerging English Learner students. Data demonstrates that these students, and their parents, are receiving dramatically more support to accelerate the acquisition of English. Integrated ELD was considered "partially implemented" administrative observations, teacher comments, and assessment data during the 2019-2020 school year.	fluency assessment results. English Learner Student Coaches, in place since the beginning of the 2018-2019 school year at the two schools requiring the most differentiated support for the subgroup, make a significant impact on the newcomer and emerging English Learner students. Data demonstrates that these students, and their parents, are receiving dramatically more support to accelerate the acquisition of English. Integrated ELD continues to be considered "partially implemented" administrative observations, teacher comments, and assessment data during the 2021-2022 school year.			implementation will be considered "substantially implemented" at the district's elementary schools during the 2023-2024 school year as measured by administrative observations, teacher comments, and assessment data. Social Sciences will continue to be considered "fully implemented" at grades 7 and 8. NGSS Science curriculum implementation will be deemed "substantially implemented" at the district's elementary schools during the 2023-2024 school year as measured by administrative observations, teacher comments, and assessment data. Science will continue to be considered "fully implemented" at grades 7 and 8

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	History/Social Science curriculum implementation was deemed "partially implemented" at the district's elementary schools during the 2019-2020 school year as measured by administrative observations, teacher comments, and assessment data. The extent of implementation was considered "fully implemented" at grades 7 and 8. NGSS Science curriculum implementation was deemed "partially implemented" at the district's elementary schools during the 2019-2020 school year as measured by administrative observations, teacher comments, and assessment data. The extent of implementation was considered "fully	History/Social Science curriculum implementation continues to be deemed "partially implemented" at the district's elementary schools during the 2021-2022 school year as measured by administrative observations, teacher comments, and assessment data. The extent of implementation continues to be considered "fully implemented" at grades 7 and 8. NGSS Science curriculum implementation continious to be "partially implemented" at the district's elementary schools during the 2021-2022 school year as measured by administrative observations, teacher comments, and assessment data. The			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	implemented" at grades 7 and 8.	extent of implementation continues to be considered "fully implemented" at grades 7 and 8.			
2B How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency	2B How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency English Learner access to Common Core State Standards and ELD curriculum for both designated and integrated ELD continued to be a major area of focus across the district. Several sessions of professional development occurring during the 2019-2020 school year focused on English Learners. District English Learner Student	2B How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency English Learner access to Common Core State Standards and ELD curriculum for both designated and integrated ELD continued to be a major area of focus across the district. Several sessions of professional development and begining of the year mandatory training occured during the 2021-2022 school year focused on English Learners.			2B How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency The district will continue professional development with teachers on the implementation of designated and integrated ELD through 2024 Progress montioring for 100% of all EL students during each school year will take place through DIBELS and Catch-Up Plan implementation.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Coaches transitioned to act as EL liaisons for the district during the pandemic and focus exclusively on students and the families of students at risk of becoming Long Term English Learners. (LTELs) Goals and actions of the LCAP to support English Learners were reviewed during the 2020-2021 school year, and modifications are under consideration to strengthen the program further. DIBELS fluency assessments were added to English Learner Catch-up Plans in the fall of 2018, and the entire EL annual assessment batteries are planned to be reviewed and streamlined. Progress monitoring for 100% of all EL	District English Learner Student Coaches focused on servicing EL students based on ELPAC academic band and Long Term English Learners (LTELs) supports and interventions. Goals and actions of the LCAP to support English Learners were reviewed during the 2021-2022 school year, and modifications are under consideration to strengthen the program further. DIBELS fluency assessments were added to English Learner Catch-up Plans in the fall of 2018, and the entire EL annual assessment batteries are planned to be reviewed and streamlined. Progress monitoring for 100% of all EL			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students during each school year will take place through DIBELS and Catch-Up Plan implementation.	students during each school year will take place through DIBELS and Catch-Up Plan implementation.			
3A Efforts to seek parent input in making decisions for district and school sites	3A Parental Engagement • Parent Input is Sought in Decision Making for the School District and School Sites • The district will regularly emphasize parent involvement opportunities in an effort to increase parent participation in the decision making processes. The following is a list of the opportunities to be involved during the	3A Parental Engagement - an average 71% of parent outreach was reached via the Districts mass communication system - Parent Square during the 2021-2022 school year (Source: Aeries SIS Parent Square) • Parent Input is Sought in Decision Making for the School District and School Sites • The district regularly emphasize parent involvement opportunities in an effort to increase parent participation			3A Parental Engagement Parent outreach will reach 95% or higher through the expanded use of the following methods in place as of 2021: a. Mailed Parent Communications b. AERIES Parent Portal - Mass Mobile Texting, Email, and Phone Calls c. Personal Invitations d. Correspondence sent home with students (virtually) e. Family-based events held virtually - Parent University/ EL Parent Nights/ African American Parent Group f. School Marquees g. Use of school site parent liaisons to call specific subgroups of parents

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2020-2021 school year: a. Mailed Parent Communications b. AERIES Parent Portal - Mass Mobile Texting, Email, and Phone Calls c. Personal Invitations d. Correspondence sent home with students (virtually) e. Family-based events held virtually - Parent University/ EL Parent Nights/ African American Parent Group f. School Marquees g. Use of school site parent liaisons to call specific subgroups of parents h. School counselors, deans, vice principals, EL student coaches, and teacher outreach i. K-3 Literacy systems to communicate student literacy assignments and student growth j. Administration level use of AERIES Parent Communication	in the decision making processes. The following is a list of the opportunities to be involved during the 2021-2022 school year: a. Mailed Parent Communications b. AERIES Parent Portal - Mass Mobile Texting, Email, and Phone Calls c. Personal Invitations d. Correspondence sent home with students e. Family-based events held virtually - Parent University/ EL Parent Nights/ African American Parent Group f. School Marquees g. Use of school site parent liaisons to call specific subgroups of parents h. School counselors, deans, vice principals,			h. School counselors, deans, vice principals, EL student coaches, and teacher outreach i. K-3 Literacy systems to communicate student literacy assignments and student growth j. Administration level use of AERIES Parent Communication platform to inform parents regarding site events k. Increased use of the district's website to promote district events and important information l. Public meetings held virtually in allow parents to participate from home Growth with be measured using data from AERIES Parent Communicat or Logs

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	platform to inform parents regarding site events k. Increased use of the district's website to promote district events and important information l. Public meetings held virtually in allow parents to participate from home	EL student coaches, and teacher outreach i. K-3 Literacy systems to communicate student literacy assignments and student growth j. Administration level use of AERIES Parent Communication platform to inform parents regarding site events k. Increased use of the district's website to promote district events and important information l. Public meetings held virtually and in person to increase parent participation.			
3B How district promotes participation of parents for unduplicated pupils	3B. How The School District Promotes Parent Participation in Programs for Unduplicated Pupils a. Expanded parent education offerings are conducted through parent university events done in tandem with other	3B. How The School District Promotes Parent Participation in Programs for Unduplicated Pupils a. Expanded parent education offerings are conducted through parent university events done in tandem with other			3B. How The School District Promotes Parent Participation in Programs for Unduplicated Pupils a. Parent University events will be expanded as necessary as the program builds through 2024. The

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	school sites. Transportation provided as necessary to encourage parents of unduplicated subgroups to attend. Currently the district conducts four events per school year. b. 6-8 grade AVID program actively seeks students from unduplicated subgroups c. Site-specific parent events at all school sites for the English learner subgroup (focusing particularly on Clemens and Burke schools with the highest needs demographically) d. Increased student access to online learning tools for use at home to supplement instruction with well over a 70% increase in participation over 2020-2021	school sites. Transportation provided as necessary to encourage parents of unduplicated subgroups to attend. Currently the district conducts four events per school year. A total of 6 virtual parent universities were offered during the 2021-2022 school year averaging a 4% of parents actively engaged (Source: Parent University Google Meets sign in sheets). b. 6-8 grade AVID program actively seeked and recruited students from unduplicated subgroups. c. Site-specific parent events at all school sites for the English learner subgroup (focusing particularly on Clemens and Burke schools with the highest needs demographically). Events were held both			goal is to directly engage 20% of parents in the program by 2024.\n\nb. 6-8 grade AVID program actively seeks students from unduplicated subgroups c. Site-specific parent events at all school sites for the English learner subgroup. (focusing particularly on Clemens and Burke schools with the highest needs demographically) Six events per year is the goal for 2024. d. Increased student access to online learning tools for use at home to supplement instruction with well over a 70% increase in participation over 2020-2021

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		in person and virtually during the 2021-2022 school year. d. Increased student access to online learning tools for use at home to supplement instruction. 100% middle school students were able utlize chromebooks at school and at home and 100% elementary school student had access to chromebooks in the classroom during the 2021-2022 school year.			
3C How district promotes participation of parents for pupils with exceptional needs	3C. How the School District Promotes Parental Participation in Programs for Student with Exceptional Needs. The district continues increased parent participation for students with exceptional needs through a variety of	3C. How the School District Promotes Parental Participation in Programs for Student with Exceptional Needs. The district continues increased parent participation for students with exceptional needs through a variety of			3C. How the School District Promotes Parental Participation in Programs for Student with Exceptional Needs. The district will continue the efforts below to increase parent participation outlined for 2021 and beyond. The district will expand these

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	methods such as the following: a. Teacher on special assignment to provides additional supports above base levels in the special education department focusing on Moderate Severe SDC students (daily) b. Provides updated program handbooks and services flyers to parents to clearly communicate the available programs for special needs students (annually) c. Mailed invitations for parent participation in annual and triennial IEPs (daily) d. Held IEPs at parent request (as requested) e. Conducted special meetings regarding special placement ((504s, RTI, etc.) as necessary) f. Maintained special education staffing above the required level to ensure quick	methods such as the following: a. Teacher on special assignment to provides additional supports above base levels in the special education department focusing on Moderate Severe SDC students (daily) b. Provides updated program handbooks and services flyers to parents to clearly communicate the available programs for special needs students (annually) c. Mailed invitations for parent participation in annual and triennial IEPs (daily) d. Held IEPs at parent request (as requested) e. Conducted special meetings regarding special placement ((504s, RTI, etc.) as necessary) f. Maintained special education staffing above the required level to ensure quick			efforts as the need and opportunity arises. a. Teacher on special assignments to provide additional supports above base levels in the special education department focusing on Moderate Severe SDC students b. Provides updated program handbooks and services flyers to parents to clearly communicate the available programs for special needs students c. Mailed invitations for parent participation in annual and triennial IEPs d. Held IEPs at parent request e. Conducted special meetings regarding special placement (504s, RTI, etc.) f. Maintained special education staffing above the required level to ensure quick and effective communication and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	and effective communication and translation of confidential documents to the families of special needs students (annually) g. Made home visits as necessary to maintain the integrity of the district timelines and the rights of students and parents under an IEP (as necessary) h. Collaborated with the local SELPA on ideas to better involve parents with the schools and district (annually) The district will increase the services outlined above by monitoring time logs for staff members providing increased services to the subgroup.	and effective communication and translation of confidential documents to the families of special needs students (annually) g. Made home visits as necessary to maintain the integrity of the district timelines and the rights of students and parents under an IEP (as necessary) h. Collaborated with the local SELPA on ideas to better involve parents with the schools and district (annually) The district will increase the services outlined above by monitoring time logs for staff members providing increased services to the subgroup.			translation of confidential documents to the families of special needs students g. Made home visits as necessary to maintain the integrity of the district timelines and the rights of students and parents under an IEP h. Collaborated with the local SELPA on ideas to better involve parents with the schools and district Subgroup engagement logs will indicate the frequency and type of interaction between student, family and special education department. Communication logs and the district AERIES Parent Communication system will be used to set a baseline of parent engagement for the subgroup during the 2021-2022 school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Coordinator of EL and Early Literacy	As an instrumental position to ensure the needs of district EL students are met properly, this action funds 90% of the EL Coordinator's salary. This coordinator guides site administrators and teachers at each school to implement Common Core State Standards for English Learners for both designated and integrated English Language Development. This person also assists in the proper placement of English Learners in core classes and oversees efforts to reclassify students to RFEP status at the earliest possible date. Cost includes employee contractual benefits as outlined in personnel files. One Partially Funded Position Position Number #141204	$171,367.00	Yes
2.2	EL and Early Literacy Support Staff	Working under the Coordinator of English Learners and Early Literacy, support personnel are tasked to serve English learners' needs at a proportionate rate to their funding through LCAP. Personnel under this action assist district certificated staff with a variety of functions to support English Learners. These functions include fluency assessments, ordering and distribution of K-8 literacy supplies, parent outreach, student support needs (e.g., intervention placement), district and site events supporting English Learners, and duties as required. English Learner support personnel are as follows: Educational Resource Center Secretary - 60%	$202,497.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Fluency Assessor - 100% Migrant Resource Teacher - 60% Cost includes employee benefits and extra time as required. Positions: #102108 #66 #102902		
2.3	EL Student Coaches	The English Learner Student Coach position is principally directed to serve English Learners at Karl Clemens and Teresa Burke Elementary Schools. The California School Dashboard identifies these schools in the district to have the highest English Learners and low socioeconomic students in the district. Working closely with students and families, the English Learner Student Coach is responsible for providing instruction and increased supports to newcomer and Long Term English Learners to improve services to advance English acquisition. Though these employees are under the supervision of their respective site principals, services are coordinated in tandem with the district Coordinator of EL and Early Literacy. This action funds two EL Student Coaches funded by Title III at 50% and LCFF at 50%. Cost includes employee benefits and extra time as required. Positions #151051 #230036 #230037	$357,940.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	English Learner Parent Liaisons (All Schools)	EL Parent Liaisons were introduced to all school sites in 2015 as an action of the district's early LCAP to address parent concerns for increased home-to-school communication. The parent liaison position has been instrumental to the English learner subgroup to increase attendance, engage parents with the school, and increase the academic performance of the subgroup. Liaisons report to school site administration but are guided by the district's EL program goals. Cost includes employee benefits and extra time as required. Six Total Positions Positions #211251 #211252 #211253 #211250 #211254 #200057	$347,073.00	Yes
2.5	Increased Access to Current and Relevant Reading Material	Scholastic Weekly Reader (K-5) and Scopes (6-8) are purchased by the district to ensure English Learners in the district have access to fun and informational reading material for school and home. To encourage young readers, the current events and interesting short articles introduced by these periodicals are ideal for English Learners to become engaged with interesting reading content and relevant information. Parents and teachers both report this expenditure is well worth the connected annual costs.	$26,168.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	English Learner Supplemental Program Supplies	The EL program requires certain supplies each year to carry out the goals of the District Master Plan for English Learners. Some of these costs are known, and other costs must be anticipated as student home languages may vary from year to year. Such supplies and needs are outlined below. • Reclassification Awards • Reclassification Celebration Parent Night • Home Language Reading Materials • EL Parent Training Nights • Supplies for Program Employees • Postage for Parent Communication • Program Printing Costs • Etc. Costs are expected to vary annually, dependent on the instructional needs of students and parents needs.	$2,987.00	Yes
2.7	K-8 Literacy Program Supplies	An LCAP funded committee determined in 2013 that students in unduplicated subgroups had disproportionate access to certain materials to assist English Learners (and low-socioeconomic students) to acquire English and build literacy skills. Equitable access to these crucial materials levels the playing field for all students to build literacy skills. Additionally, the committee identified specific teaching and learning strategies that must be conducted by teachers district-wide to assure equitable access to core reading and literacy programs. The materials and supplies continue to be an integral component of the district's K-8 Literacy Program as demonstrated by reading fluency data. Most of these items are student consumables that must be restocked and distributed each school year. The following items comprise the District K-8 Literacy Program:	$66,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Classroom Leveled Readers • Fry Phrase Fluency Folders • Colored Pencils • Highlighters • Student Dry Erase Boards, Markers, and Erasers • Spiral Notebooks • 3 Ring Binders with Tab Separators and Pencil Pouches • Weekly Agendas • Parent/Teacher Communication Folders • Zip-lock Bags (to transport leveled readers to and from school) • Printing and Postage • DIBELS Fluency Monitoring Program The cost of these items is expected to vary slightly dependent on enrollment and inventory needs.		
2.9	Site Allocations for Services to EL Students	Each site shall receive funds to support the needs of English Learners at a percentage of funding equal to the local number of English Learners. ($150 per EL Student) All assigned monies shall be principally apportioned to the English Learner population to conduct individualized site actions to address the needs of the subgroup. Sites shall present the district with an updated budget for services to English Learners at the beginning of the 2021-2022 school, outlining the scope of service as determined by site educational partners using the data gathered during the current LCAP development year. Site funding shall fluctuate based on EL enrollment each year.	$181,350.00	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.

Action 2.6 English Learner Supplemental Program Supplies
Due to the COVID-19 pandemic, the supplemental program supplies were limited to students and parents in an effort to avoid material and supplies contact. English Learner Supplemental Program Supplies were made available to all students online using the Google Education Platform and the district website. This was a substantive difference between planned actions and actual implementation.

Action 2.7 K-8 Literacy Program Supplies
Due to the COVID-19 pandemic, the literacy program supplies were limited to students and parents in an effort to avoid material and supplies contact. K-8 Literacy Program Supplies were made available to all students online using the Google Education Platform and the district website. This was a substantive difference between planned actions and actual implementation.

Action 2.9 Site Allocations for Services to EL Students
Due to the COVID-19 pandemic and during peak COVID-19 of new cases in the district area, site allocation for services to EL students was limited. EL after-school intervention was limited due to contact tracing and to ensure the safety of all students. This was a substantive difference between planned actions and actual implementation.

No other substantive differences in planned actions and actual implementation of these actions were carried out in the previous 2021-2022 academic school year.

Successes
District efforts related to goal two of the LCAP have been moving forward during the 2021-2022 school year. EL student coaches seamlessly pivoted to collaborate and provide their services to all English Learners in the district. Site allocations for services to EL students allowed school sites to develop EL student plans that were data-driven and targeted for EL student services. EL parent liaisons were instrumental to the English learner subgroup to increase attendance, engaging parents with the school, and increase the academic performance of the subgroup. EL support personnel served English learners' needs at a proportionate rate to their funding through LCAP under goal two. Personnel under this goal assisted district certificated staff with a variety of functions to support English Learners. These functions included fluency assessments, parent outreach, student support needs (e.g., intervention placement), and district and site events supporting English Learners.

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

Material differences between Budgeted Expenditures and Estimated Actual Expenditures were very minimal in Goal 2 Actions. The majority of action items in Goal 2 Actions of Estimated Actual Expenditures were within budget range and were within a plus or minus of 10% Estimated Actual Expenditure ratio difference.

A summary of material differences between Budgeted Expenditures and Estimated Actual Expenditures is as follows:

Action 2.7 K-8 Literacy Program Supplies had an approximate $40,000 overestimated actual expenditure. Due to the COVID-19 pandemic, literacy program supplies were limited to students and parents in an effort to avoid material and supplies contact. K-8 Literacy Program Supplies were made available to all students online using the Google Education Platform and the district website. Equitable access to these crucial materials levels the playing field for all students to build literacy skills.

Action 2.9 Site Allocations for Services to EL Students had an approximate $80,000 overestimated actual expenditure. Due to the COVID-19 pandemic and during peak COVID-19 of new cases in the district area, site allocation for services to EL students was limited. EL after-school intervention was limited due to contact tracing and to ensure the safety of all students. All assigned monies were apportioned to the English Learner population to conduct individualized site actions to address the needs of the subgroup.

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

Goal 2 is to provide English learner students with the advancement in English language proficiency and meet high academic standards in all core subjects.
- ELD implementation continues to be considered "fully implemented" as measured by administrative walkthroughs and online program utilization data, schoolmaster calendars/schedules, ELD catchup plans, and district-wide fluency assessment results.
- Progress monitoring for 100% of all EL students during each school year will take place through DIBELS and Catch-Up Plan implementation.
- 2021-2022 English Learner reclassification rate (DataQuest) was 16.3% an increase from 5.8%.

Based on an analysis of these results, the district believes actions in Goal 2 are showing to be effective in making progress towards the goals. The district understands that the ELPAC assessment was administered remotely and many students experienced technology challenges during the assessment which may have had a negative impact on their performances.

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.

Action 2.3 EL Student Coaches Funding increased due to expansion of EL services at the other two district elementary school sites.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

Student achievement data from the 2019 California Dashboard indicates that ENGLISH LANGUAGE ARTS DASHBOARD RESULTS was a District Average of -40.2 points below standard - An increased 8.1 Points and MATHEMATICS DASHBOARD RESULTS was a District Average - of 73.7 points below standard - Increased 10.5 Points. This data suggests a continued focus on the increase and expansion of basic educational services specifically aimed to improve academic achievement in English Language Arts and Mathematics. during the 2021-2022 school year progress monitoring for 100% of all EL students was administered through DIBELS and Catch-Up Plan implementation using the ELLevation platform. Having progress monitoring of 100% of all EL students will continue to be a desired outcome for the 2023-2024 school year

Goal 3 funding focuses on the following identified needs:

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2A Implementation of CA academic and performance standards	2A Implementation of CA academic and performance standards Though in a distance learning environment during the 2020-2021 school year, the district's implementation of CCSS English Language Arts and Mathematics is considered "fully-implemented" as measured by the district's site administration observation as well as data, local assessment data, 2019 California School Dashboard results, and teacher comments. The implementation of performance standards was implemented with a growing level of fidelity to district expectations; however, there is still	2A Implementation of CA academic and performance standards During the 2021-2022 school year, the district's implementation of CCSS English Language Arts and Mathematics continues to be considered "fully-implemented" as measured by the district's site administration observation as well as data, local assessment data, and teacher comments. The implementation of performance standards was implemented with a growing level of fidelity to district expectations; however, there is still room to grow in this area. ELD implementation continues to be			2A Implemention of CA academic and performance standards The district's implementation of CCSS English Language Arts and Mathematics will be considered "fully-implemented" as measured by the district's site administration observation as well as data, local assessment data, 2023 California School Dashboard results, and teacher comments. ELD implementation will be considered "fully implemented" as measured by administrative walkthroughs and online program utilization data, school master-calendars, ELD catchup plans, and the ELPAC during

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	accelerate the acquisition of English. Integrated ELD was considered "partially implemented" administrative observations, teacher comments, and assessment data during the 2019-2020 school year. History/Social Science curriculum implementation was deemed "partially implemented" at the district's elementary schools during the 2019-2020 school year as measured by administrative observations, teacher comments, and assessment data. The extent of implementation was considered "fully implemented" at grades 7 and 8. NGSS Science curriculum implementation was	Integrated ELD continues to be considered "partially implemented" administrative observations, teacher comments, and assessment data during the 2021-2022 school year. History/Social Science curriculum implementation continues to be deemed "partially implemented" at the district's elementary schools during the 2021-2022 school year as measured by administrative observations, teacher comments, and assessment data. The extent of implementation continues to be considered "fully implemented" at grades 7 and 8. NGSS Science curriculum implementation			NGSS Science curriculum implementation will be deemed "substantially implemented" at the district's elementary schools during the 2023-2024 school year as measured by administrative observations, teacher comments, and assessment data. Science will continue to be considered "fully implemented" at grades 7 and 8

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	deemed "partially implemented" at the district's elementary schools during the 2019-2020 school year as measured by administrative observations, teacher comments, and assessment data. The extent of implementation was considered "fully implemented" at grades 7 and 8.	continious to be "partially implemented" at the district's elementary schools during the 2021-2022 school year as measured by administrative observations, teacher comments, and assessment data. The extent of implementation continues to be considered "fully implemented" at grades 7 and 8.			
2B How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency	2B How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency English Learner access to Common Core State Standards and ELD curriculum for both designated and integrated ELD continued to be a	2B How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency English Learner access to Common Core State Standards and ELD curriculum for both designated and integrated ELD continued to be a			2B How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency The district will maintain six professional development opportunities with teachers on the implementation of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	major area of focus across the district. Six sessions of professional development occurring during the 2019-2020 school year focused on English Learners. District English Learner Student Coaches transitioned to act as EL liaisons for the district during the pandemic and focus exclusively on students and the families of students at risk of becoming Long Term English Learners. (LTELs) Goals and actions of the LCAP to support English Learners were reviewed during the 2020-2021 school year, and modifications are under consideration to strengthen the program further. DIBELS fluency assessments were added to English	major area of focus across the district. Several sessions of professional development and begining of the year mandatory training occured during the 2021-2022 school year focused on English Learners. District English Learner Student Coaches focused on servicing EL students based on ELPAC academic band and Long Term English Learners (LTELs) supports and interventions. Goals and actions of the LCAP to support English Learners were reviewed during the 2021-2022 school year, and modifications are under consideration to strengthen the program further. DIBELS fluency assessments were added to English			designated and integrated ELD through 2024. This will be demonstrated through Agendas, presentation materials, and staff sign-in documentation • Teachers will have at least six ELD related training opportunities each year as measured by the district's PD calendar Progress monitoring for 100% of all EL students during each school year will take place through DIBELS and Catch-Up Plan implementation.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Learner Catch-up Plans in the fall of 2018, and the entire EL annual assessment batteries are planned to be reviewed and streamlined. Progress monitoring for 100% of all EL students during each school year will take place through DIBELS and Catch-Up Plan implementation.	Learner Catch-up Plans in the fall of 2018, and the entire EL annual assessment batteries are planned to be reviewed and streamlined. Progress monitoring for 100% of all EL students during each school year will take place through DIBELS and Catch-Up Plan implementation.			
4A. Statewide assessments	4.A.i. ENGLISH LANGUAGE ARTS DASHBOARD RESULTS District Average -40.2 points below standard - Increased 8.1 Points John L. Prueitt Elementary - 14 points below standard - Increased 7 Points Karl F. Clemens Elementary - 54.9 points below standard - Maintained 2.8	4.A.i. ENGLISH LANGUAGE ARTS DASHBOARD RESULTS Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. 2019 Dashboard results will be used for Year 1 Outcome District Average -40.2 points below standard - Increased 8.1 Points			4.A.i. ENGLISH LANGUAGE ARTS DASHBOARD RESULTS District Average - 34 points below standard - Increase of 15% over 2019 results John L. Prueitt Elementary - 12 points below standard - Increase of 15% over 2019 results Karl F. Clemens Elementary - 47 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Points James A. Forrest Elementary - No Data - New School Opened 2019 Teresa Burke Elementary - 29.8 points below standard - Increased 17.9 Points Thomas Jefferson Middle - 49.3 points below standard - Increased 11.8 Points Palm Avenue Middle School - No Data - New School Opened 2019 4.A.ii. MATHEMATICS DASHBOARD RESULTS District Average - 73.7 points below standard - Increased 10.5 Points John L. Prueitt Elementary - 43.6	John L. Prueitt Elementary - 14 points below standard - Increased 7 Points Karl F. Clemens Elementary - 54.9 points below standard - Maintained 2.8 Points James A. Forrest Elementary - No Data - New School Opened 2019 Teresa Burke Elementary - 29.8 points below standard - Increased 17.9 Points Thomas Jefferson Middle - 49.3 points below standard - Increased 11.8 Points Palm Avenue Middle School - No Data - New School Opened 2019 4.A.ii. MATHEMATICS			below standard - Increase of 15% over 2019 results James A. Forrest Elementary - 34 points below standard - Increase of 15% over 2019 district average results Teresa Burke Elementary - 25 points below standard - Increase of 15% over 2019 results Thomas Jefferson Middle - 42 points below standard - Increase of 15% over 2019 results Palm Avenue Middle School - 34 points below standard - Increase of 15% over 2019 district average results 4.A.ii. MATHEMATICS DASHBOARD RESULTS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	points below standard - -Increased 10.1 Points Karl F. Clemens Elementary -79.3 points below standard - Increased 7.1 Points James A. Forrest Elementary - No Data - New School Opened 2019 Teresa Burke Elementary - 50 points below standard - Increased 17.1 Points Thomas Jefferson Middle - 99.4 points below standard - Increased 19.8 Points Palm Avenue Middle School - No Data - New School Opened 2019 California School Dashboard Indicator ORANGE	DASHBOARD RESULTS District Average - 73.7 points below standard - Increased 10.5 Points John L. Prueitt Elementary - 43.6 points below standard - -Increased 10.1 Points Karl F. Clemens Elementary -79.3 points below standard - Increased 7.1 Points James A. Forrest Elementary - No Data - New School Opened 2019 Teresa Burke Elementary - 50 points below standard - Increased 17.1 Points Thomas Jefferson Middle - 99.4 points below standard - Increased 19.8 Points Palm Avenue Middle			District Average - 63 points below standard - Increase of 15% over 2019 results John L. Prueitt Elementary - 37 points below standard - Increase of 15% over 2019 results Karl F. Clemens Elementary - 67 points below standard - Increase of 15% over 2019 results James A. Forrest Elementary - 63 points below standard - Increase of 15% over 2019 district average results Teresa Burke Elementary - 43 points below standard - Increase of 15% over 2019 results Thomas Jefferson Middle - 85 points below standard - Increase of 15% over 2019 results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Special Education (Math) African American (Math and Language Arts) RED • Special Education (Math) YELLOW AND ABOVE • All Other Subgroups 2018-2019 CALIFORNIA SCIENCE TEST (CAST) RESULT % Meeting or Exceeding Standards • 5th Grade 15.44% • 8th Grade- 13.73%	School - No Data - New School Opened 2019 California School Dashboard Indicator ORANGE • Special Education (Math) African American (Math and Language Arts) RED • Special Education (Math) YELLOW AND ABOVE • All Other Subgroups 2018-2019 CALIFORNIA SCIENCE TEST (CAST) RESULT % Meeting or Exceeding Standards • 5th Grade 15.44%			Palm Avenue Middle School - 63 points below standard - Increase of 15% over 2019 district average results 2023-2024 CAST Goal % Meeting or Exceeding Standards • 5th Grade 25% • 8th Grade- 20% 2023-2024 Goal: YELLOW OR ABOVE IN ALL INDICATORS • All Subgroups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		• 8th Grade- 13.73%			
4B. Percentage of pupils who successfully completed A-G requirements	4B. Percentage of pupils who successfully completed A-G requirements N/A	4B. Percentage of pupils who successfully completed A-G requirements N/A			4B. Percentage of pupils who successfully completed A-G requirements N/A
4C. Percentage of pupils who have successfully CTE pathways	4C. Percentage of pupils who have successfully CTE pathways N/A	4C. Percentage of pupils who have successfully CTE pathways N/A			4C. Percentage of pupils who have successfully CTE pathways N/A
4D. Percentage of pupils completing A-G and CTE sequences/programs	4D. Percentage of pupils completing A-g and CTE sequences/programs N/A	4D. Percentage of pupils completing A-g and CTE sequences/programs N/A			4D. Percentage of pupils completing A-G and CTE sequences/programs N/A
4E. Percentage of EL pupils making progress toward English proficiency	4E. 2020-2021 Percentage of EL pupils making progress toward English proficiency (DataQuest)- 5.8% Baseline Data from 2018-2019 ELPAC	4E. 2020-2021 Percentage of EL pupils making progress toward English proficiency (DataQuest)- 5.8% 4E. Percentage of EL pupils making			4E. Percentage of EL pupils making progress toward English proficiency 15% Increase from Baseline Data on

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Administration (From California Dashboard) 2019 - 44.1% making progress towards English language proficiency LISTENING Well Developed - 21.48% Somewhat/Moderately - 61.58% Beginning - 16.93% Total number of students by grade for all levels - 1,194 SPEAKING Well Developed - 34.04% Somewhat/Moderately - 49.62% Beginning - 16.34% Total number of students by grade for all levels - 1194 READING Well Developed - 5.9%	progress toward English proficiency As measured by local data - 2021 21.24% Making Progress Towards English Proficiency LISTENING Well Developed - 14.65% Somewhat/Moderately - 65.22% Beginning - 20.13% Total number of students by grade for all levels - 1,223 SPEAKING Well Developed - 28.56% Somewhat/Moderately - 50.08% Beginning - 21.36% Total number of students by grade for all levels - 1,223 READING			2018-2019 ELPAC Administration 2023-2024 School Year - 51% making progress towards English language proficiency (Districtwide) LISTENING Well Developed - 29% Somewhat/Moderately - 57% Beginning - 14% Total number of students by grade for all levels - 1,194 SPEAKING Well Developed - 39% Somewhat/Moderately - 47% Beginning - 14% Total number of students by grade for all levels - 1194 READING Well Developed - 7% Somewhat/Moderately - 56%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Somewhat/Moderately - 54.25% Beginning - 39.85% Total number of students by grade for all levels - 1194 WRITING Well Developed - 17.10% Somewhat/Moderately - 62.85% Beginning - 20.05% Total number of students by grade for all levels - 1194	Well Developed - 5.73% Somewhat/Moderately - 46.07% Beginning - 48.20% Total number of students by grade for all levels - 1,223 WRITING Well Developed - 6.14% Somewhat/Moderately - 60.64% Beginning - 33.22% Total number of students by grade for all levels - 1,223			Beginning - 37% Total number of students by grade for all levels - 1194 WRITING Well Developed - 20% Somewhat/Moderately - 63% Beginning - 17% Total number of students by grade for all levels - 1194
4F. English Learner reclassification rate	4F. 2020-2021 English Learner reclassification rate (DataQuest) 5.8%	4F. 2021-2022 English Learner reclassification rate (DataQuest) 16.3%			4F. English Learner Reclassification Rate Goal 12%
4G. Percentage of pupils passing AP exam with 3 or higher	4G. Percentage of pupils passing AP exam with 3 or higher N/A	4G. Percentage of pupils passing AP exam with 3 or higher N/A			4G. N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4H. Percentage of pupils who demonstrate EAP	4H. Percentage of pupils who demonstrate EAP N/A	4H. Percentage of pupils who demonstrate EAP N/A			4H. N/A

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Supplemental Professional Development	Through a Memorandum of Understanding (MOU) between the district and its teacher bargaining unit, an agreement was made to add three additional contractual days of service for teacher professional development. These training days are specifically designed to address and remedy barriers to learning encountered by unduplicated students, (low socioeconomic, homeless/foster, English Learner). Topics for training are dependent on specific needs and program weaknesses as determined by local and state assessment data for these subgroups, and each training is a full-day session. During the 2021-2022 school year, these training dates are as follows: July 27, 2021 October 11, 2021 January 3, 2022 The MOU allowing this training is reviewed annually by the district and association and, by agreement, may be terminated at any time. Costs cover fees and incidentals for training, including staff salary and benefits.	$292,517.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	New Teacher Onboarding	Each year, as new staff comes on board with the district, additional time and care are provided to employees to become familiar with instructional systems and programs used by the district. This training is supplemental to the required training conducted by the district human resources department. This training opportunity brings new teachers together for at least one day in the summer (ahead of other teachers) to provide supplemental training to prepare them for their new responsibilities. District Academic Coaches provide training. New teacher training includes introductions to the following comments of the academic program: • District Instructional Programs • Taking Attendance • Working with English Learners • Google Classroom • Assessment and Data • Building Student Relationships • Parent Communication Systems • Classroom Mangagement • Instructional Pacing Guides • Questions and Answers Costs cover fees and incidentals for training, including staff extra pay and benefits.	$2,148.00	Yes
3.3	Classified Professional Development (10 and 11 Month Employees)	An agreement was made to add one additional day of service through a Memorandum of Understanding (MOU) between the district and its classified employee bargaining unit. This training is developed specifically to address student engagement and to build a positive school culture. Understanding the district's students' unique needs allows classified employees to make informed decisions when	$14,804.00	Yes

Action #	Title	Description	Total Funds	Contributing
		interacting with students and parents each day. Examples of classified training include the following: • Public Relations • Conflict Deescalation • Students with Disabilities • Positive Discipline • Building Appropriate Relationships with Students		
3.4	Flexible Professional Development Activities	Even a worldwide pandemic didn't stop the need for teacher professional development. It did, however, teach us that teachers need a variety of ways to get the information they need to be effective in the classroom. The district makes a concerted effort to draw upon the leadership of its own teaching staff to provide professional development to staff. Doing this well takes a great deal of time on the part of those that chose to lend their expertise to the district's improvement efforts. Flexible PD activities support goal 3.1 training efforts to support unduplicated students. Costs for PD planning include the following: • Teacher Extra Time and Associated Benefits • Technology Platforms for Online Training (Kyte Learning) • Presentation Materials • Printing • Poster Paper • "Make and Take" Workshop Supplies	$7,350.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	District Curriculum Committee	Working under the direction of the district assistant superintendent of instruction, the curriculum committee shall be composed of a select group of teacher leaders from each site (28 total teachers) responsible for communicating instruction and assessment expectations to all other teachers at their grade level across the district. Focusing first on unduplicated subgroups, the group is assigned to refine pacing and assessments annually to match district achievement goals to newly adopted textbooks and supporting curriculum. This committee shall convene before the district adopts new textbooks. Further, this committee will be looking for key elements within different curricular programs with the lens of meeting the needs of unduplicated students. Committee members will receive intensive training from each selected textbook publisher. In addition, it is the direct responsibility of committee members to offer professional development and support to all teachers at their assigned grade levels. This training will continue throughout the first year of the adoption of the new core curriculum. The work of this committee shall be conducted after the school year in June 2022, 2023, and 2024. 28 Teachers Extra hours costs include benefits.	$307,638.00	Yes
3.6	Workshops, Conferences, and Presenters	The district is constantly seeking to improve services to close the achievement gap for students of unduplicated subgroups. Dependent on data and educational partners' feedback, professional development is planned for each school year. Though the district aims to conduct these services in-house whenever possible, there is still the need to connect staff with outside PD providers. Additionally, certain LCAP-based programs and services provided by the district require training from outside providers. Examples of such professional development opportunities include but	$8,606.00	Yes

Action #	Title	Description	Total Funds	Contributing
		are not necessarily limited to the following: • Leadership Development • Educational Technology Implementation • AVID Program Teacher Training (See Goal 4) • STEM Program (See Goal 4) • Kern County Superintendent of Schools Workshops • CCSS Training		
3.7	Increased Daily Instruction (20 Minutes)	In 2019, parents and teachers raised concerns that the district's original LCAP funded after-school intervention and enrichment program was insufficient to address student needs. In response, the district mostly disbanded the program through LCAP. It worked with its local teacher association, WETA, to add 20 minutes of daily instructional time beginning the 2019-2020 school year. This additional 20 minutes of instruction over the year increased instructional time by 4%, equivalent to eight full school days. Parents of the LCAP Advisory Committee unanimously agreed that this effort was the best use of LCAP intervention funds to ensure equity among principally directed subgroups. Additional funds continue to be set aside to offer specialized afterschool support or enrichment projects at the school sites. Still, the vast majority of funds previously used during after-school hours will continue to be directed toward this additional 20 minutes of "targeted instructional time" to occur each day. The 2020 pandemic has made this action more important than ever. In the coming school years, the increased instructional time will be dedicated to the prescriptive needs of unduplicated students to address their unique learning loss situations. Costs for this action include 20 minutes of teacher salary (daily rate) and associated benefits. During the 2021-2022 school year, the district will use Expanded Learning Opportunites Grant funds to assist	$801,709.00	Yes

Action #	Title	Description	Total Funds	Contributing
		in the overall cost of this action. Eventually, the full cost will return to LCFF S/C funding.		

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.

Action 3.5 District Curriculum Committee
Due to the COVID-19 pandemic, the district teacher curriculum committee was limited. The State of California's Adoption Cycle has been postponed and extended to the 2023 academic year. Due to the postponement, the implementation of the Action 3.5 district curriculum committee was limited. District Curriculum Committees were not fully implemented and have been carried over for the 2022-2023 academic school year included in the District's LCAP Actions.

No other substantive differences in planned actions and actual implementation of these actions were carried out in the previous 2021-2022 academic school year.

Successes
District efforts related to goal three of the LCAP have been moving forward during the 2021-2022 school year. Professional development upon the return to in-person instruction for the 2021-2022 school year was imperative to all teachers and staff. Additional professional development days allowed the district to provide training for teachers and staff to address and remedy barriers to learning encountered by unduplicated students, (low socioeconomic, homeless/foster, English learners). Post the COVID-19 pandemic it was also imperative for the district to provide workshops, training, and other professional development opportunities. This allowed the district to provide workshops, conferences, and presenters to improve services to close the achievement gap for students of unduplicated subgroups. Additional professional development for classified staff was developed by the district to specifically address student engagement and to build positive school culture.

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

Material differences between Budgeted Expenditures and Estimated Actual Expenditures were very minimal in Goal 3 Actions. The majority of action items in Goal 3 Actions of Estimated Actual Expenditures were within budget range and were within a plus or minus of 10% Estimated Actual Expenditure ratio difference.

A summary of material differences between Budgeted Expenditures and Estimated Actual Expenditures is as follows:

Action 3.5 District Curriculum Committee had an approximate $120,000 overestimated actual expenditure. Due to the COVID-19 pandemic, the district teacher curriculum committee was limited. The State of California's Adoption Cycle has been postponed and extended to the 2023 academic year. Due to the postponement, the implementation of the Action 3.5 district curriculum committee was limited and will be carried over to the 2022-2023 academic school year. District Curriculum Committees were not fully implemented and have been carried over for the 2022-2023 academic school year included in the District's LCAP Actions.

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

Goal 3 is to offer high-quality teacher training to support and develop the most qualified academicians possible.
- During the 2021-2022 school year, the district's implementation of CCSS English Language Arts and Mathematics continues to be considered "fully implemented" as measured by the district's site administration observation as well as data, local assessment data, and teacher comments.
- ELD implementation continues to be considered "fully implemented" as measured by administrative walkthroughs and online program utilization data, schoolmaster calendars/schedules, ELD catchup plans, and district-wide fluency assessment results.
- 2021-2022 English Learner reclassification rate (DataQuest) was 16.3% an increase from 5.8%.

Based on an analysis of these results, the district believes actions in Goal 3 are showing to be effective in making progress towards the goals. Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. 2019 Dashboard results will be used for Year 1 Outcome. STAR Assessment data for 2021 concluded 24.03% Met or Exceeded Standard in English Language Arts and 11.02% Met or Exceeded Standard in Mathematics. STAR Assessment data was a decline in comparison to the 2019 CAASPP California Dashboard Assessment data and attributed to the remote administration of this assessment. Many students experienced technology challenges during the assessment which may have had a negative impact on their performance.

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.

There were no significant changes made to the planned goals, metrics, and desired outcomes in Goal 3.

A summary of the changes made to the actions for the coming year that resulted from reflections on prior practice are as follows:

Action 3.7 Increased Daily Instruction (20 Minutes)
Educational Partners have suggested that Goal #5 (Students will have access to support and services to assist them in overcoming learning loss and barriers to success brought about by the COVID-19 pandemic) should be eliminated, but actions should continue and be

incorporated within the existing same goals for the 2022-2023 academic year of the LCAP. Action 3.7 Increased Daily Instruction (20 Minutes) is an existing action from Goal #5 that will be moved into Goal #3 for the 2022-2023 academic year.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

The LCAP Parent Advisory Committee, teacher representatives, and district support staff have reviewed all action items of Goal Four. Educational partners agree that most action items of the 2020-2021 LCAP were justified and should be primarily continued in the coming years. Parent educational partners continue to suggest increased parent input and involvement at school and non-social district functions. Supplemental student activities are notably popular with students' parents and help build a positive climate across the district. In a post-pandemic organization, rebuilding a positive and productive learning environment with meaningful social interactions is absolutely crucial.

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

Data measuring the success of the academic indicators targeted by Goal Four justify the need to continue these services for the 2021-2022 school year. (attendance, suspension/expulsion rates, CHKS results, and teacher/parent surveys). Perceived Safety at School:
of students report feeling "Safe" or "Very Safe" dropped from 71% to 67% during the 2021-2022 school year. 2019 California Dashboard data indicates the end of the year 6.2% were chronically absent and 0.6% were suspended at least once. Both chronically absent and suspension

rates are higher data points to the district's desired outcome for the 2023-2023 school year.

Goal 4 funding focuses on the following identified needs:

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5A School attendance rates as measured by local data from Student Information System (SIS)	5A School attendance rates 2018-2019 Attendance: (2019-2020 Data is N/A Due to the COVID-19 Pandemic) End of Year 2019 District-wide - 96.78%	5A School attendance rates 2018-2019 Attendance: (2019-2020 and 2020-2021 Data is N/A Due to the COVID-19 Pandemic) End of Year 2019 District-wide - 96.78%			5A School attendance rates 2023-2024 Attendance: End of Year District-wide - 98.5%
5B Chronic absenteeism rates as	5B Chronic absenteeism rate 2019 End-of-Year	5B Chronic absenteeism rate			5B Chronic absenteeism rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by local data from (SIS)	6.2% chronically absent	Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Chronic absenteeism rate 2019 End-of-Year 6.2% chronically absent			End of Year District-wide - 2.5%
5C Middle school dropout rates as measured by local data from (SIS)	5C Middle school dropout rates District = 0.02%	5C Middle school dropout rates Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Middle school dropout rates District = 0.02%			5C Middle school dropout rates District 0.0%
5D High school dropout rates N/A	5D High school dropout rates N/A	5D High school dropout rates N/A			5D High school dropout rates N/A
	5E High school graduation rates	5E High school graduation rates			5E High school graduation rates

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5E High school graduation rates- N/A	N/A	N/A			N/A
6A Pupil suspension rates as measured by local data from (SIS)	6A Pupil suspension rates 2019-2020 End-of-Year Results 0.6% suspended at least once	6A Pupil suspension rates Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Pupil suspension rates 2019-2020 End-of-Year Results 0.6% suspended at least once			6A Pupil suspension rates 2023-2024 End-of-Year Results 0.5% suspended at least once
6B Pupil expulsion rates as measured by local data from (SIS)	6B Pupil expulsion rates 2019-2020 End-of-Year Results District = 0.00%	6B Pupil expulsion rates Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Pupil expulsion rates 2019-2020 End-of-Year Results District = 0.00%			6B Pupil expulsion rates 2023-2024 End-of-Year Results District = 0.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6C Other local measures on sense of safety and school connectedness - California Healthy Kids Survey Results	6C 2019-2020 California Healthy Kids Survey Results - 7th Grade 1. Perceived Safety at School: • 71% of students report feeling "Safe" or "Very Safe" 2. At my school, there is a teacher of some other adult who really cares about me. • 67% of students believe this statement is true	6C 201-2022 California Healthy Kids Survey Results - 7th Grade 1. Perceived Safety at School: • 67% of students report feeling "Safe" or "Very Safe" 2. At my school, there is a teacher of some other adult who really cares about me. • 65% of students believe this statement is true			6C 2023-2024 California Healthy Kids Survey Results - 7th Grade - Climate Goal: 10% Growth Over 2019 Data in the following areas: 1. Perceived Safety at School: • 78% of students report feeling "Safe" or "Very Safe" 2. At my school, there is a teacher of some other adult who really cares about me. • 74% of students believe this statement is true
Pupil outcomes in subjects described in 51210/51220 8A Physical Fitness Exams	8A Physical Fitness Exams 2018-2019 5th Grade State Physical Fitness Goal:	8A Physical Fitness Exams Due to the COVID-19 pandemic, state law suspended the reporting of state			8A Physical Fitness Exams 2018-2019 5th Grade State Physical Fitness Goal: 15% Growth Over 2019 Data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Aerobic Capacity – 52.8% in Healthy Fitness Zone (HFZ) • Body Composition – 45.9% in Healthy Fitness Zone (HFZ) 2018-2019 7th Grade State Physical Fitness Goal: • Aerobic Capacity – 64.8% in Healthy Fitness Zone (HFZ) • Body Composition – 55.8% in Healthy Fitness Zone (HFZ)	indicators on the 2021 Dashboard. No State Assessments were adminstered due to the COVID-19 pandemic. 2018-2019 5th Grade State Physical Fitness Goal baseline data will continued to be used: • Aerobic Capacity – 52.8% in Healthy Fitness Zone (HFZ) • Body Composition – 45.9% in Healthy Fitness Zone (HFZ) 2018-2019 7th Grade State Physical Fitness Goal: • Aerobic Capacity – 64.8% in Healthy Fitness Zone (HFZ)			• Aerobic Capacity – 60% in Healthy Fitness Zone (HFZ) • Body Composition – 53% in Healthy Fitness Zone (HFZ) 2018-2019 7th Grade State Physical Fitness Goal: 15% Growth Over 2019 Data • Aerobic Capacity – 75% in Healthy Fitness Zone (HFZ) • Body Composition – 64% in Healthy Fitness Zone (HFZ)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		• Body Composition – 55.8% in Healthy Fitness Zone (HFZ)			

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Counselors at All School Sites	School Counselors are recognized as one of the most valuable funded actions of the district's LCAP. Educational partners overwhelmingly agree that their presence at the school makes a difference for the well-being of the district's most needy targeted subgroups. Counseling is directed particularly to low socioeconomic and homeless/foster youth. There will be one counselor at every school site dedicated to students' social and emotional needs as directed by educational partners. Costs include salary, benefits, and supplies, for the district's LCAP-funded counseling team. Six Positions Total Positions: #160002 #101251 #160025 #160026 #101250 #200070	$831,260.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Enhanced Health Services at All Schools	After a pandemic, supplemental health services are more than just a good idea. Site health clerks provide supplemental services to the base district health program and greatly benefit students and parents, providing on-site care to deal with the health and welfare of students immediately. Specifically, low socioeconomic and homeless/foster youth will benefit from increased access to health services and referrals to outside agencies as necessary by LCAP-funded health employees. Supplemental nursing services were also committed via LCFF to decrease the district's student-to-nurse/LVN ratio to ensure a healthy student population. Additionally, the district maintains supplemental supplies and emergency health kits for student health services that must be restocked each year. In addition, a new health coordinator position is being added beginning with the 2022-2023 school year to oversee and monitor all health services for students to ensure that students' physical needs are being met. In addition, this coordinator will provide ongoing training and professional development to all health staff to continue improving health services. Costs include employee benefits and extra hours as necessary. Heatlh Coordinator, Two School Nurses, Six Health Clerks, and One Health Department Clerk Position Numbers #101601 #101602 #101603 #092901 #112901 #122901 #132901 #142902 #151057 #220121	$965,186.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	Advancement Via Individual Determination (AVID)	The district will enter its fifth year of implementing the AVID Program in the middle grades during the 2019-2020 school year. This supplemental program assists students in the central band of achievement to reach higher standards of rigor to expose and prepare them for a potential college pathway in the future. Services are principally directed to targeted LCAP student subgroups. The district has seen positive academic growth stemming from the AVID program. Thus, in the direction of educational partners, AVID will be expanded into sixth grade during the 2019-2020 school year, with additional costs to be calculated and factored into the LCAP budget. Costs include a contract for service, AVID Tutors, AVID Coordinator stipend, training overtime, conference, and travel, as well as supplies. 5 AVID Tutors Positions: #TBD	$53,375.00	Yes
4.4	District Instumental Music Program	Providing an enriching curriculum to students is an LCAP priority. Offering regularly scheduled instrumental music classes at elementary schools has been positively received to supplement targeted subgroups that would otherwise have little exposure to the arts at those schools. Services to unduplicated students are conducted through direct exposure to fundamental music classes at district elementary schools by certificated music teachers with pathways to more advanced music offerings in middle school. Interest in music programs by educational partners is expanding, and the budget reflects this student interest in its budget for 2021-2022. Costs include 2.00 Music Teachers, Musical Instruments, Band Uniforms, and Instrument Repairs.	$258,109.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2.00 Music Teacher Positions: Positions #101101 #61		
4.5	Extra-Curricular Programs	Supplemental and Concentration funding from LCFF provides opportunities for students in the district to access various after-school clubs and programs to enrich and expand on core curriculum learning. These offerings are available to all students, including those that choose not to participate in the district's ASES program. Students from unduplicated subgroups are particularly encouraged to get involved and have some fun with teachers. Extracurricular offerings vary year over year based on teacher availability. Costs include employee extra time and associated benefits, supplies, and transportation as required. Examples of possible extracurricular offerings: • Drama • Chess Club • Yearbook • Computer Club • Newsletter • Advanced Music • Color Guard	$383,072.00	Yes
4.6	Districtwide Physical Education Program	District educational partners identified the need to provide high-quality physical education to the elementary students of Wasco long ago.	$767,546.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Rather than conducting the subject via the traditional means with a student's general classroom teacher, educational partners determined that supplementing its PE program with certificated teachers provides a much more enhanced and equitable physical education curriculum for the student population. Elementary physical education in Kern County is mostly a product of general education teachers. However, in Wasco, thanks to LCFF, PE is conducted across all grade levels by fully credentialed physical education teachers to ensure that students are appropriately educated on proper nutrition and engaging in healthy lifestyle choices. In low-socioeconomic areas, this educational opportunity is critical, as the percentage of overweight students is far above the norm. PE instructional aides assist credentialed PE teachers to make sure that students get the one-on-one attention they deserve. Costs include 4 Physical Education Teachers, 8 Instructional Aides, Employee Benefits, PE Equipment, and Associated Supplies. 10 Total Full-time Positions Positions: #121129 #151043 #121153 #151044 #220001 #220000 #220006 #220007 #220023 #220024 #220003 #220032		

Action #	Title	Description	Total Funds	Contributing
4.7	LCFF/LCAP Translator	With the expanded supplemental services and programs built through LCFF funding across the district, there is an increased need for additional parent communication in the parents' home language. A single position has greatly assisted the district in offering significantly improved communications to parents and the public. (Verbal, Written, and Online) This position connects and coordinates messaging on LCAP funded programs for all school sites and the district office. Cost includes employee benefits and extra hours as necessary. One Full-time Position Position #151073	$111,076.00	Yes
4.8	District Extracurricular Competitions	Similar to the extracurricular activities outlined above in 4.5, these after-hours activities are conducted as district-level functions. Teacher leaders coordinate them at school sites to ensure the programs are equal caliber and tied to the district's curriculum when appropriate. Though all students in the district may participate in competitions, additional resources and extra effort is made to encourage and support students from unduplicated subgroups in becoming involved in competitions. Competitions occur each year and help the district spotlight students in the media, the district website, and district awards ceremonies. Examples of extracurricular competitions include the following: • Science Fair • History Day • Math Field Day • Music Competitions	$30,804.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Battle of the Books • Oral Language Costs include teacher stipends and associated benefits, supplies, awards, travel, and associated event fees.		
4.9	Academic Achievement Awards and Incentives	Parents request more frequent information regarding the academic success and needs of their children. Each school receives an allocation through LCFF based on socioeconomic status to recognize student academic achievement efforts at each school. Parent visitation logs at all schools demonstrate that awards ceremonies bring more parents on campus than any other event hosted by the district. As such, administrators seek to connect students and parents with their schools regularly and in ways that build home-to-school connections. The middle schools use these allocated funds to recognize students who demonstrate exemplary academic skills and provide special academic awards to target the low socioeconomic student subgroup. They also provide an eighth-grade graduation ceremony that draws nearly a thousand or more parents and family members to the local high school stadium to celebrate their children's success during their final days with the Wasco Union Elementary School District. It is a local celebration like no other in town. Costs may include such items as certificates, trophies, banners, balloons, rental fees, etc.	$17,146.00	Yes
4.10	Afterschool Sports Programs - Middle Schools	LCAP surveys and forums still identify extracurricular sports programs as a significant motivator for students. Competitive sports can be particularly motivating to students that would normally be disconnected from the traditional academic environment in their	$77,598.00	Yes

Action #	Title	Description	Total Funds	Contributing
		absence. A variety of sporting activities are a way to build school spirit and identity, and the requirements to participate encourage students to work hard and build academic confidence. This is critically important to students from low socioeconomic backgrounds. LCFF funds have provided a conduit for the district to maintain and possibly expand sports programs at the middle schools. The district's middle school competitive sports offerings are regularly monitored to ensure compliance with Title IX regulations. Costs include coaching stipends and associated benefits, team transportation, entry fees, and costs for referees.		
4.11	Assistant Principal/Learning Director	Assistant Principal/Learning Directors (AP/LDs) at each site extends support to unduplicated pupils at the direction of the site principal to increase student achievement. In Wasco, it is the priority of AP/LDs to monitor the progress of unduplicated students and manage referrals to RTI and intervention classes. Foster and homeless youth receive individual attention from the AP/LD as their unique home situations are determined, and cases are confidentially handled. These employees work closely with the parents of unduplicated students to offer recommendations for equitable school and community services to help maximize their potential. Assistant Principal/Learning Directors are also responsible for maintaining a safe school and a productive learning environment through restorative justice practices. California School Dashboard data demonstrates the effectiveness of this position with improved attendance, behavior, and learning progress for unduplicated student subgroups since 2015. Costs include employee benefits as outlined by contract.	$1,045,072.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Six Assistant Principal/Learning Directors Position Numbers: #68 #220039 #111202 #190003 #131202 #220040		
4.12	Maintenance, Operations, and Transportation Staff - Groundskeeper, Maintenance, Bus Drivers, and Custotian Staff	Groundskeepers, Maintenance, Bus Drivers, and Custodians additional staff district-wide will extend support and services to keep school sites safe, clean, and orderly to positively increase school culture and climate. In Wasco, it is the priority of our Maintenance, Operations, and Transportation department for all students to assess the safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair. These employees will provide transportation for unduplicated students for continuous equitable access to school, community services, and other community recourses that will help maximize student potential. Costs include employee benefits as outlined by contract.	$126,932.00	Yes
4.13	Mentorship Program	Data continues to identify the specific Subgroups as a subgroup in need of ongoing prescriptive assistance. Given the pandemic and the ramifications of a full year of distance learning, educational partners are concerned that the group will need even more intensive help to build back the growth that was gained. Mathematics was the original focus of this action when it was first developed in 2018. Beginning the 2021-2022 school year, in an effort	$10,110.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to engage these subgroups, the mentor program will begin an interactive STEM program. The program is designed to involve parents and students together in the learning. During program meetings, parents will gather to gain information on ways for families to work with and motivate children in their academics. Concurrently, students will spend time with certificated teachers in after-hours STEM activities that lean heavily toward math skills. Costs of this action include the following: • Motivational Speaker Fees • STEM and other instructional supplies • Teacher extra-time and associated benefits • Transportation (as necessary) • Refreshments		
4.14	Academic Deans (Middle Schools)	Academic Deans at middle schools are instrumental to make certain students receive the comprehensive support and programs needed to succeed in higher education. Student counselors at each school (outlined in goal 4.1) focus entirely on students' socio-emotional needs. Academic deans monitor services for students and support classroom teachers by helping them to identify barriers to student success one child at a time. The district uses data every day to monitor targeted LCFF subgroups and individual students to monitor progress and issue red flags at intervals adequate to mobilize resources to solve situations as they occur, or better, preemptively intervene on concerns. This action item supports requests from parents to increase parent communication and academic support across the district and is principally directed toward the specified subgroups. Each middle school dean monitors entire subgroups of students to carry them through three years at the school to support their academic progress along the way.	$261,794.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Costs include salary, benefits, and supplies. Two Positions Total Positions: #160003 #200071		
4.15	Homeless and Foster Youth Supports	The COVID-19 pandemic leaves the full scope of its impact unknown, particularly in matters related to homeless and foster students. Once students return to school in the fall of 2021, school counselors will be tasked with determining the extent to which the circumstances of the pandemic have financially impacted families. Early estimates indicate that there will be an increased need for support for the subgroup in the fall. Services to homeless and foster students include, but are not limited to, the following: • School Supplies • Clothes • Transportation for School, Services, and Related Events • Health and Hygiene Supplies	$2,500.00	Yes

Goal Analysis [2021-22]

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

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

Action 4.4 District Instrumental Music Program
Due to the COVID-19 pandemic, the District Instrumental Music Program was limited. The State of California's Adoption Cycle has been postponed and extended to the 2023 academic year. Due to the postponement, the implementation of the Action 3.5 district curriculum

committee was limited. District Curriculum Committees were not fully implemented and have been carried over for the 2022-2023 academic school year included in the District's LCAP Actions.

No other substantive differences in planned actions and actual implementation of these actions were carried out in the previous 2021-2022 academic school year.

Successes
District efforts related to goal four of the LCAP have been moving forward during the 2021-2022 school year. Goal four during the 2021-2022 school year was extremely imperative specifically for the return to in-person instruction and meeting the social-emotional and safety needs of all students. Enhanced health services at all schools allowed the district to meet all COVID-19 restrictions and provide a safe and conducive learning environment for all students. District after-school and sports programs enabled students to take part in extracurricular activities outside of the instructional program.

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

Material differences between Budgeted Expenditures and Estimated Actual Expenditures were very minimal in Goal 4 Actions. The majority of action items in Goal 4 Actions of Estimated Actual Expenditures were within budget range and were within a plus or minus of 10% Estimated Actual Expenditure ratio difference.

A summary of material differences between Budgeted Expenditures and Estimated Actual Expenditures is as follows:

Action 4.4 District Instrumental Music Program had an approximate $113,000 underestimated actual expenditure. Due to the COVID-19 pandemic, the District's band and music program were not able to operate at full capacity due to COVID-19 restrictions throughout the 2021-22 academic year. Due to the COVID-19 restrictions, limited instrumental music programs were not accrued expenses. Action 4.4 District Instrumental Music Program is planned to be fully implemented for the 2022-23 academic year.

Action 4.5 Extra-Curricular Programs had an approximate $85,000 underestimated actual expenditure. Supplemental and Concentration funding from LCFF was allocated under Action 4.5 where opportunities for students in the district to access various after-school clubs and programs to enrich and expand core curriculum learning were provided. Due to the COVID-19 pandemic restrictions, extracurricular activities were limited in access to all students during the 2021-22 academic year. This was a material difference between Budgeted Expenditures and Estimated Actual Expenditures.

Action 4.8 District Extracurricular Competitions had an approximate $17,000 underestimated actual expenditure. Due to the COVID-19 pandemic restrictions, competitions that occur each year and help the district spotlight students in the media, the district website, and district awards ceremonies were not fully implemented during the 2021-22 academic year.

Action 4.12 Custodial staff for extended programs had an approximate $81,674 overestimated actual expenditure. Groundskeepers, Maintenance, Bus Drivers, and Custodians additional staff were not in planned actions and had no planned expenditures allocated. The actual full implementation of this action was carried out during the 2022-22 academic year. Action 4.12 Custodial staff for extended programs was a material difference between Budgeted Expenditures and Estimated Actual Expenditures.

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

Goal 4 is to provide a safe and drug-free learning environment, a positive school climate, and maintain a college-going culture that considers other career pathways.
- End of the Year 2019 District-wide attendance rate was 96.78% and chronic absenteeism rate was 6.2%. This was the latest California Dashboard data and has been a positive standing below the state baseline.
- 2021-2022 California Healthy Kids Survey Results - 7th Grade Perceived Safety at School 67% of students report feeling "Safe" or "Very Safe." 65% of students believe this statement is true: At my school, there is a teacher or some other adult who really cares about me. Returning from the COVID-19 pandemic and back to in-person instruction as a district we understand that these numbers are high, but continue to be areas of growth that will continue to be monitored in Goal 4.

Based on an analysis of these results, the district believes actions in Goal 4 are showing to be effective in making progress towards the goals. The high attendance and low chronic absenteeism rates during 2021-2022 were not made available, but we understand that both rates would have a decline due to COVID-19 quarantine restrictions. 2021-2022 California Healthy Kids Survey Results decline is attributed to students returning from the COVID-19 pandemic and back to in-person instruction.

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.

There were no significant changes made to the planned goals, metrics, and desired outcomes in Goal 3.

A summary of the changes made to the actions for the coming year that resulted from reflections on prior practice are as follows:

Action 4.5 Extra-Curriculuar Activites
Funding has increased to reflect an expansion of extracurricular offerings and increased personnel costs.

Educational Partners have suggested that Goal #5 (Students will have access to support and services to assist them in overcoming learning loss and barriers to success brought about by the COVID-19 pandemic) should be eliminated, but actions should continue and be incorporated within the existing same goals for the 2022-2023 academic year of the LCAP. Action 4.13 Mentorship Program, Action 4.14 Academic Deans (Middle Schools), and Action 4.15 Homeless and Foster Youth Support are existing actions from Goal #5 that will be moved into Goal #4 for the 2022-2023 academic year.

Action 4.13 Mentorship Program
Action 4.14 Academic Deans (Middle Schools)
Action 4.15 Homeless and Foster Youth Supports

Action 4.12 Custodial staff for extended programs
Action 4.12 will be an added and continued action for Goal 4. Action 4.12 will increase Groundskeepers, Maintenance, Bus Drivers, and Custodian's additional staff district-wide extended support and services to keep school sites safe, clean, and orderly to positively increase school culture and climate. Based on reflections on prior practice, this action is needed to continue with the expansion of desired educational extended programs for unduplicated students. In addition, educational partners have suggested the need to increase additional custodial staff for extended programs. Action 4.12 Custodial staff for extended programs will be a new and continued action item for Goal #4 for the 2022-2023 academic year.

Action 4.2 Health Services Coordinator
After and during the COVID-19 pandemic, the need for a Health Services Coordinator was needed for the district to meet the compliance and regulations of the COVID-19 pandemic. In addition, the Health Services Coordinator will provide oversight and leadership to on-site care to immediately deal with students' health and welfare. The increase of student health plan needs has also increased for the district. Educational Partners have suggested increasing the health services throughout the district. This position was added to Action 4.2 Health Services Coordinator as additional support for Enhanced Health Services and as a result funding for this action has increased to reflect this addition.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

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

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

Goal 5 funding focuses on the following identified needs:

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4A. Statewide assessments	4.A.i. ENGLISH LANGUAGE ARTS DASHBOARD RESULTS District Average -40.2 points below standard - Increased 8.1 Points John L. Prueitt Elementary - 14 points below standard - Increased 7 Points Karl F. Clemens Elementary - 54.9 points below standard - Maintained 2.8 Points James A. Forrest	4.A.i. ENGLISH LANGUAGE ARTS DASHBOARD RESULTS Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. 2019 Dashboard results will be used for Year 1 Outcome District Average -40.2 points below standard - Increased 8.1 Points John L. Prueitt Elementary - 14 points			4.A.i. ENGLISH LANGUAGE ARTS DASHBOARD RESULTS District Average - 34 points below standard - Increase of 15% over 2019 results John L. Prueitt Elementary - 12 points below standard - Increase of 15% over 2019 results Karl F. Clemens Elementary - 47 points below standard - Increase of 15% over 2019 results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Elementary - No Data - New School Opened 2019 Teresa Burke Elementary - 29.8 points below standard - Increased 17.9 Points Thomas Jefferson Middle - 49.3 points below standard - Increased 11.8 Points Palm Avenue Middle School - No Data - New School Opened 2019 4.A.ii. MATHEMATICS DASHBOARD RESULTS District Average - 73.7 points below standard - Increased 10.5 Points John L. Prueitt Elementary - 43.6 points below standard - -Increased 10.1 Points	below standard - Increased 7 Points Karl F. Clemens Elementary - 54.9 points below standard - Maintained 2.8 Points James A. Forrest Elementary - No Data - New School Opened 2019 Teresa Burke Elementary - 29.8 points below standard - Increased 17.9 Points Thomas Jefferson Middle - 49.3 points below standard - Increased 11.8 Points Palm Avenue Middle School - No Data - New School Opened 2019 4.A.ii. MATHEMATICS DASHBOARD RESULTS			James A. Forrest Elementary - 34 points below standard - Increase of 15% over 2019 district average results Teresa Burke Elementary - 25 points below standard - Increase of 15% over 2019 results Thomas Jefferson Middle - 42 points below standard - Increase of 15% over 2019 results Palm Avenue Middle School - 34 points below standard - Increase of 15% over 2019 district average results 4.A.ii. MATHEMATICS DASHBOARD RESULTS District Average - 63 points below standard - Increase of 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Karl F. Clemens Elementary -79.3 points below standard - Increased 7.1 Points James A. Forrest Elementary - No Data - New School Opened 2019 Teresa Burke Elementary - 50 points below standard - Increased 17.1 Points Thomas Jefferson Middle - 99.4 points below standard - Increased 19.8 Points Palm Avenue Middle School - No Data - New School Opened 2019 ORANGE • Special Education (Math) African American (Math and Language Arts)	District Average - 73.7 points below standard - Increased 10.5 Points John L. Prueitt Elementary - 43.6 points below standard - -Increased 10.1 Points Karl F. Clemens Elementary -79.3 points below standard - Increased 7.1 Points James A. Forrest Elementary - No Data - New School Opened 2019 Teresa Burke Elementary - 50 points below standard - Increased 17.1 Points Thomas Jefferson Middle - 99.4 points below standard - Increased 19.8 Points Palm Avenue Middle School - No Data - New School Opened 2019			over 2019 results John L. Prueitt Elementary - 37 points below standard - Increase of 15% over 2019 results Karl F. Clemens Elementary - 67 points below standard - Increase of 15% over 2019 results James A. Forrest Elementary - 63 points below standard - Increase of 15% over 2019 district average results Teresa Burke Elementary - 43 points below standard - Increase of 15% over 2019 results Thomas Jefferson Middle - 85 points below standard - Increase of 15% over 2019 results Palm Avenue Middle School - 63 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	RED • Special Education (Math) YELLOW AND ABOVE • All Other Subgroups 2018-2019 CALIFORNIA SCIENCE TEST (CAST) RESULT % Meeting or Exceeding Standards • 5th Grade 15.44% • 8th Grade- 13.73%	California School Dashboard Indicator ORANGE • Special Education (Math) African American (Math and Language Arts) RED • Special Education (Math) YELLOW AND ABOVE • All Other Subgroups 2018-2019 CALIFORNIA SCIENCE TEST (CAST) RESULT % Meeting or Exceeding Standards • 5th Grade 15.44% • 8th Grade- 13.73%			below standard - Increase of 15% over 2019 district average results 2023-2024 CAST Goal % Meeting or Exceeding Standards 5th Grade 25% 8th Grade- 20% 2023-2024 Goal: YELLOW OR ABOVE IN ALL INDICATORS • All Subgroups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4B. Percentage of pupils who successfully completed A-G requirements	4B. Percentage of pupils who successfully completed A-G requirements N/A	4B. Percentage of pupils who successfully completed A-G requirements N/A			4B. Percentage of pupils who successfully completed A-G requirements N/A
4C. Percentage of pupils who have successfully CTE pathways	4C. Percentage of pupils who have successfully CTE pathways N/A	4C. Percentage of pupils who have successfully CTE pathways N/A			4C. Percentage of pupils who have successfully CTE pathways- N/A N/A
4D. Percentage of pupils completing A-g and CTE sequences/programs	4D. Percentage of pupils completing A-g and CTE sequences/programs N/A	4D. Percentage of pupils completing A-g and CTE sequences/programs N/A			4D. Percentage of pupils completing A-G and CTE sequences/programs N/A
4E. Percentage of EL pupils making progress toward English proficiency	4E. Percentage of EL pupils making progress toward English proficiency Baseline Data from 2018-2019 ELPAC Administration (From California Dashboard) (19-20 not available)	4E. 2020-2021 Percentage of EL pupils making progress toward English proficiency (DataQuest)- 5.8% 4E. Percentage of EL pupils making progress toward English proficiency			4E. Percentage of EL pupils making progress toward English proficiency 15% Increase from Baseline Data on 2018-2019 ELPAC Administration 2023-2024 School Year - 51% making

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2019 - 44.1% making progress towards English language proficiency LISTENING Well Developed - 21.48% Somewhat/Moderately - 61.58% Beginning - 16.93% Total number of students by grade for all levels - 1,194 SPEAKING Well Developed - 34.04% Somewhat/Moderately - 49.62% Beginning - 16.34% Total number of students by grade for all levels - 1194 READING Well Developed - 5.9% Somewhat/Moderately - 54.25% Beginning - 39.85%	California Dashboard 2021 21.24% Making Progress Towards English Proficiency LISTENING Well Developed - 14.65% Somewhat/Moderately - 65.22% Beginning - 20.13% Total number of students by grade for all levels - 1,223 SPEAKING Well Developed - 28.56% Somewhat/Moderately - 50.08% Beginning - 21.36% Total number of students by grade for all levels - 1,223 READING Well Developed - 5.73% Somewhat/Moderately - 46.07%			progress towards English language proficiency (Districtwide) LISTENING Well Developed - 29% Somewhat/Moderately - 57% Beginning - 14% Total number of students by grade for all levels - 1,194 SPEAKING Well Developed - 39% Somewhat/Moderately - 47% Beginning - 14% Total number of students by grade for all levels - 1194 READING Well Developed - 7% Somewhat/Moderately - 56% Beginning - 37% Total number of students by grade for all levels - 1194

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Total number of students by grade for all levels - 1194 WRITING Well Developed - 17.10% Somewhat/Moderately - 62.85% Beginning - 20.05% Total number of students by grade for all levels - 1194	Beginning - 48.20% Total number of students by grade for all levels - 1,223 WRITING Well Developed - 6.14% Somewhat/Moderately - 60.64% Beginning - 33.22% Total number of students by grade for all levels - 1,223			WRITING Well Developed - 20% Somewhat/Moderately - 63% Beginning - 17% Total number of students by grade for all levels - 1194
4F. English Learner reclassification rate	4F. 2020-2021 English Learner reclassification rate (DataQuest) 5.8%	4F. 2021-2022 English Learner reclassification rate (DataQuest) 16.3%			4F. English Learner Reclassification Rate Goal 12%
4G. Percentage of pupils passing AP exam with 3 or higher	4G. Percentage of pupils passing AP exam with 3 or higher N/A	4G. Percentage of pupils passing AP exam with 3 or higher N/A			4G. Percentage of pupils passing AP exam with 3 or higher N/A
4H. Percentage of pupils who demonstrate EAP	4H. Percentage of pupils who demonstrate EAP N/A	4H. Percentage of pupils who demonstrate EAP N/A			4H. Percentage of pupils who demonstrate EAP preparedness N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	95% Group Language Tutors and Program Needs	***Action has been moved to Goal #1**** The 95% Group is a phonemic program implemented by the district to support English learners in acquiring the language rapidly. This program's implementation targeted the two schools most in need of assistance due to the higher English learners' levels at each school. (Teresa Burke and Karl Clemens Elementary Schools). The program requires intensive one-on-one tutoring to practice the many vowels, and consonant blends only found in English and are roadblocks for English Learners to overcome. These part-time tutors are specifically trained to use the 95% Group Practices and spend 3.5 hours a day with English Learners. Cost includes program supplies as well as employee hourly pay and extra time as required. 4 Total Language Tutors Positions #220015 #220016 #220019 #220020		No

Action #	Title	Description	Total Funds	Contributing
5.2	Increased Daily Instruction (20 Minutes)	***Action has been moved to Goal #3*** In 2019, parents and teachers raised concerns that the district's original LCAP funded after-school intervention and enrichment program was insufficient to address student needs. In response, the district mostly disbanded the program through LCAP. It worked with its local teacher association, WETA, to add 20 minutes of daily instructional time beginning the 2019-2020 school year. This additional 20 minutes of instruction over the year increased instructional time by 4%, equivalent to eight full school days. Parents of the LCAP Advisory Committee unanimously agreed that this effort was the best use of LCAP intervention funds to ensure equity among principally directed subgroups. Additional funds continue to be set aside to offer specialized afterschool support or enrichment projects at the school sites. Still, the vast majority of funds previously used during after-school hours will continue to be directed toward this additional 20 minutes of "targeted instructional time" to occur each day. The 2020 pandemic has made this action more important than ever. In the coming school years, the increased instructional time will be dedicated to the prescriptive needs of unduplicated students to address their unique learning loss situations. Costs for this action include 20 minutes of teacher salary (daily rate) and associated benefits. During the 2021-2022 school year, the district will use Expanded Learning Opportunites Grant funds to assist in the overall cost of this action. Eventually, the full cost will return to LCFF S/C funding.		No
5.3	Mentorship Program	***Action has been moved to Goal #4*** Data continues to identify student subgroups in need of ongoing prescriptive academic, behavioral and social-emotional assistance. Given the pandemic and the ramifications of a full year of distance learning, educational partners are concerned that the group will need		No

Action #	Title	Description	Total Funds	Contributing
		even more intensive help to build back the growth that was gained. Mathematics was the original focus of this action when it was first developed in 2018. Beginning the 2021-2022 school year, in an effort to engage the AA subgroup, the mentor program will begin an interactive STEM program. The program is designed to involve parents and students together in the learning. During program meetings, parents will gather to gain information on ways for families to work with and motivate children in their academics. Concurrently, students will spend time with certificated teachers in after-hours STEM activities that lean heavily toward math skills. Costs of this action include the following: • Motivational Speaker Fees • STEM and other instructional supplies • Teacher extra-time and associated benefits • Transportation (as necessary) • Refreshments		
5.4	Academic Deans (Middle Schools)	***Action has been moved to Goal #4*** Academic Deans at the middle schools are an instrumental tool to make certain students receive the comprehensive supports and programs needed to succeed in higher education. Student counselors at each school (outlined in goal 4.1) focus entirely on students' socio-emotional needs. Academic Coaches monitor principally directed academic deans monitor services, and classroom teachers are mobilized to identify barriers to student success one child at a time. The district uses data every day to monitor targeted LCFF subgroups and individual students to monitor progress and issue red flags at intervals adequate to mobilize resources to solve situations as they occur, or better, preemptively intervene on concerns. This action item supports requests from parents to increase parent communication and	$0.00	

Action #	Title	Description	Total Funds	Contributing
		academic support across the district and is principally directed toward the specified subgroups. Each middle school dean monitors entire subgroups of students to carry them through three years at the school to support their academic progress along the way. Costs include salary, benefits, and supplies. Two Positions Total Positions: #160003 #200071		
5.5	Instructional After-School Intervention (K-8)	***Action will be removed from the LCAP and will be funded using ELOP funds.*** The 2020 COVID-19 pandemic has brought much uncertainty to the coming school year to determine the precise services needed to address. The Wasco Union Elementary School District received a significant amount of financial support for intervention services from the Federal government with their standard limitation of use with specific subgroups. The district has tied LCFF resources to providing intervention during intervention classes scheduled each day for 20 minutes. The district holds this action to pay for unanticipated intensive after-school intervention for its unduplicated subgroups. Services provided under this LCAP action are designed to provide targeted and prescriptive intervention to unduplicated students, either one-on-one or large group. NOTE: One-time Federal funding will be appropriated first before LCFF funds are used for after-school principally directed services. Costs include extra time, associated benefits, and supplies.		No

Action #	Title	Description	Total Funds	Contributing
		Six Positions Total Positions: #160002 #101251		
5.6	Kindergarten Readiness	***Action will be removed from the LCAP and will be funded using UPK funds.**** Built into traditional summer school, the Kindergarten Readiness program invites students unable to participate in Transitional Kindergarten due to age restrictions to build skills before entering Kinder for the coming year. Kindergarten Readiness has proven to be the district's next best step to transitional kindergarten in identifying and introducing new kindergarten students to the rigor and social expectations of the district's full-day kindergarten program. Early literacy kindergarten readiness assessments demonstrate the continued need for this program and possible future expansion. Students in unduplicated subgroups benefit most from these services and have expanded access to these limited seats to accommodate them. Costs of the program include teacher extra-pay, classroom aides (including associated benefits for both), supplies, and student transportation as necessary.	$0.00	No
5.7	Homeless and Foster Youth Supports	***Action has been moved to Goal #4*** The COVID-19 pandemic leaves the full scope of its impact unknown, particularly in matters related to homeless and foster students. Once students return to school in the fall of 2021, school counselors will be tasked with determining the extent to which the circumstances of the pandemic have financially impacted families. Early estimates indicate		No

Action #	Title	Description	Total Funds	Contributing
		that there will be an increased need for support for the subgroup in the fall. Services to homeless and foster students include, but are not limited to, the following: • School Supplies • Clothes • Transportation for School, Services, and Related Events • Health and Hygiene Supplies		

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.

Action 5.1 95% Group Language Tutors and Program Needs
The 95% Group is a phonemic program implemented by the district to support English learners in acquiring the language rapidly. This program's implementation targeted the two schools most in need of assistance due to the higher English learners' levels at each school. (Teresa Burke and Karl Clemens Elementary Schools). Based on the early success of the program and targeted COVID-19 learning loss mitigation, additional funding was allocated for Action 5.1 and was a substantive difference in planned actions and actual implementation.

Action 5.5 Instructional After-School Intervention (K-8)
The district has tied LCFF resources to providing intervention during intervention classes scheduled each day for 20 minutes. The district holds this action to pay for unanticipated intensive after-school intervention for its unduplicated subgroups. Based on the new California Department of Education Expanded Learning Opportunities Program initiatives, Action 5.5 was transferred over to Expanded Learning Opportunites Program funding since this action is directly tied to after-school instructional intervention services for unduplicated student groups.

No other substantive differences in planned actions and actual implementation of these actions were carried out in the previous 2021-2022 academic school year.

Successes
District efforts post-COVID-19 pandemic services to homeless and foster students included school supplies, clothing, transportation for school, services and related events, and health and hygiene supplies. The 95% Group Language Tutors and Program served as additional phonics resources that allowed teachers to improve their depth of phonics concepts and their ability to provide effective instruction, in a

variety of educational settings. Language tutors were trained by the 95% group and provided effective supplemental educational services for unduplicated student groups. Through Goal 5 the district has been able to provide kindergarten readiness and has helped foster and meet the new state compliance regulations for Universal Pre-Kinder.

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

Material differences between Budgeted Expenditures and Estimated Actual Expenditures were very minimal in Goal 5 Actions. The majority of action items in Goal 5 Actions of Estimated Actual Expenditures were within budget range and were within a plus or minus of 10% Estimated Actual Expenditure ratio difference.

A summary of material differences between Budgeted Expenditures and Estimated Actual Expenditures is as follows:

Action 5.1 95% Group Language Tutors and Program Needs had an approximate $197,000 underestimated actual expenditure. The 95% Group is a phonemic program implemented by the district to support English learners in acquiring the language rapidly. This program's implementation targeted the two schools most in need of assistance due to the higher English learners' levels at each school. (Teresa Burke and Karl Clemens Elementary Schools). Based on the early success of the program and targeted COVID-19 learning loss mitigation, additional funding was allocated for Action 5.1 and was a material difference between Budgeted Expenditures and Estimated Actual Expenditures

Action 5.2 Increased Daily Instruction (20 Minutes) had an approximate $560,000 overestimated actual expenditure. This additional 20 minutes of instruction over the year increased instructional time by 4%, equivalent to eight full school days. Additional funds will not continue to be set aside to offer specialized afterschool support or enrichment projects at the school sites. Specialized afterschool support and enrichment projects at the school sites have been redirected to Expanded Learning Opportunites Program funding.

Action 5.5 Instructional After-School Intervention (K-8) had an approximate $195,000 overestimated actual expenditure. The district has tied LCFF resources to providing intervention during intervention classes scheduled each day for 20 minutes. The district holds this action to pay for unanticipated intensive after-school intervention for its unduplicated subgroups. Based on the new California Department of Education Expanded Learning Opportunities Program initiatives, Action 5.5 was transferred over to Expanded Learning Opportunites Program funding since this action is directly tied to after-school instructional intervention services for unduplicated student groups.

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

Goal 5 is to provide students with access to support and services to assist in overcoming learning loss and remove the barriers to academic success brought about by the COVID-19 pandemic.

- During the 2021-2022 school year, the district's implementation of CCSS English Language Arts and Mathematics continues to be considered "fully implemented" as measured by the district's site administration observation as well as data, local assessment data, and teacher comments.
- ELD implementation continues to be considered "fully implemented" as measured by administrative walkthroughs and online program utilization data, schoolmaster calendars/schedules, ELD catchup plans, and district-wide fluency assessment results.
- 2021-2022 English Learner reclassification rate (DataQuest) was 16.3% an increase from 5.8%.

Educational Partners have suggested that Goal #5 (Students will have access to support and services to assist them in overcoming learning loss and barriers to success brought about by the COVID-19 pandemic) should be eliminated, but actions should continue and be incorporated within the existing same goals for the 2022-2023 academic year of the LCAP.

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.

Educational Partners have suggested that Goal #5 (Students will have access to support and services to assist them in overcoming learning loss and barriers to success brought about by the COVID-19 pandemic) should be eliminated, but actions should continue and be incorporated within the existing same goals for the 2022-2023 academic year of the LCAP.

Existing actions from Goal #5 will be moved into Goal #1 for the 2022-2023 academic year:
Action 5.1 95% Group Language Tutors and Program Needs

Existing actions from Goal #5 will be moved into Goal #3 for the 2022-2023 academic year:
Action 5.2 Increased Daily Instruction (20 Minutes)

Existing actions from Goal #5 will be moved into Goal #4 for the 2022-2023 academic year:
Action 5.3 Mentorship Program - Has been revised to include all identified subgroups of need.
Action 5.4 Academic Deans (Middle Schools)
Action 5.7 Homeless and Foster Youth Support

Other Changes
Action 5.5 Instructional After-School Intervention (K-8)
Based on the new California Department of Education Expanded Learning Opportunities Program initiatives, Action 5.5 was transferred over to Expanded Learning Opportunites Program funding since this action is directly tied to after-school instructional intervention services for unduplicated student groups.

Action 5.6 Kindergarten Readiness

Based on the new California Department of Education Universal Pre-Kinder initiatives, Action 5.6 was transferred over to Universal Pre-Kinder funding since this action is directly tied to Universal Pre-Kinder and Kindergarten Readiness.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
13466734	1,776,292

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
43.37%	4.68%	$1,403,174.00	48.05%

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

Required Descriptions

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

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

Wasco Elementary Union continues to address the academic needs of students in ELA and Math since most students are performing below grade level despite the district's steady growth on the CAASPP Test. Achievement gaps continue to exist for our unduplicated groups in these subject areas, with both current English Learners and low-income students performing lower when compared to "All" students on the CAASPP assessments and falling below the state average. In addition, when disaggregating 2019 Dashboard data for "Current English Learners" there are significant gaps when compared to "All" students. In ELA, "All" students were 40.2 below standard while Current ELs were 55.3 pts below. Similar gaps exist in Math with "All" students performing 73.7 pts below standard while current ELs were 86.5 pts below.

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

In addition, educational partners' feedback from staff and parents indicates a need for additional support in Language Arts and Math,

specifically in providing technology resources, increasing access to literacy readiness and reading materials, and access to programs that will increase exposure to college career programs. These actions will also help produce relevant and meaningful extensions of core instruction using technology for low-income students, foster youth, and English Learners (Actions 1.2, 1.3, 1.4, 1.5, 1.6, 1.11, 1.14, 1.15, 1.16).

While the following actions are being provided LEA or schoolwide, they are devised to meet the needs of unduplicated students first. Though these actions can benefit all students, they are absolutely critical to the success of low-income students, foster youth, and English Learners who do not have equitable access to academic support outside of the regular school day. In particular, increased bus services (routes, stops, etc.) specifically support Wasco's high needs community with high concentrations of low-income students with transportation to and from school every day. Having portable classrooms for class size reduction will allow low-income students, foster youth, and English Learners to have equitable access to academic support during instructional time (Actions 1.10, 1.12).

The following actions for low-income students, foster youth, and English Learners are designed to improve language acquisition and increase services by providing parent outreach, and supporting academic needs for unduplicated student groups to address their unique student needs. In addition, key personnel will be helping to ensure the improved academic achievement, enhance access to library services, monitor core and supplemental educational programs for low-income students, foster youth, and English Learners, and implement restorative practices to improve students' classroom behavior and focus on academics (Actions: 1.1, 1.7, 1.8, 1.9, 1.10)

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

- Produce relevant and meaningful extensions of core instruction using technology (Actions 1.2, 1.5, and 1.6)
- Increase understanding and access to Common Core State Standards and offer the latest CCSS curriculum to students (Actions 1.13)
- Ensure appropriate instructional staffing (Action 1.8 and 1.9)
- Provide stimulating and rigorous learning environments (Actions 1.2, 1.5, 1.13, and 1.16)

We believe these actions will be effective in improving academic achievement in reading/language arts and mathematics of all students. However, because of the significant achievement gaps of low-income students, foster youth, and English Learners, and because the actions meet needs most associated with the achievement gaps and experiences of socio-economically disadvantaged status, we expect that the academic achievement rates for our low-income students, foster youth, and English Learners, will increase significantly more than all other student subgroups.

Goal Two: English learner students will advance in English language proficiency and meet high academic standards in all core subjects

Data clearly demonstrates that the district supports for English Learners, though slow to full implementation, has been effective over the last five years. (pre-pandemic). On the most recent dashboard data available for 2019, ELs were making growth in both ELA and Math. In ELA, ELs increased by 8.3 points. from the previous year and 9.5 points in math. The increases were even more significant for Reclassified ELS who increased by 9.7 points in ELA and 15.5 points in Math. ELs however continue to perform lower when compared to "All" students. In

ELA, "All" students were at 40.2 points below standard while ELs were 55.3 pts below standard and current ELs were 110.4 pts below standards. In math, "All" students were 77.3 points below standards while ELs were 86.5 points below and current ELs were 130.9 points below. This data highlights that while progress is being by our EL students, they continue to need additional support in order to continue narrowing this achievement gap.

In addition, educational partners continue to point to the program as the district's weakest instructional area. The district closely examines the program progress monitoring data each year and has emphasized the systematic implementation of EL programs and supports. Led by the Director of EL and Early Literacy, the instructional team in the district has the expectation that EL supports will be administered districtwide, on time, and with fidelity to the program. Several of the actions of goal two are conducted across all sites or grade levels. Instructional practices that are good for English learners will also benefit all students. Strong teaching practices equal strong learning outcomes. English Learner Student Coach is responsible for providing instruction and increased support to newcomer and Long Term English Learners to improve services to advance English acquisition. The parent liaison position at each site is instrumental to the English learner subgroup to increase attendance, engage parents with the school, and increase the academic performance of the subgroup (Action 2.4).

In addition, Scholastic Weekly Reader (K-5) and Scopes (6-8) are purchased by the district to ensure English Learners in the district have access to fun and informational reading material for school and home. The EL program requires certain supplies each year to carry out the goals of the District Master Plan for English Learners. Equitable access to these crucial materials levels the playing field for all students to build literacy skills (Action 2.5, 2.7)

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

- Systematic implementation of supports for English learner success (Action 2.4)
- Increase K-8 literacy systems planning and piloting (Action 2.5, 2.7)
- Amplify parent communication and involvement district-wide (Action 2.5, 2.7)
- Advance instructional supports for English Learners across the district (Action 2.5)

We believe these actions will be effective in advancing EL students in English language proficiency and meeting high academic standards in all core subjects. However, because ELs continue to perform lower when compared to "All" students, we expect that the academic achievement rates for our ELs will increase significantly more than all other student subgroups.

Goal Three: The district shall offer high-quality teacher training to support and develop the most qualified academicians possible.

There is an above-average teacher turnover rate in the Wasco Union School District as compared to more affluent school districts in Kern County. Each year, the district backfills positions of teachers that were not up to the challenge of a success-for-all instructional mentality. Successful veteran teachers in the district recognize the students' individual needs in Wasco and have had support along the way to help them help their students reach their maximum potential. These teacher leaders are instrumental in providing training to teachers new to the

profession and are a resource to their respective schools and grade levels. Teacher leaders provide training and support across the district and see every child as "their" student. Taking a team approach through collaboration and data studies has helped drive students' success in unduplicated subgroups over the last five years of successful academic growth in the district. An exceptional instructional team is not just hired; it is grown. Currently, the district has 91% of teachers fully credentialed. This is a decline in comparison to last academic year's 100% of teachers being fully credentialed. As mentioned in Goal #1, there are identified achievement gaps for unduplicated students, specifically low-income students, foster youth, and English Learners. We believe that these actions will benefit all students, but they will benefit unduplicated students to a greater extent because they have greater academic needs.

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

- Develop instructional pedagogy support for teachers at all school sites (Actions 3.1, 3.2, 3.4, 3.5, and 3.6)
- Introduce teachers, new to the profession, to the unique needs of the children of Wasco (Action 3.2 and 3.4)
- Maintain assessment systems to deliver rapid and relevant data to drive instruction (Action 3.4, and 3.5)
- Offer training as necessary to support staff and develop educational leaders (Actions 3.4 and 3.5)
- Coaching to help teachers track and strengthen student academic success (Actions 3.1, 3.4, and 3.5)
- Increase intervention and enrichment during the regular school day to ensure equal access for all students (3.7)

We believe these actions will be effective in advancing low-income students, foster youth, and English Learners to meet all Goals in the LCAP. In addition, educational partners' feedback has also helped to inform the effectiveness of these actions. Overall, teachers have shared that PD events are better directed toward their specific needs and the needs of their students. As a result of these actions, we expect to see increases in student achievement on state assessments.

Goal Four: The district shall provide a safe and drug-free learning environment, a positive school climate, and maintain a college-going culture that considers other career pathways.

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

In Chronic Absenteeism, ELs and Low-income students continue to be performing in the "medium status" on this indicator. On the 2019 Dashboard, while not numerically significant enough to receive a color, Foster Youth fell in the "yellow" range with an absentee rate of 20% much higher than the 6.2% for all. This data indicates that although structures are in place to maintain a positive school climate, we need to continue to implement these actions to ensure we build upon the progress that has been made in the area for low-income students, foster youth, and English Learners. This need is echoed by educational partners who were the most encouraging regarding the actions of goal four. They recognize that unless students feel safe, connected to the school, and have outlets for activities outside the regular school day, they don't have positive feelings toward the school. This opinion is echoed by the students themselves in the California Healthy Kids Survey

(CHKS). Perceived safety at school, 67% of students report feeling "Safe" or "Very Safe" and "at my school, there is a teacher or some other adult who really cares about me" 65% of students believe this statement is true - 2022 CHKS Data. The data there demonstrated that there is work to be done to connect students to their school, their teachers, and their own academic growth.

In direct response to this feedback, the district's actions in goal 4 reflect a student-centered school environment. All actions cannot be limited to unduplicated students, but at the heart of each action lays their distinct needs. Supplemental personnel is largely responsible for ensuring increased and enhanced student and school connectivity.

The LEA or school-wide actions in goal four are constructed to ensure unduplicated students have equitable access to services that meet the need of the whole child.

- Expand access to extra-curricular activities (Actions 4.3, 4.4, 4.5, 4.6, 4.8, 4.10, and 4.13)
- Increase access to staff for social/emotional and academic support (Actions 4.1, 4.11, and 4.14)
- Improve access to health services for low-socioeconomic students (Action 4.2)
- Enhance focus on educational goal setting and in-school supports at the middle school to unduplicated students (Actions 3, 5, 7, 9, and 11)
- Raise awareness of higher education opportunities and preparedness (Actions 4.11, 4.3)
- Expand maintenance, operations, and transportation staff to continue to provide additional transportation services for pupils to ensure they have equal access to extended day school activities and events (Action 4.12)
- Provide mentorship programs for unduplicated students and direct services for Homeless and Foster Youth support services (Actions 4.13)
- Provide academic deans as an additional layer of support by providing individual student monitoring to ensure they are making adequate progress while also helping to identify and remove potential barriers.

The following actions have been deemed effective as seen in an analysis of state and local data. On both the Chronic Absenteeism and Suspension indicators, Wasco Union Elementary District was performing in the green category. ELs and Low-income were also green on both indicators highlighting the effectiveness of these efforts made for this goal. We believe these actions will be effective in providing a safe and drug-free learning environment, a positive school climate, and maintaining a college-going culture that considers other career pathways for low-income students, foster youth, and English Learners.

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

In addition to the actions and services being provided on an LEA-wide and/or schoolwide basis, the following actions are being provided to increase or improve services for unduplicated students according to the LEAs MPP.

As identified in the Engaging Educational Partners and Metrics sections, ELPAC scores, ELD teacher feedback, and input from the English Learner (EL) Parent Advisory Committee identified EL students are struggling with advancing in English language proficiency and meet high academic standards in all core subjects.

To address this need, the district has identified Goal 2 as - English learner students will advance in English language proficiency and meet high academic standards in all core subjects. The following limited actions for English Learners are designed to improve language acquisition programs and increase services by providing parent outreach, and supporting academic needs for newcomers and Long Term English Learners to address their unique student needs.

- Coordinator of EL and Early Literacy (Action 2.1)
- EL and Early Literacy Support Staff (Action 2.2)
- EL Student Coaches (Action 2.3)
- EL Supplemental Program Supplies (Action 2.6)
- Site EL Allocations (Action 2.9)

We anticipate our EL students' district EL reclassification rates and ELPAC scores will increase. Feedback from both the ELD teachers and EL Parent Advisory Committee will continue to inform the trainings.

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

The following limited action for Foster Youth is designed to increase support for Foster Youth to ensure they have wraparound services including supplies, transportation, and health support in order to facilitate full access to educational programs.
- Provide school supplies, clothing, hygiene kits, and transportation for school events as direct services for Homeless and Foster Youth support services (Goal 4 Action 4.15)

We anticipate our Chronic Absenteeism and Suspension indicators rates on the California Dashboard will decrease specifically for Foster Youth. Feedback from both the Counselors, Deans, and Assistant Principals and District Advisory Committee will continue to inform the training.

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

All schools at the district are above 55% unduplicated students therefore there are no comparison schools. The criteria used to determine which schools receive additional staffing was based on the 2 highest schools with unduplicated students (Clemens and Burke Elementary both with over 90% unduplicated student count). The district used additional grant funding at Clemens and Burke Elementary by hiring 4 additional paraprofessionals who support reading intervention (95% Group Interventions) (Goal 1, Action 1.16).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	3472 Students/160 FTE classified staff provide Direct Services 1:21.7 Ratio
Staff-to-student ratio of certificated staff providing direct services to students	NA	3472 Students/225 FTE certificated staff provide Direct Services 1:15.43 Ratio

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$14,918,597.00	$1,000,013.00		$577,952.00	$16,496,562.00	$12,563,453.00	$3,933,109.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Fulltime Library Secretary/Clerks at All Schools	English Learners Foster Youth Low Income	$500,656.00				$500,656.00
1	1.2	Classroom Educational Technology	Low Income	$1,935,408.00				$1,935,408.00
1	1.3	Educational Technology Specialist	Low Income	$142,191.00				$142,191.00
1	1.4	Classified Technology Support Personnel	Low Income	$409,322.00				$409,322.00
1	1.5	Online Educational Support Services	English Learners Foster Youth Low Income	$331,291.00				$331,291.00
1	1.6	Technology Support Services - Contracted	English Learners Foster Youth Low Income	$142,167.00				$142,167.00
1	1.7	District Supplemental Programs Oversight - Administration	English Learners Foster Youth Low Income	$327,002.00				$327,002.00
1	1.8	Teachers to Lower Class Sizes	English Learners Foster Youth Low Income	$2,522,537.00				$2,522,537.00
1	1.9	Alternative to Suspension Program (ATS)	English Learners Foster Youth Low Income	$365,076.00				$365,076.00
1	1.10	Increased Access to School Transportation	English Learners Foster Youth	$339,288.00				$339,288.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
1	1.11	Student Data Specialists	English Learners Foster Youth Low Income	$116,606.00				$116,606.00
1	1.12	Portable Classroom Rental (Class Size Reduction)	English Learners Foster Youth Low Income	$3,767.00				$3,767.00
1	1.13	CCSS Textbook Adoption	All	$0.00	$616,941.00	$0.00	$439,949.00	$1,056,890.00
1	1.14	Parent Engagement	English Learners Foster Youth Low Income	$22,293.00				$22,293.00
1	1.15	STEM Program - Middle Schools	Low Income	$33,329.00				$33,329.00
1	1.16	95% Group Language Tutors and Program Needs	English Learners Foster Youth Low Income	$516,505.00				$516,505.00
2	2.1	Coordinator of EL and Early Literacy	English Learners	$171,367.00				$171,367.00
2	2.2	EL and Early Literacy Support Staff	English Learners	$202,497.00				$202,497.00
2	2.3	EL Student Coaches	English Learners	$357,940.00				$357,940.00
2	2.4	English Learner Parent Liaisons (All Schools)	English Learners	$347,073.00				$347,073.00
2	2.5	Increased Access to Current and Relevant Reading Material	English Learners	$26,168.00				$26,168.00
2	2.6	English Learner Supplemental Program Supplies	English Learners	$2,987.00				$2,987.00
2	2.7	K-8 Literacy Program Supplies	English Learners Foster Youth Low Income	$66,500.00				$66,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.9	Site Allocations for Services to EL Students	English Learners	$181,350.00				$181,350.00
3	3.1	Supplemental Professional Development	English Learners Foster Youth Low Income	$292,517.00				$292,517.00
3	3.2	New Teacher Onboarding	English Learners Foster Youth Low Income	$2,148.00				$2,148.00
3	3.3	Classified Professional Development (10 and 11 Month Employees)	English Learners Foster Youth Low Income	$14,804.00				$14,804.00
3	3.4	Flexible Professional Development Activities	English Learners Foster Youth Low Income	$7,350.00				$7,350.00
3	3.5	District Curriculum Committee	English Learners Foster Youth Low Income	$307,638.00				$307,638.00
3	3.6	Workshops, Conferences, and Presenters	English Learners Foster Youth Low Income	$8,606.00				$8,606.00
3	3.7	Increased Daily Instruction (20 Minutes)	English Learners Foster Youth Low Income	$801,709.00				$801,709.00
4	4.1	Counselors at All School Sites	Foster Youth Low Income	$831,260.00				$831,260.00
4	4.2	Enhanced Health Services at All Schools	Foster Youth Low Income	$965,186.00				$965,186.00
4	4.3	Advancement Via Individual Determination (AVID)	English Learners Foster Youth Low Income	$53,375.00				$53,375.00
4	4.4	District Instumental Music Program	English Learners Foster Youth Low Income	$120,106.00			$138,003.00	$258,109.00
4	4.5	Extra-Curricular Programs	English Learners Foster Youth Low Income	$0.00	$383,072.00			$383,072.00
4	4.6	Districtwide Physical Education Program	Foster Youth Low Income	$767,546.00				$767,546.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.7	LCFF/LCAP Translator	English Learners Foster Youth Low Income	$111,076.00				$111,076.00
4	4.8	District Extracurricular Competitions	English Learners Foster Youth Low Income	$30,804.00				$30,804.00
4	4.9	Academic Achievement Awards and Incentives	English Learners Foster Youth Low Income	$17,146.00				$17,146.00
4	4.10	Afterschool Sports Programs - Middle Schools	Low Income	$77,598.00				$77,598.00
4	4.11	Assistant Principal/Learning Director	English Learners Foster Youth Low Income	$1,045,072.00				$1,045,072.00
4	4.12	Maintenance, Operations, and Transportation Staff - Groundskeeper, Maintenance, Bus Drivers, and Custotian Staff	English Learners Foster Youth Low Income	$126,932.00				$126,932.00
4	4.13	Mentorship Program	Low Income	$10,110.00				$10,110.00
4	4.14	Academic Deans (Middle Schools)	English Learners Foster Youth Low Income	$261,794.00				$261,794.00
4	4.15	Homeless and Foster Youth Supports	Foster Youth	$2,500.00				$2,500.00
5	5.1	95% Group Language Tutors and Program Needs	All					
5	5.2	Increased Daily Instruction (20 Minutes)	All					
5	5.3	Mentorship Program	All					
5	5.4	Academic Deans (Middle Schools)		$0.00				$0.00
5	5.5	Instructional After-School Intervention (K-8)	All					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	**5.6**	Kindergarten Readiness	All	$0.00				$0.00
5	**5.7**	Homeless and Foster Youth Supports	All					

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
31051013	13466734	43.37%	4.68%	48.05%	$14,918,597.00	0.00%	48.05 %	**Total:**	$14,918,597.00
								LEA-wide Total:	$10,488,315.00
								Limited Total:	$928,751.00
								Schoolwide Total:	$3,501,531.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Fulltime Library Secretary/Clerks at All Schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500,656.00	
1	1.2	Classroom Educational Technology	Yes	LEA-wide	Low Income	All Schools	$1,935,408.00	
1	1.3	Educational Technology Specialist	Yes	LEA-wide	Low Income	All Schools	$142,191.00	
1	1.4	Classified Technology Support Personnel	Yes	LEA-wide	Low Income	All Schools	$409,322.00	
1	1.5	Online Educational Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$331,291.00	
1	1.6	Technology Support Services - Contracted	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$142,167.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	District Supplemental Programs Oversight - Administration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$327,002.00	
1	1.8	Teachers to Lower Class Sizes	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools K-3 Elementary Students	$2,522,537.00	
1	1.9	Alternative to Suspension Program (ATS)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Palm Avenue Middle School Thomas Jefferson Middle School Grades 6-8	$365,076.00	
1	1.10	Increased Access to School Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$339,288.00	
1	1.11	Student Data Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$116,606.00	
1	1.12	Portable Classroom Rental (Class Size Reduction)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Karl Clemens Elementary John L Prueitt Elementary Thomas Jefferson Middle K-3	$3,767.00	
1	1.14	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,293.00	
1	1.15	STEM Program - Middle Schools	Yes	Schoolwide	Low Income	Specific Schools: Thomas Jefferson Middle School Palm Avenue Middle School	$33,329.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						6-8		
1	1.16	95% Group Language Tutors and Program Needs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Karl Clemens Elementary Teresa Burke Elementary	$516,505.00	
2	2.1	Coordinator of EL and Early Literacy	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$171,367.00	
2	2.2	EL and Early Literacy Support Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$202,497.00	
2	2.3	EL Student Coaches	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Karl Clemens Elementary Teresa Burke Elementary K-5	$357,940.00	
2	2.4	English Learner Parent Liaisons (All Schools)	Yes	Schoolwide	English Learners	All Schools	$347,073.00	
2	2.5	Increased Access to Current and Relevant Reading Material	Yes	LEA-wide	English Learners	All Schools	$26,168.00	
2	2.6	English Learner Supplemental Program Supplies	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,987.00	
2	2.7	K-8 Literacy Program Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$66,500.00	
2	2.9	Site Allocations for Services to EL Students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$181,350.00	
3	3.1	Supplemental Professional Development	Yes	LEA-wide	English Learners Foster Youth	All Schools	$292,517.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.2	New Teacher Onboarding	Yes	LEA-wide	English Learners Foster Youth Low Income		$2,148.00	
3	3.3	Classified Professional Development (10 and 11 Month Employees)	Yes	LEA-wide	English Learners Foster Youth Low Income		$14,804.00	
3	3.4	Flexible Professional Development Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,350.00	
3	3.5	District Curriculum Committee	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$307,638.00	
3	3.6	Workshops, Conferences, and Presenters	Yes	LEA-wide	English Learners Foster Youth Low Income		$8,606.00	
3	3.7	Increased Daily Instruction (20 Minutes)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$801,709.00	
4	4.1	Counselors at All School Sites	Yes	LEA-wide	Foster Youth Low Income	All Schools	$831,260.00	
4	4.2	Enhanced Health Services at All Schools	Yes	LEA-wide	Foster Youth Low Income	All Schools	$965,186.00	
4	4.3	Advancement Via Individual Determination (AVID)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Thomas Jefferson Middle School Palm Avenue Middle School 6-8	$53,375.00	
4	4.4	District Instumental Music Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$120,106.00	
4	4.5	Extra-Curricular Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.6	Districtwide Physical Education Program	Yes	LEA-wide	Foster Youth Low Income	All Schools	$767,546.00	
4	4.7	LCFF/LCAP Translator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$111,076.00	
4	4.8	District Extracurricular Competitions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,804.00	
4	4.9	Academic Achievement Awards and Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income		$17,146.00	
4	4.10	Afterschool Sports Programs - Middle Schools	Yes	Schoolwide	Low Income	Specific Schools: Thomas Jefferson Middle School Palm Avenue Middle School 6-8	$77,598.00	
4	4.11	Assistant Principal/Learning Director	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,045,072.00	
4	4.12	Maintenance, Operations, and Transportation Staff - Groundskeeper, Maintenance, Bus Drivers, and Custotian Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$126,932.00	
4	4.13	Mentorship Program	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$10,110.00	
4	4.14	Academic Deans (Middle Schools)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Thomas Jefferson Middle School Palm Avenue Middle School 6-8	$261,794.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.15	Homeless and Foster Youth Supports	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$2,500.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$13,043,539.00	$11,403,042.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Fulltime Library Secretary/Clerks at All Schools	Yes	$486,016.00	$493,609
1	1.2	Classroom Educational Technology	Yes	$300,000.00	$270,860
1	1.3	Educational Technology Specialist	Yes	$137,829.00	$143,381
1	1.4	Classified Technology Support Personnel	Yes	$408,514.00	$409,138
1	1.5	Online Educational Support Services	Yes	$392,133.00	$408,887
1	1.6	Technology Support Services - Contracted	Yes	$153,226.00	$161,674
1	1.7	District Supplemental Programs Oversight - Administration	Yes	$317,395.00	$325,064
1	1.8	K-3 Teachers to Lower Class Sizes	Yes	$1,465,589.00	$2,278,110
1	1.9	Alternative to Suspension Program (ATS)	Yes	$336,221.00	$352,086
1	1.10	Increased Access to School Transportation	Yes	$306,429.00	$339,885

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Student Data Specialists	Yes	$109,845.00	$112,025
1	1.12	Portable Classroom Rental (Class Size Reduction)	Yes	$44,267.00	$22,043
1	1.13	CCSS Textbook Adoption	Yes	$1,473,219.00	$7,511
1	1.14	Parent Engagement	Yes	$22,737.00	$13,099
1	1.15	STEM Program - Middle Schools	Yes	$29,069.00	$25,353
2	2.1	Coordinator of EL and Early Literacy	Yes	$161,782.00	$165,594
2	2.2	EL and Early Literacy Support Staff	Yes	$207,032.00	$189,027
2	2.3	EL Student Coaches	Yes	$68,613.00	$61,709
2	2.4	English Learner Parent Liaisons (All Schools)	Yes	$295,346.00	$279,729
2	2.5	Increased Access to Current and Relevant Reading Material	Yes	$26,168.00	$24,583
2	2.6	English Learner Supplemental Program Supplies	Yes	$2,987.00	$759
2	2.7	K-8 Literacy Program Supplies	Yes	$68,000.00	$29,141

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.9	Site Allocations for Services to EL Students	Yes	$187,200.00	$107,041
3	3.1	Supplemental Professional Development	Yes	$296,539.00	$275,842
3	3.2	New Teacher Onboarding	Yes	$2,159.00	$426
3	3.3	Classified Professional Development (10 and 11 Month Employees)	Yes	$25,997.00	$25,941
3	3.4	Flexible Professional Development Activities	Yes	$3,000.00	$0
3	3.5	District Curriculum Committee	Yes	$303,554.00	$180,100
3	3.6	Workshops, Conferences, and Presenters	Yes	$8,507.00	$7,332
4	4.1	Counselors at All School Sites	Yes	$798,503.00	$808,259
4	4.2	Enhanced Health Services at All Schools	Yes	$715,037.00	$764,768
4	4.3	Advancement Via Individual Determination (AVID)	Yes	$59,585.00	$45,535
4	4.4	District Instrumental Music Program	Yes	$227,458.00	$114,810
4	4.5	Extra-Curricular Programs	Yes	$121,152.00	$36,102
4	4.6	Districtwide Physical Education Program	Yes	$811,613.00	$740,750

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.7	LCFF/LCAP Translator	Yes	$107,385.00	$109,772
4	4.8	District Extracurricular Competitions	Yes	$30,651.00	$13,080
4	4.9	Academic Achievement Awards and Incentives	Yes	$17,142.00	$16,292
4	4.10	Afterschool Sports Programs - Middle Schools	Yes	$68,316.00	$78,271
4	4.11	Assistant Principal/Learning Director	Yes	$1,013,584.00	$1,037,751
4	4.12	Custodial staff for extended programs	Yes	$0	$81,674
5	5.1	95% Group Language Tutors and Program Needs	Yes	$63,688.00	$260,041
5	5.2	Increased Daily Instruction (20 Minutes)	Yes	$866,305.00	$300,331
5	5.3	African American Mentor Program	Yes	$10,074.00	$10,767
5	5.4	Academic Deans (Middle Schools)	Yes	$278,687.00	$259,043
5	5.5	Instructional After-School Intervention (K-8)	Yes	$195,020.00	$0
5	5.6	Kindergarten Readiness	Yes	$17,466.00	$15,587
5	5.7	Homeless and Foster Youth Supports	Yes	$2,500.00	$260

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
12806216	$11,142,366.00	$11,403,042.00	($260,676.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Fulltime Library Secretary/Clerks at All Schools	Yes	$486,016.00	$493,609		
1	1.2	Classroom Educational Technology	Yes	$300,000.00	$270,860		
1	1.3	Educational Technology Specialist	Yes	$137,829.00	$143,381		
1	1.4	Classified Technology Support Personnel	Yes	$408,514.00	$409,138		
1	1.5	Online Educational Support Services	Yes	$392,133.00	$408,887		
1	1.6	Technology Support Services - Contracted	Yes	$153,226.00	$161,674		
1	1.7	District Supplemental Programs Oversight - Administration	Yes	$317,395.00	$325,064		
1	1.8	K-3 Teachers to Lower Class Sizes	Yes	$1,465,589.00	$2,278,110		
1	1.9	Alternative to Suspension Program (ATS)	Yes	$336,221.00	$352,086		
1	1.10	Increased Access to School Transportation	Yes	$306,429.00	$339,885		
1	1.11	Student Data Specialists	Yes	$109,845.00	$112,025		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.12	Portable Classroom Rental (Class Size Reduction)	Yes	$44,267.00	$22,043		
1	1.13	CCSS Textbook Adoption	Yes	$236,931.00	$7,511		
1	1.14	Parent Engagement	Yes	$22,737.00	$13,099		
1	1.15	STEM Program - Middle Schools	Yes	$29,069.00	$25,353		
2	2.1	Coordinator of EL and Early Literacy	Yes	$161,782.00	$165,594		
2	2.2	EL and Early Literacy Support Staff	Yes	$207,032.00	$189,027		
2	2.3	EL Student Coaches	Yes	$68,613.00	$61,709		
2	2.4	English Learner Parent Liaisons (All Schools)	Yes	$295,346.00	$279,729		
2	2.5	Increased Access to Current and Relevant Reading Material	Yes	$26,168.00	$24,583		
2	2.6	English Learner Supplemental Program Supplies	Yes	$2,987.00	$759		
2	2.7	K-8 Literacy Program Supplies	Yes	$68,000.00	$29,141		
2	2.9	Site Allocations for Services to EL Students	Yes	$187,200.00	$107,041		
3	3.1	Supplemental Professional Development	Yes	$296,539.00	$275,842		
3	3.2	New Teacher Onboarding	Yes	$2,159.00	$426		
3	3.3	Classified Professional Development (10 and 11 Month Employees)	Yes	$25,997.00	$25,941		
3	3.4	Flexible Professional Development Activities	Yes	$3,000.00	$0		
3	3.5	District Curriculum Committee	Yes	$303,554.00	$180,100		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.6	Workshops, Conferences, and Presenters	Yes	$8,507.00	$7,332		
4	4.1	Counselors at All School Sites	Yes	$798,503.00	$808,259		
4	4.2	Enhanced Health Services at All Schools	Yes	$715,037.00	$764,768		
4	4.3	Advancement Via Individual Determination (AVID)	Yes	$59,585.00	$45,535		
4	4.4	District Instrumental Music Program	Yes	$96,616.00	$114,810		
4	4.5	Extra-Curricular Programs	Yes	$121,152.00	$36,102		
4	4.6	Districtwide Physical Education Program	Yes	$796,613.00	$740,750		
4	4.7	LCFF/LCAP Translator	Yes	$107,385.00	$109,772		
4	4.8	District Extracurricular Competitions	Yes	$30,651.00	$13,080		
4	4.9	Academic Achievement Awards and Incentives	Yes	$17,142.00	$16,292		
4	4.10	Afterschool Sports Programs - Middle Schools	Yes	$68,316.00	$78,271		
4	4.11	Assistant Principal/Learning Director	Yes	$1,013,584.00	$1,037,751		
4	4.12	Custodial staff for extended programs	Yes	$0	$81,674		
5	5.1	95% Group Language Tutors and Program Needs	Yes	$63,688.00	$260,041		
5	5.2	Increased Daily Instruction (20 Minutes)	Yes	$537,282.00	$300,331		
5	5.3	African American Mentor Program	Yes	$10,074.00	$10,767		
5	5.4	Academic Deans (Middle Schools)	Yes	$278,687.00	$259,043		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
5	5.5	Instructional After-School Intervention (K-8)	Yes	$5,000.00	$0		
5	5.6	Kindergarten Readiness	Yes	$17,466.00	$15,587		
5	5.7	Homeless and Foster Youth Supports	Yes	$2,500.00	$260		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
30005545	12806216	0.00%	42.68%	$11,403,042.00	0.00%	38.00%	$1,403,174.00	4.68%

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 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 educational partners and the public.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

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

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner 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 educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs 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 educational partners. 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 educational partners, 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.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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** or when adding a new metric.

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

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

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

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

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

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

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

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

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

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o   This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    o   This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    o   This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  - This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

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

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

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

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

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