Wasco Union Elementary School District

2019-20 LCAP OVERVIEW

Local Control Funding Formula (LCFF)

California's Local Control Funding Formula (LCFF) provides Base, Supplemental, and Concentration (S&C) funding to school districts. S&C funds are the only funds targeted to improve student outcomes for all students - especially for English learner, foster youth, and low income students.

The Local Control Accountability Plan (LCAP) shows how these funds will improve student outcomes and performance for all students – especially English learners, low-income students, and foster youth.

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

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

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

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

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

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

Local Control Accountability Plan (LCAP)

2019-20 Total LCFF Funding

$9,921,048

$42,807,045

OVERVIEW

Communities Served: Wasco, California

3,627 Students

5 Schools

395 Full- and Part-time Staff

Student Ethnicity

African American 1.79%
Asian 0.61%
Filipino 0.06%
Hispanic/Latino 94.51%
White 2.7%
Multiracial 0.08%

Student Groups

43% English Learners
90% Low Income
N/A% Foster Youth

Unduplicated Students: students who are English learners, low income, and/or foster youth
One page summaries are included this year in Appendix C of the LCAP packet. These summaries show all the funding that supports LCAP Goals including: 1) LCFF Base (for all students), 2) LCFF Supplementary/Concentration (to help high need students), and 3) Restricted Grant Funding (for specific uses).

### LCAP Goal 1:
**Improved Achievement in Reading/ Language Arts and Math - (LEA Plan Goals 1A and 1B)**

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

<table>
<thead>
<tr>
<th>Goal 1 Budget = $5,436,395.00</th>
<th>Related State Priorities:</th>
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<tbody>
<tr>
<td></td>
<td>Basic Services</td>
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<td></td>
<td>Student Achievement</td>
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<td></td>
<td>Course Access</td>
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1. a. State LCAP Priority #1 - Basic Supplemental
Site Library Secretary/Clerks

The district shall provide efficient and reliable supplemental support services for site libraries; each school library will be adequately staffed with support personnel. Library Secretary/clerks enhance access to library services for all students. Libraries are also open to parents of students to help ensure families have access to a selection of age-appropriate literature at home. (includes night library hours) Full-time positions for site libraries would not be possible without utilizing supplemental and concentration funding.

One position shall be added to provide services to the district's newest school. (James A. Forrest Elementary)

Six library clerks:
- #92301
- #112302
- #122301
- #132301
- #142304
- #200053

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

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

**Funding for LCAP Goals**

- Goal 1 is supported by $5,436,395.00 in total funding
- Goal 2 is supported by $1,013,416.00 in total funding
- Goal 3 is supported by $562,656.00 in total funding
- Goal 4 is supported by $3,825,480.00 in total funding

**Supplementary & Concentration Funding by LCAP Goal**

<table>
<thead>
<tr>
<th>MAJOR CHANGES FOR 2019-20 LCAP</th>
<th>What is in Wasco Union Elementary School District’s LCAP?</th>
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<tbody>
<tr>
<td></td>
<td>Site Library Secretary/Clerks</td>
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<td>#142304</td>
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<td></td>
<td>#200053</td>
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<tr>
<td>1.b. State LCAP Priority #1 - Basic Supplemental Technology Improvement at Each Site - 2019-2020</td>
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<tr>
<td>Each of the district's five schools in the district shall be provided $50,000 annually toward building a stronger educational technology program as needed at each site. The technology requirements of each school shall follow the plan outlined in the District's long-term strategy for computer and network equipment replacement. The technology department will evaluate the district/site need each year of the LCAP to determine the amount appropriate for site upgrades of hardware and software. Expenditures will target improving classroom presentation technology using Viewsonic touchscreens to replace aged and failing SmartBoard technology. Additionally, the district will need to replace or repair student Chromebooks as necessary using this LCAP funded action.</td>
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<thead>
<tr>
<th>1.c. State LCAP Priority #1 - Basic Supplemental Access to Core and Supplemental Curriculum - Citywide Network*</th>
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<tr>
<td>This action item has been scaled back dramatically for the 2019-2020 school year. The increased costs of duplicating LCAP funded personnel positions at the newest district school, James A. Forrest Elementary necessitated the elimination of a substantially funded action in this year's LCAP. The addition of staff is reported on each associated action item throughout the 2019-2020 iteration of the WUESD LCAP. Remaining in this action are annual fees associated with LCAP funded supplemental adoption materials.</td>
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<tr>
<th>1.d. State LCAP Priority #7 - Pupil Achievement Summer School Intervention and Supplies 2019-2020</th>
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<tbody>
<tr>
<td>Provide targeted summer school to students needing enrichment in language skills. Summer school shall be conducted through coordinated Title I services for low-socioeconomic students. This action covers the cost of support personnel. Title I funds are leveraged to pay for instructional staff.</td>
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<tr>
<th>1.e. State LCAP Priority #4 - Pupil Achievement Tier II Academic Support - After School</th>
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<tr>
<td>As shared several times in the narrative of this year's LCAP, Tier II academic support will now be conducted through a twenty-minute block of time to be undertaken each instructional day. This action item is one of the most significant adjustments of LCFF funding to be undertaken during the 2019-2020 school year. The additional instructional time is a commitment of just over $600,000 of supplemental and concentration dollars. The LCAP action directing funds for support afterschool intervention has been redirected to increased instructional time. This instructional time shall be used to offer universal access instructional time specifically to unduplicated students during regular school hours. (twenty minutes a day, 3,600 minutes for the coming instructional year) LCAP funds will continue to be used to provide a limited amount of instruction after school hours for unduplicated most in need of continued support to access core instructional success. The district will be monitoring student progress in mathematics using a variety of state and local assessments in the coming year to determine the effect of this new initiative in providing the results in mathematics that it is optimistically expected to bring.</td>
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<tr>
<th>1.f. State LCAP Priority #4 - Pupil Achievement Kindergarten Readiness</th>
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<tr>
<td>Specific Schools: Elementary Schools</td>
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By parent and teacher request, the district shall provide kindergarten readiness classes, "Ready to Start", during the summer session to allow students not eligible to enroll for transitional K classes an opportunity to begin learning the structures and social skills designed to build readiness for the incoming children. Supplemental/Concentration funding is principally directed toward identified subgroups in the elementary schools.

1.g. State LCAP Priority #7 - Pupil Achievement
Special Education Student to Staff Ratio Decrease

The district has expanded its special education further to provide principally directed services to unduplicated special education students and their parents. A Teacher on Special Assignment (TOSA) will provide supplemental services to the special education department to assist base funded regular and special education personnel to provide individualized instruction. This position is designed to assist teachers with RTI and special education identification processes and to expedite student supports to ensure the least restrictive environment for all students. (Positions previously listed here have been moved to LCFF Base funding)

1 FTE Special Education Teacher on Special Assignment (TOSA)

1.h. State LCAP Priority #4 - Pupil Achievement
Increased Instructional Technology Support for the Implementation of CCSS

One full-time District Instructional Technology Specialist shall continue to be maintained to oversee the District’s implementation of its expanding educational technology program. LCAP Teacher Surveys data substantiate the continued need for persons working in this capacity.
#160008

1.i. State LCAP Priority #1 - Basic Supplemental
Assistant Superintendent, Instruction #101702

Thirty-three percent of the salary of the assistant superintendent of instruction is paid from LCFF S/C to oversee the instructional program and improvements outlined in the LCAP that are principally directed to the benefit of targeted subgroups under LCFF. The work assigned to this individual is to provide support above the base instructional needs and services to benefit non-duplicated students. The work done by this employee to provide service to unduplicated subgroups is tracked using a personnel activity report.

1.j. State LCAP Priority #1 - Basic Supplemental
Travel and Workshops Related to LCAP Goals and Actions

Certificated and classified participation supplemental workshops and training opportunities directed toward targeted subgroups and the goals and actions of the LCAP.

1.k. State LCAP Priority #1 - Basic Supplemental
Assessment and CCSS District Required Instructional Copies

All grade levels at schools across the district shall be required to work in tandem to perform frequent administration of assessments at intervals that allow the district to closely monitor subgroup instructional achievement to provide for timely academic interventions for unduplicated pupils as necessary.

Specific Schools: John L. Prueitt, Teresa Burke, Palm Avenue, James Forrest, and Thomas Jefferson Middle Schools
The costs of duplication services have dropped dramatically due to the use of LCAP funded consumable curriculum.

1.l. State Priority #1 - Basic Supplemental
SI&A Attention 2 Attendance - Contract for Service 2019

This service is now paid entirely through Title I.

1.m. State Priority 1 - Basic Supplemental
1:1 Student to Device District Goal for Chromebook Labs in Classrooms - Classroom Presentation Devices

LCAP stakeholders request the district to continue to bring educational technology to the classroom. In 2019, this will consist of the rollout of Viewsonic presentation screens and teacher presentation computers to replace outdated and failing presentation technology across the district. Middle schools and James A. Forrest now have that the equipment in place. Funding from this LCAP cycle will be focused on remaining elementary schools. (Burke, Clemens, and Prueitt)

Replacement of lost or damaged LCAP funded technology will also be charged to this action item.

Specifically funded LCAP technology:

- Chromebooks
- Mice
- USB Headsets
- Imaging Services
- Mobile Lab Carts
- Wireless Controllers
- Tablets (Management of Lab)
- Display Receiver
- Network Management Service Agreements
- Software
- Viewsonic interactive presentation devices
- Mounting equipment
- Windows Laptops

1.n. State Priority #1 - Basic Supplemental
Technology Support Positions (4 Positions)

The electronic technician and support staff work alongside the district technology coordinator and LCAP Educational Technology Coordinator to ensure that technology services related to the goals of the LCAP are in good working order for both targeted student subgroups and their teachers. LCAP technology, software, and support equipment and services could not be properly maintained without adequate trained personnel.

Electronic Technician #102419
Technology Clerk #24
Electronic Technician #102417
Network Specialist #170044

1.o. State Priority #1 - Basic Supplemental
Assistant Superintendent, Student Services
25% of the Assistant Superintendent of Student Service's salary is is charged to supplemental/concentration funding. This position's job description is associated with programs and services provided to students and families to increase involvement with the school and district, health and safety matters, (LCAP Goal 4) as well as operations as requested by parents on LCAP surveys. The work assigned to this individual is to provide principally directed support above the base instructional needs and services to benefit non-duplicated students. The work done by this employee to provide service to unduplicated subgroups is tracked using a personnel activity report.

<table>
<thead>
<tr>
<th>1.p. State Priority #1 - Basic Supplemental Educational Services Secretaries</th>
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<tbody>
<tr>
<td>Parents continue to identify increased home/school communication as a major focus for future LCAP efforts. The Student Data and Info Specialist works along with district student support personnel for the purpose of increasing communication between district departments and between home and school. The increased amount of communication generated as a result of LCAP funded activities supports the continued need of these positions.</td>
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<tr>
<th>1.q. State Priority #1 - Basic Supplemental Classroom Rental</th>
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<tbody>
<tr>
<td>Standing out as a main priority in LCAP forums and surveys is the need for smaller class sizes. The district has only 5 classrooms left to handle increasing enrollment until a new school is built.</td>
</tr>
<tr>
<td>The district must carry leases on portable classrooms structures at Karl Clemens, John L Pruiett, and Thomas Jefferson Schools to accommodate required smaller class sizes per LCFF.</td>
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<td>With the completion of the new school in 2019, the district will explore the cost of removing leased portables from campuses.</td>
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<thead>
<tr>
<th>1.r. State Priority #1 - Basic Supplemental Reduce Class Size Per LCFF Mandates</th>
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<tbody>
<tr>
<td>The district is required by law to maintain additional staff for class size reduction to meet the state established LCFF class size cap in grades K-3. The district maintains additional teachers in excess of base LCFF funding to decrease class size in order to foster increased student and teacher interactions.</td>
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<thead>
<tr>
<th>1.s. State Priority 1 - Basic/Supplemental Campus Enhancements - Thomas Jefferson Middle School</th>
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<tbody>
<tr>
<td>The district will complete a second year of the action 1.s. started during the 2018-2019 LCAP cycle to improve the conditions of learning for the unduplicated students (low-socioeconomic) at Thomas Jefferson Middle school. Please refer to the 2018-2019 project scope and rationale.</td>
</tr>
<tr>
<td>No future LCAP funding will be allocated for this project past the 2019-2020 LCAP cycle.</td>
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<tr>
<td>During 2020-2021 LCAP stakeholder meetings these funds will be returned to LCAP stakeholders to determine the next best use of funds to focus on unduplicated student populations to improve school climate and the conditions of learning.</td>
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</table>

Specific Schools: Karl Clemens, Palm Ave, John L. Pruiett, and Thomas Jefferson

Specific Schools: Karl Clemens, Teresa Burke, Palm Ave., and John L. Pruiett

Specific Schools: Thomas Jefferson Middle School
| Goal 2 Budget = $1,013,416.00 | Related State Priorities:  
Academic Standards  
Parent Involvement |
|---------------------------------|-----------------------------|
| **LCAP Goal 2:**  
**All EL Students to Become Proficient in English and Reach High Academic Standards (LEA Plan Goal 2)**  
**Corresponding State LCAP Priorities – Implementation of State Standards and Parental Involvement** |  
**2.a. State LCAP Priority #2 - District Curriculum Committee**  
Working under the direction of the district, the curriculum committee shall be composed of a select group of teachers from each site that will be responsible for communication of instructional expectations to all other teachers at their grade level in the district. Focusing on English Learners, the group is assigned to serve as a voice for teachers needing to share concerns and issues regarding the goals of the district and to work together to find solutions. This small group shall be empowered to create sub-committees to report their work and create a strong chain of communication and expectations of high academic rigor. |  
**2.b. State Priority #2 - Implementation of Common Core**  
EL/Early Literacy Coordinator and Secretary  
.8 FTE EL Coordinator and office support staff will guide site leaders and teachers in the implementation of the new State Standards for English Learners and improved ELD productivity principally directed supports for English Learners in all core subjects.  
.3 FTE EL Secretary will be paid partially from S/C funds. |

1.t. State LCAP Priority #4 - Pupil Achievement  
Alternative to Suspension (ATS) Program- Palm Avenue Middle School and Thomas Jefferson Middle School  
This LCAP funded program has been conducted at Karl Clemens and Thomas Jefferson Middle School as those schools were identified by the district as primary sites for Tier II student discipline and behavior management programs. With the addition of a second middle school in the district for the coming school year (2019-2020) stakeholders made the decision to move Karl Clemens' ATS program to Palm Avenue Middle School. Both programs will service at-risk students in grades 6-8 across the district.

Through the program, Alternative to Suspension, Teachers use restorative practices to improve students behavior in the classroom and get student focus on academics. Implementation data continues to suggest that the program is effective with correcting student behavior to decrease unwanted incidents. Training will continue to be provided to all teachers at both schools on methods to deescalate and resolve unwanted student behaviors in the classroom thus increasing instructional time for those students using restorative practices. Data gathered during the 2017-18 school year has demonstrated the effectiveness of the program as evidenced in Goal 4 of this plan.

Funding pays for teachers, contracted training services, campus monitors and program supplies.

Specific Schools: Thomas Jefferson Middle School and Karl Clemens Elementary
A reclassification recognition ceremony shall be held once annually to incentivize the early acquisition of the English Language. All EL students will benefit from action 2.b.

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<tr>
<th>2.c. State Priority #2 - Implementation of Common Core Contract for &quot;California Streaming&quot;</th>
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<tr>
<td>Ended</td>
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<tr>
<td>Based on teacher survey, there was not enough interest in California Streaming to justify the continuation of this action item.</td>
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<tr>
<th>2.d. State Priority #3 - Parental Involvement English Learner Student Coach</th>
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<tbody>
<tr>
<td>1 FTE English Learner Student Coach position is principally directed to serve English learners at Karl Clemens Elementary, the school in the district identified to have the highest levels of English Learners and low socioeconomic students. Working closely with students and families, this individual will be responsible for providing instruction and supports to lessen the chances of children becoming identified as Long Term.</td>
</tr>
<tr>
<td>A second English Learner Student Coach will be funded via Title V to provide service to the second most impacted school site in the district. (Teresa Burke Elementary)</td>
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<thead>
<tr>
<th>2.e. State Priority #3 - Parental Involvement Language/Fluency Assessor and District EL Parent Liaison</th>
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<tbody>
<tr>
<td>The district language/fluency assessor is partially paid with supplemental/concentration funds to enhance service between home and school to speedily determine home language needs of students entering the district and familiarizing parents with the English Learner program. The assessor shall extend the work of site personnel to help ensure that families understand EL programs in the district, the purpose of ELD, and the steps necessary to become redesignated.</td>
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<tr>
<th>2.f. State Priority #3 - Parental Involvement Parent Outreach Liaisons</th>
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<tr>
<td>Parent communication has been improved since LCFF S/C funds were introduced to help the district solve this issue brought up by all stakeholders. Parent attendance at school and district events is up substantially since the 2014-2015 school year as measured by parent sign-in sheets. Parent Outreach Liaisons at each site assist in the district's goals to increase communication with parents on matters related to attendance, student performance, intervention, and opportunities to become involved at the school.</td>
</tr>
<tr>
<td>With the sixth school opening in the district in the 2019-2020 school year. The new school, James A. Forrest, requires staffing for an LCAP funded Parent Outreach Liaison. There are now six LCAP outreach positions across the district.</td>
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<tr>
<th>Specific Schools: Karl F. Clemens Elementary and Teresa Burke Elementary</th>
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<tr>
<th>Positions:</th>
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<td>#211250</td>
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<td>#211254</td>
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<tr>
<td>#200057</td>
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2.g. State LCAP Priority #2 - Implementation of Common Core
Site Allocations of LCAP funding (791) for Service to EL Students

$150 per EL Student

Each site shall receive funds for the purpose of supporting the needs of English Learners at a percentage of funding equal to their percent of English Learners. All assigned monies shall be principally apportioned to their English Learner population to conduct individualized site actions to address the needs of their students. Sites shall present the district with an updated budget for services at the beginning of the 2018-2019 school year that outlines the scope of service as determined by stakeholders using site-specific data gathered during the LCAP development year.

<table>
<thead>
<tr>
<th>School</th>
<th>#EL Students</th>
<th>Apportionment</th>
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<tbody>
<tr>
<td>Forrest</td>
<td>232</td>
<td>34,800</td>
</tr>
<tr>
<td>TB</td>
<td>216</td>
<td>32,400</td>
</tr>
<tr>
<td>JLP</td>
<td>191</td>
<td>28,650</td>
</tr>
<tr>
<td>Clemens</td>
<td>326</td>
<td>48,900</td>
</tr>
<tr>
<td>Palm</td>
<td>164</td>
<td>24,600</td>
</tr>
<tr>
<td>TJ</td>
<td>162</td>
<td>24,300</td>
</tr>
</tbody>
</table>

2.h. State Priority #2 - Parental Involvement
Latino Family Literacy Project

These costs were moved to Title I funding

Specific Schools: Teresa Burke Elementary
Karl Clemens Elementary
Palm Avenue Elementary

2.i. State Priority #2 - Parental Involvement
.5 FTE Migrant Resource Teacher

95% or more of the district's migrant students are English Learners. Parent outreach and communication are essential goals of Wasco’s LCAP. In order to maintain the Migrant Resource Teacher as a full-time position, this job requires increased outreach and support of LCAP funded goals for early literacy K-3. Specifically K-8 Literacy and EL efforts under the coordination of the EL director.

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

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

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<tr>
<th>Goal 3 Budget = $562,656.00</th>
<th>Related State Priorities: Academic Standards Student Achievement</th>
</tr>
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</table>

3.a. State LCAP Priority #2 - Implementation of Common Core
Professional Development Activities - All School Sites

Academic coaches and other district teachers on special assignment, funded 100% by Title I, are the backbone of support to teachers in the district. The vast majority of the professional development activities as are conducted by these employees and their training and assistance focuses are driven district's local and state data indices with an eye on providing targeted supports to unduplicated students and subgroups. This action item covers the costs to perform this work to support the district's instructional program and include teacher overtime, training materials, and technology as needed to deliver high-quality professional development for all teachers in the district.
3.b. State LCAP Priority #4 - Pupil Achievement  
District CCSS Committee (EL Focus)

K-8 Literacy, CCSS, and EL Committees were dissolved at the end of the 2017-2018 school year to tie all committee work together under a single group to improve communication and instructional practices across the district that offer additional supports to targeted students and their families.

3.c. State LCAP Priority #2 - Implementation of Common Core Literacy and Reading Professional Development

Due to low teacher attendance for these after-school training events, it has been eliminated from LCAP. PD on the topic will be held during required LCAP professional development days during the 2019-2020 school year.

3.d. State LCAP Priority #4 - Pupil Achievement

Pre-Service Workshops for Teachers

District voluntary LCAP professional development days have historically averaged teacher participation near 70%. Stakeholders agree that LCAP goals, done well, require 95% or better attendance. To address this concern, the district has folded the three existing LCAP professional development days that have occurred before school in August into the regular school year. (October 14, January 6, and February 21, 2020)

Training topics will include the following:
- Special Education
- English Learners
- Literacy Systems
- Integrated ELD
- Restorative Justice
- Educational Technology
- Classified and Customer Support

3.e. State LCAP Priority #4 - Pupil Achievement

Curriculum and Assessment Planning for Teachers

Each year, the district brings teacher curriculum leaders together after the school year to determine the identified strengths and weakness of the instructional program based on the goals of the LCAP. This information is used to plan for the coming instructional school year. Once the district’s strengths and issues have been identified, these teachers develop or revise lessons and assessments, study new textbook adoptions, and present the updates to the instructional program to teachers during workshops in the fall of the coming school year. 2019-2020 instructional focus for this work in the summer of 2018 will be the Next Generation Science Standards (NGSS) and the district’s new core science adoption. The work shall be conducted for 100 hours per participant. Teachers will also be enlisted at the middle schools to work on English Language Arts and ELD lessons. Needs of the district for this LCAP cycle will be determined by teachers in May of 2019 and reported in the next LCAP cycle.

Planning time has been scaled back from previous years as new standards and assessments have stabilized at both the state and local levels. This action item has been highly effective, as measured by teacher LCAP surveys and ELA achievement indicators.

3.f. State LCAP Priority #2 - Implementation of Common Core
Professional Membership - National Superintendent’s Roundtable

The district superintendent did not find this membership useful to the needs of the district. It has been discontinued as an LCAP action.

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

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

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<th>4.a. State Priority #5 - Pupil Engagement</th>
<th>Specific Schools: Thomas Jefferson</th>
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<td>Extra-curricular Sports at Thomas Jefferson</td>
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Data warrants the continuation of sports programs at Thomas Jefferson Middle School and the addition of Palm Avenue Middle School. LCAP surveys and forums still define after-school activities and enrichment programs to be a priority across the district. LCFF funds have provided the conduit for the district to reinstate and maintain sports programs at the middle school. Sports programs are monitored to ensure compliance with Title IX requirements.

Action Item includes the cost of coaches, referees, benefits, and supplies.

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<th>4.b. State Priority #6 - School Climate</th>
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<td>Student Counselors at All Schools</td>
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School Counselors are recognized as one of the most valuable funded actions of the district’s LCAP. Stakeholders overwhelmingly agree that their presence at the school makes a difference for the well-being of the district’s most needy targeted subgroups. (particularly low socioeconomic and homeless/foster youth)

With the addition of James A. Forrest Elementary, a new counselor position must be added to this LCAP funded action. As directed by stakeholders, there will be one counselor at every school site.

Costs include salary, benefits, supplies, and training for the district's LCAP funded counseling team.

Positions:
- #160002
- #101251
- #160025
- #160026
- #101250
- #200070

<table>
<thead>
<tr>
<th>4.c. State Priority #8 - Other Local Measure</th>
<th>Specific Schools: Thomas Jefferson</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM Materials for Middle School</td>
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Goal 4 Budget = $3,825,480.00

Related State Priorities:
- Student Engagement
- School Climate
- Other Outcomes
The district's STEM program was previously co-funded through a grant written through a local agricultural company. (The Wonderful Company) That grant has now ended. The district intends to continue the program to extend to both Thomas Jefferson Middle School and Palm Avenue Middle School next school year. The program will be supported by both LCAP and the district general fund.

Additional costs include the following items:
- .65 FTE STEM Teacher #63
- Teacher Overtime for STEM Program Activities
- STEM Teacher Training Program
- Two Field Trips for STEM
- STEM Robotics Program

4.d. State Priority #5 - Pupil Engagement
Elementary Education Physical Education Teachers

The district identified the need to provide high-quality physical education to the elementary students of Wasco. Rather than conducting the subject via the traditional means with a student's general classroom teacher, stakeholders determined that supplementing its PE program with certificated teachers provides a much more enhanced and equitable physical education curriculum for the student population.

Positions:
#121129
#151043
#121153
#151044

Physical education aides further supplement the quality of the program by reducing the adult/student ratio.

Positions:
#122109
#151081
#122110
#132130
#132105
#152504
#200044
#200045

4.e. State Priority #8 - Other Local Measure
Health School Nurse and Site Health Services Clerks

Site health clerks provide supplemental services to the base district health program and are of great benefit to students and parents providing on-site care to deal with the health and welfare of students immediately. Supplemental nursing services were also committed via LCFF to decrease the student to nurse/LVN ratio in the district to ensure a healthy student population.

With the addition of James A. Forrest Elementary, a new counselor position must be added to this LCAP funded action. There will be one counselor at every school as requested by stakeholders.

Health Services Clerk #101603
Health Clerk #092901
Health Clerk #112901
<table>
<thead>
<tr>
<th>4.f. State Priority #5 - Pupil Engagement Advancement Via Individual Determination (AVID)</th>
<th>Specific Schools: Thomas Jefferson Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>The district will enter its fifth year of implementation of the AVID Program in the middle grades during the 2019-2020 school year. This supplemental program assists students in the central band of achievement to reach higher standards of rigor to expose and ready them for a potential college pathway in the future. Services are principally directed to targeted LCAP student subgroups. The district has seen positive academic growth stemming from the AVID program, and thus, at the direction of stakeholders, AVID will be expanded into sixth grade during the 2019-2020 school year with additional costs to be calculated and factored into the LCAP budget. Costs include a contract for service, training overtime, conference, and travel, as well as supplies.</td>
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<tr>
<th>4.g. State Priority #5 - Pupil Engagement Elementary Instrumental Music Program</th>
<th>Specific Schools: Karl Clemens Elementary School Teresa Burke Elementary School John L. Pruett Elementary School Palm Ave. Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing enriching curriculum to students is an LCAP priority, and scheduled music classes at the elementary schools have been very positively received as a supplement to targeted subgroups that would otherwise have little exposure to the arts at those schools. (Vocal and Instrumental) Costs include 1.43 FTE Music Teachers, Music Instruments, and Instrument Repairs</td>
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<tr>
<th>4.h. State Priority #6 - School Climate Dean of Students for Middle School - 2 Position</th>
<th>Specific Schools: Thomas Jefferson Middle School Palm Avenue Middle School</th>
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</thead>
<tbody>
<tr>
<td>During the 2019-2020 school year, there will be a new middle school within the WUESD boundaries. The new school will require the reinstating of the second Dean of Students under LCAP. One dean for Thomas Jefferson and one dean for Palm Avenue Middle School. These staff members will monitor and support the academic progress of targeted students in LCFF subgroups. Social/emotional concerns will remain in the hands of the site counselor. This action item supports the request from parents to increase parent communication and academic support across the district and will provide principally directed services to the subgroups most in need of assistance.</td>
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<tr>
<th>4.i. Continuing LCAP Goal: State Priority #5 - Pupil Engagement District Translator</th>
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<tbody>
<tr>
<td>With the massive infusion of programs and information generated from the actions of nearly 10M dollars of LCFF S/C funding, there remains an increased need for additional communication in the home language of parents. This single position has assisted the district in offering significantly improved communications regarding LCAP funded actions to the Spanish speaking public. (Verbal, Written, and Online) Position:</td>
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### 4.j. State Priority #5 - Pupil Engagement
**Site Interpreter/Translator**

This position was moved to Base funding.

### 4.k. State Priority #5 - Pupil Engagement
**Science Fair**  
**History Day**  
**Oral Language Festival**  
**Spelling Bee**  
**Honor Band/Choir**

Funds shall be used to provide stipends, supplies, awards and entry fees into local, regional, county, and state academic competitions.

### 4.l. State Priority #5 - Pupil Engagement
**Student Academic Literacy Achievement Recognition**

Celebration of student success was identified as an area for improvement by LCAP surveys. Parents want more frequent information regarding the academic achievement and needs of their children. Each school has been funding based on socioeconomic status to recognize student literacy efforts at the elementary schools. The middle school shall use the funds to assist in identifying students that demonstrate excellent academic skills and provide special academic awards to target the low socioeconomic student subgroup principally.

Thomas Jefferson: $3,624  
Karl Clemens: $2,573  
Teresa Burke: $2,302  
Palm Avenue: $3,825  
John L. Prueitt: $2,386  
James A Forrest: $2,432

### 4.m. State Priority #6 - School Climate
**Assistant Principal/Learning Director - 6 FTE**

Assistant Principal/Learning Directors at each site extends support to unduplicated students at the direction of the site principal to increase student achievement. In Wasco, it is the priority of AP/LDs to monitor student progress of unduplicated students and to manage referrals to RTI, intervention classes. Foster and homeless students receive individual attention from the AP/LD as their unique home situations are monitored, and cases are explicitly handled at this level. These employees work closely with the parents of unduplicated students to make recommendations for equitable school and community services to help maximize their potential. They are also in charge of maintaining a safe school and a productive learning environment at the school through the use of restorative justice practices. 2017-2018 California School Dashboard demonstrate the effectiveness of this position based on improved attendance, behavior, learning goals of unduplicated student subgroups.

**Positions:**  
#141203  
#111202  
#68  
#131202  
#121202
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<tr>
<th>#190003</th>
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| **4.n. State Priority #6 - School Climate**  
Pre-Service Professional Development Day 2019  
Cultural Awareness Training - Saturday professional development day is scheduled to occur in the winter. Topics: English Learners and/or Low SED Student Needs |
| **4.o. State Priority #6 - School Climate**  
Positive Learning Environment for Classified Staff  
The district seeks to regularly train classified staff in best strategies to deal with children to foster a positive school culture focused on relationships with students and their families. Classified employee stakeholders appreciate the training and would like to see it continued.  
This event will take place in August 2019. |
| **4.p. State Priority #5 - Pupil Engagement**  
Parent Outreach Online Service  
The district chose AERIES Parent Communication services to expand its efforts to reach out to parents regarding important matters across the district, site, and classroom. Each year with this service, the district plans to integrate all communication going to parents using this platform. Currently, all grades and deficiency information is entered into AERIES, and it will also tie into the district’s emergency messaging system. Usage of the program in 2018-2019 was limited with users claiming the system, though useful, was cumbersome but hard to use. With training on the product planned for the summer of 2019, the district will decide as to whether to continue with the service or seek a better platform for parent communication in the winter of 2020. |
| **4.q. State Priority #5 - Pupil Engagement**  
"Foster Focus" Program  
The Foster Focus Program is now a free service from the Kern County Superintendent of Schools. Funds will be used to purchase clothes, backpacks, and hygiene kits for displaced students. (homeless/foster) These supplies shall be distributed by LCAP school counselors as part of the district outreach to stakeholders in that subgroup. |
| **4.r. State Priority #5 - Pupil Engagement**  
African American Mentor Program  
The African American Mentor Program has become an excellent example of how parents in an unduplicated subgroup genuinely coming together for the benefit of students. Led primarily by the district’s African American employees, outreach into the African American community was complete 100%. All parents with students in the subgroup were invited. Data from math intervention programs indicate that the AA subgroup scores in mathematics are expected to improve during the 2019 CAASPP testing cycle.  
Cost for the program include but are not limited to:  
- Staff Overtime  
- Supplies  
- Incentives |
### LCAP MEASURES

- **We want to maintain:**
- **We want to increase:**
- **We want to decrease:**

### STAKEHOLDER ENGAGEMENT

**District LCAP (DLCAP) Parent Committee**

- View measures & most up-to-date data on our LCAP Dashboard:

#### LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.