![Washington Unified School District logo]

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Washington Unified School District
CDS Code: 1076778
School Year: 2024-25
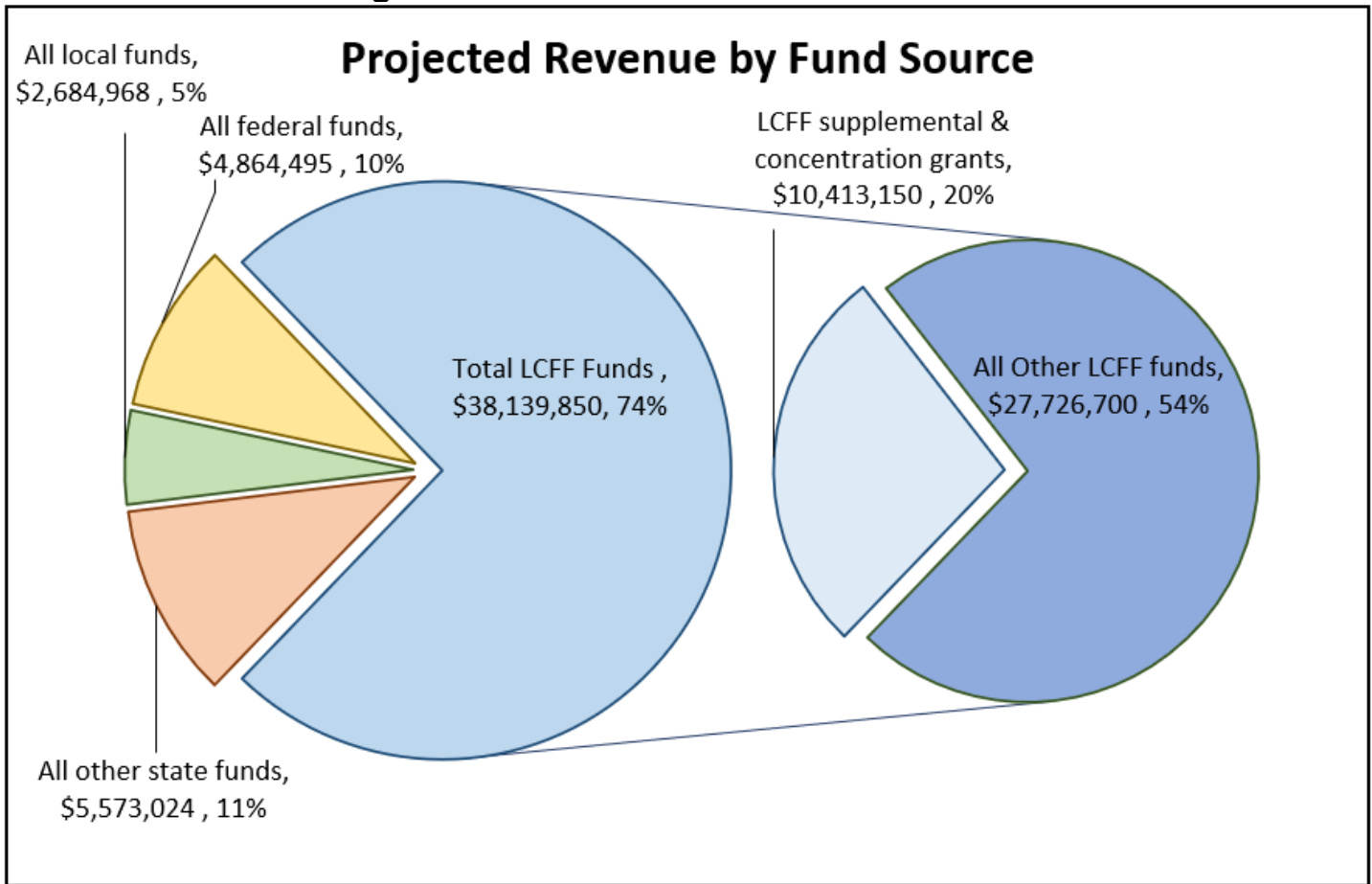LEA contact information:
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

All local funds, $2,684,968 , 5%

All federal funds, $4,864,495 , 10%

LCFF supplemental & concentration grants, $10,413,150 , 20%

Total LCFF Funds , $38,139,850, 74%

All Other LCFF funds, $27,726,700 , 54%
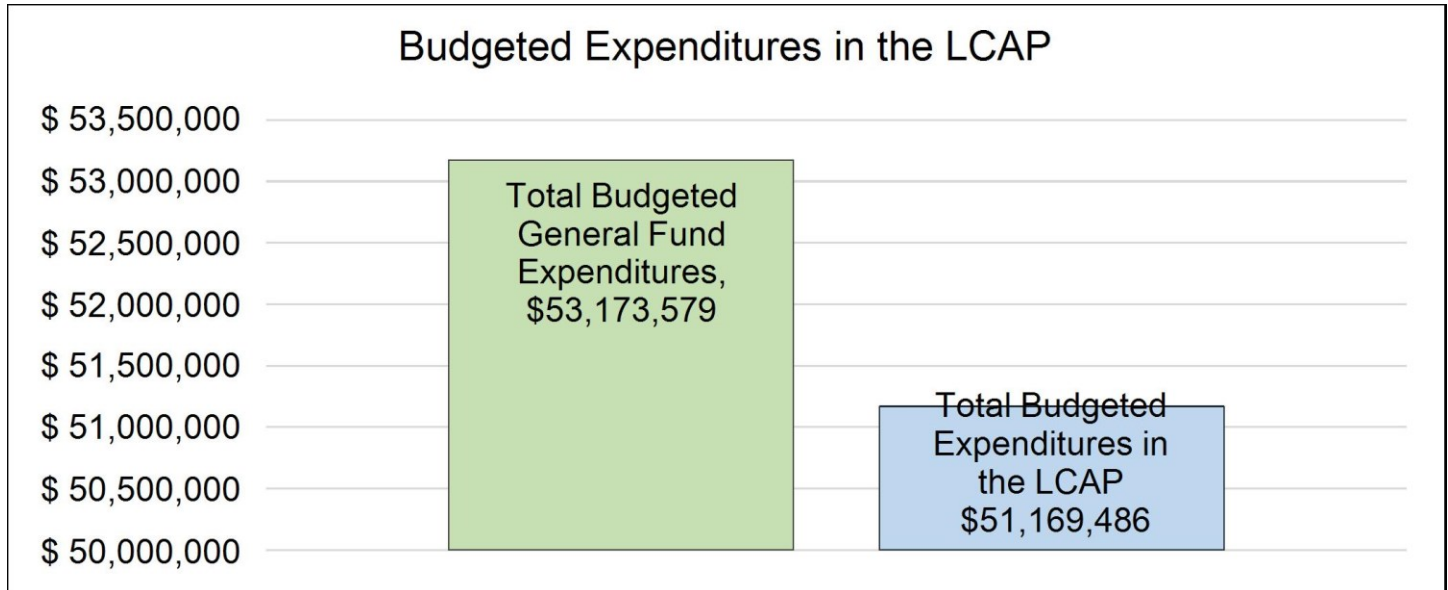
All other state funds, $5,573,024 , 11%

This chart shows the total general purpose revenue Washington Unified 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 Washington Unified School District is $51,262,337, of which $38,139,850 is Local Control Funding Formula (LCFF), $5,573,024 is other state funds, $2,684,968 is local funds, and $4,864,495 is federal funds. Of the $38,139,850 in LCFF Funds, $10,413,150 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

$ 53,500,000	
$ 53,000,000	
$ 52,500,000	Total Budgeted General Fund Expenditures, $53,173,579
$ 52,000,000	
$ 51,500,000	
$ 51,000,000	Total Budgeted Expenditures in the LCAP $51,169,486
$ 50,500,000	
$ 50,000,000	

This chart provides a quick summary of how much Washington Unified School District plans to spend for 2024-25. 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: Washington Unified School District plans to spend $53,173,579 for the 2024-25 school year. Of that amount, $51,169,486 is tied to actions/services in the LCAP and $2,004,093 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
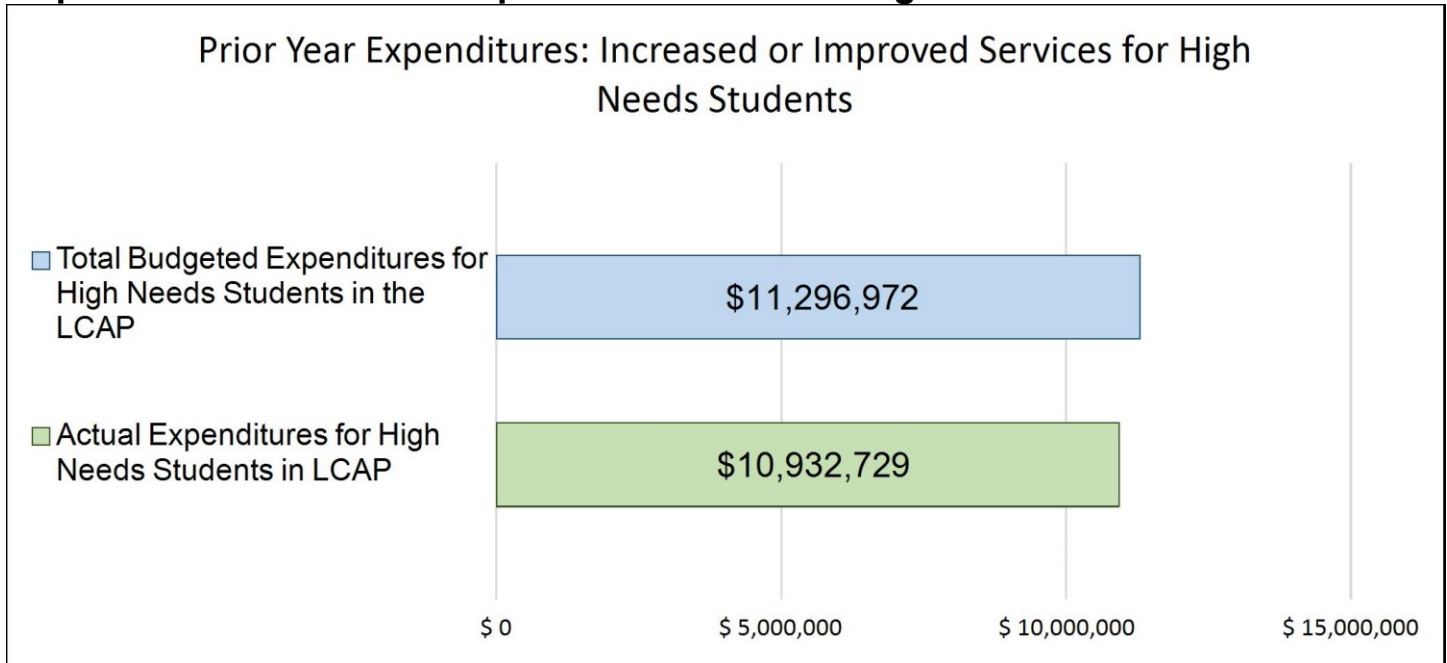
Debt Service and Capital Outlay

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Washington Unified School District is projecting it will receive $10,413,150 based on the enrollment of foster youth, English learner, and low-income students. Washington Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Washington Unified School District plans to spend $11,052,786 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 2023-24

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $11,296,972

☐ Actual Expenditures for High Needs Students in LCAP — $10,932,729

$ 0 $ 5,000,000 $ 10,000,000 $ 15,000,000

This chart compares what Washington Unified 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 Washington Unified 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 2023-24, Washington Unified School District's LCAP budgeted $11,296,972 for planned actions to increase or improve services for high needs students. Washington Unified School District actually spent $10,932,729 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-364,243 had the following impact on Washington Unified School District's ability to increase or improve services for high needs students:

WUSD was unable to staff positions in a timely manner which resulted in unspent funds in salaries and benefits. The District also faced supply chain shortage and were unable to fill supply orders and due to labor shortage third party partners were also unable to fill positions which resulted in unspent funds for services and supplies. Washington Unified is continuing to collect data regarding student achievement, absenteeism and other indicators of student need. Washington Unified plans to spend the full amount allocated to increase and improve services for high needs students.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Washington Unified School District	John L. Sherron Director of Curriculum & Instruction	jsherron@wusd.ws (559) 495-5600

Goals and Actions

Goal

Goal #	Description
1	The Washington Unified School District will provide a collaborative educational environment that effectively recruits, trains, supports, and retains highly effective teachers and provides all students the basic services and materials needed to participate successfully in a 21st Century educational experience.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately assigned and fully credentialed teachers.	In 2020-21, WUSD 94% of teachers were fully credentialed according to an H.R. audit and the number of misassignments is 0%. WUSD had zero vacancies.	In 2021-22, WUSD has 96% of teachers fully credentialed & 1 misassignments according to an H.R. audit. WUSD had zero vacancies.	In 2022-23, WUSD has 96% of teachers fully credentialed & 6 misassignments according to an H. R. audit. WUSD had zero vacancies.	In 2023-24, WUSD has 98% of teachers fully credentialed & 2 misassignments. WUSD had zero vacancies.	95% of teachers will be fully credentialed and appropriately assigned for the pupils they are teaching. WUSD will have zero vacancies throughout the district.
Pupils will have access to standards-aligned instructional materials.	In 2020-21, 100% of students have access to standards-aligned instructional materials according to the Williams Report.	In 2021-22, 100% of students have access to standards-aligned instructional materials according to the Williams report.	In 2022-23, 100% of students have access to standards-aligned instructional materials according to the Williams report.	In 2023-24, 100% of students have access to standards -aligned instructional materials.	100% of students will have access to standards-aligned instructional materials.
Facilities maintained in good repair.	In 2020-21, 4 out of 5 school sites were rated as being maintained in "good or exemplary" repair	In 2021-22, all school sites were rated as being maintained in "good or exemplary" repair according to an	In 2022-23, all school sites were rated as being maintained in "good or exemplary" repair according to an	In 2023-24, all school sites were rated as being in "good or exemplary" repair according to the	All facilities will be maintained in "good or exemplary" repair as rated by the annual

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	according to an annual Facilities Inspection Tool (FIT).	annual Facilities Inspection Tool (FIT).	annual Facilities Inspection Tool (FIT).	annual Facilities Inspection Tool (FIT).	Facilities Inspection Tool (FIT).
Implementation of state standards for all students.	In 2020-21, State standards were fully implemented as verified by data collection obtained through routine classroom walk-throughs.	In 2021-22, state standards were fully implemented as verified by data collection obtained through routine classroom walk-throughs.	In 2022-23, state standards were fully implemented as verified by data collection obtained through routine classroom walkthroughs.	In 2023-24, state standards were fully implemented as verified by data collection obtained through routine classroom walk-throughs.	State standards will be fully implemented as verified by data collection obtained through routine classroom walk-throughs.
Enable ELs access to CCSS and ELD standards.	In 2020-21, 100% of English Learners will receive designated or integrated ELD support aligned to the ELD Standards and CCSS as measured by master schedules and routine classroom walk-throughs.	In 2021-22, 100% of English Learners will received designated or integrated ELD support aligned to the ELD Standards & CCSS as measured by master schedules & routine classroom walk-throughs.	In 2022-23, 100% of English Learners are receiving Designated and Integrated ELD support aligned to the ELD Standards and CCSS as measured by master schedules and routine classroom walkthroughs.	In 2023-24, 100% of English Learners received Designated and Integrated ELD support aligned to the ELD Standards & CCSS as measured by master schedules & routine classroom walk-throughs.	100% of English Learners received designated and integrated ELD support aligned to the ELD Standards and CCSS as measured by master schedules and routine classroom walk-throughs.

Goal Analysis

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.

The LEA used the following rating scale to determine its progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal One supported the progress toward meeting the goal of providing a collaborative educational environment that effectively recruits, trains, supports, and retains highly effective teachers and provides all students the basic services and materials needed to participate successfully in a 21st-century educational experience.

Action 1 - Staff, Supplies & Services
Implementation Status: 5 - Full Implementation and Sustainability. WUSD HR Department has clear policies and procedures for hiring and the recruiting of highly qualified staff.
No substantive difference in planned action compared to the actual implementation.

Action 2 - Beginning Teacher Induction
Implementation Status: 5 - Full Implementation and Sustainability. WUSD has a comprehensive teacher induction program. WUSD academic coaches work with FCSS and beginning teachers to ensure our program is fully implemented.
No substantive difference in planned action compared to the actual implementation.

Action 3 - Texts and Instructional Materials
Implementation Status: 5 - Full Implementation and Sustainability. WUSD has clear policies and procedures for core instructional and supplemental curriculum adoptions.
No substantive difference in planned action compared to the actual implementation.

Action 4 - Technology
Implementation Status: 5 - Full Implementation and Sustainability. WUSD has a fully staffed IT Department. IT Department ensures technology is maintained in good working order and is updated on a routine basis to ensure high quality equipment is available for student achievement. Technology such as computer hardware, including learning programs and supports for students were provided.
No substantive difference in planned action compared to the actual implementation.

Action 5 - Professional Development
Implementation Status: 5 - Full Implementation and Sustainability. WUSD has a robust staff development calendar. WUSD is a data driven district that routinely analyzes best practices, walk-through data, assessment data and feedback of from staff to inform decision making.
No substantive difference in planned action compared to the actual implementation.

Action 6 - PLC Facilitators/Lead Teachers
Implementation Status: 5 - Full Implementation and Sustainability. WUSD has established PLCs with the PLC Facilitator leading/guiding the meetings for several years. Our PLCs analyze student progress on a routine basis. An important aspect of the PLC is identifying students gaps and utilizing high impact instructional strategies to narrow the gaps as soon as possible.
No substantive difference in planned action compared to the actual implementation.

Action 7 - Classroom Technology Support
Implementation Status: 5 - Full Implementation and Sustainability. WUSD has a fully staffed IT Department. IT Department ensures technology is maintained in good working order and is updated on a routine basis to ensure high quality equipment is available for student achievement. In addition, any supplemental programs are reviewed routinely by staff to ensure our students are supported with classroom technology.
No substantive difference in planned action compared to the actual implementation.

Action 8 - Health Services
Implementation Status: 5 - Full Implementation and Sustainability. WUSD has a fully staffed health services program to serve the social and emotional needs of our students. In addition to social and emotional services our district is able to provide health care services throughout the district.
No substantive difference in planned action compared to the actual implementation.

Overall Successes: WUSD overall success are highlighted in the following: 1. 98% of teachers were fully credentialed. 2. All facilities were are maintained in the good/exemplary repair.

Overall Challenges: WUSD did not experience any significant challenges while executing Goal #1.

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.

The following actions contain a material difference between budgeted and actual expenditures:
1.1 Under budget - One time funding such as ESSER II and ESSER III expenditures not captured in total base funding along other fluctuations of base funding expenditures in this action.
1.2 Under budget - Fewer new teachers hired that required new teacher induction support.
1.3 Under budget - WUSD made the decision to not conduct any curriculum adoptions and therefore we spent less than planned.
1.4 Over Budget - WUSD replaced chrome books throughout the district to maintain our 1:1 ration for students.
1.7 Over budget - Technology staff increased for tech support.

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal One helped make progress towards the LEA's goal of providing a collaborative educational environment that effectively recruits, trains, supports, and retains highly effective teachers and provides all students with the basic services and materials needed to participate successfully in a 21st-century educational experience.

Action(s): Action 1: Staff, Supplies, & Services, Action 2: Beginning Teacher Induction, Action 5: Professional Development, Action 6: PLC Facilitators
Effectiveness of Action(s): Effective
Metric(s): Appropriately assigned and fully credentialed teachers, CAASPP ELA/Math scores, A-G Eligibility
Analysis Statement: Washington Unified had 98% of our teachers fully credentialed surpassing our goal of 95%. In addition, our misassignment's dropped from six to two positions. We believe that our recruiting and retention efforts are working. Washington Unified made progress in our 2023 California Dashboard. CAASPP scores in ELA improved for all students, low income, and English Learners from the baseline year. CAASPP scores in math improved for our English Learners and low income students groups from our baseline year, leading to a similar gain for all students. A-G rates for all students and English Learner student groups increased significantly. We maintained our A-G rates for our low income students, indicating more work to be done in this area. This progress is due in part to a comprehensive staff development program, including induction which focuses on teachers and the implementation of high impact instructional strategies for the identified groups. Furthermore, PLC Facilitators are an integral part of our progress. Departments are required to routinely analyze data of the identified students groups and discuss best practices. Staff, supplies and services also led to the improvements for our students. Because these actions were mostly effective, we will continue these actions into the new three year cycle.

Action(s): Action 3: Texts and instructional materials, Action 4: Technology, Action 7: Classroom technology support
Effectiveness of Action(s): Effective
Metric(s): Pupils will have access to standards-aligned instructional materials, implementation of state standards for all students, and ELs having access to CCSS AND ELD standards, CAASPP ELA/Math scores
Analysis Statement: Washington Unified students have full access to textbooks and instructional materials. We have a robust technology department that ensures technology is maintained and available throughout the district for students, ensuring students have access to 21st Century learning. 100% of Washington Unified students have access to common core standards and our English Learner population has full access to ELD standards. Washington Unified Washington Unified made progress in our 2023 California Dashboard. CASSPP scores in ELA improved for all students, low income, and English Learners from the baseline year. CASSPP scores in math improved for our English Learners and low income students groups from our baseline year, leading to a similar gain for all students. Because these actions were effective, as demonstrated by WUSD meeting our desired outcomes for 100% of our students having access to and implementation of standards for all students in CCSS and ELD, we will continue these actions into the new three year cycle.

Action(s): Action 8: Health Services
Effectiveness of Action(s): Effective
Metric(s): Attendance rate and chronic absenteeism rate
Analysis Statement: Washington Unified provides health care services and provide any necessary staffing and supplies to ensure our program services identified student groups. Furthermore, our chronic absenteeism rate significantly improved for English Learners, Low Income and Foster Youth. While the actions were designed to target these identified student groups, we also made progress for African American, Homeless, and the all student group. Because of this progress, attendance rates all improved. We believe our progress was made due to the District Coordinator routinely analyzing data with the attendance team that includes our School to Home Liaisons, and in collaboration with our families. Additionally, our District Coordinator utilizes the TIP/SARB Program data to track and promote good attendance throughout the district. We believe these programs are resulting in the gains for our identified student groups. Because this action was effective, as demonstrated by WUSD meeting our desired outcomes of 95% attendance rate and decrease our chronic absenteeism rate, we will continue this action into the new three year cycle. However, after we conducted an analysis/reflection health services action will be more aligned with WUSD Goal 4 of the LCAP instead of Goal 1.

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.

Based on data analysis/reflections WUSD will make the following changes: 1. New desired outcome to Metric: Appropriately assigned and fully credentialed teachers will move to 95% to 98%. 2. Action 1.8: Health Services will be moved to Goal 4 in the new three year cycle.

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	The Washington Unified School District will operate with strong parent and community involvement, including efficient and effective communication and opportunities for parents to participate in their own educational development.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Seek parent input & promote parental participation in programs for Low Income, EL, and Foster Youth students and students with exceptional needs.	Full Implementation according to the local indicator self-reflection tool Fall 2021 Dashboard.	Full Implementation according to the local indicator self-reflection tool Fall 2021 Dashboard.	Full implementation according to the local indicator self-reflection tool Fall 2022 Dashboard.	Full implementation according to the local indicator self-reflection tool Fall 2023 Dashboard.	Full Implementation and Sustainability according to the Fall 2023 Dashboard
Maintain strong parent communication. Parent Communication.	In 2020-21 100% of school sites utilized Aeries communication/Parent Square to communicate with Parents.	In 2021-22 100% of school sites utilized Aeries communication/Parent Square to communicate with parents.	In 2022-23, 100% of school sites utilized Aeries communication/Parent Square to communicate with parents.	In 2023-24, 100% of school sites utilized Aeries/PowerSchool communication/Parent Square to communicate with parents.	100% of school sites utilize Aeries Communication/Parent Square to communicate with Parents.
Provide Parent Education classes, including English acquisition classes, for all parents.	In 2020-21, WUSD was unable to offer parent education courses due to restrictions placed on	Met: WUSD returned to operating parent education classes in the spring semester of the 2021-22 school	Fall semester 2022 and Spring 2023 WUSD is offering a variety of parent classes, including	Fall semester 2023 and Spring 2024 WUSD is offering a multitude of parent classes, including	WUSD will offer parent education classes, including English acquisition

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	in-person gatherings as a result of the COVID-19 pandemic. School sites pivoted to offering virtual parent seminars on various relevant topics including parent health and safety and helping students navigate distance learning.	year offering a Basic Computer Skills class. Not Met: WUSD did not offer an English acquisition class.	English Acquisition for parents.	English acquisition for parents	classes, for all parents.

Goal Analysis

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.

The LEA used the following rating scale to determine its progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Two supported the progress toward meeting the goal of operating with strong parent and community involvement, including efficient and effective communication and opportunities for parents to participate in their own educational development.

Action 1 - Parent Engagement, Support Services, & Supplies
Implementation Status: 5 - Full Implementation and Sustainability. WUSD has a comprehensive parent engagement process delivered by each site within the district.
No substantive difference in planned action compared to the actual implementation.

Action 2 - PowerSchool Communication/Parent Square
Implementation Status: 4 - Full Implementation. WUSD switched Student Information Systems (SIS) for the 2023-24 school year. Parent Square the communication portal for families is still utilized with the adoption of Power School. However, the process for signing parents up is implemented but not yet sustainable.
No substantive difference in planned action compared to the actual implementation.

Action 3 - Parent Education Classes
Implementation Status: 5 - Full Implementation and Sustainability. WUSD has a partnership with California Sate University, Fresno Parent University. This partnership allows for a w-de range of parent education classes that are offered within the district. In addition, our Adult Education Program also offers local ESY classes.
No substantive difference in planned action compared to the actual implementation.

Overall Successes: Parent education classes continue to be a success for our district. Based on feedback from our community we will continue partnering with Fresno State Parent University and locally offering classes through our Adult Education Program. In addition, our Media Communication Specialist position routinely communicates with the community; keeping our community abreast of all the happenings throughout the district.

Overall Challenges: Switching (SIS) for the new school year has brought a few challenges. The main challenge was student registration, re-registration, and the creation of PowerSchool parent portals. As we continue to refine our process with the new system, we will get better in the area of parent communication.

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.

The following Actions contain material differences between budgeted and actual expenditures:
2.3 Under Budget - Planned expenditures were under budget. Other sources were used for this action such as Adult Education and Community School funding.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal #2 helped make progress towards the LEA's goal to operate with strong parent and community involvement, including efficient and effective communication and opportunities for parents to participate in their own educational development.

Action(s): Action 1: Parent Engagement, Support Services, and Supplies
Effectiveness of Action(s): Effective
Metric(s): Seek parent input & promote parental participation in programs for Low Income, EL, and Foster Youth students and students with exceptional needs and CAASPP ELA/Math scores.
Analysis Statement: Washington Unified has a robust parent engagement program and have had 3,933 parents attend events throughout the district this year. We also utilize the Local Indicator Self-reflection Tool and we are rated at Full Implementation and Sustainability. We have all of the support services and supplies necessary to support and promote parent engagement. Washington Unified made progress in our 2023 California Dashboard. CAASPP scores in ELA improved for all students, low income, and English Learners from the baseline year. CAASPP scores in math improved for our English Learners and low income students groups from our baseline year, leading to a similar gain for all students. Because these actions were effective, we will continue these actions into the new three year cycle.

Action(s): Action 2: Aeries Communication Parent Square
Effectiveness of Action(s): Effective
Metric(s): Maintain strong parent communication. Parent Communication, and CAASPP ELA/Math scores.
Analysis Statement: In Washington Unified has 100% of our school sites utilizing Parent Square to communicate with out families. Routine correspondence is an expectation for all sites. There were 3,933 parents that attended events throughout the district in 2023-24. Washington Unified made progress in our 2023 California Dashboard. CAASPP scores in ELA improved for all students, low income, and English Learners from the baseline year. CAASPP scores in math improved for our English Learners and low income students groups from our baseline year, leading to a similar gain for all students. In addition, our Media Communication Specialist routinely corresponds with our LI, EL, and FY students. One of the avenues of communication is our digital Grapevine edition of all of the happenings throughout the district. The Grapevine highlights performances, celebrations, etc. bringing all the events to the community and students. Because these actions were effective, we will continue these actions into the new three year cycle.

Action(s): Action 3: Parent Education Classes
Effectiveness of Action(s): Effective
Metric(s): Provide Parent Engagement classes, including English acquisition classes for all parents and CAASPP ELA/Math scores..
Analysis Statement: Washington Unified has partnered with California State University, Fresno Parent University to offer a myriad of classes. In addition, WUSD Adult School also offers English Language Acquisition classes. Washington Unified made progress in our 2023 California Dashboard. CAASPP scores in ELA improved for all students, low income, and English Learners from the baseline year. CAASPP scores in math improved for our English Learners and low income students groups from our baseline year, leading to a similar gain for all students. Because these actions were effective, we will continue these actions into the new three year cycle.

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

The metric "Maintain Strong Parent Communication" was revised to include PowerSchool. In the 2023-24 school year, WUSD changed our Student Information System (SIS) from Aeries to PowerSchool. We will continue to utilize our new SIS to maintain strong communication with our parents. This change will continue into the new LCAP.

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 Washington Unified School District will be a district of academic excellence that provides equity and access for all students in all subgroups, utilizing academic rigor through best first instruction and systematic intervention to ensure that all students graduate college and career ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced Math	In 2019-20, on the Math CAASPP, 26.23% of WUSD students met or exceeded standard. The 2020 CAASPP assessments were waived due to the COVID-19 pandemic. 2021 Data will become our baseline.	In 2021, 14.24% of WUSD students Met or Exceeded Standard in the Math CAASPP exam. 3.9% of WUSD English Learners met or exceeded standard, 13.15% of our Low Income population and Foster Youth data is not applicable. In addition, 2.68% of SWD met or exceeded standards and 8.82% of AA students met or exceeded standards.	In 2022, 14.35% of WUSD students Met or Exceeded Standard in the Math CAASPP exam. 5% of WUSD English Learners met or exceeded standard, 12.85% of our Low Income population and Foster Youth data is not applicable. In addition, .73% of SWD met or exceeded standards and 9.73% of AA students met or exceeded standards.	In 2023, 17.72% of WUSD students Met or Exceeded Standard in the Math CAASPP exam. 7.48% of WUSD English Learners met or exceeded standard, 16.55% of our Low Income population and Foster Youth data is not reported. 3.70% of SWD met or exceeded standards and 9.24% of AA students met or exceeded.	Increased percentage of students who have met or exceeded standard on the Math CAASPP from the prior year.
Smarter Balanced ELA	In 2019-20, on the ELA CAASPP, 36.86% of WUSD	In 2021, 28.37% of WUSD students Met or Exceeded Standard in the ELA CAASPP	In 2022, 33.28% of WUSD students Met or Exceeded Standard in the ELA CAASPP	In 2023, 31.12% of WUSD students Met or Exceeded Standard in ELA CAASPP	Increased percentage of students who have met or exceeded

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students met or exceeded standard. The 2020 CAASPP assessments were waived due to the COVID-19 pandemic. 2021 data will become the baseline.	exam. 8.72% of WUSD English Learners met or exceeded standard, 26.24% of our Low Income population and Foster Youth data is not applicable. In addition, 4.47% of SWD met or exceeded standards and 16.21% of AA students met or exceeded standards.	exam. 11.79% of WUSD English Learners met or exceeded standard, 31.49% of our Low Income population and Foster Youth data is not applicable. In addition, 1.46% of SWD met or exceeded standards and 16.66% of AA students met or exceeded standards.	exam. 9.47% of WUSD English Learners met or exceeded standard, 29.44% of our Low Income population and Foster Youth data is not reported. 5.93% of SWD met or exceeded standards and 20.9% of AA students met or exceeded.	standard on the ELA CAASPP from the prior year.
EL students making progress toward English Proficiency	In 2019-20, the CA School Dashboard showed that 41.1% of WUSD ELs were making progress towards English proficiency, measuring slightly under the state average of 48.3%. Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators, including EL progress towards English	EL progress towards English proficiency was not reported in the 2021 Dashboard. 2020-21 EL Proficiency L1= 16.28% (-4.48%*) L2= 34.97% (+2.15%*) L3= 36.61% (-3.21%*) L4= 12.13% (-3.41%*) *compared 2018-19 2022 data will become the baseline. *data source is Summative ELPAC	In 2022, the CA School Dashboard showed that 47.1% of WUSD ELs were making progress towards English proficiency, measuring slightly under the state average of 50.3%.	In 2023, the CA School Dashboard showed that 53.2% of WUSD ELs were making progress towards English proficiency, measuring higher than the state average of 48.7%.	WUSD will meet or exceed the state average for English Learner progress toward English Proficiency as measured by the California School Dashboard English Learner Progress Performance Indicator.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	proficiency, on the 2020 Dashboard.				
EL Reclassification	In 2019-20, 16 WUSD English Learners were reclassified according to local criteria.	In 2020-21, 64 WUSD English Learners will be reclassified according to local criteria.	In 2021-22, 123 WUSD English Learners have been reclassified thus far, according to local criteria.	In 2022-23, 144 WUSD English Learners have been reclassified.	The WUSD English Learner reclassification rate will meet or increase in number according to prior year's data.
AP Passage Rate	In 2019-20, College Board AP Reporting stated 43.6% of students who took an Advanced Placement exam scored a 3 or higher.	In 2021, College Board AP Reporting stated 38.93% of students who took an Advanced Placement exam scored a 3 or higher.	In 2022, College Board AP Reporting stated 36% of students who took an Advanced Placement exam scored a 3 or higher.	In 2022-23, College Board AP Reporting stated 44% of students who took an Advanced Placement Exam scored a 3 or higher.	Increased percentage of students who scored 3 or higher on AP exams from the prior year.
A-G completion rate	In 2019-20, Aeries Analytics reported the A-G completion rate was 45%.	In 2020-21, Aeries Analytics reported the A-G completion rate was 48%. WUSD A-G completion rate for Low Income was 44.6%, EL students 15.7%, and N/A for our Foster Youth students.	In 2021-22, Aeries Analytics reported the A-G completion rate was 36.4%. WUSD A-G completion rate for Low Income was 36.3%, EL students 12.8%, and N/A for our Foster Youth students.	In 2022-23, Aeries Analytics reported the A-G rate was 39%. State of California average was 45.1. WUSD A-G completion rate for Low Income students was 36%, EL students 22.7% and N/A for Foster Youth.	The A-G completion rate for Washington Unified met or exceeded the state average.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE Pathway Completion Rate	24% of students completed a CTE course sequence in 2019-20 as measured in CALPADS EOY 1.	37% of students completed a CTE course sequence in 2020-21 as measured in CALPADS EOY 1. 9.6% of EL students completed a pathway. 81.7% of Low Income students were completers and .0% were Foster Youth students.	41% of senior students completed a CTE course sequence in 2021-22 as measured in CALPADS EOY 1. 38.8% of EL students completed a pathway. 40.8% of Low Income students were completers and 1.5% were Foster Youth students.	56% of senior students completed a CTE course sequence in 2022-23 as measured in CALPADS EOY 1. 48% of EL students completed a pathway and 55.4% were Low Income students. Foster Youth was not reported.	The percentage of students who completed a CTE course sequence increased from the prior year as measured in CALPADS EOY 1.
Access to and enrollment in a Broad Course of Study for all students.	In 2019-20, all students had access to a broad course of study that as measured by the local indicator performance guide tool.	In 2020-21, all students had access to a broad course of study as measured by the local indicator performance guide tool.	In 2021-22, all students had access to a broad course of study as measured by the local indicator performance guide tool.	2022-23, all students had access to a broad course of study as measured by the local indicator performance guide tool.	All students have access to a broad course of study as measured by the local indicator performance guide tool.
A-G Completion and CTE Pathway Completion Rate	In 19-20 the A-G completion rate was 45%. 24% of students completed a CTE course sequence in 2019-20 as measured in CALPADS EOY 1. 2021 data will become the baseline as	In 2020-21, 19.1% of WUSD students were both A-G and a CTE completers, 17.5% of Low Income, 5.7% EL, and N/A for Foster Youth students according to the Dashboard Additional Reports.	In 2021-22, 18% of WUSD students were both A-G and a CTE completers, 16.9% of Low Income, 12.9% EL, and N/A for Foster Youth students according to the Dashboard Additional Reports.	In 2022-23, 29.6% of WUSD students were A-G and CTE completers, 28% of Low Income, 17.3% EL students and N/A for Foster Youth students according to the Dashboard Additional Reports.	WUSD will improve AG and CTE completion rate according to the Dashboard Additional Reports.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	measured by the College and Career Indicator on the California School Dashboard.				
EAP ELA percentage of students who are college ready and conditionally ready	2021 data will become the baseline as measured by CAASPP. Note: Local benchmarks will be used until CAASPP Results become available.	In 2020-21, 30.17% of WUSD students were conditionally and 29.07% college ready according to ELA CAASPP results. 9.8% of EL student were conditionally ready and 1.12% were college ready. 30.13% of Low Income students were conditionally ready and 19.77% were ready for college. Foster Youth data is not applicable.	In 2021-22, 38.53% of WUSD students were conditionally and 16.21% college ready according to ELA CAASPP results. 12.2% of EL student were conditionally ready and 1.22% were college ready. 37.89% of Low Income students were conditionally ready and 15.23% were ready for college. Foster Youth data is not reported to protect the privacy of students.	In 2022-23, 29.42% of WUSD students were conditionally and 26% college ready according to ELA CAASPP results. 7.23% of EL students were conditionally ready and .45% were college ready. 28.57% of Low Income students were conditionally ready and 17.47% were college ready. Foster Youth data is not reported to protect the privacy of students.	The percentage of students who are college ready or conditionally ready increased from the prior year as measured by CAASPP.
EAP Math percentage of students who are college ready and conditionally ready	2021 data will become the baseline as measured by CAASPP. Note: Local benchmarks will be	In 2020-21, 18.85% of WUSD students were conditionally ready for math and 15.51% college ready according to CAASPP results. 4.71% of EL	In 2021-22, 9.2% of WUSD students were conditionally ready for math and 2.15% college ready according to CAASPP results. 0% of EL	In 2022-23, 15.31% of WUSD students were conditionally ready for math and 12.04% college ready according to CAASPP results. 1.92% of EL	The percentage of students who are college ready or conditionally ready increased from the prior year as

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	used until CAASPP Results become available.	student were conditionally ready and 1.65% were college ready. 15.67% of Low Income students were conditionally ready and 7.57% were ready for college. Foster Youth data is not applicable.	student were conditionally ready and 0% were college ready. 9.41% of Low Income students were conditionally ready and 1.18% were ready for college. Foster Youth data is not reported to protect the privacy of students.	students were conditionally and .55% were college ready. 11.47% of Low Income students were conditionally ready and 5.47% were ready for college. Foster Youth data is not reported to protect the privacy of students.	measured by CAASPP.
Other pupil outcomes	In 2019-20, 119 students were enrolled in a dual enrollment program through either Fresno City College or Reedley College.	In 2020-21, 156 students were enrolled in a dual enrollment program through either Fresno City College or Reedley College.	In 2021-22, 159 students were enrolled in a dual enrollment program through either Fresno City College or Reedley College.	In 2022-23, 272 students are enrolled in a dual enrollment course through either Fresno City College or Reedley College.	The number of students enrolled in a dual enrollment course will increase.

Goal Analysis

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.

The LEA used the following rating scale to determine its progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Three supported progress toward meeting the goal of providing equity and access for all students in all subgroups, utilizing academic rigor through best-first instruction and systematic intervention to ensure that all students graduate college and career-ready.

Action 1 - Reading Intervention Teachers
Implementation Status: 5 - Full Implementation and Sustainability. WUSD has a comprehensive reading intervention program in place to support students. The intervention team comes together quarterly to analyze data and discuss best practices. All Reading Intervention Teachers were hired as planned.
No substantive difference in planned action compared to the actual implementation.

Action 2 - Intervention Staff
Implementation Status: 5 - Full Implementation and Sustainability. WUSD has intervention staff at all sites throughout the district to support students.
No substantive difference in planned action compared to the actual implementation.

Action 3 - Intervention Curriculum
Implementation Status: 5 - WUSD has a comprehensive intervention program that is fully staffed along with the materials and curriculum to support students.
No substantive difference in planned action compared to the actual implementation.

Action 4 - Learning Directors
Implementation Status: 5 - Full Implementation and Sustainability. WUSD has Learning Directors at four of the five sites throughout the district. Learning Directors directly support students academically, socially, and behaviorally.
No substantive difference in planned action compared to the actual implementation.

Action 5 - Instructional Aides
Implementation Status: 5 - Full Implementation and Sustainability. WUSD has instructional in PK-2 district wide. Instructional aides are instrumental in supporting students with their foundational learning.
No substantive difference in planned action compared to the actual implementation.

Action 6 - Library Media Services
Implementation Status: 5 - Full Implementation and Sustainability. WUSD has a fully staffed library and media services program to support students in this area.
No substantive difference in planned action compared to the actual implementation.

Action 7 - Supplemental Online Academic Support Programs
Implementation Status: 5 - Full Implementation and Sustainability. WUSD has a robust IT Department along with a Curriculum, Instruction, & Assessment Department. Annually, inventories are reviewed and programs updated to support our Low Income, EL, and Foster Youth students.

No substantive difference in planned action compared to the actual implementation.

Action 8 - WUHS PASS Program
Implementation Status: 5 - Full Implementation and Sustainability. WUSD has had a version of our PASS program/class at Washington Union High School for several years. Teachers are trained in the AVID model and support students on a daily basis.
No substantive difference in planned action compared to the actual implementation.

Action 9 - English Learner Curriculum and Language Acquisition
Implementation Status: 5 - Full Implementation and Sustainability. WUSD has a English Learner Program Coordinator. EL Coordinator reviews curriculum and language acquisition programs on an annual basis. Furthermore, there are processes and procedures in place to ensure teacher feedback is heard and acted upon. All EL curriculum was provided to each site throughout the district.
No substantive difference in planned action compared to the actual implementation.

Action 10 - This action intentionally left blank
Implementation Status:
No substantive difference in planned action compared to the actual implementation.

Action 11 - EL Staff
Implementation Status: 5 - Full Implementation and Sustainability. WUSD has a comprehensive EL Program fully staffed with teachers, aides, and additional personnel to support our English Learners.
No substantive difference in planned action compared to the actual implementation.

Action 12 - This action intentionally left blank
Implementation Status:
No substantive difference in planned action compared to the actual implementation.

Action 13 - Counselors
Implementation Status: 5 - Full Implementation and Sustainability. WUSD has a system in place to support student social, emotional, and academic counseling. Each site throughout the district has counselors available to support students.
No substantive difference in planned action compared to the actual implementation.

Action 14 - Summer School
Implementation Status: 5 - Full Implementation and Sustainability. WUSD has a comprehensive summer school and extended learning opportunity program in place for several years.
No substantive difference in planned action compared to the actual implementation.

Action 15 - After School Program
Implementation Status: 5 - Full Implementation and Sustainability. WUSD has a comprehensive after school program in place. The after school program is fully staffed and additional staffing was provided ensuring a myriad of opportunities are available for students.

No substantive difference in planned action compared to the actual implementation.

Action 16 - Full Access to Courses and Electives
Implementation Status: 5 - Full Implementation and Sustainability. WUSD students have full access to courses and electives. At the secondary level, all students are met with at a minimum of once per year to review their path toward graduation.
No substantive difference in planned action compared to the actual implementation.

Action 17 - CTE Courses and Electives
Implementation Status: 5 - Full Implementation and Sustainability. WUSD and specifically Washington Union High School has a wide range of CTE courses and electives. All students are offered a pathway beginning in their 9th grade year.
No substantive difference in planned action compared to the actual implementation.

Action 18 - Supplemental Instructional Materials and Supplies
Implementation Status: 5 - Full Implementation and Sustainability. WUSD has process and procedures in place to ensure supplemental instructional materials and supplies and reviewed annually. Furthermore, feedback opportunities are offered to staff concerning the needs in this area.
No substantive difference in planned action compared to the actual implementation.

Action 19 - Academic Coaches
Implementation Status: 5 - Full Implementation and Sustainability. WUSD has had academic coaches in place for several years. Academic coaches serve a wide variety of teachers in our district and also executes professional development district-wide.
No substantive difference in planned action compared to the actual implementation.

Action 20 - Class Size Reduction (Grades 4-12)
Implementation Status: 5 -Full Implementation and Sustainability. WUSD has had class size reduction efforts in place for several years.
No substantive difference in planned action compared to the actual implementation.

Overall Successes: All of the actions in Goal 3 supported progress toward Washington Unified School District to be a district of academic excellence that provides equity and access for all students in all subgroups, utilizing academic rigor through best first instruction and systematic intervention to ensure that all students graduate college and career ready. Actions 3.1 - 3.20 were fully implemented. WUSD has made significant improvement with our English Learners. Our reclassification rate continue to increase annually along with English Learner Progress Indicator (ELPI) rate. Our math and ELA progress on the Smarter Balanced Assessments change from year to year. From 2022 to the 2023 California Dashboard our math scores increased 3% and ELA scores declined 2%. Another area of success has been our Advanced Placement student passing rate has increased to 44% which is the highest over the three year LCAP cycle. Lastly, our CTE pathway completion rate of 56% is also a three high.

Overall Challenges: WUSD has had challenges concerning Goal #3. As stated above, our math Smarter Balanced Assessment scores did improve but we also have work to do in this area. Our ELA Smarter Balanced Assessment also declined 2% points. Lastly, over the three

year cycle our A-G rate has increased a little and then decreased a little. This illustrates a need for additional support working with students in the A-G eligibility area.

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.

The following Actions contain a material difference between budgeted and actual expenditures:
3.4 Under budget - Due to shift in funding other sources were used for this action.
3.6 Under budget - Due to shift in funding other sources were used for this action.
3.9 Under budget - WUSD made the decision to not conduct any curriculum adoptions and therefore we spent less than planned
3.14 Over budget- Planned expenditures were more than anticipated and additional funds were allocated to accomplish the requirements of ELOP.
3.15 Over budget - Provided additional staff and services

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Three helped make progress towards the LEA's goal to provide equity and access for all students in all subgroups, utilizing academic rigor through best-first instruction and systematic intervention to ensure that all students graduate college and career-ready.

Action(s): Action 1: Reading Intervention Teachers, Action 2: Intervention Staff, Action 3: Intervention Curriculum, Action 5: Instructional Aides, Action 19: Academic Coaches
Effectiveness of Action(s): Effective
Metric(s): ELA & Math CAASPP Assessments and Access to Grade Level Standards
Analysis Statement: Washington Unified made progress in our 2023 California Dashboard. CAASPP scores in ELA improved for all students, low income, and English Learners from the baseline year. CAASPP scores in math improved for our English Learners and low income students groups from our baseline year, leading to a similar gain for all students. We believe our progress was made due to having a comprehensive reading intervention program designed in grades kindergarten through eight grade. Reading intervention teachers analyze student data and assessment results to build the program. A variety of strategies are deployed to ensure students are getting the support required. Our intervention program is critical to accomplishing our goals. In addition to reading intervention teachers, we have intervention staff that analyzes student grades and assessment results to identify the supports necessary for our identified student groups. We also

provide our specialists the curriculum needed to support students that require intervention. Instructional aides are essential in our early grade levels. Literacy is a primary objective of our district and instructional aides have a direct impact on literacy. Lastly, we have five academic coaches in Washington Unified that support best first instruction and that develop and execute a robust staff development program. Because these actions were mostly effective, we will continue these actions into the new three year cycle.

Action(s): Action 4: Learning Directors & Action 13: Counselors
Effectiveness of Action(s): Effective
Metric(s): CAASPP ELA/Math scores, Suspension Rate, Attendance Rate, A-G Eligibility, Graduation Rate
Analysis Statement: Washington Unified made progress in our 2023 California Dashboard. CAASPP scores in ELA improved for all students, low income, and English Learners from the baseline year. CAASPP scores in math improved for our English Learners and low income students groups from our baseline year, leading to a similar gain for all students. Furthermore, our chronic absenteeism rate significantly improved for English Learners, Low Income and Foster Youth. While the actions were designed to target these identified student groups, we also made progress for African American, Homeless, and the all student group. A-G rates for all students and English Learner student groups increased significantly. We maintained our A-G rates for our low income students, indicating more work to be done in this area. Because of this progress, attendance rates also improved. We are proud of our graduation rate as well. Graduation rates improved for our low income and English Learner student groups. We decreased the suspension rate for Foster Youth, low income and our English Learner student groups. We believe our progress made is due in part to our Learning Directors and our counseling staff. Our sites routinely meet and analyze student data and consistently apply the learning throughout our systems to support students. Our counseling staff is readily available for academic, social, or emotional counseling sessions to ensure our identified student groups are supported. Furthermore, student assemblies are held throughout the district to ensure our identified student groups understand the data and the expectations. Because these actions were mostly effective, we will continue these actions into the new three year cycle.

Action(s): Action 6: Library Media Services, Action 7: Supplemental Online Academic Support Programs, Action 8: WUHS PASS Program, Action 14: Summer School, Action 15: After School Program, Action 18: Supplemental Instructional Materials and Supplies
Effectiveness of Action(s): Effective
Metric(s): CAASPP ELA/Math scores, A-G Eligibility, College & Career Indicator, Graduation Rate, Suspension Rate
Analysis Statement: Washington Unified made progress in our 2023 California Dashboard. CAASPP scores in ELA improved for all students, low income, and English Learners from the baseline year. CAASPP scores in math improved for our English Learners and low income students groups from our baseline year, leading to a similar gain for all students. Furthermore, our chronic absenteeism rate significantly improved for English Learners, Low Income and Foster Youth. While the actions were designed to target these identified student groups, we also made progress for African American, Homeless, and the all student group. A-G rates for all students and English Learner student groups increased significantly. We maintained our A-G rates for our low income students, indicating more work to be done in this area. Because of this progress, attendance rates also improved. We are proud of our graduation rate as well. Graduation rates improved for our low income and English Learner student groups. We decreased the suspension rate for Foster Youth, low income and our English Learner student groups. In the area of College & Career Readiness: English Learners and our low income students improved in CTE Completion, A-G Eligibility, and AP Passage has improved for our English Learners but declined for our low income students which indicates a continued analysis and work in this area. We believe our progress is due in part to our services and programs throughout the district. Specifically, our Library and Media Services provides opportunities for our targeted student groups to get support services for reading and activities to enrich their learning. Supplemental Online support programs and supplemental instructional materials and supplies provides the

identified student groups with the resources required to have full access to 21st Century learning. Washington Unified offers a robust after school program which offers myriad opportunities for students to access support for their current courses and also offers a enrichment programs and courses for students to take. In addition to our after school program, we offer our Panther Academic Support System (PASS) at Washington Union High School to help support students with the rigorous course materials. The course offers tutoring opportunities, study tips, and focused time on task to support our identified student groups. Summer school is offered throughout the district to support and extend the learning of our identified student groups. Because these actions were mostly effective, we will continue these actions into the new three year cycle.

Action(s): Action 9: English Learner Curriculum and Language Acquisition, Action 11: EL Staff
Effectiveness of Action(s): Effective
Metric(s): CAASPP ELA/Math scores, ELPI Rate, Reclassification Rate
Analysis Statement: Washington Unified made progress in our 2023 California Dashboard. CAASPP scores in ELA improved for all students, low income, and English Learners from the baseline year. CAASPP scores in math improved for our English Learners and low income students groups from our baseline year, leading to a similar gain for all students. In the area of English Language development we made significant gains in both the ELPI Rate and our reclassification rate from our baseline year. We believe our progress is due in part to our EL staff and the English Learner curriculum. We started an English Learner Improvement Team in 2022-23 with support from Fresno County Superintendent of Schools and lead by our English Learner Program Coordinator. We have conducted a root cause analysis and conducted a deep dive in to our overall program. Through this process we are writing our English Learner Master Plan. In addition to our program review, we have implemented designated curriculum and developed a comprehensive professional learning plan. Because these actions were effective, we will continue these actions into the new three year cycle.

Action(s): Action 16: Full Access to Courses and Electives, Action 17: CTE Courses and Electives, Action 20: Class Size Reduction (Grades 4-12)
Effectiveness of Action(s): Effective
Metric(s): CAASPP ELA/Math scores, A-G Rate, CTE Completion Rate
Analysis Statement: Washington Unified made progress in our 2023 California Dashboard. CAASPP scores in ELA improved for all students, low income, and English Learners from the baseline year. CAASPP scores in math improved for our English Learners and low income students groups from our baseline year, leading to a similar gain for all students. We maintained our A-G rates for our low income students, indicating more work to be done in this area. CTE completion rate has significantly increased for our low income and English Learner students from our baseline year. We believe our progress is due in part to our students having full access to courses, electives, our CTE programs, and class size reduction. Our identified student groups have full access to courses and electives throughout the district. Each of our sites have academic counselors that ensure students have access. In addition, Washington Union High School has eleven pathways and eight that are CTE. All incoming ninth grade students pick which pathway they will be in throughout their high school tenure. Lastly, we strongly believe in class size reduction to ensure differentiated instruction and best practices can be implemented throughout our district. Because these actions were mainly effective, we will continue these actions into the new three year cycle.

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

A review of last year's reported data revealed several errors that have been corrected. The CTE Completion Rate data in the Year 2 Outcome column was corrected from last year. The Access to a Broad Course of Study data years in the Baseline and Year 1 & 2 columns have been corrected from last year. The school years were inaccurate. Another correction was made in Other Pupil Outcomes based on the school years being inaccurate.

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 Washington Unified School District will be a place where all students in all subgroups are actively engaged in a safe and positive school climate reflecting the diversity of our district as our strength.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	In 2020-21, WUSD's district attendance rate was at 95% according to the Aeries Student Information System.	End of the fall semester of the 2021-22 school year, WUSD attendance rate was 91.1% according to the Aeries Student Information System. End of year 2021-22 WUSD attendance was 89% according to the Aeries Student Information System.	End of the fall semester of the 2022-23 school year, WUSD attendance rate was 93% according to the Aeries Student Information System. End of year 2022-23 WUSD attendance on 5/31/23 was 93% according to the Aeries Student Information System.	End of the year attendance rate was 95.3% attendance rate according to Aeries Student Information System.	Maintain the District attendance rate at or above 95% according to the Aeries Student Information System.
Chronic Absenteeism Rate	2019-20: While the California School Dashboard did not report on Chronic Absenteeism due to the state waiver, internal data collected in the Aeries SIS	WUSD had a 16% chronic absenteeism rate for the 2020-2021 school year according to the Dataquest. WUSD chronic absenteeism rate for Low Income was	WUSD had a 43.1% chronic absenteeism rate for the 2021-22 school year according to Dataquest. WUSD chronic absenteeism rate for Low Income was	WUSD had a 22.8% chronic absenteeism rate for the 2022-23 school year according to Dataquest. WUSD chronic absenteeism rate for Low Income students	Decrease WUSD's Chronic Absenteeism rate from the prior year as indicated in Dataquest.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	shows that as of April 2, 2021 the chronic absenteeism rate of K-8 students is less than 1%.	17.8%, EL students 15.5%, and Foster Youth was 35.3%. In addition, chronic absenteeism rate for AA students was 3.6% and 0% for our homeless students.	41.9%, EL students 40.6%, and Foster Youth was 40.6%. In addition, chronic absenteeism rate for AA students was 46.2% and 48.7% for our homeless students.	was 23.2%, EL students 20.5%, Foster Youth was 33.3%. In addition, chronic absenteeism rate for AA students was 39.2% and 40.6% for our homeless students.	
High School Graduation Rate	In 2020, WUHS had a graduation rate of 97%, and ELM High School had a graduation rate of 92% according to the California School Dashboard and CA Alternative School Dashboard.	In 2021, WUSD had a graduation rate of 87.7% according to the Dataquest. WUSD Low Income graduation rate was 87.8%, EL students was 74.7%, and Foster Youth was N/A. 3/27/23 DataQuest Additional Reports: WUSD: All - 89.3% Low Income - 89.5% EL- 75.9% Foster-NA Washington High: All = 91.7% EL=80.6% Low Income=92.2%	In 2022, WUSD had a graduation rate of 81.7%. WUSD Low Income graduation rate was 81.3%, EL students was 68.2%, and Foster Youth was NA. WUHS had a graduation rate of 89.6% and ELM High School had a graduation rate of 60.9% according to Dataquest. DataQuest: WUSD- All - 81.7% Low Income- 81.3% EL- 68.2% Foster- NA Washington High:	In 2023, WUSD had a graduation rate of 89.5% according to the California School Dashboard. Dataquest: WUSD- All - 89.5% Low Income - 88.9% EL - 84.6% Foster - NA Washington High: All - 94.7% Low Income - 94.3% EL - 88.5% Foster - NA Elm High: All - 64.2% Low Income - 64.2% EL - 64.7%	The high school graduation rate at Washington Union High School and in the Alternative Education programs will meet or exceed the state average according to the California School Dashboard Graduation Rate Indicator.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Foster=NA ELM High All - 83.3% EL= NA Low Income=82.4% Foster = NA	All - 89.6% Low Income - 89.5% EL- 75.8% Foster - NA ELM High: All - 60.9% Low Income - 60.9% EL- NA Foster- NA	Foster - NA California Average: 86.2%	
High School Dropout Rate	According to the four year adjusted outcome for the 2019-20 school year, WUSD had a drop-out rate of 6%.	According to CALPADS for the 2020-21 school year, WUSD had a 1.9% dropout rate.	According to CALPADS for the 2021-22 school year, WUSD had a 1.5% dropout rate.	According to CALPADS for the 2022-23 school year, WUSD had a 7.85% dropout rate.	The number of high school dropouts will be maintained or decreased according to the four year adjusted cohort outcome (Dataquest) from the previous year's data.
Suspension Rate	While the CA School Dashboard did not report suspension data for the 2019-20 school year, internal data showed that the district reduced suspensions of All Students to 3.5%, African American students to 7%, Students with Disabilities to 9.5%, and maintained the	According to the CDE, WUSD overall suspension rate was .4% for the 2020-21 school year. In addition, WUSD African American suspension rate was .5%, Students with Disabilities was .3%, Homeless Students was 0%, Foster Youth suspension rate was 0%, EL students .1%,	According to the California School Dashboard, WUSD overall suspension rate was 6.3% for the 2021-22 school year. In addition, WUSD African American suspension rate was 13.7%, Students with Disabilities was 8.9%, and the Homeless suspension rate was 5.8%, Low Income	According to the CDE, WUSD overall suspension rate was 5.6% for the 2022-23 school year. In addition, WUSD African American suspension rate was 14.3%, Students with Disabilities was , and the homeless suspension rate was 12.8%. English Learner suspension	The number of students who were suspended overall and for the following subgroups: African American students, Students with Disabilities, Foster Youth, EL, Low Income, and Homeless Students decreased from prior year's data.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	rate of suspension for Homeless students at 22%.	and Low income student group was .4%.	students was 6.5%, English Learners was 6.0% & Foster Youth was 17.2%.	rate was 4.4%, Low Income students was 5.2% and Foster Youth 20.8%.	
Expulsion Rate	In 2020-21, 0 students were expelled according to the Aeries Student Information System.	During the 2021-22 school year, 0 students were expelled overall, and 0 students were expelled from any student group according to Aeries Student Information System.	During the 2022-23 school year 0 students were expelled overall, and 0 students were expelled from any student group according to Aeries Student Information System.	During the 2023-24 school year 0 students were expelled overall and 0 students were expelled from any student group according to PowerSchool Student Information System.	The number of students who are expelled overall and for the following subgroups: African American students, Students with Disabilities, and Homeless Students decreased from prior year's data.
Middle School Dropout Rate	According to Calpads data, there were 0 dropouts reported from West Fresno Middle School in 2019-20.	According to Calpads data, there were 0 dropouts reported from West Fresno Middle School in 2020-21.	According to CALPADS data, in 2021-22 there was 1 dropout reported from West Fresno Middle School.	According to CALPADS data, in 2022-23 there were 0 dropouts reported from West Fresno Middle School.	The number of dropouts in Middle School programs will be maintained or decreased from the previous year's data.
Sense of Safety and school connectedness	According to the 2020-21 Student LCAP Survey, 84.4% of students reported feeling safe at school.	According to the 2021-22 Student LCAP Survey, 78% of students reported feeling safe at school.	According to the 2022-23 Student LCAP Survey, 72% of students surveyed feel safe at school.	According to the 2023-24 student LCAP Survey and the students that responded, the following are the results: Grades 3-5: 69% felt safe at school	The percentage of students who report feeling safe at school is at or above 85%, according the the annual LCAP Student Survey.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				67% felt connected to school Grades 6-8: 71% felt safe at school 74% felt connected to school Grades 9-12: 80% felt safe at school 75% felt connected to school Parents that responded: 92% felt school was safe 90% felt connected to school Staff that responded: 87% felt safe at work	

Goal Analysis

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.

The LEA used the following rating scale to determine its progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Four supported progress toward meeting the goal of being a place where all students in all subgroups are actively engaged in a safe and positive school climate that reflects the diversity of our district as our strength.

Action 1 - District Coordination of Student Support Services
Implementation Status: 5 - Full Implementation and Sustainability. WUSD has established processes and procedures in the area of student services. District Student Support Services which includes our school to home liaisons analyze data weekly. In addition, data is analyzed on a routine basis with all site principal's to ensure best practices are in place. WUSD attendance goal of 95% was met.
No substantive difference in planned action compared to the actual implementation.

Action 2 - TIP/SARB Program
Implementation Status: 5 - Full Implementation and Sustainability. WUSD has had a TIP/SARB system in place for several years. Data is routinely reviewed with an attendance team and results disseminated throughout the district. WUSD attendance goal of 95% was met.
No substantive difference in planned action compared to the actual implementation.

Action 3 - School to Home Liaisons
Implementation Status: 5 - Full Implementation and Sustainability. WUSD home liaisons are an essential part of the attendance team and the monitoring of effectiveness. WUSD attendance goal of 95% was met.
No substantive difference in planned action compared to the actual implementation.

Action 4 - Campus Engagement Activities
Implementation Status: 5 - Full Implementation and Sustainability. Washington Unified will continue to provide school site activities like providing stipends for staff to engage with students, extra transportation routes, and a myriad of extracurricular activities to engage our Low Income, EL, and Foster Youth student population. These activities will continue to provide our students with additional opportunities to be a part of an engaged campus.
No substantive difference in planned action compared to the actual implementation.

Action 5 - Social Work Services
Implementation Status: 5 - Full Implementation and Sustainability. WUSD is providing social work services throughout the district.
No substantive difference in planned action compared to the actual implementation.

Action 6 - Counseling and Mental Health Services
Implementation Status: 5 - Full Implementation and Sustainability. WUSD has a robust counseling and mental health program throughout the district. WUSD also partners with several organizations to offer additional services.
No substantive difference in planned action compared to the actual implementation.

Action 7 - Student Transition Programs
Implementation Status: 5 - Full Implementation and Sustainability. WUSD continues to offer student transition programs throughout the district. Transition programs assist students with feeling connected to a new campus. Specifically, we provided Link Crew, Where Everybody Belongs (WEB) and student mediators to ensure our students are part of an engaged campus.
No substantive difference in planned action compared to the actual implementation.

Action 8 - Additional Safety
Implementation Status: 5 - Full Implementation and Sustainability. WUSD ensures student safety is a high priority. Campus safety personnel provide a variety of services to ensure student safety and connectedness is thriving. Campus safety personnel supported student connection and communication with parents of ELs, Foster Youth, and low-income students by providing additional caring adults on campus who can build meaningful relationships with students. They worked with administration and staff to provide community-oriented communications with the identified parents, students, and staff.
No substantive difference in planned action compared to the actual implementation.

Overall Successes: WUSD has many successes in regards to goal #4. We met our attendance rate, significantly reduced chronic absenteeism, increased our graduation rate, and maintained zero expulsions throughout the district. Implementation of goal #4 was complete and thorough.

Overall Challenges: WUSD still has challenges to overcome. One of the challenges continues to be our suspension rate. Our overall suspension rate decreased which is a positive. However, our suspension rate African American and homeless students still remains higher than we would like.

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.

The following Actions contain a material difference between budgeted and actual expenditures:
4.1 Under budget - Student support services were funded by other sources of revenue.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Four helped make progress towards the LEA's goal of being a place where all students in all subgroups are actively engaged in a safe and positive school climate, reflecting the diversity of our district as our strength.

Action(s): Action 1: District Coordination of Student Support Services, Action 2: TIP/SARB Program, Action 3: School to Home Liaisons
Effectiveness of Action(s):

Metric(s): Attendance Rate, Chronic Absenteeism Rate, CAASPP ELA/Math scores

Analysis Statement: Washington Unified made progress in our 2023 California Dashboard. CAASPP scores in ELA improved for all students, low income, and English Learners from the baseline year. CAASPP scores in math improved for our English Learners and low income students groups from our baseline year, leading to a similar gain for all students. Furthermore, our chronic absenteeism rate significantly improved for English Learners, Low Income and Foster Youth. While the actions were designed to target these identified student groups, we also made progress for African American, Homeless, and the all student group. Because of this progress, attendance rates all improved. We believe our progress was made due to the District Coordinator routinely analyzing data with the attendance team that includes our School to Home Liaisons, and in collaboration with our families. Additionally, our District Coordinator utilizes the TIP/SARB Program data to track and promote good attendance throughout the district. We believe these programs are resulting in the gains for our identified student groups and therefore will continue these actions into the next three year cycle.

Action(s): Action 4: Campus Engagement Activities & Action 7: Student Transition Programs

Effectiveness of Action(s): Effective

Metric(s): CAASPP ELA/Math scores, Attendance, School Connectedness

Analysis Statement: Washington Unified made progress in our 2023 California Dashboard. CAASPP scores in ELA improved for all students, low income, and English Learners from the baseline year. CAASPP scores in math improved for our English Learners and low income students groups from our baseline year, leading to a similar gain for all students. Furthermore, our chronic absenteeism rate significantly improved for English Learners, Low Income and Foster Youth. While the actions were designed to target these identified student groups, we also made progress for African American, Homeless, and the all student group. Because of this progress, attendance rates all improved. All sites throughout the district plan and execute several campus engagement activities. For example, we utilize Link Crew and Where Everybody Belongs (WEB) activities to ensure our students that are transitioning schools will feel safe and supported before the school year officially starts. 3,933 parents have been on our sites throughout the 2023-24 school year. We feel our student transition programs are effective at creating connectedness and supporting students as they transition grades. Transition programs are highly attended by our students. We believe these programs are resulting in the gains for our identified student groups and therefore will continue these actions into the next three year cycle.

Action(s): Action 5: Social Work Services, Action 6: Counseling and Mental Health Services, Action 8: Additional Safety

Effectiveness of Action(s): Effective

Metric(s): CAASPP ELA/Math scores, Chronic Absenteeism, Attendance

Analysis Statement: Washington Unified made progress in our 2023 California Dashboard. CAASPP scores in ELA improved for all students, low income, and English Learners from the baseline year. CAASPP scores in math improved for our English Learners and low income students groups from our baseline year, leading to a similar gain for all students. Furthermore, our chronic absenteeism rate significantly improved for English Learners, Low Income and Foster Youth. While the actions were designed to target these identified student groups, we also made progress for African American, Homeless, and the all student group. Because of this progress, attendance rates all improved.

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.

WUSD changed the source of our graduation rate from Dataquest to the California Dashboard. In addition, our safety and connectedness rates were expanded to include student, parent, and staff responses and this will continue in the new plan.

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	Improve Early Literacy Rates for Groups identified for DA. WUSD believes that all students, especially our students with disabilities (SWD), African American (AA), and those experiencing homelessness need to be able to leave our district college and career ready. This begins at the earliest stages of academic development, and therefore establishing a solid early literacy foundation is essential for students to fully engage and be present in learning throughout our TK-12 system. Through a focus on developing early literacy skills, the district expects to see a steady incline of literacy rates based on local assessments and improvement in ELA SBAC assessment for these student groups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA Assessment	N/A	Establishing baseline Datasource: Dashboard 2022	ELA Standard Exceeded: 8.95% Standard Met: 24.33% Math Standard Exceeded: 4.09% Standard Met: 10.26%	ELA Standard Exceeded: 9.19% Standard Met: 21.93% Data Year: 2022-2023	Improve each year in the Met/Exceed standards of the SBAC assessment.
BPST Assessment	N/A	Establishing baseline Data source: 2021-22 Illuminate Q3 Overall: 67% Correct	Data source: 2022-23 Illuminate Q3 Overall: 75% Correct 1st Grade: 67% Correct	Overall: 77% 1st Grade: 71% 2nd Grade: 83%	Improve each year in the Percentage Correct.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		1st Grade: 70% Correct 2nd Grade: 65% Correct	2nd Grade: 84% Correct	Data Source: 2023-24 Illuminate Q3	
DRA Assessment	N/A	Establishing baseline Data source: Illuminate Q3	This will no longer be a metric.	This will no longer be a metric.	Improve each year in the Met/Exceeded standards.
Foundational Skills Assessment	N/A	Establishing baseline Data source: 2021-22 Illuminate Q3 Kindergarten: 68.8% Mastered	Data source: 2022-23 Illuminate Q3: Kindergarten: 71.7% Mastered	Kindergarten: 69.3% Mastered Data Source: 2023-24 Illuminate Q3	Improve each year in the percentage of students that reach Mastery.
iReady Diagnostic	N/A	Establishing baseline Data source: 2021-22 iReady Reading Diagnostic Q3 Kinder: 54% Mid/Above to Early on Grade 1st Grade: 35% Mid/Above to Early on Grade 2nd Grade: 35% Mid/Above to Early on Grade	Data Source: iReady May 2023 Kinder: 54% Mid/Above to Early on Grade 1st Grade: 45% Mid/Above to Early on Grade 2nd Grade: 45% Mid/Above to Early on Grade	Kindergarten: 36% Mid/Above to Early on Grade 1st Grade: 47% Mid/Above to Early on Grade 2nd Grade: 30% Mid/Above to Early on Grade Data Source: iReady May 2024	Improve each year in Mid/Above to Early On Grade Level.

Goal Analysis

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.

The LEA used the following rating scale to determine its progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The action outlined in Goal Five supported progress toward meeting the goal of improving Early Literacy Rates for Groups identified for DA.

Action 1 - Early Literacy Cycles
Implementation Status: Full Implementation. WUSD in our preschool through 2nd grade implemented five early literacy cycles focused upon instructional strategies identified within a toolkit of which teachers selected two strategies to master and implement throughout the school year. These strategies were modeled in front of peers and administration in two cycles to receive immediate feedback for nest steps for instructional implementation.
No substantive difference in planned action compared to the actual implementation.

Overall Successes: Focused strategies were identified in 90% of classroom settings during each cycle of implementation. 1st grade student achievement increased by 4% in BPST annual assessment.

Overall Challenges: Small group instruction and differentiation of instruction has presented a challenge for some teachers in diagnosing particular areas of need.

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.

There were no material differences between budgeted and estimated expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Five helped the LEA make progress towards its goal of improving Early Literacy Rates for Groups identified for DA.

Action(s): Action 1: Early Literacy Cycles
Effectiveness of Action(s): Effective
Metric(s): SBAC ELA assessment, BPST assessment, Foundational Skills Assessment, iReady
Analysis Statement: Based on the data through our assessment and early literacy cycles this action was effective. For example, 1st grade student achievement increased by 4% in BPST annual assessment. We believe the identified student groups are making progress and will carry this action forward with the noted changes below.

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.

As a result of feedback received from grade level teachers, Professional Learning Communities Late Start Wednesdays will have (5) calendared district unified grade level meetings in grades TK-2 beginning in 2024-2025. These meetings are in addition to the (4) Preschool-2nd grade unified Early Literacy PLCs to support implementation of our literacy model. These opportunities will grant grade levels to review specific assessment results pertinent to their grade levels to collaborate for potential solutions, and next steps for instructional implications in analyzing the data. There was an identified need in analysis of the data points to include training around accessing platforms to routinely design small group instruction as a result of the analysis and comfortability of the platforms.

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.

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
    - 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.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and 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
Washington Unified School District	John L. Sherron Director of Curriculum & Instruction	jsherron@wusd.ws (559) 495-5600

Plan Summary [2024-25]

General Information

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

The Washington Unified School District (WUSD) serves approximately 2,500 students, grades pre-K through 12th grade and employs approximately 350 staff members. The District's boundaries encompass a diverse area ranging from agricultural farmland in the community of Easton, which lies just south of Fresno, and extends to a more urban section of Southwest Fresno that according to the United States Census Bureau has been found to have persistent poverty in the United States. 83% of the students in WUSD are considered socio-economically disadvantaged. Basic student demographics indicate that 76% are of Hispanic descent, 5% are Asian, 5% are Caucasian, 6% are Black or African American, 28% are English Learners, and 235 of our students come from Migrant families.

Washington Unified School District is comprised of American Union Elementary, West Fresno Elementary, West Fresno Middle, and Washington Union High schools, along with two preschools and three alternative education choices. Four non-unified K-8 schools also feed into our high school. Washington Unified schools exist to engage, educate, and empower students to achieve their College and Career goals. From positive relationships with students, parents, and community, to the ability of our teachers to deliver the best instruction for our students each and every day, we are dedicated to preparing students for the challenge of college and careers.

Washington Unified School District is unique and provides students with a diverse set of experiences that include the traditions of a more than century old district blended with a modern instructional program. We seek to provide a variety of rigorous and relevant educational programs designed to prepare students for college and career. We also partner with local organizations, including colleges. For example, through our partnership with Fresno City College and Reedley College, we offer over 32 courses for dual enrollment and over 200 students are enrolled and taking college classes while they are still enrolled in high school. High school students who complete dual enrollment classes generally have to take fewer courses in college and save on the cost of attending college. Another important partner is the Fresno County Superintendent of Schools (FCSS). Through our partnership with FCSS, our staff receives important training related to instruction and compliance. We are currently working with FCSS to receive Differentiated Assistance to address academic performance gaps among struggling student groups. In addition to Differentiated Assistance, WUSD is partnering with FCSS and building/reinforcing our Multilingual Learner Program.

Easton Continuation High School and Elm High school have been identified as Equity Multiplier schools within the LEA.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Based on a review of performance on the California Dashboard, local indicators, a review of our annual self assessment tools, and a review of progress made towards LCAP goals, Washington Unified is most

proud of the following:

- WUSD focus on supporting English Learners that has led to increased Reclassification rates from 67 based on the 2021 ELPAC Assessment and local criteria to 123 based on 2022 to 144 which is the highest level over the course of the three year LCAP for 2023.
- WUSD CTE Pathway completion rate was 37% in 2021-22, 41% completion rate for 2022-2023, and 56% for 2023-24 which is the highest level over the course of the three year LCAP for 2023-24.
- WUSD AP passage rate based on a score of 3 or higher was 39% in 2021-22, 39% passage rate for 2022-23, and 44% which is the highest level over the course of the three year LCAP for 2023-24.
- WUSD ELA EAP percentage was 47% were either conditionally or ready for college in 2021-22, 53.3% in 2022-23 and 56.98 % which is the highest level over the course of the three year LCAP for 2023-24.
- WUSD Early Literacy Plan which is focused on TK-2 students and the development in literacy and reading on grade level.
- Washington Unified made progress in our 2023 California Dashboard. CAASPP scores in ELA improved for all students, low income, and English Learners from the baseline year. CAASPP scores in math improved for our English Learners and low income students groups from our baseline year, leading to a similar gain for all students. Furthermore, our chronic absenteeism rate significantly improved for English Learners, Low Income and Foster Youth. While the actions in the LCAP were designed to target these identified student groups, we also made progress for African American, Homeless, and the all student group. A-G rates for all students and English Learner student groups increased significantly. We maintained our A-G rates for our low income students, indicating more work to be done in this area. Because of this progress, attendance rates also improved. We are proud of our graduation rate as well. Graduation rates improved for our low income and English Learner student groups. We decreased the suspension rate for Foster Youth, low income and our English Learner student groups.

Local data comprised of the i-Ready diagnostic assessment which is given in the fall semester, a winter diagnostic for grades K-9. Results for the Fall/winter diagnostic for the 2022-23 school year follows:

WUSD Fall ELA: 12% of students

met or exceeded standard

WUSD Winter ELA: 21% of students met or exceeded standard

WUSD Fall Math: 3% of students met or exceeded standard

WUSD Winter Math: 12% of students met or exceeded standard

i-Ready Intervention Program is in the second year of implementation to date. WUSD believes the more i-Ready Intervention program is implemented with fidelity in grades K-9 the more success we will encounter. For the initial diagnostic in the year 2022-23 results were positive.

The following schools within the LEA received the lowest performance level (red) on one or more state indicators on the 2023 CA School Dashboard:

West Fresno Elementary

*ELA

West Fresno Middle School

*Suspension

*ELA

Elm High School

*Graduation Rate

*College & Career Indicator (CCI)

The following student groups within a school within the LEA received the lowest performance level (red) on one or more state indicators on the 2023 CA School Dashboard:

American Union

*Suspension - White

West Fresno Elementary

*ELA -All students, EL, Hispanic, SED

*Suspension -African American, Homeless

West Fresno Middle School

*ELA- All students

*Suspension- All students, Hispanic, SED, SWD

Washington Union High School

*Math- Hispanic

Elm High School

*Graduation Rate- All students, Hispanic, SED

*CCI- All students, Hispanic, SED

The following student groups within the LEA received the lowest performance level (red) on one or more state indicators on the 2023 CA School Dashboard:

*ELA- African American, EL, Homeless

*Math- African American, EL, Hispanic, Homeless, SED

*Suspension- African American, Foster Youth, Homeless

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

WUSD believes that all students, especially our African American (AA), and those experiencing homelessness can and deserve to learn how to read and write to be academically and socially successful during their academic pathway PK-12 to graduate college and/or career ready. WUSD is eligible for differentiated assistance for these student groups in both academic indicators and suspension. Foundational literacy and language skills begin at the earliest stages of academic and social development, and therefore establishing a solid early literacy foundation for our AA and homeless students is essential for students to fully engage and be present in learning throughout our PK-12 system. The work underway as part of technical assistance is our investment in WUSD's Early Literacy system, which is comprehensive in providing necessary professional development and cycles of improvement for teachers and paras to provide research-based instructional practices in alignment with core curriculums. These highly effective practices include a focus on balanced literacy where word recognition and language comprehension come together to support skilled, accurate, and fluent reading with strong comprehension. District tiered interventions provided by classroom teachers, Intervention teachers, and tutors provide necessary differentiated supports for all students, with a focus on AA and homeless students and their foundations of literacy development (i.e.g, phonological awareness, decoding, sight recognition, background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge) to create access for all in learning to read and write proficiently. District early literacy achievement levels have continued to steadily increase as measured by CAASPP English Language Arts and Math assessments, and local assessments (Basic Phonic Skills (Kinder-2nd), PAST (PK-2), DRDP (PK-TK), and iReady (TK-9) as a result of the WUSD Early Literacy system.

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.

Elm High School

Support for Identified Schools

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

Washington Unified School District has 1 school that has been identified as Comprehensive Support and Improvement (CSI) school, Elm High School.

School Plans for Student Achievement (SPSA) are utilized to meet the requirements for CSI plans. School leaders, teachers, parents, and representatives from the central office contribute to the development, implementation, monitoring, and evaluation of these plans.

Sites are provided professional learning to understand identification status and plan requirements, promote data clarity, and support procedural troubleshooting. Individual school sites and district leadership form guiding groups called CSI Teams/Leadership Teams. These teams are comprised of a variety of site personnel, and representatives from the district office. Teams work in tandem to support student performance growth. In addition, leaders from the district office act as a support system for all parties to facilitate collaboration, assist with determining actions, ensure timely plan monitoring, and evaluate site progress towards established goals

District leadership works closely with Elm High School throughout the SPSA process and takes site teacher leaders and administration teams through a cycle of inquiry and action. CSI school sites fit within the highest level of support from district leadership. These sessions will be in connection to the CSI site regular school leadership coaching and professional learning supports. These high level supports are guided through a collaboration between site leadership, site teacher leaders, district leadership, instructional coach and can request supports outside of the school as needed.

All sites utilize the SPSA Tool, creating a common practice across the district to complete the mandatory needs assessment and action plans. The tool has several elements. The needs assessment element of the tool provides site specific performance data in alignment with the California School Dashboard. Additionally, high schools analyze graduation rate and 'college and career' readiness data. Internal data allows for further analyzation and verification of specific site needs. Examples of this data include, but are not limited to, percentage of D's and F's, student engagement, and interim diagnostic testing. This process supports school sites to create an intervention plan and ensure quality implementation of strategies.

During plan development, sites are provided professional learning and guiding documents, initiating the process for discussion and feedback between sites and the district office. Leaders from the district office collaborate to construct the guidance for this process to ensure compliance, alignment with district goals, and concurrence with site practices and investments.

Site leaders collaborate with their teams to identify appropriate interventions, actions, use of funds and strategies to support student achievement. CSI Teams/Leadership Teams assist in identifying appropriate evidence-based interventions. Sites utilize the SPSA Supplemental and Support Resources guide which includes a menu of vetted options for evidence-based interventions that can be selected based on the individual needs of the site. The menu includes district office supports that are researched-based actions and/or strategies that are proven effective and appropriately scalable. Additionally, the designated district CSI leaders consult with the district administrative cabinet to deploy expertise and resources to best meet the needs of each site. Interventions and expenditures are implemented in alignment with greatest areas of need at each site as uncovered by the needs assessment and correlating data.

CSI Teams/Leadership Teams complete a root cause analysis and determine areas of focus for the site. Also, the team equips site leaders with relevant data and provides support with disaggregation of data to determine disproportionality and identify possible resource inequities. Examples of inequities could include personnel needs, scheduling adjustments, or additional professional learning. The findings are incorporated into a SPSA monitoring tool throughout the school year to support progress towards stated goals, and to ensure that they are being addressed through the implementation of the plan.

Educational Partner feedback is documented in each SPSA, and sites must provide evidence, progress monitoring, and a description of the feedback received from staff, parent/community members, and students.

Monitoring and Evaluating Effectiveness

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

The designated CSI lead, with the support of the Director of Curriculum & Instruction, works directly with Elm High School to monitor and evaluate the School Plans for Student Achievement (SPSA) and related site metrics contributing to state identification. Implementation, monitoring, and evaluation occur in a variety of intentional structures for Elm High School, such as the monthly CSI Meetings which include various staff and/or departments within the school district to assist with the implementation plan. During the monthly CSI Meetings, the Continuous Cycle of Improvement Process Tool is utilized (Problem of Practice, Focus Collective-Efforts, Change Idea(s), Data Analysis/Review (CA Dashboard, reports, interviews, surveys) to develop a research plan, and provide one-on-one support with the designated CSI lead.

Site leads conduct bi-weekly monitoring of actions and progress meetings. Coaching is provided in areas of need, including, but not limited to additional data monitoring and action implementation assistance. The designated representative provides support with monitoring to ensure sites have the data (based on the CA Dashboard Indicators) and resources (trainings and/or professional development in various areas such as: Social Emotional Learning, Professional Learning Community, Data Cycles, and technology) needed to drive and implement work/actions.

Throughout the Continuous Cycle of Improvement Process, plans are reviewed and/or revised and evaluated by site and district leaders. The evaluation process includes examining the level of action effectiveness in alignment with the correlating site metrics. Based on the results, site leaders will pivot (revise plan based on data) and/or begin another Cycle of Continuous Improvement, determining areas of focus as pertained to the site plan. Leaders of this work share progress with District Administrative Cabinet to provide updates, requests for additional supports that may be needed to accelerate progress to meet the SPSA goals, and/or to relay how the plan is improving/impacting the system as a whole.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers, including the Certificated Bargaining Unit	Teachers had the opportunity to review WUSD Goals, Metrics, and the data associated with each metric. Teachers provided feedback on each metric by completing a plus/delta activity. Local Bargaining Units had the opportunity to review WUSD Goals, Metrics, and the data associated with each metric. WFES Meeting: March 6, 2024 WFMS Meeting: March 22, 2024 AU Meeting: March 13, 2024 WUHS Meeting: March 13, 2024 Alt. ED. Meeting: March 6, 2024 In addition, surveys were distributed to teachers to gather feedback for the plan.
Principals	Principals had the opportunity to review WUSD Goals, Metrics, and the data associated with each metric. Principals provided feedback on each metric by completing a plus/delta activity. Meeting was held February 29, 2024. Principals also reviewed all LCAP outcomes and provided feedback. Meeting was held April 9, 2024.
Administrators	Administrators had the opportunity to review WUSD Goals, Metrics, and the data associated with each metric. Administrators provided feedback on each metric by completing a plus/delta activity. In addition, administrators had the opportunity to review all LCAP outcomes and provided feedback. Meetings were held January 8, 2024 & April 8, 2024.

Educational Partner(s)	Process for Engagement
Other School Personnel, Including the classified Bargaining Unit	Other school personnel had the opportunity to review WUSD Goals, Metrics, and the data associated with each metric. Other school personnel provided feedback on each metric by completing a plus/delta activity. Local Bargaining Units had the opportunity to review WUSD Goals, Metrics, and the data associated with each metric. WFES Meeting: March 6, 2024 WFMS Meeting: March 22, 2024 AU Meeting: March 13, 2024 WUHS Meeting: March 13, 2024 Alt. ED. Meeting: March 6, 2024
Parents	Parents had the opportunity to review WUSD Goals, Metrics, and the data associated with each metric. Meeting was held April 4, 2024. Parents provided feedback on each metric by completing a plus/delta activity. In addition each school site met with SSC and provided an opportunity for feedback. School Site Council Meetings were held on the following dates: WFES: April 9, 2024 WFMS: April 18, 2024 WUHS: April 15, 2024 AU: April 11, 2024 In addition, surveys were distributed to parents in English and Spanish to gather feedback for the plan.
Students	Students had the opportunity to review WUSD Goals, Metrics, and the data associated with each metric. Students provided feedback on each metric by completing a plus/delta activity. Two meetings were held on April 10, 2024. In addition, surveys were distributed to students in grades 3-12 to gather feedback for the plan.
Equity Multiplier Site-Specific Engagement	Educational partners including staff, parents, and students from Elm High and Easton High met on April 23, 2024 to provide feedback on the use of Equity Multiplier funds within the plan.

Educational Partner(s)	Process for Engagement
SELPA	The district consulted with the SELPA to ensure actions are in alignment with annual assurances support plan for the education of SWD. Meeting was held April 18, 2024.
Parent Advisory Committee (PAC)	Parent Advisory Committee had an opportunity to understand the process and purpose of the LCAP. In addition, the Parent Advisory Committee had the opportunity to review WUSD Goals, Metrics, and the data associated with each metric. Parents provided feedback on each metric by completing a plus/delta activity. The Parent Advisory Committee was also presented a draft copy of the LCAP and an opportunity to provide feedback. Meetings were held November 28, 2023, February 7, 2024, & May 14, 2024. PAC was provided a draft of the LCAP on May 14, 2024. There were no comments submitted to the Superintendent for a written response.
English Learner Advisory Committee (DELAC)	English Learner Advisory Committee had an opportunity to understand the process and purpose of the LCAP. In addition, the English Learner Advisory Committee had the opportunity to review WUSD Goals, Metrics, and the data associated with each metric. Parents provided feedback on each metric by completing a plus/delta activity. The English Learner Advisory Committee was also presented a draft copy of the LCAP and an opportunity to provide feedback. Meetings were held November 28, 2023, February 7, 2024, & May 14, 2024. DLAC was provided a draft of the LCAP on May 14, 2024. There were no comments submitted to the Superintendent for a written response.
Public Comment	On May 8, 2024 a draft of the LCAP was provided to the public. WUSD sent out a district wide phone dialer to the community throughout the district directing community members to our website where the draft was posted. Community members had ten business days to email the superintendent question or comments concerning the draft plan.
Public Hearing	A public hearing was held on May 8, 2024 to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP or annual update to the LCAP. No comments were received.
Adoption by the governing board	Midyear report was presented to the governing board on February 14, 2024.

Educational Partner(s)	Process for Engagement
	The governing board adopted the LCAP at a public meeting held on June 26, 2024.
Budget Adoption and Local Indicator Report to governing board	At the same public meeting meeting where the LCAP was adopted, the governing board adopted the budget on June 26, 2024. The governing board was also provided with the Local Indicator Report at this same meeting.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Teachers and other school personnel, including the bargaining units: Educational Partners were pleased with the professional learning series focused on academic development, were proud of our CTE completion rate, and were proud of the district's reclassification rate. Dual enrollment was noted as a positive because over 275 students were enrolled in courses earning college credit and over 500 students are signed up to participate in the coming year. Teachers felt that the actions contributing to the high graduation rate at WUHS are a strength. Staff felt that we needed to strengthen our support for Newcomers due to the influx of students coming to our district from out of the country. They felt we needed to continue to offer and improve interventions in ELA and Math, and requested training for teachers and other staff in ParentSquare and Power School.

Administrators and Principals: Educational partners were proud of the gains made in CTE completion, graduation, dual enrollment, and reclassification rates.

Parents and Community members: Parents appreciated all the elective course offerings along with the pathways at the high school. Parents and community members were excited about the Community Schools grant. Parents were particularly excited about partnerships with Fresno State and PIQE and the opportunities for education. Parents would like to see continued progress in the areas of parent communication about the progress of their students and events taking place. Parents were very appreciative of the partnership with Fresno County Sheriff's office, providing a Sheriff's Deputy to serve all sites. They feel safer and appreciate the positive interactions the Deputy provides for students, staff, and parents. Educational partners did express some frustration with devices and software and so wanted continued support in the area of technology. Lastly, educational partners expressed that low income students could benefit from free access to mental health services.

Equity Multiplier: Educational Partners from Elm High School and Easton Continuation felt that the addition of a Intervention Specialist alongside our school counselor would benefit the students by helping them to set goals, organize tasks, and stay on track for earning a diploma.

Students: were pleased and wanted the pathway system at Washington Union to remain strong with opportunities.

The goals of the LCAP were originally created with educational partner input. This year, educational partner input continues to demonstrate that our efforts are focused in the right direction. The following will continue to remain the focus of this plan: 1) Providing High-Quality

Teachers and Resources for Students, 2) Increasing Parent and Community Communication and Participation, 3) Improving Student Achievement for All Students, 4) Maintaining a Safe and Positive School Climate and 5) Improve Early Literacy Rates for Groups Identified for Differentiated Assistance. Goals 6 and 7 will be added to address the Equity Multiplier sites. Both fiscal and human resources will be dedicated to meeting the District's goals in these critical areas.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The Washington Unified School District will provide a collaborative educational environment that effectively recruits, trains, supports, and retains highly effective teachers and provides all students the basic services and materials needed to participate successfully in a 21st Century educational experience.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, educational partner consultation, and other collected data the district identifies this Goal and subsequent Actions as priorities for the district. Fully credentialed teachers who are effectively supported help students achieve educational success. Sufficient access to standards-aligned instructional materials and a safe and clean environment maximizes student learning. The actions and metrics included below will help achieve the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately assigned and fully credentialed teachers.	In 2022-23, WUSD 98% of teachers were fully credentialed Data Source: TAMO			98% of teachers will be fully credentialed and appropriately assigned throughout the district.	
1.2	Pupils will have access to standards-aligned instructional materials.	In 2022-23, 100% of students have access to standards-aligned instructional materials according to the			100% of students will have access to standards-aligned instructional materials.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Williams Report and internal documentation.				
1.3	Facilities maintained in good repair.	In 2023-24, all school sites were rated as being in "good or exemplary" repair according to the annual Facilities Inspection Tool (FIT).			All facilities will be maintained in "good or exemplary" repair as rated by the annual Facilities Inspection Tool (FIT).	
1.4	Implementation of state standards for all students.	In 2023-24, state standards were fully implemented as verified by data collection obtained through routine classroom walk-throughs.			State standards will be fully implemented as verified by data collection obtained through routine classroom walkthroughs.	
1.5	Ensure EL students have access to CCSS and ELD standards.	In 2023-24, 100% of English Learners received Designated and Integrated ELD support aligned to the ELD Standards & CCSS as measured by master schedules & routine classroom walk-throughs.			100% of English Learners received designated and integrated ELD support aligned to the ELD Standards and CCSS as measured by master schedules and routine classroom walk-throughs.	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Staff, Supplies, Services	Basic educational and operational expenditures including but not limited to staffing, supplies, services and other expenditures.	$33,081,847.00	No
1.2	Beginning Teacher Induction	The district will continue to provide induction for all beginning teachers, including training on best instructional practices, differentiation, scaffolding, and implementing culturally relevant practices.	$41,893.00	Yes
1.3	Texts and Instructional Materials	Purchase standards-aligned texts and instructional materials.	$238,246.00	No
1.4	Technology	The district will continue to purchase technology such as computer hardware and learning programs.	$12,824.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Professional Development	The district will continue to provide professional development focusing on best first instruction, and including targeted strategies for English Learners and LTELs.	$496,630.00	Yes
1.6	PLC Facilitators	The District will provide PLC Facilitator stipends for disaggregation of data, progress monitoring on state standard implementation, in order to increase student achievement.	$56,939.00	Yes
1.7	Classroom Technology Support	The District will provide ongoing technical support to ensure staff and students have access to fully functioning technology and support for learning.	$501,934.00	Yes
1.8	This action intentionally left blank		$0.00	

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The Washington Unified School District will operate with strong parent and community involvement, including efficient and effective communication and opportunities for parents to participate in their own educational development.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, educational partner consultation, and other collected data the district identifies this Goal and subsequent Actions as priorities for the district. Opportunities for parents and our community to participate and communicate effectively need to continue to grow in order for students to reach their academic and social-emotional goals. Parents also need to be supported in their efforts to become informed and educated so that they can actively participate in the WUSD community and promote educational success for their children. The actions and metrics included below will help achieve the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Seek parent input & promote parental participation in programs for Low Income, EL, and Foster Youth students and students with exceptional needs.	Full Implementation according to the local indicator self-reflection tool Fall 2024 Dashboard.			Full Implementation and Sustainability according to the Fall 2027 Dashboard.	
2.2	Maintain strong parent communication. Parent Communication.	In 2023-24 100% of school sites utilized PowerSchool communication/Parent Square to communicate with			100% of school sites utilize PowerSchool Communication/Parent Square to	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Parents.			communicate with Parents.	
2.3	Provide Parent Education classes, including English acquisition classes, for all parents.	In 2023-2024, WUSD is offering parent education classes for all parents, which includes English acquisition classes.			WUSD will offer parent education classes, including English acquisition classes, for all parents.	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Engagement, Support Services, and Supplies	The District will facilitate parent engagement, support services, and supplies in order to engage parents. The district will also provide a Media Communications Specialist to increase and facilitate parent ,student, and community engagement.	$142,699.00	Yes
2.2	PowerSchool Communication/Parent Square	The District will provide multiple methods of parent communication about important events, student progress, and opportunities for participation designed to build guardian awareness, create community, and ensure greater voice and partnership between the district and parents.	$49,947.00	No
2.3	Parent Education Classes	The district will provide for parent education, including language acquisition courses for parents which will empower them to support student learning by feeling confident to participate in school policy and decision-making, understand how to support the demands of school, and being able to access necessary language skills in order to fully contribute to their student's academic activities.	$38,643.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The Washington Unified School District will be a district of academic excellence that provides equity and access for all students in all subgroups, utilizing academic rigor through best first instruction and systematic intervention to ensure that all students graduate college and career ready.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, educational partner consultation, and other collected data the district identifies this Goal and subsequent Actions as priorities for the district. 100% of our students do not currently meet or exceed their grade-level standards in English Language Arts and Mathematics and therefore, WUSD will continue to strive for academic excellence. The actions and metrics included below will help achieve the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CAASPP Math	WUSD All: 17.72% Met or Exceeded Standard LI: 16.55% AA: 9.24% EL: 7.48% HL: 6.06% HIS: 16.73% LTEL: 1.61% WUHS HIS: 14.35% LI/HIS: 12.4% Data Year: 2022-23 Data Source: Dataquest			Percentage of all students and subgroups who have met or exceeded standard on the Math CAASPP assessment will increase by 3%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	CAASPP ELA	WUSD All: 31.12% LI: 29.44% AA: 20.90% EL: 9.47% HL: 29.41% LTEL: 7.31% WFES All: 17.57% EL: 11.03% LI: 17.8% HIS: 15.25% LI/HIS: 14.2% WFMS All: 24.35% Data Year: 2022-23 Data Source: Dataquest			Percentage of all students and subgroups who have met or exceeded standard on the ELA CAASPP assessment will increase by 3%.	
3.3	EL students making progress toward English Proficiency	ELPI: 53.2% Data Year: 2022-23 Data Source: California Dashboard			WUSD percentage of students making progress will increase by 6%.	
3.4	EL Reclassification	EL: 23.7% Data Year: 2022-23 Data Source: CALPADS EOY 3			WUSD English Learner reclassification rate will increase by 3%.	
3.5	AP Passage Rate	All: 44% Data Year: 2022-23 Data Source: College Board			WUSD AP student passing rate will increase by 3%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	A-G Completion Rate	All: 39% LI: 35.9% Data Year: 2022-23 Data Source: Dataquest			WUSD A-G rate for all students & low income students will increase by 3%.	
3.7	CTE Pathway Completion Rate	All: 56.4% LI: 55.4% Data Year: 2022-23 Data Source: California School Dashboard Additional Reports			WUSD CTE completion rate for all students & low income students will increase by 3%.	
3.8	Access to and enrollment in a Broad Course of Study for all students	All: 100% Data Year: 2022-23 Data Source: California School Dashboard Local Indicator Report			100% of WUSD students will have access to a broad course of study.	
3.9	A-G Completion and CTE Pathway Completion Rate	All: 29.6% LI: 28% Data Year: 2022-23 Data Source: California Dashboard Additional Reports			WUSD AG and CTE student completion rate will increase by 3%.	
3.10	EAP ELA percentage of students who are conditionally and college ready	All: 56.98% LI: 48.59% Data Year: 2022-23 Data Source: California Dashboard			WUSD EAP percentage rate for all students and low income students will increase by 3%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.11	EAP Math percentage of students who are conditionally or ready for college	All: 15.27% LI: 10.53% Data Year: 2022-23 Data Source: California Dashboard			WUSD EAP percentage rate for all students and low income students will increase by 3%.	
3.12	Other pupil outcomes	All: 272 students were enrolled in a dual enrollment course through either Fresno City College or Reedley College Data Year: 2022-23 Data Source: Aeries (SIS)			WUSD percentage of dual enrollment students will increase by 3%.	
3.13	California Science Test (CAST)	All: 20.26% Data Year: 2022-23 Data Source: Dataquest			WUSD percentage of students who have met or exceeded standards on the CAST assessment will increase by 3%.	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Reading Intervention Teachers	The district will provide full-time Intervention teachers at district Elementary schools to serve Low Income students, who are struggling to meet or exceed grade level academic standards as measured by the California Assessment for Student Performance and Progress (CAASPP).	$598,010.00	Yes
3.2	Intervention Staff	The district will provide intervention staff for students.	$613,669.00	No
3.3	Intervention Curriculum	Intervention curriculum including books, manipulatives, audio and visual material, and other materials.	$97,331.00	No
3.4	Learning Directors	The District will provide learning directors for the academic, social, and behavioral support for Low Income students and instructional support for teachers, data disaggregation, and program evaluation which will focus on the specific needs of the Low Income students.	$1,196,528.00	Yes
3.5	Instructional Aides	The district will provide Instructional Aides to be able to support Low Income students.	$782,305.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Library Media Services	The district will provide Library Media Services personnel to support our Low Income students.	$342,120.00	Yes
3.7	Supplemental Online Academic Support Programs	The district will provide supplemental online academic support programs and software for Low Income students.	$78,938.00	Yes
3.8	WUHS PASS Program	The district will provide PASS for the academic, social, and behavioral support for Low Income students as well as, instructional support for teachers, data disaggregation, and program evaluation.	$39,540.00	Yes
3.9	English Learner Curriculum and Language Acquisition	The district will provide a supplemental curriculum to support language acquisition English Learner and LTEL students.	$16,262.00	Yes
3.10	This action intentionally left blank	This action intentionally left blank by district financial services.	$0.00	
3.11	EL Staff	The district will provide English Learner Teachers and Instructional Aides for English Learner students.	$320,604.00	Yes
3.12	This action intentionally left blank	This action intentionally left blank by district financial services.	$0.00	
3.13	Counselors	The district will ensure counseling services are available for students.	$1,673,015.00	Yes
3.14	Summer School	The district will provide summer school courses that include enrichment, credit recovery, and opportunities to meet A-G requirements.	$341,227.00	Yes
3.15	After School Program	The After School Program will ensure that students receive academic support, including tutoring and assistance completing homework .	$1,539,254.00	No

Action #	Title	Description	Total Funds	Contributing
3.16	Full Access to Courses and Electives	The district will offer full access to courses and electives for our Low Income students.	$1,973,202.00	Yes
3.17	CTE Courses and Electives	The district will provide for expanded CTE Pathways as this support is designed to meet the specific academic needs unique for our Low Income student population, and is expected to result in increased learning.	$2,197,232.00	Yes
3.18	Supplemental Instructional Materials and Supplies	The district will provide supplemental instructional supplies for Low Income students.	$307,824.00	Yes
3.19	Academic Coaches	The district will employ Academic Coaches to provide ongoing professional learning and support for teachers to increase teacher efficacy. This action will address the following areas of lowest performance on the CA School Dashboard: CAASSP ELA: WUSD: AA, EL, and Homeless WFES: All, EL, HS, and SED WFMS: All CAASSP Math: WUSD: AA, EL, HS, Homeless, and SED WUHS: HS	$955,535.00	Yes
3.20	Class Size Reduction (Grades 4-12)	The district will utilize certificated teaching staff to maintain class size at the lowest levels possible at all schools for grades 4-12 for low income students.	$898,077.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	The Washington Unified School District will be a place where all students in all subgroups are actively engaged in a safe and positive school climate reflecting the diversity of our district as our strength.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, educational partner consultation, and other collected data the district identifies this Goal and subsequent Actions as priorities for the district. Goal 4 focuses on improving performance across the wide range of metrics listed below. Currently, 100% of students do not attend school on a daily basis. Students need to be actively engaged in school daily in order to become college and career-ready graduates. The number of students suspended and/or expelled needs to continue to decline in order to provide all students a safe and positive school climate conducive to learning. The actions and metrics included below will help achieve the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Attendance Rate	All: 95.3% Data Year: 2023-24 Data Source: Aeries (SIS) End of Year			WUSD will maintain the district attendance rate at or above 95%.	
4.2	Chronic Absenteeism Rate	All: 22.8% LI: 27.9% Data Year: 2022-23			WUSD will decrease the chronic absenteeism rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: California Dashboard			for all students and low income students by 3%.	
4.3	High School Graduation Rate	All: 89.5% LI: 88.9% EL: 84.6% WUHS: 94.7% Elm High: 64.2% Data Year: 2022-23 Data Source: California Dashboard			WUSD will increase the graduation rate for all students, EL, and low income students by 3%. Washington Union High School graduation rate will meet or exceed 95%. Elm High School will increase the graduation rate by 3%.	
4.4	High School Dropout Rate	All: 7.85% LI: 9.7% Data Year: 2022-23 Data Source: CALPADS Fall 1 for 2023			WUSD will decrease the dropout rate for all students and low income students by 1%.	
4.5	Suspension Rate	WUSD All: 5.6% AA: 14.3% FY: 20.8% HL: 12.8% LI: 6% AU WH: 6.5% LI/WH: 4.3%			WUSD will decrease the suspension rate for all students and subgroups by 1%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		WFES AA: 9.8% LI/AA: 8.6% HL: 6.8% LI/HL: 5.7% WFMS All: 19.2% HIS: 18.4% LI/HIS: 1.2% SED: 19.7% SWD: 21.3% LI/SWD: 3.8% Data Year: 2022-23 Data Source: California Dashboard				
4.6	Expulsion Rate	All: 0 Data Year:2022-23 Data Source: CALPADS EOY 3			WUSD expulsion rate will be maintained at zero students.	
4.7	Middle School Dropout Rate	All: 0 Data Year: 2022-23 Data Source: CALPADS Fall 1			West Fresno Middle School dropout rate will be maintained at zero students.	
4.8	Sense of Safety and school connectedness	All:75% feel safe at school Grades 3-5: 69% felt safe at school 67% felt connected to school Grades 6-8: 71% felt safe at school			WUSD students who report feeling safe and connected to school is at or above 85%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		74% felt connected to school Grades 9-12: 80% felt safe at school 75% felt connected to school Parents that responded: 92% felt school was safe 90% felt connected to school Staff that responded: 87% felt safe at work. 94% of staff felt connected to their sites. Data Year: 2023-24 Data Source: LCAP Survey			WUSD parents who report feeling our schools are safe and that they are connected to school is at or above 90%. WUSD staff who report feeling safe and connected at work will be at or above 90%.	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	District Coordination of Student Support Services	The district will provide coordination of Student Support Services through the following: Director of Student Support Services Home to School Liaison This action will address the following areas of lowest performance on the CA School Dashboard: Suspension Rates: WUSD: AA, FY, and Homeless AU: White WFES: AA, Homeless WFMS: All Students, Hispanic, SED, SWD	$303,647.00	Yes
4.2	TIP/SARB Program	The district will continue to provide the TIP/SARB Program.	$9,393.00	Yes
4.3	School to Home Liaisons	The district will continue to provide school liaisons to conduct home visits and coordinate district efforts to improve attendance.	$194,160.00	Yes
4.4	Campus Engagement Activities	The district will continue to provide campus engagement activities.	$398,309.00	Yes
4.5	Social Work Services	Social work services are provided. A variety of social work services are provided including, identifying, assessing, and counseling students and families with attendance problems, developing referral plans, providing intervention as needed; and participating in the development of programs aimed at improving attendance. Social work services also include crisis intervention to parents and students in regards to suicide threats, drug abuse, pregnancy, truancy, medical problems, community violence, child abuse and other issues.	$255,990.00	No

Action #	Title	Description	Total Funds	Contributing
4.6	Counseling and Mental Health Services	The district will provide counseling and mental health services for Low Income students.	$178,960.00	Yes
4.7	Student Transition Programs	The district will continue to provide student transition programs.	$58,195.00	Yes
4.8	Additional Safety	The district will continue to provide school safety and security staff and additional staffing to address safety needs.	$501,319.00	Yes
4.9	Health Services	The District will continue to provide appropriate and timely health care services, staff, and supplies beyond what is statutorily required.	$459,872.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Improve Early Literacy Rates for Groups identified for DA. WUSD believes that all students, especially our African American (AA) students and those experiencing homelessness need to be able to leave our district college and career ready. This begins at the earliest stages of academic development, and therefore establishing a solid early literacy foundation is essential for students to fully engage and be present in learning throughout our TK-12 system. Through a focus on developing early literacy skills, the district expects to see a steady incline of literacy rates.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

WUSD is eligible for Differentiated Assistance (DA) for the 2023 California Dashboard for African American and homeless students in the areas of ELA, math, and suspension rate. 3rd grade local and state assessments demonstrate that not all students are reading at or above grade level which points to the important opportunity to ensure African American and homeless students experience improved literacy rates. Prior to the identification of these eligible student groups, the district lacked specific metrics that gauged and monitored early literacy rates and actions that supported a district-wide effort to implement a comprehensive approach to early literacy. Early literacy rates are expected to improve as measured by SBAC ELA, BPST, Foundational Skills, iReady district assessments. The district is eligible for Differentiated Assistance based on the performance of the African American and homeless student groups, most recently in the areas of Academic Performance and Suspension and, therefore, must develop a goal specific to reduce inequities for the students in these areas. After conducting a root cause analysis, WUSD created Goal #5, which places a specific focus on ensuring that the identified students leave our district college and career ready, by improving early literacy rates for these student groups and which we believe will also improve the literacy rates for all students. In addition to the student groups identified for Differentiated Assistance, the CAASPP ELA data shows that our Students with Disabilities also struggle in the area of literacy. As a result, SWD will be included within the target student groups for this goal. The actions and metrics included below will help achieve the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	SBAC ELA Assessment	All: 31.12% HL: 29.41% AA: 20.90% SWD: 5.93% Data Year: 2022-23 Data Source: Dataquest			WUSD percentage of all students and subgroups who have met or exceeded standard on the ELA CAASPP assessment will increase by 3%.	
5.2	BPST Assessment	Overall: 77% 1st Grade: 71% 2nd Grade: 83% Data Source: 2023-24 Illuminate Q3			WUSD percentage of 1st and 2nd grade students will increase by 3% for the BPST assessment.	
5.3	Foundational Skills Assessment	Kindergarten: 69.3% Mastered Data Source: 2023-24 Illuminate Q3			WUSD percentage of Kindergarten students will increase 3% on the Foundational Skills Assessment.	
5.4	iReady Diagnostic	Kindergarten: 36% Mid/Above to Early on Grade 1st Grade: 47% Mid/Above to Early on Grade 2nd Grade: 30% Mid/Above to Early on Grade Data Source: iReady May 2024			WUSD percentage of students in grades K-3 will increase by 3% for the iReady assessment.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Early Literacy Cycles	As identified by SBAC ELA 2023 data, our AA students, homeless students, and SWD have an increased opportunity to improve literacy rates. Additionally, in prior year's other local indicators and educational partner feedback identified the need to support struggling students. Through a root cause analysis conducted in 2019, barriers to learning for our SWD, AA, and homeless students, the district discovered that what presents as behavior and attendance issues is stemming from an unstable literacy foundation which is creating frustration, disengagement and stress for these students. To address this, the district has designed a comprehensive approach to meeting the foundational literacy needs of our students by creating Early Literacy Cycles using an improvement science	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		approach. Cycles include: professional training around phonics, phonemic awareness, and fluency, regular one-on-one coaching, common assessments, PLCs that inform small group instruction, targeted remediation, administrator literacy walks, and Reading Corps tutoring. Additionally, a district Early Literacy Team has been formed to lead the work and meets monthly. We expect that through a district-wide focus on providing high-quality early educational experiences, that the achievement gap will decrease.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	By 2027, Easton High will decrease it's Suspension rate by 3% for all students, as well as low income students. Easton High will also improve its attendance rate by 3%. Finally, Easton High will maintain its 100% Graduation Rate	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, educational partner consultation, and other collected data the site identifies this Goal and subsequent Actions as priorities for the site. Goal 6 focuses on improving school engagement in an effort to decrease suspension and improve attendance and graduation rates for all students, including our low income students. A needs assessment revealed that currently, 100% of students do not attend school on a daily basis. We believe students need to be actively engaged in school daily in order to become successful. The actions below have have been designed to increase engagement through high-interest activities and incentives and to promote attendance. Our needs assessment also showed that the number of students suspended and/or expelled needs to continue to decline in order to provide all students a safe and positive school climate conducive to learning. We believe this will contribute to positive graduation rates. Our educational partners felt that providing more individualized supports through an intervention specialist would help the identified students meet attendance and graduation goals. The actions and metrics included below will help achieve the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Attendance Rate	All Students: 83.66% LI: Data cannot be disaggregated Data Year: 22-23 Data Source: Local Data			Easton High attendance rate will increase by 1% for all students and low-income students.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.2	Graduation Rate	All Students: 100% LI: 100% Data Year: 22-23 Data Source: CA Dashboard			Easton High graduation rate will increase by 1% for all students and low-income students.	
6.3	Suspension Rate	All Students: 2.8% LI:2.9% Data Year: 22-23 Data Source: CA Dashboard			Easton High suspension rate will decrease by 1% for all students and low-income students.	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Staffing	By utilizing a school counselor, Independent Study students will receive more one on one attention to their needs of completing class work, personal skills like scheduling and balancing school/personal loads, education in the area of importance of an diploma, career opportunities, extended/expanded education, etc. The Intervention Specialist will create a credit schedule will students and will collaborate on the individualized schedule with each students, their teacher, and counselor. This will assist students with knowing how much time they have to work on each class/credit assigned to them on their Independent Study Master Agreement Contract each semester. This will help reach the goal of increased Graduation Rate.	$21,449.00	No
6.2	Academic Tutoring	Tutoring and academic support will ensure that students receive the necessary assistance to succeed in their academic endeavors. Students who have access to tutoring and support services will be more likely to complete their assigned classwork and credits. These services will also be used as an intervention for students who are struggling, helping them understand difficult concepts and stay on track with their coursework. By providing these resources, we aim to improve overall academic performance, which in turn will lead to an increased Graduation Rate and positively impact attendance as students will feel more supported and motivated to attend school regularly.	$15,532.00	No
6.3	School Culture, Field Trips Guest Speakers and Connectedness Activies	Providing more opportunities for students to engage in high-interest experiences that will promote school attendance and participation. Easton High School will seek out and attend more field trip opportunities for all students. Field trips have increased attendance in the past when provided. Field trips will be sued as motivators for students to have positive and increased attendance. This will help meet the goal of increased attendance rate for all students. Field trips will also be used as rewards for positive behavior. This can lead to a decrease in suspensions and discipline incidents creating an increased positive atmosphere on campus. Positive behavior also helps meet the attendance goal as students are more inclined to attend a school where they feel safe. Field trips will also help maintain Graduation Rate by being relevant to exposing students to possible careers and further schooling.	$12,019.00	No

Action #	Title	Description	Total Funds	Contributing
		The district will invest in motivational resources including guest speakers to work with Easton High students towards graduation. By bringing in guests speakers, students will receive positive messages that will motivate students to earn their diploma. Easton High graduation rate will maintain level if/when students are motivated to earn and receive their diploma. Attendance rate will be positively effected by guest speakers as well as students will be motivated to attend on special days when outside guests are on campus. Negative behavior usually does not occur on special days so discipline will be positively effected as well. In addition to guests speakers, motivational programs will be explored as well. Themed days/weeks and outside programs like animal conservation will be used as rewards for students to experience. These days will help boost attendance and motivate students to have positive behavior.		
6.4	Equipment	New equipment for activities like art supplies, sports balls, etc . will be purchased for Easton High. Students who enjoy playing sports and participating in activities will attend school more if/when they have proper supplies. These supplies will also be used as rewards for students to use when they exhibit positive behavior. New PE equipment can be sued to introduce students to more physical activities they may be interested in. This in turn will lead to increased participation in PE which will help Graduation Rate and have a positive effect on attendance when students want to come to school to use new equipment.	$1,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	By 2027, ELM High will increase its overall Graduation Rate by 3%- 1% each year, for all students, as well as Hispanic and Socio-economically disadvantaged students. . ELM High will also increase its CCI rate by 3%- 1% each year, for all students, as well as Hispanic and Socio-economically disadvantaged students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

> Priority 2: State Standards (Conditions of Learning)
>
> Priority 4: Pupil Achievement (Pupil Outcomes)
>
> Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, educational partner consultation, and other collected data the site identifies this Goal and subsequent Actions as priorities for the site. Goal 7 focuses on improving the graduation rate and the college and career indicator for all students, including our low income students. A needs assessment revealed that the ELM High graduation rate has historically been lower than the state average. Since moving away from the One Year Grad Rate 2 years ago, the ELM High Grad rate has been in in the 60% band. While there was a small increase in 2023, the percentage is still on the lower end and the goal is make higher gains in this area. According to the 2023 CA School Dashboard, All students, Hispanic Students, and Low Income students earned the lower performance level for both graduation rate and CCI. We believe students need to be supported and actively engaged in school in order to be successful. The actions below have been designed to increase the support for our students and increase the sense of school connectedness to increase the graduation rate and the college and career indicator. The actions and metrics included below will help achieve the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Graduation Rate	All Students: 64.2% Hispanic: 61.4% SED: 64.2% Data Year: 22-23 2023 Dashboard			Elm High graduation rate will increase for identified subgroups by 3%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.2	CCI Rate	All Students: 1.9% Hispanic: 0% SED: 1.9% Data Year: 22-23 2023 Dashboard			Elm High College and Career Indicator (CCI) will increase for identified subgroups by 3%.	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Staffing	This action will address the following areas of lowest performance on the CA School Dashboard: Grad Rate and CCI Rate for all students, Hispanic students, and SED students. By utilizing a counselor, Independent Study students will receive more one on one attention to their needs of completing class work, personal skills like scheduling and balancing	$63,066.00	No

Action #	Title	Description	Total Funds	Contributing
		school/personal loads, education in the area of importance of an diploma, career opportunities, extended/expanded education, etc. The Intervention Specialist will create a credit schedule will students and will collaborate on the individualized schedule with each students, their teacher, and counselor. This will assist students with knowing how much time they have to work on each class/credit assigned to them on their Independent Study Master Agreement Contract each semester. This will help reach the goal of increased CCI Rate and Graduation Rate.		
7.2	Academic Tutoring	Tutoring and academic support will ensure that all students receive the necessary assistance to succeed in their academic endeavors, including help with completing class/credit assignments as outlined in their Independent Study Master Agreement Contract each semester. Students who have access to tutoring and support services will be more likely to complete their assigned classwork and credits. These services will help students understand difficult concepts and stay on track with their coursework. By providing these resources, we aim to improve overall academic performance, which in turn will lead to an increased Graduation Rate and positively impact attendance as students will feel more supported and motivated to attend school regularly.	$50,000.00	No
7.3	School Culture, Field Trips Guest Speakers and Connectedness Activies	Providing more opportunities for students to engage in high-interest experiences that will promote school attendance and participation. Easton High School will seek out and attend more field trip opportunities for all students. Field trips have increased attendance in the past when provided. Field trips will be sued as motivators for students to have positive and increased attendance. This will help meet the goal of increased attendance rate for all students. Field trips will also be used as rewards for positive behavior. This can lead to a increase in suspensions and discipline incidents creating an increased positive atmosphere on campus. Positive behavior also helps meet the attendance goal as students are more inclined to attend a school where they feel safe. Field trips will also help maintain Graduation Rate by being relevant to exposing students to possible careers and further schooling.	$14,300.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$10,413,150	$1,315,316

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
38.538%	0.607%	$167,190.97	39.145%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Beginning Teacher Induction **Need:** As demonstrated in the associated metrics sections, our Low Income students have the most opportunity for continued academic growth according to the most current state assessments.	To address the need, the district will continue to provide induction for all beginning teachers, including training on best instructional practices, differentiation, scaffolding, and implementing culturally relevant practices. Through induction support, beginning teachers will be required to demonstrate these instructional practices. We believe that these instructional practices provide greater educational access and are key to meeting the unique needs of identified	SBAC ELA: AS, LI SBAC Math: AS, LI Highly Qualified Teachers

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	A local needs assessment indicated that first best instruction provided by well trained teachers is needed to improve academic achievement for the identified students. **Scope:** LEA-wide	student groups. Training on best instructional practices equips teachers with the skills and knowledge necessary to engage students effectively in the learning process. Differentiation and scaffolding techniques are particularly important for addressing the diverse needs and learning levels present in classrooms, including those of low-income students who may require additional support. The additional services provided are designed to meet the specific academic needs unique to the Low Income students and are expected to result in increased learning. Because we expect that all students may benefit from instructional skills obtained through beginning teacher induction this action will support all students throughout the district.	
1.4	**Action:** Technology **Need:** As demonstrated in the associated metrics sections our Low Income students have the most opportunity for continued academic growth according to the most current state and local assessments. A local needs assessment highlighted the need for Low Income students to have an increase in access to technology to augment and support learning to meet proficiency on ELA & Math state assessments. In our experience, Low-income students do not	The district will continue to purchase technology such as computer hardware and learning programs. By providing technology, students will have increased access to high-quality resources, learning and enrichment opportunities 24 hours a day which will support extended learning or learning recovery opportunities. The additional services such as computer hardware, including learning programs and supports provided are specifically designed to meet the specific academic needs unique to the Low Income student population, and are expected to result in increased learning.	SBAC ELA: All Students & Low Income students SBAC Math: All Students & Low Income students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	always have the resources to access technology at home. Parents expressed their appreciation for technology for their students. **Scope:** LEA-wide	Because we expect that all students may benefit from accessing technology this action is available to all students throughout the district.	
1.5	**Action:** Professional Development **Need:** As demonstrated in the associated metrics sections our Low Income , English Learners, and LTEL students have the most opportunity for continued academic growth according to the most current state and local assessments. While data shows that we made significant gains in both the ELPI Rate and our reclassification rate, we would like to continue this positive trend. Research indicates that when properly implemented, best first instruction from well-trained staff results in students having greater access to improving missing skills and more opportunities to reach standards. This is confirmed by our classroom observations. Data from the SBAC ELA and Math revealed that our low income students have gaps that impact their opportunities to reach standards for grade level proficiency and/or college preparedness.	The district will continue to provide professional development focusing on best first instruction. By providing staff training on best first instruction, staff will be better able to fill gaps that currently exist. The LEA will continue to support this by providing professional development, including professional development related to instructional techniques for LTELs and English Learners, Professional Learning Community (PLC), Early Literacy Cycles and professional learning for all staff. As educators hone their instructional skills and apply the most current strategies, the identified students will be brought up to grade-level proficiency. Teachers who continuously improve their instructional skills are better able to provide targeted support to students who are lagging behind academically. By assessing students' individual needs and employing appropriate strategies, educators can address specific areas of difficulty and provide interventions tailored to the needs of low-income, EL, and LTEL students. The professional development provided is designed to meet the specific academic access needs unique	SBAC ELA: All Students, LTELs, & Low Income students SBAC Math: All Students, LTELs, & Low Income students ELPI Reclassification Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Educational Partners expressed a desire to support English Learners and LTELs, specifically our increasing Newcomer population. **Scope:** LEA-wide	to the Low Income student population, and are expected to result in increased learning. Because we expect that all students may benefit from staff professional development, this action is available to all students throughout the district. Investing in the continuous development of the staff will support the academic development of our students.	
1.6	**Action:** PLC Facilitators **Need:** As demonstrated in the associated metrics sections, our Low Income students have the most opportunity for continued academic growth according to the most current state and local assessments. In our experience, PLC Facilitators are essential because they facilitate the data cycles within which we monitor the academic progress of Low-Income students. Through these cycles, teachers are able to identify gaps quickly and implement appropriate high-impact strategies, incorporating interventions as requested by our educational partners. **Scope:** LEA-wide	The District will provide PLC Facilitator stipends for disaggregation of data, progress monitoring on state standard implementation, in order to increase student achievement. Research shows that skilled facilitation of data analysis will help teachers become more aware of individual student needs and that collaboration around that data analysis will lead to improved instructional strategies and increase student achievement. We believe that by supporting how PLCs and data cycles are facilitated at sites, teachers will be able to have more meaningful collaboration around data and instructional practice, thus better addressing the unique needs of LI students within the classroom. Though these cycles, teachers are able to identify gaps quickly and implement appropriate high impact strategies. The additional services provided are designed to meet the specific academic needs unique to Low Income students, and are expected to result in increased learning. Because we expect that all students may benefit from PLC Facilitators work	SBAC ELA: All Students & Low Income students SBAC Math: All Students & Low Income students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		this action is available to all students throughout the district.	
1.7	**Action:** Classroom Technology Support **Need:** As demonstrated in the associated metrics sections, our Low Income students have the most opportunity for continued academic growth according to the most current state and local assessments. Educational partner feedback indicated that both device and software malfunctions led to increased frustration for students, parents, and staff, preventing Low Income students from accessing the full educational program due to mobility or lack of resources at home. **Scope:** LEA-wide	The District will provide ongoing technical support to ensure staff and students have access to fully functioning technology and support for learning. Research shows that classroom technology support is needed to ensure consistent access to well-functioning technology for learning. Support staff will be available for low income students and families to solve technology related issues and repair malfunctioning equipment at no cost. Support will be available during the school day. These technology support services provided are designed to meet the specific academic needs unique to the Low Income student population, and are expected to eliminate barriers to increased learning for low income students. Research shows that classroom technology support is needed to ensure consistent access to well-functioning technology for learning. Because we expect that all students may benefit from ongoing technical support, this action is available to all students throughout the district.	SBAC ELA: All Students & Low Income students SBAC Math: All Students & Low Income students
2.1	**Action:** Parent Engagement, Support Services, and Supplies **Need:** As demonstrated in the associated metrics section we have yet to reach Full Implementation and Sustainability when it	The District will facilitate parent engagement, support services, and supplies in order to engage parents. The district has provided a Media Communications Specialist to increase and facilitate parent, student, and community engagement.	Seek parent input & promote parental participation in programs for Low Income, EL, and Foster Youth students and students with exceptional needs

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	comes to seeking parent input & promote parental participation in programs for Low Income, EL, and Foster Youth students and students with exceptional needs. Also, our rates of parent and student connectedness remain high, something we want to maintain. Additionally, the annual needs assessment data for Low Income students is analyzed and educational partners continue to rate parent engagement as a high priority for student academic success. In our parent engagement meetings that were held, there was a discussion about how there is a need for more parent engagement to occur. A local needs assessment showed a need to increase parent engagement as a way to improve the academic achievement of the identified students. **Scope:** LEA-wide	The district will promote parent participation in meetings and events by providing childcare, additional translation, light refreshments, and materials needed to participate in order to eliminate these common barriers to engagement. The additional services provided, including services by the Media Communications Specialist, are designed to meet the specific academic access unique to the EL, FY. and Low Income student population by routinely interviewing student programs and producing culturally relevant communication designed to engage parents. The media communications specialist will reach out to our students to gauge topics of interest and ensure that their voices are represented in district communications. Because we expect that all students may benefit from parents being engaged, this action is available to all students throughout the district.	Maintain strong parent communication Rate of School connectedness for parents and students
2.3	**Action:** Parent Education Classes **Need:** Educational Partners have told us that they appreciate our parent education classes and would like them to continue. Additionally, our rates school connectedness for parents remain strong. We desire to continue this	The district will provide parent education, including language acquisition courses for parents which will empower them to support student learning by feeling confident to participate in school policy and decision-making, understand how to support the demands of school, and being able to access necessary language skills in order to fully contribute to their student's academic activities.	Provide Parent Education classes, including English acquisition classes, for all parents Rate of school connectedness for parents

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	trend as parents have told us that parent education is a priority. Additionally, the annual needs assessment data for Low Income students is analyzed and educational partners continue to rate increased parent education opportunities as a high priority for student success that will lead to increased academic achievement on state and local assessments for Low Income students. **Scope:** LEA-wide	It is important that parents are empowered to support student learning by feeling confident to participate in school policy and decision-making, understand how to support the demands of school, and being able to access necessary language skills in order to fully contribute to their student's academic activities. The additional services provided are designed to meet the specific academic needs unique to the Low Income student population, and are expected to result in increased learning. Because we expect that all students may benefit from additional parent education classes, this action is available to all students throughout the district.	
3.1	**Action:** Reading Intervention Teachers **Need:** As demonstrated in the associated metrics sections our Low Income students have the most opportunity for continued academic growth according to the most current state and local assessments indicating a need for academic support for students. A local needs assessment indicated that Low Income students struggle to read on grade level. **Scope:**	The district will provide full-time Intervention teachers at district Elementary schools to serve Low Income students who are struggling to meet or exceed grade level academic standards as measured by the California Assessment for Student Performance and Progress (CAASPP). Through additional, targeted academic and reading support provided by dedicated teachers, identified students will gain necessary skills and content practice to deepen learning. Intervention teachers will provide additional, targeted academic and reading support provided to the identified students during the school day. Supports will include differentiated learning activities that address the varying learning styles and abilities of the targeted students, explicit vocabulary instruction for both	SBAC ELA: All Students & Low Income students SBAC Math: All Students &, Low Income students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	math and phonics, and a focus on comprehension strategies designed to increase competency. The additional services provided are designed to meet the specific academic needs unique to the Low Income student population, and are expected to result in increased learning. Because we expect that all students may benefit from additional reading intervention teachers, this action is available to all students throughout the district at our elementary sites.	
3.4	**Action:** Learning Directors **Need:** As demonstrated in the associated metrics sections, our Low Income students have the most opportunity for continued growth in the areas of attendance rates, suspension rates, chronic absenteeism, and academic achievement according to the most current state and local data. A local needs assessment identified that learning directors for the academic, social, and behavioral support of Low Income students and instructional support for teachers is needed to improve academic achievement for the Low Income students. **Scope:** LEA-wide	The District will provide learning directors for the academic, social, and behavioral support for Low Income students and instructional support for teachers, data disaggregation, and program evaluation which will focus on the specific needs of the Low Income students. Learning directors will provide academic, social, and behavioral support for Low Income students and instructional support for teachers, data disaggregation, and program evaluation. Learning Directors will connect the identified students with academic interventions and mental health supports. Learning Directors are essential for leading and coordinating professional learning communities and other professional development activities. They focus on ensuring the implementation of standards and academic support services tailored to the needs of low-income students. Through weekly analysis of academic and behavioral data, Learning Directors will identify and address the needs of low-income students who are struggling	Chronic Absenteeism: AS, LI Suspension: AS, LI SBAC ELA: All Students & Low Income students SBAC Math: All Students &, Low Income students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		and connect them to the appropriate tiered academic and social-emotional supports. By promoting restorative justice practices, Learning Directors aim to reduce campus suspensions and minimize lost instructional time. They continuously monitor progress and collaborate with teachers, parents, and intervention providers to ensure the identified students receive targeted assistance. The additional services provided are designed to meet the specific academic needs unique to the Low Income student population such as academic review of lessons and guidance on study skills and are expected to result in increased learning. Because we expect that all students may benefit from additional Learning Directors, this action is available to all students throughout the district.	
3.5	**Action:** Instructional Aides **Need:** As demonstrated in the associated metrics sections, our Low Income students have the most opportunity for continued academic growth according to the most current state and local assessments. A local needs assessment indicated that our Low Income students would benefit from extra support by instructional aides. Educational partners have requested that we continue intervention efforts.	The district will provide Instructional Aides to be able to support Low Income students. Additional academic support that monitors learning levels, gaps in academic skills, and learning strengths is important to augment academic learning and spark curiosity. Instructional Aides support and monitor the academic achievement and learning progress of Low Income students through collaborations with classroom teachers in order to provide just-in-time support. Through additional proactive and intentional monitoring and support, students' needs can be identified early and often allowing the system to be more responsive so that purposeful learning supports may be extended.	SBAC ELA: All Students & Low Income students SBAC Math: All Students &, Low Income students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	The additional services provided are designed to meet the specific academic needs unique to the Low Income student population, and are expected to result in increased learning. Because we expect that all students may benefit from additional Instructional Aides, this action is available to all students throughout the district.	
3.6	**Action:** Library Media Services **Need:** As demonstrated in the associated metrics sections, our Low Income students have the most opportunity for continued academic growth according to the most current state and local assessments. A local needs assessment indicated that our Low-Income students would benefit from exposure to a variety of texts as well as language-rich environments, both of which library media services provide. **Scope:** LEA-wide	The district will provide Library media services personnel to support our Low Income students. In our experience, library media services help support the academic achievement, reading comprehension, and learning progress of Low-Income students by providing exposure to a variety of texts as well as language-rich environments which may not always be available at home. The identified students will gain increased access to academic services that include reading comprehension support and resources provided that will extend and deepen learning as well as develop intellectual curiosity and learning. The additional services provided are designed to meet the specific academic needs unique to the Low Income student population, and are expected to result in increased learning. Because we expect that all students may benefit from additional library media services, this action is available to all students throughout the district.	SBAC ELA: All Students & Low Income students SBAC Math: All Students &, Low Income students
3.7	**Action:** Supplemental Online Academic Support Programs **Need:**	The district will provide supplemental online academic support programs and software for Low Income students.	SBAC ELA: All Students & Low Income students SBAC Math: All Students &, Low Income students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	As demonstrated in the associated metrics sections, our Low Income students have the most opportunity for continued academic growth according to the most current state and local assessments. A local needs assessment indicated our Low Income students will benefit from multiple supplemental online programs which provide access to personalized learning resources at home. **Scope:** LEA-wide	Multiple supplemental online academic support programs, subscriptions and software are needed to support and monitor the academic achievement, reading comprehension, and learning progress of Low Income students. Through modern technology, student skills and comprehension gaps can be identified, targeted, monitored and addressed in an individualized manner that promotes meaningful and personalized learning. The additional services provided are designed to meet the specific academic needs unique to the Low Income students population, and are expected to result in increased learning. Because we expect that all students may benefit from additional online academic support, this action is available to all students throughout the district.	
3.8	**Action:** WUHS PASS Program **Need:** As demonstrated in the associated metrics sections, our English Learners and Low Income students have the most opportunity for continued growth in the area of graduation rates. A local needs assessment indicated that our Low Income and Engish Learner students will benefit from being enrolled in a PASS class. **Scope:**	The district will provide PASS for the academic, social, and behavioral support for Low Income and English Learner students as well as data disaggregation, and program evaluation. Washington Union High School (WUHS) Panther Academic Support System (PASS) Program provides academic, social, and behavioral support for English Learners and Low-Income students. Study and organizational skills benefit low-income students by helping to level the playing field in terms of academic success. Equipping students with strong study habits and organizational strategies will help them to approach their studies in a structured and effective manner. These skills can enhance their ability to retain information,	Graduation Rates: AS, LI, EL

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	manage their workload, and perform well on assessments, ultimately improving their overall academic outcomes. The additional services provided, such as study/organizational skills and restorative strategies, are designed to meet the specific academic needs unique to the Low-Income student population and are expected to result in increased learning.

Because we expect that all students may benefit from the PASS Program, this action is available to all students in grades 9-12 at WUHS. The intended outcome is for our Low-Income students and EL Students to improve graduation rates. | |
| 3.13 | **Action:**
Counselors

Need:
As demonstrated in the associated metrics sections our Low Income students have the most opportunity for continued academic growth according to the most current state and local assessments, including A-G completion and graduation rates.

A local needs assessment indicated that counselors are needed to support our Low Income students with academics and social/emotional learning.

Scope:
  LEA-wide | The district will ensure adequate counseling services are available to our Low Income students.

Counseling services provide increased targeted attention, enhance recruitment, encourage enrollment, and support low-income students throughout rigorous courses.

Counselors will provide academic guidance and support to meet A-G requirements to ensure College and Career readiness and to support and monitor the academic achievement and learning progress of the LEA's Low Income students.

The additional services provided are designed to meet the specific academic access throughout the district which are unique to the Low Income student population, and are expected to result in increased learning. | A-G Rates: AS, LI
Graduation Rates: AS, LI |

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Because we expect that all students may benefit from additional Counselors, this action is available to all students throughout the district.	
3.14	**Action:** Summer School **Need:** According to the most current state and local assessments, Low-Income students have the most opportunity for continued academic growth, as demonstrated in the associated metrics section. A local needs assessment indicated our Low Income students will benefit from additional opportunities for credit recovery and remediation outside of the regular school year for a variety of courses. **Scope:** 　LEA-wide	The district will provide summer school courses especially for our Low Income students. Summer school courses will ensure that Low Income students are given additional opportunity to extend learning, decrease gaps in skills and comprehension, complete A-G college requirements, and LEA graduation requirements. The additional services provided are designed to meet the specific academic needs unique to the Low Income student population, and are expected to result in increased learning. Because we expect that all students may benefit from additional summer school, this action is available to all students throughout the district.	SBAC ELA: All Students & Low Income students SBAC Math: All Students &, Low Income students
3.16	**Action:** Full Access to Courses and Electives **Need:** As demonstrated in the associated metrics sections, Low Income students have the most opportunity for continued academic growth according to the most current state assessments including A-G rates and CTE completion rate.	In order to address these needs, the district will offer full access to courses and electives for low-income students. Fully staffed electives are designed to benefit low-income students by providing them with opportunities to explore diverse interests and develop skills that they might not have access to outside of school. This exposure can be crucial for personal development and future career opportunities, helping to level the playing field by	SBAC ELA: All Students & Low Income students SBAC Math: All Students &, Low Income students A-G rates: AS, LI CTE Completion: AS, LI

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	A local needs assessment indicated that Low-Income students often lack access to opportunities such as music education, due to the costs associated such as transportation or materials to participate. Educational partners have told us that they enjoy the enrichment that electives provide their students. **Scope:** LEA-wide	offering experiences that can inspire and prepare them for a wider range of educational and professional paths. The additional services provided are designed to meet the needs of Low-Income students and are expected to result in increased learning. Because we expect that all students may benefit from this action it will be provided to all students throughout the district.	
3.17	**Action:** CTE Courses and Electives **Need:** As demonstrated in the associated metrics sections, Low Income students have the most opportunity for continued academic growth according to the most current state assessments including the completion rates for A-G and CTE. Expanding CTE Pathways, including staffing, will help expand the various ways students may meet A-G requirements and preparation for post-secondary success. A local needs assessment indicates our educational partners want us to continue to offer opportunities for our Low Income student population to access CTE courses and electives. **Scope:**	The district will provide for expanded CTE Pathways as this support is designed to meet the specific academic needs unique for Low Income students population, and is expected to result in increased learning. CTE courses provide access to real-world applications related to future career opportunities. These courses also integrate academics, making learning more engaging and relevant for students. In our experience, high interest courses provide increased motivation and opportunities to practice skills useful in other academic subjects such as math, science, and language arts. As students engage in experiential and practical learning, they will practice critical thinking, explore areas of post-secondary interest and develop marketable skills and knowledge. This action is designed to meet the needs of Low Income students, however, because we expect that all students may benefit from this action it will be provided to all students throughout the district.	SBAC ELA: All Students & Low Income students SBAC Math: All Students &, Low Income students A-G rates: AS, LI CTE Completion: AS, LI

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.18	**Action:** Supplemental Instructional Materials and Supplies **Need:** As demonstrated in the associated metrics sections, Low Income students have the most opportunity for continued academic growth according to the most current state and local assessments. A local needs assessment indicated our Low-Income students lack access to supplemental instructional materials and supplies. **Scope:** LEA-wide	The district will provide supplemental instructional supplies for Low Income students. As students interact with additional learning materials that offer a variety of access points through manipulatives, videos, audio options, extended reading, they will strengthen skills, knowledge and application. Supplemental instructional supplies will ensure that Low Income students have the resources and support to complete all courses. The additional materials/supplies provided are designed to meet the specific academic needs unique to the Low Income student population, and are expected to result in increased learning. Because we expect that all students may benefit from additional supplemental instructional material, this action is available to all students throughout the district.	SBAC ELA: All Students & Low Income students SBAC Math: All Students &, Low Income students
3.19	**Action:** Academic Coaches **Need:** CAASSP ELA and Math data show that our low-income, English learner, and Homeless students are performing below the all student group in both ELA and Math. A needs assessment revealed that one of the common root causes of low performance among English learners, Homeless, and low-income students is gaps in foundational literacy skills,	In order to address these needs, the district will employ Academic Coaches to provide ongoing training and support for teachers and other instructional staff. Academic coaches will provide professional learning and support for teachers during the school day which focuses on lesson design and delivery that integrates literacy development into content-area learning. Strategies may include explicit vocabulary instruction, breaking down grade-level texts into smaller, more manageable	SBAC ELA: (AS, LI, EL, Homeless, AA, LI AA) WFES: (AS, EL, Hispanic, SED, LI Hispanic) WFMS: (AS, LI) SBAC Math: (AS, LI, EL, Homeless, AA, Hispanic, LI AA, LI Hispanic) WUHS: (Hispanic, LI Hispanic)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	specifically in reading comprehension and writing. While these affect English-language assessment scores, we found that they also negatively impact Math scores due to the increasing amount of academic language needed to comprehend math instruction and demonstrate mastery. Educational partner feedback indicates that teachers, especially those new to the field, often struggle to tailor grade-level content instruction to meet the needs of students with significant skills and concept gaps.

As part of the needs assessment, WUSD disaggregated ELA and Math CAASPP data further and found that our low-income African American students performed significantly lower than the overall low-income group, and our low-income Hispanic students were also struggling to make gains. In WUSD 90% of African American students are also low-income and 72.4% of our Hispanic students are low-income. We continued to dig deeper and found that the trend existed at some of our school sites, specifically for students at WFES and WFMS, where low-income students make up a significant portion of the population, as well as for low-income Hispanic students at WUHS, and Low-income African American and Low-Income Hispanic students at WFES. In each case, we found that these student groups needed additional supports in either ELA or Math due to gaps in essential literacy skills, particularly in reading and writing comprehension. iReady data for these groups has helped us to identify reading | parts, and providing scaffolding to support students as they read. Coaches will also help train new teachers to use best practices, such as demonstrating how to monitor comprehension, make predictions, and ask questions while reading both English and Math texts.

The Curriculum, Instruction, and Assessment team at WUSD will prioritize the improvement of the identified students at West Fresno Elementary School, West Fresno Middle School, and Washington Union High School. Academic coaches will be assigned to support each site's administrators and PLC's to specifically collect and analyze the data for the identified groups, ensuring a focus on increasing reading comprehension by customizing grade-appropriate content to address the learning gaps of students with significant skill and knowledge deficiencies.

This action provides the coaching needed to increase academic achievement for Low-income, English Learners, and Homeless students, including low-income African American and low-income Hispanic students. However, because we expect that all students, including African American and Hispanic students, will benefit, this action will be provided on an LEAwide basis. | |

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	comprehension as a critical issue affecting student progress in both English and Math. Educational Partners agree that boosting reading comprehension is a top priority. **Scope:** LEA-wide		
3.20	**Action:** Class Size Reduction (Grades 4-12) **Need:** As demonstrated in the associated metrics sections, our Low Income students have the most opportunity for continued academic growth according to the most current state and local assessments. A local needs assessment indicated that our Low-Income student groups benefit from the personalized support provided by teachers. Lower class sizes help ensure that teachers can provide this needed attention. **Scope:** LEA-wide	The district will utilize certificated teaching staff to maintain low class sizes at all schools for grades 4-12 for Low Income students. Lower teacher to student ratios increases instructional minutes per student and therefore supports the educator's ability to provide more one-on-one instructional time with students to target individual needs, allows for a calmer learning environment which lowers affect and helps students feel safe. As students receive more targeted instruction and have increased time with the teacher, skill and concept gaps may be addressed fostering deeper levels of learning. Furthermore, the teacher and student will have more time to develop necessary rapport that supports a healthy learning environment. The additional services provided are designed to meet the specific academic needs unique to the Low Income student population, and are expected to result in increased learning. Because we expect that all students may benefit from additional class size reduction, this action is available to all students throughout the district.	SBAC ELA: All Students & Low Income students SBAC Math: All Students &, Low Income students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.1	**Action:** District Coordination of Student Support Services **Need:** Our Low Income, Foster Youth, and Homeless students show higher rates of Absenteeism and Suspension than our all-student group. The district performed a needs assessment which included a root cause analysis and determined that these students often experience barriers to school attendance such as access to healthcare and reliable transportation. The root cause analysis also found that these students often experienced Adverse Childhood Experiences such as exposure to violence, lack of food or shelter and chronic stress from emotional or physical instability. As part of the needs assessment, WUSD disaggregated our suspension data, analyzed it by sub-group, and found that our low-income African American students also had higher rates of suspension than all students. In WUSD 90% of African American students are also low-income. We continued to dig further and found that suspension rates were higher for specific subgroups at our school sites. Specifically, Low-income white students at American Union, Low-income African American and Homeless students at West Fresno Elementary, and All students, Low-income Hispanic students, and Low-Income Students with disabilities at West Fresno Middle all earned the lowest performance level	In order to address these needs, the district will provide robust Student Support Services that include the following: A Director of Student Support Services to coordinate a districtwide effort to monitor and analyze absenteeism and suspension rates for the identified students. The Director will facilitate regular administrator meetings where site principals will gather to analyze data and craft targeted supports for students. The Director will also review all processes and procedures on a routine basis to coordinate district efforts to improve attendance. Moreover, they will actively engage with external educational and community partners to form strategic partnerships, thereby facilitating the seamless provision of specialized supports and resources to identified students, including procuring mental health counseling support at all sites. A School-to-home liaison (Action 4.3 below) will be provided to support the identified students and their families. The liaison will actively communicate with the families of the identified students through phone calls, emails, and home visits designed to identify the root causes of attendance and suspension issues. The liaison will act as an advocate for the students and their families to ensure students have access and are connected to resources such as healthcare and mental health counseling. In an effort to reduce African American suspension rate, Washington Unified will expand Black Student Union (BSU) into our middle school at	Attendance: AS, LI, FY Suspension Rates: WUSD: AS, AA, LI AA, FY, and Homeless AU: White, LI White WFES: AA, LI AA, and Homeless WFMS: AS, LI, Hispanic, SED, SWD

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	(red) for suspension on the California School Dashboard. In each case, we determined that these groups of students were at higher risk for being exposed to ACEs and that the students and their families lacked access to local services such as healthcare and/or mental health counseling. Additionally, educational partners expressed that African American students lack connectedness to school. Our educational partners continue to tell us that connections to local resources and mental health support are necessary for Our educational partners continue to tell us that connections to local resources and mental health support are necessary for their children to succeed. **Scope:** LEA-wide	West Fresno Middle School. Utilizing our BSU staff and students, we will expand our program . In our experience, BSU has a positive impact on school attendance because it provides a supportive community. By connecting middle school students to high school student this will allow the sense of school connectedness to increase. At American Union, West Fresno Elementary, and West Fresno Middle School, we will ensure that our principals look at the identified student data along with the school-to-home liaison monthly and will track data and provide appropriate information to teachers to ensure that teachers are equipped to support the students experiencing ACEs. Each site principal, along with the Director and Liaison will meet on a regular basis to review attendance and suspension data, set goals, and monitor student progress. The additional services provided are designed to meet the needs of Low-Income, Foster Youth, and Homeless students, including low-income African American, Low income Hispanic, low-income White, and low-income students with disabilities. but, because we expect that all students may benefit from additional student support services, including African American, Hispanic, White, and students with disabilities, this action is available to all students throughout the district.	
4.2	**Action:** TIP/SARB Program **Need:**	The district will continue to monitor and analyze the TIP/SARB Program.	Chronic Absenteeism: AS. LI District Attendance Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	As demonstrated in the associated metrics sections, our Low Income students have opportunity for continued growth in attendance rates according to the most current Chronic Absenteeism rate which has a negative impact on learning. A local needs assessment indicated that our Low Income students will benefit from continued support in the area of attendance. **Scope:** LEA-wide	To address this need, Washington Unified School District will participate in the TIP/SARB Program by working with Fresno County Sheriff Department and our local Juvenile Justice Center aiming to improve attendance rates for our Low Income student population. The District's SARB team will meet on a regular basis to identify each student's unique attendance challenges, so that they are better understood and supported. The identified students will be connected with meaningful support to help the student feel welcomed, understood, and ready to take on the rigors of learning. The identified students experiencing diverse attendance challenges will benefit from a robust process and program that provides various support resources and strategies to help re-engage in learning including on-site counseling services, transportation support other than the bus, and work with individual families as needed. The additional services provided are designed to meet the specific academic needs unique to the Low Income student population, and are expected to result in increased learning. Because we expect that all students may benefit from the TIP/SARB Program, this action is available to all students throughout the district.	
4.3	**Action:** School to Home Liaisons **Need:** As demonstrated in the associated metrics sections, our Low Income students have	The district will continue to provide School Liaisons to conduct home visits and coordinate district efforts to improve attendance. A School-to-home liaison will be provided to support the identified students and their families.	Chronic Absenteeism: AS. LI District Attendance Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	opportunity for continued growth in attendance rates according to the most current Chronic Absenteeism rate which has a negative impact on learning. A local needs assessment indicated that our Low Income students will benefit from the support our school liaisons provide including a personal connection between school and home through at home contacts and communication with parents. **Scope:** LEA-wide	The liaison will actively communicate with the families of the identified students through phone calls, emails, and home visits designed to identify the root causes of attendance and suspension issues. The liaison will act as an advocate for the students and their families to ensure students have access and are connected to resources such as healthcare and mental health counseling. Because we expect that all students may benefit from school to home liaisons, this action is available to all students throughout the district.	
4.4	**Action:** Campus Engagement Activities **Need:** As demonstrated in the associated metrics sections, our Low-Income students have higher rates of chronic absenteeism than all students. Also, they currently have high rates of school connectedness, something the district wants to maintain. According to a local needs assessment, our Low-Income students' sense of connectivity, belonging, and community has benefits that support well-being and, ultimately, the conditions for learning. Educational partners have also told us that low-income students lack access to reliable transportation.	The district will continue to provide campus engagement activities. Washington Unified will continue to provide school site activities like providing stipends for staff to engage with students, extra transportation routes, and a myriad of extracurricular activities to engage our Low Income student population. Campus Clubs and Organizations: Encouraging participation in extracurricular activities such as clubs, sports teams, and student organizations can provide low-income students with opportunities to build relationships, develop skills, and feel a sense of belonging within the school community. These activities offer a supportive environment where low income students can explore their interests, connect with peers who share similar passions, and develop leadership abilities. These activities	Chronic Absenteeism: AS, LI Rates of school connectedness for students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: 　LEA-wide	will continue to provide our students with additional opportunities to be a part of an engaged campus. The additional services provided are designed to meet the specific academic needs unique to the Low Income student population such as engagement/connectivity to school, and are expected to result in increased learning. Because we expect that all students may benefit from campus engagement activities, this action is available to all students throughout the district.	
4.6	**Action:** Counseling and Mental Health Services **Need:** As demonstrated in the associated metrics sections, our Low Income students have the most opportunity for continued growth in state and local assessments. A local needs assessment indicated our Low-Income students academic achievement is often impacted by mental health factors. Our educational partners have told us that they would benefit from counseling and mental health services. **Scope:** 　LEA-wide	To address these needs, the district will provide Counseling and mental health services for Low Income students in order to help support the social emotional needs of the identified students who are facing difficulties in their lives that are causing them to suffer at school. Counseling and mental health services are available to students district-wide before and after school to allow for more access beyond the school day by All for Youth. Trained and skilled professionals will help students cultivate self-regulation, process trauma and stresses, and develop interpersonal skills that will ultimately lead to greater levels of confidence, independence, and self-awareness. The additional services provided are designed to meet the specific social-emotional and academic needs unique to the Low-Income student population and are expected to result in increased learning. Because we expect that all students may benefit from additional counseling and mental health services, this action is available to all students throughout the district.	SBAC ELA: All Students & Low Income students SBAC Math: All Students & Low Income students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.7	**Action:** Student Transition Programs **Need:** As demonstrated in the associated metrics sections, our Low Income students have opportunity for continued growth in attendance rates, specifically chronic absenteeism according to the most current state and local data which has a negative impact on learning. A student's sense of connected on campus is a key motivator for attendance. A local needs assessment indicated our Low Income students benefit from student transition programs which provide a supportive community, including resources and guidance that they may not otherwise have access to. **Scope:** LEA-wide	The district will continue to provide student transition programs. Washington Unified will continue to provide transition support programs such as Link Crew, Where Everybody Belongs (WEB), and Student Mediators that provide strategies to welcome our Low Income student population, and make them feel comfortable and safe at school. These programs are designed to provide students more self-confidence through positive peer interactions. Low-income students benefit from transition programs because these programs provide essential support and resources during critical educational transitions, such as moving from elementary school to middle school or from middle school to high school. This support can include mentoring, and guidance on navigating new educational environments, which can help mitigate challenges and barriers these students often face, thereby improving their chances of academic success and long-term achievement The additional services provided are designed to meet the specific academic needs unique to the Low Income student population, and are expected to result in increased learning. Because we expect that all students may benefit from additional student transition programs, this action is available to all students throughout the district. The intended outcome is for our Low Income students to be supported in improving their attendance and therefore improve learning as measured by state and local assessments.	SBAC ELA: All Students & Low Income students SBAC Math: All Students & Low Income students Chronic Absenteeism: AS, LI District Attendance Rate Rates of school connectedness for students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.8	**Action:** Additional Safety **Need:** As demonstrated in the associated metrics sections, our Low Income students have opportunity for continued growth in the area of attendance, specifically chronic absenteeism. According to parent feedback from our Low Income population, providing a safe environment for their children is key to student attendance and engagement. Educational Partners have told us that a student's sense of safety on campus is a key motivator for attendance therefore making it essential that staff are skilled in building positive rapport with students, de-escalation methods, and are a proactive part of cultivating a welcoming environment for students. **Scope:** LEA-wide	The district will continue to provide school safety and security staff and additional staffing to address safety needs. Washington Unified will continue to provide school safety and security staff and staffing to address the safety needs of our Low Income student population. When trained and skilled in positive behavior strategies, trauma informed practices, and relationship building, safety and security personnel will be able to connect with the identified students, foster a calm environment, approach student interactions with a more equitable lens and thereby creating a calmer, inclusive environment where students feel safe and welcomed and desire to attend school. These staff members will support student connection and communication with parents of Low Income students by providing additional caring adults on campus who can build meaningful relationships with their children. They work with administration and staff to provide community-oriented communications with the identified parents, students, and staff. The additional services provided are designed to meet the specific academic needs to the Low Income student population, and are expected to result in increased learning. Because we expect that all students may benefit from additional safety staff, this action is available to all students throughout the district.	Chronic Absenteeism: AS, LI Students Sense of Saftey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.9	**Action:** Health Services **Need:** As demonstrated in the associated metrics sections our Low Income students have the most opportunity for continued growth in absenteeism rates. A local needs assessment indicated, our Low Income students continue to need appropriate and timely health care services, staff, and supplies to achieve academic success. When students receive timely health care services, they are less likely to be absent/chronically absent from school and more likely to receive instruction. **Scope:** LEA-wide	The District will continue to provide appropriate and timely health care services, staff, and supplies beyond what is statutorily required to Low Income students. This action will secure the well-being of all aspects of school success, starting with maintaining high attendance rates and ensuring Low Income students are healthy enough to fully participate in the education program. In addition to daily healthcare services, health staff will work with students and their families to educate them about healthy practices and local resources to maintain healthy lifestyles. The additional services provided are designed to meet the specific academic needs unique to the Low Income students and are expected to result in increased learning. Because we expect that all students may benefit from health services, this action is available to all students throughout the district.	Chronic Absenteeism: AS, LI District Attendance Rate

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.9	**Action:** English Learner Curriculum and Language Acquisition	The district will provide a supplemental curriculum to support language acquisition for LTELs and English Learner students.	ELPI: EL, LTELs Reclassification Rate: EL, LTELs

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: As demonstrated in the associated metrics sections, our LTEL and English Learner students have the most opportunity for continued growth toward English Proficiency and EL Reclassification rates. A local need assessment indicated that a supplemental curriculum for LTELs and English Learners is needed to support and monitor the academic achievement, reading comprehension, and learning progress of the LEA's English Learner students. In our experience our supplemental curriculum provides the differentiated support targeting both LTELs and EL students. **Scope:** Limited to Unduplicated Student Group(s)	The additional services provided are designed to meet the specific academic needs unique to the English Learner student population, including LTELs and are expected to result in increased learning. The supplemental curriculum will provide targeted instruction in English language development, focusing on vocabulary acquisition and reading comprehension. It includes interactive activities, multimedia resources, and scaffolded lessons designed to support English learners at different proficiency levels. By immersing students in language-rich environments and providing explicit instruction in English language skills, supplemental curriculum helps English learners and LTELs build the foundation they need to make progress toward their goals.	SBAC ELA: EL, LTELs
3.11	**Action:** EL Staff **Need:** As demonstrated in the associated metrics sections, English Learner students have the most opportunity for continued growth toward English Proficiency and EL Reclassification rates. A local needs assessment indicated our EL students will benefit from staff to support their learning.	The district will provide English Learner Teachers and Instructional Aides for English Learner students. English Language Instruction staff support and monitor the academic achievement, reading comprehension, and learning progress of the LEA's English Learner students through continuous data cycles, which enable them to identify immediate gaps and provide the appropriate strategies such as scaffolding, academic vocabulary instructions, and conversational practice.	ELPI, EL Reclassification Rate, EL

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	The additional services provided are designed to meet the specific monitoring and academic needs unique to the English Learner students and are expected to result in increased learning.	

For any limited 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, as applicable.

Additional Concentration Grant Funding

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 in the district are above 55% enrollment of Low-Income students, English Learners, and Foster Youth, and all schools will receive additional FTE to provide direct services to these students; therefore, no methodology was required to prioritize services to individual schools. The District will use Concentration Grant Add-on funds at schools with 55% or greater enrollment of unduplicated students to hire: 3.5 Instructional Aides, 3.11 EL Certificated Teachers and Instructional Aides, 3.13 Counselors, and 3.20 Class Size Reduction (Grades 4-12) certificated/support teachers.

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	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	27,020,418	10,413,150	38.538%	0.607%	39.145%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$36,765,012.00	$9,639,746.00	$426,599.00	$4,338,129.00	$51,169,486.00	$40,507,971.00	$10,661,515.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Staff, Supplies, Services	All	No			All Schools		$26,273,716.00	$6,808,131.00	$25,264,438.00	$7,021,964.00	$108,160.00	$687,285.00	$33,081,847.00	
1	1.2	Beginning Teacher Induction	Low Income	Yes	LEA-wide	Low Income	All Schools		$17,143.00	$24,750.00	$7,347.00			$34,546.00	$41,893.00	0
1	1.3	Texts and Instructional Materials	All	No			All Schools		$0.00	$238,246.00		$238,246.00			$238,246.00	
1	1.4	Technology	Low Income	Yes	LEA-wide	Low Income	All Schools		$0.00	$12,824.00	$12,824.00				$12,824.00	0
1	1.5	Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$278,466.00	$218,164.00	$92,809.00	$160,789.00		$243,032.00	$496,630.00	0
1	1.6	PLC Facilitators	Low Income	Yes	LEA-wide	Low Income	All Schools		$56,939.00	$0.00	$56,939.00				$56,939.00	0
1	1.7	Classroom Technology Support	Low Income	Yes	LEA-wide	Low Income	All Schools		$501,934.00	$0.00	$501,934.00				$501,934.00	0
1	1.8	This action intentionally left blank							$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.1	Parent Engagement, Support Services, and Supplies	Low Income	Yes	LEA-wide	Low Income	All Schools		$123,685.00	$19,014.00	$128,312.00			$14,387.00	$142,699.00	0
2	2.2	PowerSchool Communication/Parent Square	All	No			All Schools		$0.00	$49,947.00				$49,947.00	$49,947.00	
2	2.3	Parent Education Classes	Low Income	Yes	LEA-wide	Low Income	All Schools		$29,240.00	$9,403.00	$38,643.00				$38,643.00	0
3	3.1	Reading Intervention Teachers	Low Income	Yes	LEA-wide	Low Income			$594,050.00	$3,960.00	$113,257.00			$484,753.00	$598,010.00	0
3	3.2	Intervention Staff	All	No			All Schools		$613,669.00	$0.00				$613,669.00	$613,669.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Intervention Curriculum	All	No			All Schools		$0.00	$97,331.00	$88,211.00			$9,120.00	$97,331.00	
3	3.4	Learning Directors	Low Income	Yes	LEA-wide	Low Income	All Schools		$1,196,528.00	$0.00	$1,196,528.00				$1,196,528.00	0
3	3.5	Instructional Aides	Low Income	Yes	LEA-wide	Low Income			$782,305.00	$0.00	$770,629.00	$4,169.00	$2,725.00	$4,782.00	$782,305.00	0
3	3.6	Library Media Services	Low Income	Yes	LEA-wide	Low Income	All Schools		$294,804.00	$47,316.00	$342,120.00				$342,120.00	0
3	3.7	Supplemental Online Academic Support Programs	Low Income	Yes	LEA-wide	Low Income			$0.00	$78,938.00	$73,463.00			$5,475.00	$78,938.00	0
3	3.8	WUHS PASS Program	Low Income	Yes	LEA-wide	Low Income			$38,510.00	$1,030.00	$2,674.00			$36,866.00	$39,540.00	0
3	3.9	English Learner Curriculum and Language Acquisition	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$16,262.00	$2,302.00			$13,960.00	$16,262.00	0
3	3.10	This action intentionally left blank							$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.11	EL Staff	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$320,604.00	$0.00	$320,604.00				$320,604.00	0
3	3.12	This action intentionally left blank							$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.13	Counselors	Low Income	Yes	LEA-wide	Low Income			$1,620,515.00	$52,500.00	$668,805.00	$142,593.00		$861,617.00	$1,673,015.00	0
3	3.14	Summer School	Low Income	Yes	LEA-wide	Low Income			$154,648.00	$186,579.00	$341,227.00				$341,227.00	0
3	3.15	After School Program	All	No			All Schools		$481,977.00	$1,057,277.00	$170,233.00	$1,030,451.00		$338,570.00	$1,539,254.00	
3	3.16	Full Access to Courses and Electives	Low Income	Yes	LEA-wide	Low Income			$1,690,312.00	$282,890.00	$1,473,141.00	$483,061.00		$17,000.00	$1,973,202.00	0
3	3.17	CTE Courses and Electives	Low Income	Yes	LEA-wide	Low Income			$1,729,000.00	$468,232.00	$1,646,411.00	$163,970.00	$314,994.00	$71,857.00	$2,197,232.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.18	Supplemental Instructional Materials and Supplies	Low Income	Yes	LEA-wide	Low Income			$0.00	$307,824.00	$286,558.00	$3,240.00	$720.00	$17,306.00	$307,824.00	0
3	3.19	Academic Coaches	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: WFES, WUHS, WFMS, African American, Hispanic, Homeless		$936,235.00	$19,300.00	$319,093.00	$147,285.00		$489,157.00	$955,535.00	0
3	3.20	Class Size Reduction (Grades 4-12)	Low Income	Yes	LEA-wide	Low Income			$898,077.00	$0.00	$898,077.00				$898,077.00	0
4	4.1	District Coordination of Student Support Services	Low Income	Yes	LEA-wide	Low Income	All Schools Specific Schools: WUSD: AA, FY, Homeless WFES: AA & Homeless WFMS: All Students, Hispanic, Low Income, SWD American Union: White		$290,222.00	$13,425.00	$303,647.00				$303,647.00	0
4	4.2	TIP/SARB Program	Low Income	Yes	LEA-wide	Low Income			$0.00	$9,393.00	$9,393.00				$9,393.00	0
4	4.3	School to Home Liaisons	Low Income	Yes	LEA-wide	Low Income			$193,702.00	$458.00	$102,476.00			$91,684.00	$194,160.00	0
4	4.4	Campus Engagement Activities	Low Income	Yes	LEA-wide	Low Income			$216,308.00	$182,001.00	$388,309.00			$10,000.00	$398,309.00	0
4	4.5	Social Work Services	All	No			All Schools		$255,990.00	$0.00	$189,344.00			$66,646.00	$255,990.00	
4	4.6	Counseling and Mental Health Services	Low Income	Yes	LEA-wide	Low Income			$0.00	$178,960.00	$2,490.00			$176,470.00	$178,960.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.7	Student Transition Programs	Low Income	Yes	LEA-wide	Low Income			$35,493.00	$22,702.00	$58,195.00				$58,195.00	0
4	4.8	Additional Safety	Low Income	Yes	LEA-wide	Low Income			$471,893.00	$29,426.00	$501,319.00				$501,319.00	0
4	4.9	Health Services	Low Income	Yes	LEA-wide	Low Income	All Schools		$327,491.00	$132,381.00	$393,260.00	$66,612.00			$459,872.00	0
5	5.1	Early Literacy Cycles	Students with Disabilities Homeless and African Americans	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
6	6.1	Staffing	All	No			Specific Schools: Easton High School		$21,449.00	$0.00		$21,449.00			$21,449.00	
6	6.2	Academic Tutoring	All	No			Specific Schools: Easton High School		$0.00	$15,532.00		$15,532.00			$15,532.00	
6	6.3	School Culture, Field Trips Guest Speakers and Connectedness Activies	All	No			Specific Schools: Easton High School		$0.00	$12,019.00		$12,019.00			$12,019.00	
6	6.4	Equipment	All	No			Specific Schools: Easton High School		$0.00	$1,000.00		$1,000.00			$1,000.00	
7	7.1	Staffing	All	No			Specific Schools: Elm High School		$63,066.00	$0.00		$63,066.00			$63,066.00	
7	7.2	Academic Tutoring	All	No			Specific Schools: Elm High School		$0.00	$50,000.00		$50,000.00			$50,000.00	
7	7.3	School Culture, Field Trips Guest Speakers and Connectedness Activies	All	No			Specific Schools: Elm High School		$0.00	$14,300.00		$14,300.00			$14,300.00	

2024-25 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
27,020,418	10,413,150	38.538%	0.607%	39.145%	$11,052,786.00	0.000%	40.905 %	**Total:**	$11,052,786.00
								LEA-wide Total:	$10,729,880.00
								Limited Total:	$322,906.00
								Schoolwide Total:	$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 (%)
1	1.2	Beginning Teacher Induction	Yes	LEA-wide	Low Income	All Schools	$7,347.00	0
1	1.4	Technology	Yes	LEA-wide	Low Income	All Schools	$12,824.00	0
1	1.5	Professional Development	Yes	LEA-wide	English Learners Low Income	All Schools	$92,809.00	0
1	1.6	PLC Facilitators	Yes	LEA-wide	Low Income	All Schools	$56,939.00	0
1	1.7	Classroom Technology Support	Yes	LEA-wide	Low Income	All Schools	$501,934.00	0
2	2.1	Parent Engagement, Support Services, and Supplies	Yes	LEA-wide	Low Income	All Schools	$128,312.00	0
2	2.3	Parent Education Classes	Yes	LEA-wide	Low Income	All Schools	$38,643.00	0
3	3.1	Reading Intervention Teachers	Yes	LEA-wide	Low Income		$113,257.00	0
3	3.4	Learning Directors	Yes	LEA-wide	Low Income	All Schools	$1,196,528.00	0

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 (%)
3	3.5	Instructional Aides	Yes	LEA-wide	Low Income		$770,629.00	0
3	3.6	Library Media Services	Yes	LEA-wide	Low Income	All Schools	$342,120.00	0
3	3.7	Supplemental Online Academic Support Programs	Yes	LEA-wide	Low Income		$73,463.00	0
3	3.8	WUHS PASS Program	Yes	LEA-wide	Low Income		$2,674.00	0
3	3.9	English Learner Curriculum and Language Acquisition	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,302.00	0
3	3.11	EL Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$320,604.00	0
3	3.13	Counselors	Yes	LEA-wide	Low Income		$668,805.00	0
3	3.14	Summer School	Yes	LEA-wide	Low Income		$341,227.00	0
3	3.16	Full Access to Courses and Electives	Yes	LEA-wide	Low Income		$1,473,141.00	0
3	3.17	CTE Courses and Electives	Yes	LEA-wide	Low Income		$1,646,411.00	0
3	3.18	Supplemental Instructional Materials and Supplies	Yes	LEA-wide	Low Income		$286,558.00	0
3	3.19	Academic Coaches	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: WFES, WUHS, WFMS, African American, Hispanic, Homeless	$319,093.00	0
3	3.20	Class Size Reduction (Grades 4-12)	Yes	LEA-wide	Low Income		$898,077.00	0
4	4.1	District Coordination of Student Support Services	Yes	LEA-wide	Low Income	All Schools Specific Schools: WUSD: AA, FY, Homeless WFES: AA & Homeless	$303,647.00	0

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 (%)
						WFMS: All Students, Hispanic, Low Income, SWD American Union: White		
4	4.2	TIP/SARB Program	Yes	LEA-wide	Low Income		$9,393.00	0
4	4.3	School to Home Liaisons	Yes	LEA-wide	Low Income		$102,476.00	0
4	4.4	Campus Engagement Activities	Yes	LEA-wide	Low Income		$388,309.00	0
4	4.6	Counseling and Mental Health Services	Yes	LEA-wide	Low Income		$2,490.00	0
4	4.7	Student Transition Programs	Yes	LEA-wide	Low Income		$58,195.00	0
4	4.8	Additional Safety	Yes	LEA-wide	Low Income		$501,319.00	0
4	4.9	Health Services	Yes	LEA-wide	Low Income	All Schools	$393,260.00	0

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$49,626,741.00	$46,210,731.00

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	1.1 Staff, Supplies, Services	No	$32,010,020.00	$28,468,360
1	1.2	1.2 Beginning Teacher Induction	Yes	$106,357.00	$42,165
1	1.3	1.3 Texts and Instructional Materials	No	$459,844.00	$414,260
1	1.4	1.4 Technology	Yes	$41,202.00	$233,835
1	1.5	1.5 Professional Development	Yes	$513,591.00	$548,998
1	1.6	1.6 PLC Facilitators/ Lead Teachers	Yes	$51,647.00	$47,636
1	1.7	1.7 Classroom Technology Support	Yes	$460,978.00	$489,531
1	1.8	1.8 Health Services	Yes	$404,618.00	$375,616
2	2.1	2.1 Parent Engagement, Support Services, and Supplies	Yes	$130,096.00	$119,814
2	2.2	2.2 Aeries Communication/Parent Square	Yes	$28,685.00	$26,100
2	2.3	2.3 Parent Education Classes	Yes	$35,802.00	$12,476

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)
3	3.1	3.1 Reading Intervention Teachers	Yes	$931,134.00	$906,127
3	3.2	3.2 Intervention Staff	Yes	$617,998.00	$643,536
3	3.3	3.3 Intervention Curriculum	No	$74,513.00	$81,849
3	3.4	3.4 Learning Directors	Yes	$1,171,547.00	$1,063,133
3	3.5	3.5 Instructional Aides	Yes	$1,109,678.00	$1,069,478
3	3.6	3.6 Library Media Services	Yes	$455,132.00	$411,767
3	3.7	3.7 Supplemental Online Academic Support Programs	Yes	$78,218.00	$73,024
3	3.8	3.8 WUHS PASS Program	Yes	$101,663.00	$92,589
3	3.9	3.9 English Learner Curriculum and Language Acquisition	Yes	$44,806.00	$5,931
3	3.10	This action intentionally left blank.		0	0
3	3.11	3.11 EL Staff	Yes	$385,425.00	$353,527
3	3.12	Action Intentionally left blank.		0	0
3	3.13	3.13 Counselors	Yes	$1,529,151.00	$1,467,283
3	3.14	3.14 Summer School	Yes	$350,782.00	$406,311
3	3.15	3.15 After School Program	No	$648,547.00	$1,205,603

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)
3	3.16	3.16 Full Access to Courses and Electives	Yes	$1,441,298.00	$1,479,466
3	3.17	3.17 CTE Courses and Electives	Yes	$2,299,979.00	$2,095,802
3	3.18	3.18 Supplemental Instructional Materials and Supplies	Yes	$294,263.00	$274,998
3	3.19	3.19 Academic Coaches	Yes	$890,521.00	$887,804
3	3.20	3.20 Class Size Reduction (Grades 4-12)	Yes	$1,185,031.00	$1,172,344
4	4.1	4.1 District Coordination of Student Support Services	Yes	$303,048.00	$273,923
4	4.2	4.2 TIP/SARB Program	Yes	$9,392.00	$9,044
4	4.3	4.3 School to Home Liaisons	Yes	$187,907.00	$175,809
4	4.4	4.4 Campus Engagement Activities	Yes	$391,603.00	$391,125
4	4.5	4.5 Social Work Services	No	$152,287.00	$152,038
4	4.6	4.6 Counseling and Mental Health Services	Yes	$179,520.00	$186,383
4	4.7	4.7 Student Transition Programs	Yes	$63,336.00	$68,409
4	4.8	4.8 Additional Safety	Yes	$487,122.00	$484,637

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)
5	5.1	Early Literacy Cycles	No	$0.00	0

2023-24 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)
$10,675,697	$11,296,972.00	$10,932,729.00	$364,243.00	0.000%	0.000%	0.000%

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	1.2	1.2 Beginning Teacher Induction	Yes	$7,378.00	$7,941	0	0
1	1.4	1.4 Technology	Yes	$25,824.00	$26,342	0	0
1	1.5	1.5 Professional Development	Yes	$73,367.00	$69,036	0	0
1	1.6	1.6 PLC Facilitators/ Lead Teachers	Yes	$51,647.00	$47,636	0	0
1	1.7	1.7 Classroom Technology Support	Yes	$208,874.00	$226,086	0	0
1	1.8	1.8 Health Services	Yes	$308,176.00	$287,341	0	0
2	2.1	2.1 Parent Engagement, Support Services, and Supplies	Yes	$119,093.00	$109,331	0	0
2	2.2	2.2 Aeries Communication/Parent Square	Yes	$28,685.00	$26,100	0	0
2	2.3	2.3 Parent Education Classes	Yes	$35,802.00	$12,476	0	0
3	3.1	3.1 Reading Intervention Teachers	Yes	$410,263.00	$398,256	0	0
3	3.2	3.2 Intervention Staff	Yes	$95,948.00	$101,948	0	0
3	3.4	3.4 Learning Directors	Yes	$1,171,547.00	$1,063,133	0	0
3	3.5	3.5 Instructional Aides	Yes	$721,478.00	$620,112	0	0

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	3.6 Library Media Services	Yes	$393,674.00	$355,111	0	0
3	3.7	3.7 Supplemental Online Academic Support Programs	Yes	$72,743.00	$67,826	0	0
3	3.8	3.8 WUHS PASS Program	Yes	$2,545.00	$2,334	0	0
3	3.9	3.9 English Learner Curriculum and Language Acquisition	Yes	$2,302.00	$2,302	0	0
3	3.11	3.11 EL Staff	Yes	$278,187.00	$252,490	0	0
3	3.13	3.13 Counselors	Yes	$667,030.00	$621,501	0	0
3	3.14	3.14 Summer School	Yes	$350,782.00	$406,311	0	0
3	3.16	3.16 Full Access to Courses and Electives	Yes	$1,315,425.00	$1,394,573	0	0
3	3.17	3.17 CTE Courses and Electives	Yes	$1,783,576.00	$1,704,831	0	0
3	3.18	3.18 Supplemental Instructional Materials and Supplies	Yes	$229,246.00	$256,085	0	0
3	3.19	3.19 Academic Coaches	Yes	$302,265.00	$275,877	0	0
3	3.20	3.20 Class Size Reduction (Grades 4-12)	Yes	$1,185,031.00	$1,172,344	0	0
4	4.1	4.1 District Coordination of Student Support Services	Yes	$303,048.00	$273,923	0	0
4	4.2	4.2 TIP/SARB Program	Yes	$9,392.00	$9,044	0	0
4	4.3	4.3 School to Home Liaisons	Yes	$99,440.00	$91,329	0	0
4	4.4	4.4 Campus Engagement Activities	Yes	$381,603.00	$381,325	0	0
4	4.6	4.6 Counseling and Mental Health Services	Yes	$112,143.00	$116,739	0	0
4	4.7	4.7 Student Transition Programs	Yes	$63,336.00	$68,409	0	0
4	4.8	4.8 Additional Safety	Yes	$487,122.00	$484,637	0	0

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)

To Add a Row: Click "Add Row."
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 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)
$27,546,946	$10,675,697	1.54%	40.295%	$10,932,729.00	0.000%	39.688%	$167,190.97	0.607%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the 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*,* particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term 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]).

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

        ▪ **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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 students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding
Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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
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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

    o Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

    o 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.

    o Indicate the school year to which the baseline data applies.

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

        ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  - o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  - o 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.

  - o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.

  - o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    - ▪ The reasons for the ineffectiveness, and

    - ▪ How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  o These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions
In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only
Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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.

    o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o 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.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- 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.

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

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

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **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.

- 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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **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)**

- 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**

  - 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)**

  - 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 plus Carryover %)**

- o 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)**

  - o 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)**

  - o 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)**

  - o 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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