**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.

**Local Control Accountability Plan (LCAP)**

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.

**2017-18 Total LCFF Funding**

- **$9,921,048**
- **$42,807,045**

**2017-18 LCAP AT-A-GLANCE**

<table>
<thead>
<tr>
<th>LCAP Goals</th>
<th>LCAP Actions &amp; Services</th>
<th>LCAP Measures</th>
<th>LCAP Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>43%</td>
<td>10%</td>
<td>$9,921,048</td>
</tr>
<tr>
<td>2</td>
<td>90%</td>
<td>N/A%</td>
<td></td>
</tr>
</tbody>
</table>

**Student Ethnicity**

- African American: 1.9%
- Asian: 0.6%
- Filipino: 0.1%
- Hispanic/Latino: 93.6%
- White: 3.5%
- Multiracial: 0.1%

**Student Groups**

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

**Unduplicated Students:** students who are English learners, low income, and/or foster youth

---

**OVERVIEW**

Communities Served: Wasco, California

- 3,610 Students
- 5 Schools
- 395 Full- and Part-time Staff

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**Funding for LCAP Goals**

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

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
Goal 1 is supported by $5,129,258.00 in total funding
Goal 2 is supported by $881,052.00 in total funding
Goal 3 is supported by $865,098.00 in total funding
Goal 4 is supported by $3,045,640.00 in total funding

Supplementary & Concentration Funding by LCAP Goal
<table>
<thead>
<tr>
<th>1.c. State LCAP Priority #1 - Basic Supplemental Purchase History/Social Science Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCAP money for the 2016-2017 school year was originally intended to be utilized to move forward with an early adoption of History/Social Studies Adoption of core curriculum for the district. The CDE pushed back the timeline for this adoption to the 2017-2018 school year and the process and purchase will begin in November 2017 and the curriculum will remain in place until 2024.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.d. State LCAP Priority #7 - Pupil Achievement Summer School Intervention and Supplies</th>
</tr>
</thead>
<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. Title I funds are leveraged to pay for instructional staff.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.e. State LCAP Priority #4 - Pupil Achievement Tier II Academic Support - After School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each School shall provide time for Tier II academic support and/or enrichment (1 hour/ 3 times weekly) to targeted students after normal school hours throughout the school year. S/C funding is principally targeted toward identified subgroups. Title I funding will be leveraged to provided targeted curriculum resources and assistance to students based on assessment data in math and language arts. Foster Youth shall be specifically targeted for services.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.f. State LCAP Priority #4 - Pupil Achievement Kindergarten Readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>By parent and teacher request, the district shall provide kindergarten readiness classes, &quot;Ready to Start&quot;, during 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.g. State LCAP Priority #7 - Pupil Achievement Special Education Student to Staff Ratio Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>The district has expanded and enhanced support and program personnel to service special education students and their parents. The following personnel provide supplemental services as long as S/C funding permits.</td>
</tr>
</tbody>
</table>
| 1 FTE Psychology Secretary #151040  
0.50 FTE Psychology Intern #151041  
0.50 FTE District Psychologist #151016 |

<table>
<thead>
<tr>
<th>1.h. State LCAP Priority #4 - Pupil Achievement Increased Instructional Technology Support for the Implementation of CCSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>In response to the many comments regarding the need for increased student access to technology on nearly all parent feedback surveys, one full-time District Instructional Technology Specialist shall be maintained to oversee the District's implementation of its educational technology program.</td>
</tr>
<tr>
<td>#160008</td>
</tr>
<tr>
<td>1.i. State LCAP Priority #1 - Basic Supplemental</td>
</tr>
<tr>
<td>Assistant Superintendent, Instruction #101702</td>
</tr>
</tbody>
</table>

A portion of the salary of the assistant superintendent of instruction is paid from LCFF to oversee the instructional program 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.

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

Certificated participation at LCAP funded supplemental workshops and training opportunities. Funding on this item was increased to accommodate increased need for outside training on NGSS and Technology.

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

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

| 1.l. State Priority #1 - Basic Supplemental  |
| SI&A Attention 2 Attendance - Contract for Service 2017 |

SI&A provides service to the district to assist in truancy reduction and attendance education. The district has used services provided for several years with data demonstrating its effectiveness at meeting district attendance goals. SI&A is a Truancy and Attendance Recognition supplemental service.

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

This goal has been regularly identified as the number one need for LCFF activities under LCAP feedback. All sites now receive equal numbers of Chromebooks labs in each LCAP year in order to expedite their implementation fairly between schools during the implementation of the district’s one-to-one student to device ratio goal. Funding for this action was substantially increased in the 2017 LCAP to accommodate the wishes of LCAP stakeholders to speed along the implementation of the 1:1 effort.

Costs for each lab include the following:
- Chromebooks
- Mice
- USB Headsets
- Imaging Services
- Mobile Lab Carts
- Wireless Controllers
- Tablets (Management of Lab)
- Display Receiver
- Network Management Service Agreements
- Software
Technology Support Positions (4 Positions)

The electronic technician and support staff shall work alongside the district technology coordinator to ensure that the technology services that are related to the LCAP increase in services for curriculum and education are in good working order for both students and teachers as the district moves toward a goal of 1:1 student to computer ratio. LCAP enhanced technology equipment and services could not be maintained without dedicated supplemental/concentration funds.

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

1.o. State Priority #1 - Basic Supplemental Assistant Superintendent, Student Services

A portion of the Assistant Superintendent of Student Service's salary 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 support above the base instructional needs and services to benefit nonduplicated students.

#101703

1.p. State Priority #1 - Basic Supplemental Educational Services Secretaries

Increased home/school communication is a major focus of LCAP efforts as requested by parents. The Educational Services Secretaries work along with district student support personnel for the purpose of increasing communication between departments and between home and school.

1.q. State Priority #1 - Basic Supplemental Classroom Rental

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.

The district must carry leases on portable classrooms structures at Karl Clemens, John L Prueitt, and Thomas Jefferson Schools to accommodate required smaller class sizes per LCFF.

1.r. State Priority #1 - Basic Supplemental Reduce Class Size Per LCFF Mandates

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.

1.s. State Priority 1 - Basic/Supplemental Shade Structures for Students by Cafeteria - John L. Prueitt Elementary
An ongoing parent request from past LCAP surveys and forums is the addition of shade structures in areas where students frequently line up in the sun. (Cafeterias) The district does not have funding to grant this parent request without directing supplemental/concentration funds to the request. S/C funds can be used to provide such items that are above and beyond base services for school facilities. The addition of these structures are being budgeted to provide one structure per school each year until the need has been met across the district. (to be completed in 2019) Once structures are constructed district-wide, LCAP stakeholders shall be tasked to redirect the funding based on identified instructional needs.

1.t. State LCAP Priority #4 - Pupil Achievement
Alternative to Suspension (ATS) Program- Karl Clemens School Thomas Jefferson Middle School

Karl Clemens and Thomas Jefferson Middle School have been identified by the district as a focus site for school discipline and behavior management systems. The ATS Teachers will use restorative practices to improve students behavior in the classroom and get student focus on academics. Year one implementation data suggests that the program is effective at correcting behavior to decrease unwanted behavioral incidents. Training is 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. Data gathered during the 2015-16 school year has demonstrated the effectiveness of the program as evidenced in Goal 4 of this plan.

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

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

<table>
<thead>
<tr>
<th>Goal 2 Budget = $881,052.00</th>
<th>Related State Priorities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related State Priorities:</td>
<td>Academic Standards</td>
</tr>
<tr>
<td></td>
<td>Parent Involvement</td>
</tr>
</tbody>
</table>

2.a. State LCAP Priority #2 - Implementation of Common Core
K-8 Literacy and EL Committees

K-3 Literacy and EL Committees will meet monthly during the 2015-2016 school year to work on and develop districtwide literacy systems and programs that were put in place during the 2016-17 school year to ensure a unified approach to literacy instruction and English learner supports. Teachers in grades 4-8 will be added to the committee to beginning in August, 2017 to expand of the district’s literacy efforts.

Supplemental instructional materials and software will be selected by the committee during the course of the year for trial and districtwide implementation during the 2018-2019 school year.

2.b. State Priority #2 - Implementation of Common Core
EL/Early Literacy Coordinator and Secretary

1 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 and supports for English Learners in all core subjects.
<table>
<thead>
<tr>
<th>1 FTE EL Secretary will be paid partially from S/C funds.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RFEP - Reclassification recognition ceremony added to the action items of this goal in 2017-2018</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.c. State Priority #2 - Implementation of Common Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract for &quot;California Streaming&quot;</td>
</tr>
</tbody>
</table>

Contract with the Kern County Superintendent of Schools for the service, "California Streaming". Common Core State Standards instruction is enhanced for all learners through access to video based programming that provides contextual support to learning using short/quick video based clips. This service shall be made available to students in all grades and subjects without requiring time to watch extended programming.

<table>
<thead>
<tr>
<th>2.d. State Priority #3 - Parental Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learner Leadership Position</td>
</tr>
</tbody>
</table>

This job description was modified to begin the 2017-2018 school year for 1 FTE English learner leadership position to serve each school to build a culture of academic success and high school readiness for a specifically identified group of English language learners needing assistance. This position expands services to English Learners identified by data as being "at-risk" of becoming Long Term English Learners. #151051

<table>
<thead>
<tr>
<th>2.e. State Priority #3 - Parental Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language/Fluency Assessor and District EL Parent Liaison</td>
</tr>
</tbody>
</table>

The district language/fluency assessor is partially paid with supplemental/concentration funds to enhance service between home and school to speedily determine home language needs of students entering the district and familiarizing parents with the English Learner program. The assessor shall extend the work of site personnel to help ensure that families understand EL programs in the district, the purpose of ELD, and the steps necessary to become redesignated. #102108

<table>
<thead>
<tr>
<th>2.f. State Priority #2 - Parental Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Outreach Liaisons</td>
</tr>
</tbody>
</table>

Staff has been added at all sites to assist schools in the district to increase communication with parents on matters related to attendance, student performance, and opportunities to become involved at the school. This priority continues to be recognized as an area for improvement for the district. Positions: 
#211251
#211252
#211253
#211250
#211254

<table>
<thead>
<tr>
<th>2.g. State LCAP Priority #2 - Implementation of Common Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Allocations of LCAP funding (791) for Service to EL Students</td>
</tr>
</tbody>
</table>

$155 per EL Student (This per student formula was lowered as sites regularly maintained significant funds for this line item at the end of the year over the last 4 years)
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. Sites shall present the district with a budget for services at the beginning of the 2017-2018 school year that outlines the scope of service as determined by stakeholders using site specific data gathered during the LCAP development year.

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

This successful parent involvement program is gathering momentum in the district as per parent survey feedback. The program will currently operate at the district’s two schools with the highest EL population and SED students with plans to expand if needed into Palm Avenue in future years.

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**

<table>
<thead>
<tr>
<th>Goal 3 Budget = $865,098.00</th>
<th>Related State Priorities:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Academic Standards</td>
</tr>
<tr>
<td></td>
<td>Student Achievement</td>
</tr>
</tbody>
</table>

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

Academic coaches funded by LCAP in the past are now funded 100% by Title I. Associated professional development activities as well as the district’s annual data driven professional development goals are paid using funds from this action item. The costs to perform these activities include teacher overtime, training materials, and technology as needed to perform high quality professional development for teachers.

3.b. State LCAP Priority #4 - Pupil Achievement
District CCSS Committee (EL Focus)

The District CCSS Committee provides leadership in the roll-out and implementation of Common Core State Standards. This ongoing group will continue its work on the roll-out of ELD standards in the 2016-2017 school year. The largest part of this group’s responsibilities lies in the end of year curriculum collaboration that occurs each year - Topic this year is HIST/SOC. SCIENCE

3.c. State LCAP Priority #2 - Implementation of Common Core Literacy and Reading Professional Development
Led by teachers that received the "Authorization in Reading and Literacy" from the CTC during 2016-2017, professional development will be offered to teachers across the district on ways to support literacy development with the students of Wasco.

3.d. State LCAP Priority #4 - Pupil Achievement
Pre-Service Workshops for Teachers

The district hosts five pre-service workshops for teachers during the week preceding the beginning of the school year. LCFF funding set aside to help pay for all teachers to attend is directed specifically at English Learner instructional strategies.

**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**

<table>
<thead>
<tr>
<th>Goal 4 Budget = $3,045,640.00</th>
<th>Related State Priorities:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="https://example.com" alt="Student Engagement" /></td>
</tr>
<tr>
<td></td>
<td><img src="https://example.com" alt="School Climate" /></td>
</tr>
<tr>
<td></td>
<td><img src="https://example.com" alt="Other Outcomes" /></td>
</tr>
</tbody>
</table>

4.a. State Priority #5 - Pupil Engagement
Extra-curricular Sports at Thomas Jefferson

Continuation of sports programs at Thomas Jefferson 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 to the district to reinstate and maintain sports programs at the middle school.

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

4.b. State Priority #6 - School Climate
Student Counselors at All Schools

As determined by parent and teacher comments and forums from 2014 to present, counseling staff is a priority. As of 2015, all schools in the district are staffed with one credentialed counselor to attend to the social and emotional needs of students.

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

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

4.c. State Priority #8 - Other Local Measure
STEM Materials for Middle School

The need for providing ongoing supplies and consumables and curriculum for STEM programs student activities continues to be a priority for LCAP funding. The STEM electives provide additional college and career pathway exposure and are a crucial
component of college and career readiness efforts at the middle school. This amount was reduced as the teachers had difficulty spending the original full allocation.

| 4.d. State Priority #5 - Pupil Engagement  
Elementary Education Physical Education Teachers |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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 of a student’s general classroom teacher, the district determined that supplementing its PE program with certificated teachers provides a much more enhanced and equitable curriculum for the student population.</td>
</tr>
</tbody>
</table>
| Positions:  
#1211129  
#151043  
#1211153  
#151044 |
| Physical education aides further supplement the quality of the program by reducing the adult/student ratio. |
| Positions:  
#122109  
#151081  
#122110  
#132130  
#132105  
#132105 |

| 4.e. State Priority #8 - Other Local Measure  
Health School Nurse and Site Health Services Clerks |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Site health clerks provide supplemental service to the base district health program and are of great benefit to students ad parents providing on-site care to immediately deal with the health and welfare of students. 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.</td>
</tr>
</tbody>
</table>
| Nurse #101602  
LVN #151057  
Health Services Clerk #101603  
Health Clerk #92901  
Health Clerk #112901  
Health Clerk #122901  
Health Clerk #132901  
Health Clerk #142902 |

| 4.f. State Priority #5 - Pupil Engagement  
Advancement Via Individual Determination (AVID) |
<table>
<thead>
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<tbody>
<tr>
<td>The district will enter its third year of implementation of the AVID Program in the middle grades during the 2017-2018 school year. This supplemental program is expected to assist students in the middle band of achievement to meet higher standards of rigor in order to expose and ready them for a potential college pathway in the future. Services are principally directed to targeted LCAP student subgroups.</td>
</tr>
<tr>
<td>Costs include contract for services, training overtime, conference and travel, and supplies.</td>
</tr>
</tbody>
</table>
| 4.g. State Priority #5 - Pupil Engagement  
Elementary Instrumental Music Program |
<table>
<thead>
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<tbody>
<tr>
<td>Providing enriching curriculum to students is an LCAP priority, and providing regularly scheduled music classes at the elementary schools has been very positively received as a supplement to the general education program at those schools. (Vocal and Instrumental)</td>
</tr>
<tr>
<td>The cost of additional musical instruments for the program was lowered $10,000 after an initial upgrade of the program was conducted in earlier LCAP years.</td>
</tr>
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</tbody>
</table>
| 4.h. State Priority #6 - School Climate  
Dean of Students for Middle School - 2 Positions |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Each &quot;Dean of Student Academics&quot; at Thomas Jefferson Middle School will adopt an entire class of students to carry them through their two years at the school to support their academic progress along the way. 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 is principally directed toward the specified subgroups.</td>
</tr>
<tr>
<td>#151015, #160003</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
| 4.i. Continuing LCAP Goal: State Priority #5 - Pupil Engagement  
District Translator |
<table>
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</thead>
<tbody>
<tr>
<td>The District Translator shall work under supervision of district administration to assist school personnel in translating home/school communication for cross-school events and programs in a timely manner. The required work of translating in the district was conducted by existing district personnel in the past. LCFF S/C funding has allowing the district to greatly expand its capacity to principally offer more supplemental information to the Spanish speaking public.</td>
</tr>
</tbody>
</table>
| Position:  
#151073 |
|  |
| 4.j. State Priority #5 - Pupil Engagement  
Site Interpreter/Translator |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>The Site Translator shall translate all supplemental home/school communication that originates from site administrative and pupil support offices to increase and enhance parent access to school programs and LCAP funded activities. Special site events and special programs, and translation of IEPs, 504s, and RTI meetings and relieves site secretarial staff of these duties.</td>
</tr>
</tbody>
</table>
| Position:  
#102305 |
|  |
| 4.k. State Priority #5 - Pupil Engagement  
Science Fair  
History Day  
Oral Language Festival  
Spelling Bee  
Honor Band/Choir |
<table>
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</thead>
<tbody>
<tr>
<td>Funds shall be used to provide stipends, supplies, awards and entry fees into local, regional, county, and state academic competitions.</td>
</tr>
</tbody>
</table>
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 success for needs of their children. Each school has been funding based on socioeconomic status for the purpose of recognizing student literacy efforts at the elementary schools. The middle school shall use the funds to assist in recognizing students that demonstrate exemplary academic skills and provide special academic awards to principally target the low socioeconomic student subgroup.

Thomas Jefferson: $4,500
Karl Clemens: $4,000
Teresa Burke: $3,500
Palm Avenue: $3,000
John L. Prueitt: $2,500

4.m. State Priority #6 - School Climate
Assistant Principal/Learning Director - 5 FTE

Enhanced LCAP S/C Action Item: Assistant Principal/Learning Directors provide a great deal of supplemental service on behalf of the site principal to support student achievement. In Wasco, AP/LDs monitor student progress and manage referrals to RTI, intervention classes, and assist parents with recommendations for available school and community services.

Positions:
#141203
#111202
#68
#131202
#121202

4.n. State Priority #6 - School Climate
Pre-Service Professional Development Day 2017

Training day to focus on cultural empathy of students. Restorative justice training on adopted programs "Safe Schools Ambassadors" and "Alternative to Suspension".

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.

4.p. State Priority #5 - Pupil Engagement
Parent Outreach Consultant Contract

As requested by parent stakeholders, the district shall seek a local contact(s) to work under the direction of the superintendent to "push" the district message into the community via contact outside of the school grounds. This contracted individual's efforts will be measured by increased participation in school meetings and events as well as annual parent survey results.

Changed to an online direct contact service through the district’s student information service. Cost: $20,000
4.q. State Priority #5 - Pupil Engagement
"Foster Focus" Program

The district will contract for service with the company "Foster Focus" to provide direct support foster youth students and their supports.

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**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.

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**KEY**

- A-G - A-G Course Requirements for College Entrance
- AP - Advanced Placement
- API - Academic Performance Index
- BEST - Building Effective Schools Together
- CAAASPP - California Assessment of Student Performance and Progress
- CBO - Community Based Organization
- CCSS - Common Core State Standards
- CDE - California Department of Education
- CELDT - CA English Language Development Test
- CHKS - CA Healthy Kids Survey
- CSO - Campus Safety Officer
- CSU - California State University
- CTE - Career Technical Education
- DDI - Data Driven Instruction
- EAP - Early Assessment Program
- ELA - English Language Arts
- EL or ELL - English Language Learner
- FTE - Full-Time Equivalent
- FY - Foster Youth
- IEP - Individualized Education Program
- K - Kindergarten
- LCAP - Local Control Accountability Plan
- LCFF - Local Control Funding Formula
- LEP - Limited English Proficient
- LI - Low Income
- NGSS - Next Generation Science Standards
- PO - Professional Development
- PFT - Physical Fitness Test
- PI - Program Improvement
- PSAT - Preliminary Scholastic Assessment Test
- PTA - Parent Teacher Association
- S3 - Safe, Supportive Schools Program
- S&C - Supplementary & Concentration Funds
- SARC - School Accountability Report Card
- SAT - Scholastic Assessment Test
- SBAC - Smarter Balanced Assessment Consortium
- SRO - School Resource Officer
- SST - Student Study Team
- STEM - Science, Technology, Engineering, Math
- TK - Transitional Kindergarten
- UC - University of California