



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

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

The Washington Unified School District (WUSD) serves approximately 2,688 students, grades TK-12 and employs approximately 265 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 has been found to have the third-largest level of concentrated poverty in the United States. 91% of the students in WUSD are considered socio-economically disadvantaged. Basic student demographics indicate that 76% are of Hispanic descent, 8% are Asian, 8% are Caucasian, 6% are Black or African American, 33% are English Learners, and 367 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 128-year-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 the Wonderful Company and Reedley College, we can offer the Wonderful Agriculture Career Preparatory Program which allows students to earn both a high school diploma and an associate of arts degree from Reedley 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. It is our hope that this process will further contribute to the success of all students. As our vision statement declares, Washington Unified is a district of academic excellence committed to ensuring that all students graduate college and/or career ready.

On March 13, 2020, Washington Unified joined with school districts throughout the United States, making the difficult decision to close its campuses to prevent the spread of COVID-19. School closure has had a tremendous impact on our community. Washington Unified schools serve as the "main hub" of the Easton and West Fresno communities. Students and their families rely on our schools, not only for childcare, meals, internet access, and education, but also for essential resources such as mental health services, connections to local resources, and for life-giving community through after-school programs, sports, and clubs. While WUSD quickly pivoted to an emergency distance learning plan, the community felt a sense of loss as the daily face-to-face interactions that we relied on to build relationships were cut short. Throughout school closure, WUSD remained committed to serving our students through daily meal distribution, a robust distance learning program that included services for Students with Disabilities and English Learners, and through continued social-emotional health services.

On Friday, July 17th, the Governor issued guidance for re-opening schools. The guidance states that school districts residing in counties listed on the state COVID-19 monitoring list cannot offer in-person instruction until the county is off the list for 14 days. Fresno County remains on the state's monitoring list. This guidance means that WUSD continued into the fall of 2020 in a 100% distance-learning format.

This change in how we offer instruction and services to students deeply impacted all stakeholders. In October we were able to bring individuals and small groups back for instruction and in March we implemented a hybrid instructional program where students were able to receive in-person instruction in small cohorts two days a week and receive the remainder of their instruction through distance learning. Finally, in April, we were able to transition to an offering of in-person instruction for 4 days a week for all students. While our community continues to be resilient, our needs are evolving. As we met with stakeholders to create this Local Control and Accountability Plan, we were faced with the task of selecting actions and services that would support our students through a variety of instructional program offerings, including distance learning, in-person instruction, and hybrid learning options. We are grateful to our community of staff, students, and parents that have remained committed to the success of our students.

Reflections: Successes

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

Based on a review of performance on the state and local indicators measured by the California Dashboard, a review of our annual self-assessment tools, a review of stakeholder input, and a review of progress made towards LCAP goals, Washington Unified is most proud of:

California Dashboard and Progress made towards LCAP goals:

Note: Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard (Dashboard). However, state law required that reliable and valid data that would have been included in the 2020 Dashboard to be reported.

1. WUSD's Graduation rate increased almost 2% for a district total of 97%. This is 10% higher than the statewide graduation rate and included a graduation rate for English Learners and students with disabilities of 93%.
2. 12.5% increase in the percentage of graduates who met measure "prepared" for the Dashboard's College and Career Indicator (CCI). In 2020, 55.3% of students were prepared, up from 42.8% in 2019.
3. WUSD met standard for all 5 local indicators.
4. While Dashboard suspension data was not reported for 2020, internal data showed that suspensions were down in 2019-20 and continue to be down in 2020-21 from prior years.

Annual Self-Assessment

An annual survey was administered to all staff, all students in grades 3-12, and offered to all parents. We increased our online and phone dialer efforts to collect surveys this year, creating multiple opportunities for stakeholders to provide survey feedback through phone calls, texts, Google Forms, and virtual meetings. An annual survey was administered to all staff, all students in grades 3-12, and offered to all parents. 93 parent surveys were collected and 118 staff surveys were collected. 929 student surveys were collected.

1. 94.8% of parents who had an opinion feel welcome to participate in school activities.
2. 84.4% of staff and 92.2% of parents feel that WUSD provides a quality education that focuses on the academic success of each child.
3. 93.2% of the staff have participated in professional development opportunities offered by the district this year.
4. 74% of parents surveyed have participated in at least one school meeting, conference, event, etc. this year. While this is lower than last year, we are proud to engage this many parents and guardians given the limitations presented by the COVID-19 pandemic.
5. 87.4% of students report they are happy to be at their school.

6. 93.3% of students feel that adults on their campus care about them.
7. 93.2% of staff, 96.2% of parents who had an opinion feel safe at school and 84.4% of students feel safe at school.
8. 91.8% of parents who had an opinion believe that their child's school offers effective supports for English Learners.
9. 93.3% of parents who had an opinion agreed or strongly agreed that their child's school has clean and well-maintained facilities and properties, up from 78% last year.

Stakeholder Input

Meetings were held across the district to ensure that all stakeholders had the opportunity to provide input. In order to comply with health and safety guidelines, these meetings were held virtually through Google Meet where parents could participate by phone or through the online platform. The qualitative data that was collected during these meetings, along with comments from our staff and parent surveys indicate that stakeholders feel our greatest areas of strength include:

1. WUSD established an Early Literacy Instructional Implementation Team in order to increase elementary literacy rates, increase English Learner progress towards language proficiency, and systemize the intervention program for struggling students at the elementary level.
2. WUSD maintained regular communication with parents and students throughout school closure.
3. Resources were provided to families throughout school closure and hybrid instructional models including, meals, learning materials, technology, community services, etc.
4. District Graduation rate of 97%, an increase of 2% over the prior year, including a 100% graduation rate for our African American student subgroup.

WUSD will continue to strive towards excellence. In order to maintain and build on the successes above, WUSD will:

1. Continue implementation of Early Literacy Instructional Implementation Team in order to increase elementary literacy rates, increase English Learner progress towards language proficiency, and systemize the intervention program for struggling students at the elementary level.
2. Expand the Washington Union High School College and Career Pathway program to include additional dual enrollment options and courses of interest for students in order to increase the number of students prepared for college and career.
3. Continue implementation of a Multi-Tiered System of Support (MTSS) in order to systematize behavioral, academic, and social-emotional supports for all students.
4. Increase training for staff in the areas of technology, best first instruction, restorative justice practices, and alternatives to suspension, specifically focusing on decreasing the achievement gap for our African American student population, Homeless students, and Students with Disabilities.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a review of performance on the state and local indicators measured by the California Dashboard, a review of our annual self-assessment tools, and a review of stakeholder input, Washington Unified has identified the following needs:

California School Dashboard

In 2019, Washington Unified's chronic absenteeism rate remained high at 11.7%, according to the CA Dashboard. Subgroup data showed that Homeless and African American students' chronic absenteeism rates declined from the prior year, indicating a Very High rate. In 2020, while the Dashboard did not publish a chronic absenteeism measure, internal data shows that this rate decreased slightly to 10.9%. WUSD still considers our chronic absenteeism rate to be an area of need. In order to address this issue, Washington Unified will take several steps. We will continue to provide a designated district-level attendance support liaison who can work directly with families, coordinate site efforts, make home visits, and create action plans for individual students. Next, WUSD will continue to provide social-emotional supports for students, such as mental health counseling, as well as provide administrators with training about increasing student attendance. WUSD schools will also include attendance in their School Plans for Student Achievement (SPSA) so that appropriate goals, actions, and expenditures are aligned with the LCAP.

In 2019, Suspension Rates increased by 1.4% overall for a total suspension rate of 7.4% districtwide. 9 out of 11 subgroups reporting, showed increased suspension rates. Specifically, Foster Youth (+4.2%), Homeless (+0.2%), Students with Disabilities (+5.3%), African American (+3.2%), Asian (+2.1%), and White (+4.8%) students were in the red range and All Students, English Learners (+1.9%), Socio-economically disadvantaged (+1.5%), and Hispanic (+1.1%) students were in the orange range. WUSD also qualified for Differentiated Assistance from the Fresno County Superintendent of Schools (FCSS) in the area of suspensions due to High and Very High suspension rates for these sub-groups. Internal data shows that suspension rates decreased by 52% in 2020. When we compared data from Fall of 2018 to Fall of 2019, the suspension rates at West Fresno Elementary and Middle Schools decreased significantly, evidencing significant progress in the area of reducing student suspension. Also, district sub-group data showed the number of African American students suspended in 2019 to be 19, down from 26 in 2018 and the number of students with disabilities who were suspended was 20 in 2019 compared to 45 the previous year. The number of Homeless students also fell to 12 from 18 the previous year. In Spring, schools were closed in March, resulting in decreased suspension rates. While we are proud of the progress we are making, we still identify this as an area of need. In order to address this issue, WUSD will increase training for staff in the areas of best first instruction (including classroom management), restorative justice practices, and alternatives to suspension, specifically focusing on decreasing the achievement gap for our African American student population, Homeless students, and Students with Disabilities. WUSD will also continue its Professional Learning Communities (PLC) Model to focus on suspension rates through weekly data analysis at the site level and monthly analysis and discussion at the district level through the Principal's Data PLC. Sites will utilize a Plan-Do-Study-Act cycle to identify, implement, and analyze the effectiveness of strategies designed to decrease suspensions.

Washington Unified's rate of performance for both English Language Arts and Mathematics remains an area of need. The 2019 California Dashboard showed that while WUSD students increased performance in Mathematics by 8.2 points, the following subgroups continued to struggle: Students with Disabilities (only 9% Met or Exceeded Standard), African American Students (only 13% Met or Exceeded Standard), and English Learners (only 16% Met or Exceeded Standard). In English Language Arts, the district maintained its rate of achievement with only a 2.4 point increase, those same sub-groups struggled: Students with Disabilities (only 7% Met or Exceeded Standard), African American Students (only 19% Met or Exceeded Standard), and English Learners (only 16% Met or Exceeded Standard). In 2019, WUSD qualified to receive Differentiated Assistance from the Fresno County Superintendent of Schools (FCSS) due in part to the performance of African American students (ELA-red, Math-orange) and Students with Disabilities (ELA-red, Math-orange). In order to address academic achievement WUSD will take the following action: 1) Continue implementation of the Early Literacy Instructional Implementation Team in order to increase elementary literacy rates, increase English Learner progress towards language proficiency, and systemize the intervention

program for struggling students at the elementary level. 2) Provide professional development for staff to ensure evidence-based practices are being used in every classroom. 3) The district will continue to provide additional staff members to support the academic achievement of struggling students; including intervention teachers, intervention specialists, and instructional aides at each site. 4) Finally, WUSD will build upon a 5 part improvement science process that included a root cause analysis and subsequent plan of action with the support of the Differentiated Assistance team at FCSS during the 2021-22 school year.

Annual Self-Assessment and Stakeholder Input

Through annual surveys that were administered to staff, students in grades 3-12, and parents, as well as through stakeholder meetings, WUSD has identified the following areas of need:

In response to WUSD LCAP Goal 1

1) Increased and Improved Technology, including Training and Support: Prior to school closure on March 13th, stakeholders across the board expressed a desire for increased technology for teachers and students. As a result of school closure, WUSD purchased an additional 800 devices to ensure that district families could access learning online. Teachers quickly pivoted to technology-based platforms such as Seesaw and Google Classrooms to facilitate the majority of distance learning. As a result, stakeholders continued to echo the need for increased and improved technology, including training and support for teachers, students, and parents.

2) Continued Modernization and Repair of Facilities: Stakeholders voiced the need for modernization or repair of facilities. Washington Unified will continue the modernization and repair of existing facilities as needed.

In response to WUSD LCAP Goal 2

1) Parents and community members were generally satisfied with communication efforts during school closure and distance learning. They would like WUSD to offer in-person English language acquisition classes, as we have done in prior years, as soon as this is a viable option. The district continues to include this action in the LCAP as we anticipate being able to provide this service in future years.

In response to WUSD LCAP Goal 3

1) Tier 2 Academic Support for Struggling Learners: The district will continue to provide personnel to support the academic achievement of struggling students; including intervention teachers, intervention specialists, and instructional aides at each site. In addition, the Early Literacy Instructional Implementation Team will systemize the intervention program for struggling students at the elementary level utilizing the data provided from the 5 part improvement science process, including the root cause analysis and subsequent plan of action, completed with the support of the Differentiated Assistance team at FCSS. Through the process, the Early Literacy Instructional Implementation Team will work with site Principals to evaluate current intervention programs for effectiveness and identify programs that need to be revised or retired.

2) Tier 1 Academic Support for All Students: It is clear that stakeholders want WUSD to continue its focus on helping students achieve their academic goals in English Language Arts and Mathematics. The district will provide professional development for staff in the area of best first instruction to ensure evidence-based practices are being used in every classroom. The district will also provide training and tools for administrators in an effort to strengthen the systems of accountability at the site levels.

3) English Learner Development: Stakeholders felt that WUSD needed to continue and improve upon services offered for English Learners.

While stakeholders were proud of the district's reclassification efforts in recent years, they expressed their desire to help more EL students.

In response to Goal 4

1) Increased Social-Emotional supports for students including mental health resources, counseling, and social skills education. Stakeholders (parents, staff, students) voiced the need for increased social-emotional supports to assist with rising mental health issues related to the COVID-19 pandemic including isolation, depression, and school reentry. WUSD will continue the implementation of a Multi-Tiered System of Support (MTSS) in order to systematize behavioral, academic, and social-emotional supports for all students.

In response to the COVID-19 Pandemic:

1) WUSD will continue to follow all state and local guidelines for school re-opening during the on-going COVID-19 pandemic. The foremost concern of parents, students, and staff was the health and safety of all stakeholders. WUSD has created the COVID-19 guidelines for Health and Safety pertaining to both staff and students that can be found at <http://www.washingtonunified.org/wusd-covid-19-health-and-safety/>. WUSD will continue to provide supplies, services, and other necessary expenditures to prevent the spread of COVID-19 and other infections, including, but not limited to purchase of Personal Protective Equipment (PPE) and facilities sanitation equipment. Staff will also continue to be trained in health and safety procedures to identify and prevent the spread of infection such as COVID-19.

LCAP Highlights

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

The 2021-24 LCAP was written after consulting members from each stakeholder group across the district. Our stakeholders agreed with the District's plan to continue the same four goals that the Washington Unified School District (WUSD) included in the previous LCAP. Including the four goals outlined below will allow WUSD to continue our focus and efforts in supporting all students, especially those who are foster or homeless youth, English Learners, and low-income students, which represent 91% of our total population. These four goals also address the eight state priorities, which are: 1) Student Achievement, 2) Student Engagement, 3) Student Outcomes, 4) School Climate, 5) Parent Involvement, 6) Basic Services, 7) Implementation of Common Core State Standards, and 8) Course Access.

The WUSD LCAP goals are as follows:

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.

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.

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.

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.

Impact of the COVID-19 Pandemic:

On March 13, 2020, Washington Unified joined with school districts throughout the United States, making the difficult decision to close its campuses to prevent the spread of COVID-19. WUSD began the 2020-21 school year in a 100% distance-learning format and has slowly transitioned to a hybrid in-person and distance learning instructional model. Throughout this time, WUSD has remained committed to serving our students through daily meal distribution, a robust distance learning program that included services for Students with Disabilities and English Learners, and through continued social-emotional health services. School closure impacted WUSD in several key areas contained in the 2021-24 LCAP, including, training for teachers, technology for students and teachers, and student's academic and social-emotional needs arising from being thrust into both an asynchronous and synchronous style of learning.

While we do not anticipate the severe restrictions placed on public schools to be in place long-term, the pandemic and its effect on students and families understandably dominated our stakeholder conversations and skewed data trends that we had previously identified. As a result, the reader will note that some of our metrics contain baseline data from both 19-20 and 20-21. In these cases, a determination was made that data collected from both years presents a more accurate picture of where we are and where we need to be headed to meet the growing needs of our students.

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.

West Fresno Middle School (WFMS)

Support for Identified Schools

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

West Fresno Middle School has worked in collaboration with Fresno County Superintendent of Schools (FCSS), in utilizing the Carnegie Model of Continuous Improvement to develop a site Comprehensive Support and Improvement Plan. As a first step in this process, the LEA recruited a balanced stakeholder membership that encompasses FCSS personnel, WUSD District administration, school site principal, learning director, school counselor, and four teachers from each content area and grade level to support the efforts of implementing an evidenced-based improvement model that will support student achievement.

As the local needs assessment was planned and carried out, data was collected and analyzed from the following areas: West Fresno Middle School California Dashboard, district benchmark assessments, site-level assessments, reading intervention programs, empathy interviews, SARB data, student support services data from our counseling department, SST data, and data from the Sped department. Research-based

approaches that were conducted during our local needs assessment review were, Root Cause Analysis, Notice and Wonders along with a review of West Fresno Middle School intervention multi-tier system for student SEL and academic support.

In collaboration with FCSS, stakeholders, and the CSI team, have identified multiple site improvement needs. Students who exhibit behavior that can lead to or has led to suspension and or SARB, were offered tier one and two interventions to meet their SEL and academic needs. These interventions are evidenced-based practices that aim to mitigate a progression towards poor behavior. These tiered approaches aimed to support students often became bottlenecked due to the lack of resources in supporting students in a timely manner that have been placed on these caseloads. This conclusion was formulated during the research plan phase and problem of practice approach. The CSI team facilitated a Notice and Wonder activity to continue to narrow down our findings. The CSI team turned the Notice and Wonders into formulated questions to spark research topics and match proposed interventions to identified needs. These needs identified within the Research Plan document will be the base of the CSI Plan. The team is taking a preventative approach in supporting our students through the whole school setting before students reach tier two.

Our Notice and Wonders research tools and an evaluation of our current practices at the LEA and school site level have provided stakeholders and CSI team with enough data to investigate and identify the problem of practice and create a CSI school plan for student improvement based on-site CSI qualifications. The LEA will continue to utilize the practice of Notice and Wonders during our district collaborative and site meetings to further support our ongoing implementation of the selected plan and data collection.

Selected evidence-based Curriculum will be delivered within our universal and supplemental tiered system. Universal is defined as whole-school, while our supplemental tier will be whole-school, it provides intensive levels of student support in academics on a personal growth level. West Fresno Middle School has a structured master schedule that consists of a section for Response to Intervention. Addressing our challenges by utilizing all staff members, removes the idea of hiring personnel and will support all students in every classroom every day. Within this structure, we are able to build staff capacity in supporting an intervention platform that is designed to prescribe specifically what each student needs within their Math and ELA content areas through a data-driven system.

The LEA will ensure that West Fresno Middle School has time allotted to build capacity and analyze data monthly. Implementation support systems are structured in place by administration, counselors, and school psychologists. Professional learning, drop-in observations and continued analysis of implementation practices will be evaluated and supported. The guidance of the LEA in the role of identifying resource inequities was identified within our analysis of site-level data. Through the Root Cause Analysis process and stakeholder collaboration, it was evident that in comparison to other sites within our district that there is a personnel imbalance when it comes to providing services for students on our site that meet requirements for counseling, academic remediation, and other resources aligned to support student achievement. Resources provided by the LEA are the budget allocations located in the site Single Plan for Student Achievement (SPSA). Stakeholders had the opportunity to breakdown expenses which led to the discussion of resources, personnel, excessive student caseloads, and a lack of universal support to take preventative steps in mitigating excessive caseloads and poor student achievement. The plan that we have developed supplements our site support and infuses sustainability by utilizing a broader approach and current staff

Monitoring and Evaluating Effectiveness

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

The LEA will include West Fresno Middle School in the monitoring, evaluation, and implementation of the CSI plan to meet accountability expectations. The LEA has established benchmarks set throughout the school year to support data analysis and reporting of CSI progress. West Fresno Middle School administrative team meets weekly; CSI team meets monthly with LEA members present along with quarterly 3 benchmark dates set by the LEA that are discussed at the district level. The areas of focus set by the LEA that align with site goals are the following: Academic, Attendance, Suspension/School Climate, and the progress of ELs. SMART Goals will be set as a way to measure program effectiveness with the use of the PDSA Cycle.

The type of data that will be collected to support our implementation and effectiveness is that of state, local, site, students, and parent feedback through surveys and or empathy interviews. The CSI team will evaluate both qualitative and quantitative data. Qualitative data will be collected in the form of surveys and or empathy interviews to provide systematic feedback aligned with the implementation of our CSI plan. Quantitative data will provide us with hard numbers of which we can observe trends, areas of need, and progression towards meeting our CSI SMART Goals.

In efforts to build the capacity of our school, stakeholders, and those within our learning community we will continue to focus on the Carnegie Continuous Improvement Model. The goal of the LEA is to support each focus area with fidelity through professional learning, site alignment of services, and scaffold support through counselors, administration, and other coaching opportunities aligned to site needs. We will ensure that time is allotted for staff collaboration with the direct intention of addressing the implementation of our CSI plan.

Stakeholder Engagement

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

WUSD believes that stakeholder input drives the development of the LCAP. The District consulted parents, pupils, school personnel including administrators, principals and teachers, local bargaining units, and the community over the course of the year conducting 25 meetings and administering surveys to all employees, all students in grade 3 and above, and all parents. The district also consulted with the District Parent Advisory Committee and the District English Learner Parent Advisory Committee, as well as the special education plan administrator (SELPA) in developing this plan.

The following meetings listed below were hosted by WUSD and stakeholder feedback was collected. Due to state and local restrictions, parent, community, and student meetings were held virtually utilizing Google Meet. Stakeholders could participate either by phone or by logging into the platform. Staff meetings were held both virtually and in-person as permitted by applicable health and safety guidelines.

District Parent Advisory Committee (DAC) Meetings: February 18th and April 29th

LCAP Community Meetings (Included administrators and classified staff): March 9th and March 16th

School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings: March 3rd (AU), March 17 (WFES)

Certificated Bargaining Unit: April 29th

Classified Bargaining Unit: May 6th

District English Learner Advisory Committee (DELAC): February 18th and April 29th

Site Staff Meetings including Certificated and Classified personnel: February 17th (Alt. Ed and WU), March 1st (WFES), March 16th (WFMS), March 15 (AU) and March 1st (WFES)

Student Council Meetings: February 21st (Alt. Ed Student Forum), February 24th (WFE), March 17th (AU), April 28th (WU)

District Director/Cabinet/Principal Meetings: January 26th and February 2nd. Additionally needs assessment data was analyzed on a monthly basis from January through May

District Administration Meeting including Directors, Principals, and Learning Directors: February 16th. Additionally needs assessment data was analyzed on a monthly basis from January through May

WUSD Board Meetings: 2nd Wednesday of each month beginning in January

FCSS Differentiated Assistance Team Meetings: September 23rd, October 28th, November 4th, January 25th, February 22nd, March 8th, and April 26th

FCSS SELPA consult completed in April 2021

Translation services were provided at each meeting as needed. The district made a solid effort to assure voices were heard from stakeholders throughout these meetings that represented English Learner students, socioeconomically disadvantaged students, and homeless students. At these meetings, the following information was shared by the district: Available dashboard data, local data, previous LCAP goals, progress made toward meeting LCAP goals/metrics, and the budget for each LCAP goal. Stakeholders were then given the opportunity to respond to each LCAP goal and give us input responding to the following four prompts for each goal: 1) Of what are you most proud? 2) What areas should we consider for improvement? 3) What are we doing well for English Learners, Foster Youth, and Low-Income Students? 4) How can we improve services for English Learners, Foster Youth, and Low-Income Students?

Traditionally, WUSD relies heavily on in-person community and parent events, staff meetings, and classroom instruction to ensure the collection of both paper and electronic surveys. In-person conversations and the distribution of paper surveys typically yield a high percentage of stakeholder engagement. This year, due to COVID-19 restrictions and concerns for personal health and safety, survey collection was completed exclusively through electronic means. As a result, survey collection is down from previous years. 93 parent surveys were collected and 118 staff surveys were collected. 929 student surveys were collected.

Once all the stakeholder feedback was collected, the district administration team analyzed the feedback and used it to draft the LCAP. The data were coded according to the topic. The most common topics of successes and needs were collected throughout the feedback process, and then given priority in the writing of the LCAP, although many other topics were addressed. The public was notified of the opportunity to submit comments and the LCAP was posted on the District website from April 30th through May 12th in draft form for the public comment period. The DAC and DELAC committee posed comments to the superintendent on April 29th and he responded in writing on May 7th. Comments included that the group was pleased with reporting of stakeholder data, that they would like WUSD to continue to work to hire highly qualified teachers, specifically in the areas of career technical education pathways to prepare students for college and career. The group would like us to continue to focus on EL supports. Specifically, concerning American Union Elementary school, the group would like the district to move or act upon the drinking water issue and a request for shade structures was made.

An overview of the LCAP and the updates made this year were presented in draft form during the Open Session Board Meeting on May 12, 2021, during the Public Hearing. No feedback was given regarding the LCAP draft. Local indicators were presented in conjunction with the LCAP adoption and the budget which was approved on June 23rd at a regularly scheduled Board Meeting.

A summary of the feedback provided by specific stakeholder groups.

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1. 81% of staff and 94.8% of parents who had an opinion feel welcome to participate in school activities.
2. 84.4% of staff and 92.2% of parents feel that WUSD provides a quality education that focuses on the academic success of each child.
3. 93.2% of the staff have participated in professional development opportunities offered by the district this year.
4. 74% of parents surveyed have participated in at least one school meeting, conference, event, etc. this year.
5. 87.4% of students report they are happy to be at their school.
6. 93.3% of students feel that adults on their campus care about them.
7. 93.2% of staff, 96.2% of parents who had an opinion feel safe at school and 84.4% of students feel safe at school.
8. 91.8% of parents who had an opinion believe that their child's school offers effective supports for English Learners.
9. 93.3% of parents who had an opinion agreed or strongly agreed that their child's school has clean and well-maintained facilities and properties, up from 78% last year.

Stakeholder Input

Meetings were held across the district to ensure that all stakeholders had the opportunity to provide input. In order to comply with health and safety guidelines, these meetings were held virtually through Google Meet where parents could participate by phone or through the online platform. The qualitative data that was collected during these meetings, along with comments from our staff and parent surveys indicate that stakeholders feel our greatest areas of strength include:

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2. WUSD maintained regular communication with parents and students throughout school closure.
3. Resources were provided to families throughout school closure and hybrid instructional models including, meals, learning materials, technology, community services, etc.
4. District Graduation rate of 97%, an increase of 2% over the prior year, including a 100% graduation rate for our African American student subgroup.

Identified Needs

Meetings were held across the district to ensure that all stakeholders had the opportunity to provide input. In order to comply with health and safety guidelines, these meetings were held virtually through Google Meet where parents could participate by phone or through the online platform. The qualitative data that was collected during these meetings, along with comments from our staff and parent surveys indicate that stakeholders feel our greatest areas of need include:

1. Academic Support for All Students: It is clear that stakeholders want WUSD to continue its focus on helping students achieve their academic goals in English Language Arts and Mathematics.
2. Social-Emotional supports for students including mental health resources, counseling, and social skills education.
3. Health and Safety precautions including PPE, health and safety protocols, and frequent sanitization to prevent the spread of COVID-19 and other illnesses.
4. Increased and Improved Technology including Training and Support.

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

The four goals of the LCAP were originally created with stakeholder input. This year, stakeholder 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, and 4) Maintaining a Safe and Positive School Climate. Both fiscal and human resources will be dedicated to meeting the District's goals in these critical areas.

Continued Aspects of the LCAP Influenced by Specific Stakeholder Input:

1. Providing High-Quality Teachers and Resources for Students: Stakeholder input in this area indicates that stakeholders are proud of the efforts made to train and support teachers and stakeholders want these efforts to continue. This continued effort is reflected in Goal 1 Actions 2, 5, and 6. Stakeholders would like to see continued improvements in the safety and security of facilities. This continued effort is reflected in Goal 4, Action 8. Stakeholders would also like to see an effort made toward maintaining district technology in good repair and increasing district technology for teachers and students. This continued effort is reflected in Goal 1, Action 7.

2. Continuing strong Parent and Community Communication and Participation: Stakeholders are very proud of the efforts made in this goal; specifically the use of Aeries as a method of communication with parents. WUSD will continue our focused efforts in this area. Stakeholders would like to see increased parent education options, such as classes, workshops or seminars. Goal 2 Actions 2 and 3 will continue to address this as WUSD is actively seeking new opportunities for parent education courses on the various comprehensive sites.

3. Improving Student Achievement for All Students: Stakeholders, especially parents, are proud of the variety of interventions offered in WUSD. After School Program supports, Reading Intervention, and Counseling/Intervention Specialists were all mentioned as areas of strength. WUSD will continue to focus on these areas through Goal 3 Actions 1, 2, 13, and 15 and will also address other modes of academic intervention services through intervention curriculum (Action 3 Goal 3), Online Supplemental Curriculum (Goal 3 Action 7) and Summer School (Goal 3 Action 14).

4. Maintaining a Safe and Positive School Climate: Stakeholders appreciate the increased effort made over the past year towards the health and safety of their students. Stakeholders expressed a desire to see increased mental health and social-emotional supports for students. WUSD will continue to focus on this area (Goal 3, Action 13 and Goal 4, Actions 5 and 6).

New Aspects of the LCAP Influenced by Specific Stakeholder Input directly related to the effects of the COVID-19 Pandemic:

1. Increased and Improved Technology including Training and Support: Goal 1 Actions 4, 5, and 7 will address the needs for more devices, technology support, and professional development that includes training in new technology and online platforms to support students in both hybrid and distance learning models.

2. WUSD will continue to follow all state and local guidelines for school re-opening during the on-going COVID-19 pandemic. Utilizing CARES act funding, WUSD will continue to provide supplies, services, and other necessary expenditures to prevent the spread of COVID-19 and other infections, including, but not limited to purchase of Personal Protective Equipment (PPE) and facilities sanitation equipment. Staff will also continue to be trained in health and safety procedures to identify and prevent the spread of infection such as COVID-19.

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.

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, stakeholder consultation, and other collected data the district identifies this Goal and subsequent Actions as priorities for the district. Goal 1 is a broad goal focused on improving performance across the wide range of metrics listed below. 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.

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%.				95% of teachers will be fully credentialed and appropriately assigned for the pupils they are teaching.
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.				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				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
	exemplary" repair according to an 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.				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.	100% of English Learners will receive designated and integrated ELD support aligned to the ELD Standards and CCSS as measured by master schedules and routine classroom walk-throughs.				100% of English Learners will receive designated and integrated ELD support aligned to the ELD Standards and CCSS as measured by master schedules and routine classroom walk-throughs.

Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1 Staff, Supplies, Services	Basic educational and operational expenditures including but not limited to staffing, supplies, services and other expenditures.	\$27,585,408.00	No
2	1.2 Beginning Teacher Induction	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the	\$63,310.00	Yes

Action #	Title	Description	Total Funds	Contributing
		most current state and local assessments. First and best instruction provided by well-trained teachers is needed to improve student achievement. To address this 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. These instructional practices provide greater educational access and are key to meeting the needs of each individual student, especially the unduplicated students. Since the inception of this action, achievement data in ELA and Math has shown improvement as measured by the CAASPP.		
3	1.3 Texts and Instructional Materials	Purchase standards-aligned texts and instructional materials.	\$117,433.00	No
4	1.4 Technology	A need exacerbated by the pandemic and reflected in our prior and most recent Needs Assessment data, highlights the need for increased access to technology to augment and support learning, especially for our Low Income, Foster Youth, and English Learner students. Access to technology improves academic performance and is a key 21st Century skill. To address this need, the district will continue to purchase technology. 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. As students have more access to resources, the district anticipates an increase in academic achievement and progress measures, such as letter grades. Since the inception of this action, stakeholder feedback has improved in the area of providing technology to students and student achievement has increased.	\$524,699.00	Yes
5	1.5 Professional Development	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. Research indicates that	\$143,928.00	Yes

Action #	Title	Description	Total Funds	Contributing
		when properly implemented, first best instruction from well-trained staff results in students having greater access to improving missing skills and more opportunities to reach standards. The LEA will continue to support this by providing professional development, including professional development related to instructional techniques for English Learners, students in advanced placement programs, etc. for all staff. As educators hone their instructional skills and apply the most current strategies, students will be brought up to grade-level proficiency. Investing in the continuous development of the staff will support the academic development of our students, especially unduplicated students, in ELA and mathematics. This action has resulted in increases in achievement on state and local assessments since its inception.		
6	1.6 PLC Facilitators/Lead Teachers	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. Lead teacher/department heads are necessary to monitor the academic progress of unduplicated students. The district believes that the 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 strategies and support for these students. The LEA will provide lead teacher/department head stipends for disaggregation of data, progress monitoring on state standard implementation, and student progress. Dedicated PLC Facilitators/Lead Teachers, skilled facilitation, and meaningful collaboration will increase the teacher's ability to think critically around data and enrich instructional practices. As a result, the academic achievement of students, including the unduplicated students, will increase. This action has resulted in increases in achievement on state and local assessments since its inception.	\$46,648.00	Yes
7	1.7 Classroom Technology Support	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. The district believes that	\$168,281.00	Yes

Action #	Title	Description	Total Funds	Contributing
		classroom technology support is needed to ensure consistent access to well-functioning technology for learning. During distance learning, we found that both device and software malfunctions led to increased frustration for students, parents, and staff, preventing some from accessing the full educational program. The LEA will provide ongoing technical support to ensure staff and students have access to fully functioning technology and support for learning. Since the inception of this action, stakeholder feedback has improved in the area of providing technology to students and student achievement has increased.		
8	1.8 Health Services	Needs assessment data for unduplicated students are analyzed annually and unduplicated 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 from school and more likely to receive instruction. The LEA will continue to provide appropriate and timely health care services, staff, and supplies to unduplicated students. This action will secure the well-being of all aspects of school success, starting with maintaining high attendance rates and ensuring all students are able to fully participate in the education program. Since the inception of this action, attendance rates have remained at 95% or higher and student achievement has increased as measured by state and local assessments.	\$421,455.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, stakeholder consultation, and other collected data the district identifies this Goal and subsequent Actions as priorities for the district. Goal 2 is a broad goal focused on improving performance across the wide range of metrics listed below. 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.

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 unduplicated students and students with exceptional needs	Full Implementation according to the local indicator self-reflection tool Fall 2021 Dashboard				Full Implementation and Sustainability according to the Fall 2024 Dashboard
Maintain strong parent communication. Parent Communication.	In 2020-21 100% of school sites utilized Aeries communication/Parent Square to communicate with Parents.				100% of school sites utilize Aeries Communication/Parent Square to communicate with Parents.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 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.				WUSD will offer parent education classes, including English acquisition classes, for all parents.

Actions

Action #	Title	Description	Total Funds	Contributing
1	2.1 Parent Engagement, Support Services, and Supplies	Needs assessment data for unduplicated students are analyzed annually and stakeholders continue to rate parent engagement as a high priority for student success. WUSD will continue to facilitate parent engagement, support services, and supplies in order to engage parents in helping to increase academic achievement on state and local assessments for unduplicated students. This action has resulted in increases in achievement on state and local assessments since its inception.	\$29,827.00	Yes
2	2.2 Aeries Communication/Parent Square	Needs assessment data for unduplicated students are analyzed annually and stakeholders continue to rate school-to-home communication as a high priority for student success. Continuing to strengthen regular communication from the school about important	\$30,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		events, student progress, and opportunities for participation and input is necessary to build guardian awareness, create community, and ensure greater voice and partnership. WUSD will continue to provide multiple methods of parent communication for parents. Aeries Communication/Parent Square systems will be used to facilitate school-to-parent communication which leads to increased academic achievement on state and local assessments for unduplicated students. As parents and guardians become more aware of school activities and student progress, the ability to support their student's learning process and contribute to school activities will be increased. These action have resulted in increases in achievement on state and local assessments since its inception.		
3	2.3 Parent Education Classes	Needs assessment data for unduplicated students are analyzed annually and stakeholders 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 unduplicated students. The LEA will continue to provide for parent education, including language acquisition courses for parents. 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. This action has resulted in increases in achievement on state and local assessments since its inception.	\$38,040.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	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.

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, stakeholder consultation, and other collected data the district identifies this Goal and subsequent Actions as priorities for the district. Goal 3 is a broad goal focused on improving performance across the wide range of metrics listed below. 100% of our students do not currently meet or exceed their grade-level standards in English Language Arts and Mathematics. Specifically, the California School Dashboard Data shows that an achievement gap exists for African American students and Students with Disabilities in both ELA and math.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced Math	<p>In 2019, on the Math CAASPP, 26.23% of WUSD students met or exceeded standard.</p> <p>The 2020 CAASPP assessments were waived due to the COVID-19 pandemic.</p> <p>2021 Data will become our baseline.</p>				Increased percentage of students who have met or exceeded standard on the Math CAASPP from the prior year.
Smarter Balanced ELA	In 2019, on the ELA CAASPP, 36.86% of WUSD students met or exceeded standard.				Increased percentage of students who have met or exceeded standard on the ELA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>The 2020 CAASPP assessments were waived due to the COVID-19 pandemic.</p> <p>2021 data will become the baseline.</p>				CAASPP from the prior year.
EL students making progress toward English Proficiency	<p>In 2019, 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%.</p> <p>Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators, including EL progress towards English proficiency, on the 2020 Dashboard.</p> <p>2021 data will become the baseline.</p>				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.
EL Reclassification	In 2020-21, 16 WUSD English Learners were				The WUSD English Learner

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	reclassified according to local criteria.				reclassification rate will meet or increase in number according to prior year's data.
AP Passage Rate	In 2020, College Board AP Reporting stated 43.6% 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 19-20, Aeries Analytics reported the A-G completion rate was 45%.				The A-G completion rate at Washington Union High School met or exceeded the state average.
CTE Pathway Completion Rate	24% of students completed a CTE course sequence in 2019-20 as measured in CALPADS EOY 1.				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 2020-21, all students had access to a broad course of study that 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%.				WUSD will meet or exceed the state average for College

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>24% of students completed a CTE course sequence in 2019-20 as measured in CALPADS EOY 1.</p> <p>2021 data will become the baseline as measured by the College and Career Indicator on the California School Dashboard.</p>				and Career preparation as measured by the California School Dashboard.
EAP ELA percentage of students who are college ready and conditionally ready	<p>2021 data will become the baseline as measured by CAASPP.</p> <p>Note: Local benchmarks will be used until CAASPP Results become available.</p>				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	<p>2021 data will become the baseline as measured by CAASPP.</p> <p>Note: Local benchmarks will be used until CAASPP</p>				The percentage of students who are college ready or conditionally ready increased from the prior year as measured by CAASPP.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Results become available.				
Other pupil outcomes	In 2020-21, 156 students were enrolled in a dual enrollment program through either Fresno City College or Reedley College.				The number of students enrolled in a dual enrollment course will increase.

Actions

Action #	Title	Description	Total Funds	Contributing
1	3.1 Reading Intervention Teachers	Our Low Income, Foster Youth, and English Learner 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. In an effort to continue to provide increased support, WUSD will provide 3 full-time Intervention teachers at district Elementary schools to serve students, including unduplicated 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, students will gain necessary skills and content practice to deepen learning. This action has resulted in increases in achievement on state and local assessments since its inception.	\$655,925.00	Yes
2	3.2 Intervention Assistants	Our unduplicated students, including African American students and Students with Disabilities, have the most opportunity for continued academic growth according to the most current state and local assessments. Intervention assistants are needed to support and monitor the academic and social-emotional progress of unduplicated students. The LEA will continue to provide intervention specialists for	\$589,703.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students including unduplicated students. This action has resulted in increases in academic achievement and the social-emotional support of students since its inception.		
3	3.3 Intervention Curriculum	Intervention curriculum including books, manipulatives, audio and visual material, and other materials.	\$6,890.00	No
4	3.4 Learning Directors	Our Low Income, Foster Youth, and English Learner students, including African American students and Homeless youth, have the most opportunity for continued growth in the areas of attendance rates, suspension rates, and academic achievement according to the most current state and local data. Learning directors are needed to provide academic, social, and behavioral support for unduplicated students and instructional support for teachers, data disaggregation, and program evaluation. The LEA will continue to provide learning directors for the academic, social, and behavioral support for unduplicated students and instructional support for teachers, data disaggregation, and program evaluation. This action has resulted in increases in achievement on state and local assessments since its inception.	\$959,754.00	Yes
5	3.5 Instructional Aides	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. Supplemental academic support that monitors learning levels, missed learning, and learning strengths is important to augment academic learning and spark curiosity. Instructional Aides are needed to support and monitor the academic achievement and learning progress of unduplicated students. 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. The LEA will continue to provide Instructional Assistants to be able to support students, including unduplicated students. Since its inception, this action has resulted in increased	\$533,856.00	Yes

Action #	Title	Description	Total Funds	Contributing
		academic achievement and the enhanced learning of unduplicated students.		
6	3.6 Library Media Services	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. Library Media Services are needed to support and monitor the academic achievement, reading comprehension, and learning progress of unduplicated students. The LEA will continue to provide Library Media Services for students including unduplicated students. Students will gain increased access to academic services and resources provided that will extend and deepen learning as well as develop intellectual curiosity and learning. Since its inception, this action has resulted in increased academic achievement and the enhanced learning of unduplicated students.	\$265,725.00	Yes
7	3.7 Supplemental Online Academic Support Programs	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. Multiple Supplemental Online Academic Support Programs, subscriptions and software are needed to support and monitor the academic achievement, reading comprehension, and learning progress of unduplicated 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 LEA will continue to provide supplemental online academic support programs and software for unduplicated students. Since its inception, this action has resulted in increased academic achievement, reading comprehension, and the enhanced learning of unduplicated students.	\$153,855.00	Yes
8	3.8 WUHS PASS Program	Our Low Income, Foster Youth, and English Learner students, including African American students and Homeless youth, have the most opportunity for continued growth in the areas of attendance rates, suspension rates, and academic achievement according to the	\$175,237.00	Yes

Action #	Title	Description	Total Funds	Contributing
		most current state and local data. The Washington Union High School (WUHS) Panther Academic Support System (PASS) Program provides academic, social, and behavioral support for unduplicated students and instructional support for teachers, data disaggregation, and program evaluation. The LEA will continue to provide PASS for the academic, social, and behavioral support for unduplicated students, including African American students, Students with Disabilities, and Homeless students, as well as, instructional support for teachers, data disaggregation, and program evaluation. This has resulted in increased attendance rates, increased A-G completion rates, increased college, and career readiness rates decreased suspension and expulsion rates and increased academic achievement on state and local assessments for participating students.		
9	3.9 English Learner Curriculum and Language Acquisition	Our English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. Curriculum for English Learners is needed to support and monitor the academic achievement, reading comprehension, and learning progress of the LEA's English Learner students. The LEA will continue to provide a curriculum for English Learner students. Since its inception, this action has resulted in increased academic achievement and the enhanced learning of unduplicated students.	\$43,304.00	Yes
10	This action intentionally left blank.	This action intentionally left blank by district financial services.		
11	3.11 EL Staff	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. English Language Instruction staff are needed to support and monitor the academic achievement, reading comprehension, and learning progress of the LEA's English Learner students. The LEA will continue to provide EL Teachers and Instructional Aides for English Learner students. Since its inception, this action has resulted in increased academic achievement and the enhanced learning of unduplicated students.	\$273,793.00	Yes

Action #	Title	Description	Total Funds	Contributing
12	Action Intentionally left blank.	This action intentionally left blank by district financial services.		
13	3.13 Counselors	Our Low Income, Foster Youth, English learners, Students with Disabilities, African American, and Homeless youth have the most opportunity for continued academic growth according to the most current state and local assessments. Counselors will continue to provide academic guidance and support for unduplicated students, including African American students, Students with Disabilities, and Homeless students, 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 unduplicated students. Since its inception, this action has resulted in the increased academic achievement, A-G completion, graduation rates, and enhanced learning of unduplicated students.	\$1,120,410.00	Yes
14	3.14 Summer School	Our Low Income, Foster Youth, English learners, Students with Disabilities, African American, and Homeless youth have the most opportunity for continued academic growth according to the most current state and local assessments. Summer School courses will ensure that unduplicated students are given the opportunity to complete A-G college requirements and to provide academic support. The LEA will continue to provide Summer School courses for unduplicated students, including African American students, Students with Disabilities, and Homeless students. Since its inception, this action has resulted in increased academic achievement, A-G completion, graduation rates, and enhanced learning of unduplicated students.	\$581,995.00	Yes
15	3.15 After School Program	The After School Program will ensure that all students receive academic support, including tutoring and assistance completing homework.	\$488,539.00	No

Action #	Title	Description	Total Funds	Contributing
16	3.16 Full Access to Courses and Electives	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. Accessing the full range of courses is often challenging for our unduplicated students. In order to mitigate these obstacles and ensure all students have access to the full range of courses, the district is committed to increasing our CTE pathway offerings, additional elective class opportunities, and counseling our students to ensure they are aware of our full course offerings. The LEA will continue to maintain full access to courses and electives for unduplicated students. Since its inception, this action has resulted in increased academic achievement, A-G completion and enhanced learning of unduplicated students.	\$1,119,258.00	Yes
17	3.17 CTE Courses and Electives	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. Expanding CTE Pathways will help expand the various ways students may meet A-G requirements and preparation for post-secondary success. 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. The LEA will continue to provide for expanded CTE Pathways for unduplicated students. Since its inception, this action has resulted in the increased academic achievement, A-G completion, and enhanced learning of unduplicated students.	\$1,551,849.00	Yes
18	3.18 Supplemental Instructional Materials and Supplies	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. Supplemental Instructional supplies will ensure that unduplicated students are given the opportunity to complete all courses and to provide academic support. The LEA will continue to provide supplemental instructional supplies for unduplicated students. As students interact with additional learning materials that offer a variety of access points through manipulatives,	\$327,509.00	Yes

Action #	Title	Description	Total Funds	Contributing
		videos, audio options, extended reading, they will strengthen skills, knowledge and application. Since its inception, this action has resulted in increased academic achievement, coursework completion, and enhanced learning of unduplicated students.		
19	3.19 Academic Coaches	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. In an effort to increase student academic achievement through improved teacher efficacy, WUSD will continue to employ 2 Academic Coaches to provide ongoing training and support services for the district sites.: Since its inception, this action has resulted in improved teacher efficacy or confidence in their skills and abilities to successfully support learning which has, in turn, resulted in the unduplicated student population being able to meet or exceed grade-level academic standards. Since its inception, this action has resulted in improved teacher efficacy which has, in turn, resulted in the unduplicated student population being able to meet or exceed grade-level academic standards.	\$258,386.00	Yes
20	3.20 Class Size Reduction (Grades 4-12)	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. Unduplicated student groups learn and perform at the highest level when class sizes are low. Using certificated teaching staff the district will maintain class size at the lowest levels possible at all schools for grades 4-12. Lower teacher to student ratios increases instructional minutes per student and therefore supports the educator's ability 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. Further, the teacher and student will have more time to develop necessary rapport that supports a healthy learning environment. The LEA will continue to provide for low-class sizes for unduplicated students in grades 4-12.	\$710,131.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Since its inception, this action has resulted in increased academic achievement according to SBAC data.		

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	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.

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, stakeholder consultation, and other collected data the district identifies this Goal and subsequent Actions as priorities for the district. Goal 4 is a broad goal focused 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.

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.				Maintain the District attendance rate at or above 95% according to the Aeries Student Information System.
Chronic Absenteeism Rate	2020-21: While the California School Dashboard did not report on Chronic Absenteeism due to the state waiver, internal data collected in the Aeries SIS shows that as of April 2, 2021 the chronic absenteeism rate of				Decrease WUSD's Chronic Absenteeism rate from the prior year according to the California School Dashboard Chronic Absenteeism performance indicator.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	K-8 students in less than 1%.				
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.				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.
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%.				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%,				The number of students who were suspended overall and for the following subgroups: African American students, Students with Disabilities, 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
	Students with Disabilities by to 9.5%, and maintained the rate of suspension for Homeless students at 22%.				
Expulsion Rate	In 2020-21, 0 students were expelled according to the Aeries 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.				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.				The percentage of students who report feeling safe at school is at or above 85%, according the the annual LCAP Student Survey.

Actions

Action #	Title	Description	Total Funds	Contributing
1	4.1 District Coordination of Student Support Services	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued growth in attendance rates according to the most current state and local data. Maintaining a clear and cohesive attendance system is necessary in order for each student's attendance needs and circumstances to be effectively managed and supported. To address this need, Washington Unified School District will continue to provide District Student Support Services that include our school-to-home liaison's, analyzing weekly data , and reviewing all processes and procedures on a routine basis to coordinate district efforts to improve attendance. As each department within the larger attendance system communicates and works in coordination, greater awareness of student support needs will surface and can be properly addressed. To address this need, Washington Unified School District will continue to provide District Student Support Services coordinating district efforts to improve attendance. Since its inception, this action has resulted in maintaining high attendance rates for our unduplicated student population.	\$252,583.00	Yes
2	4.2 TIP/SARB Program	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued growth in attendance rates according to the most current state and local data. 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. 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 unduplicated student population. As each student's unique attendance challenges are better understood and supported, meaningful support can be put into place that will help the student feel welcomed, understood, and ready to	\$29,392.00	Yes

Action #	Title	Description	Total Funds	Contributing
		take on the rigors of learning. To address this need, Washington Unified School District will continue to participate in the TIP/SARB Program aimed to improve attendance rates for our unduplicated student population. Since its inception, this action has resulted in increased attendance rates for our unduplicated student population.		
3	4.3 School to Home Liaisons	Our Low Income, Foster Youth, and English Learner students, including African American and Homeless students, have the most opportunity for continued growth in attendance rates according to the most current state and local data. Students experiencing diverse attendance challenges will benefit from a dedicated and personalized support to contact who can connect resources, answer questions, and provide a positive reengagement experience. As each student's unique attendance challenges are better understood and supported, meaningful support can be put into place that will help the student feel welcomed, understood, and ready to take on the rigors of learning. To address this need, Washington Unified School District will continue to provide School Liaisons to conduct home visits and coordinate district efforts to improve attendance. Since its inception, this action has resulted in increased attendance rates for our unduplicated student population.	\$172,202.00	Yes
4	4.4 Campus Engagement Activities	Our Low Income, Foster Youth, and English Learner students, including African American Students and Students with Disabilities, have the most opportunity for continued academic growth according to the most current state and local assessments. Feeling a sense of connectivity, belonging, and community has benefits that support well being and ultimately, the conditions for learning for students. To address this need, 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 extra-curricular activities to engage our unduplicated student population. These activities will continue to provide our students with additional opportunities to be a	\$323,742.00	Yes

Action #	Title	Description	Total Funds	Contributing
		part of an engaged campus. Since its inception, this action has resulted in increased academic achievement and the engagement of unduplicated students.		
5	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.	\$129,642.00	No
6	4.6 Counseling and Mental Health Services	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued growth in student mental health and social-emotional indicators according to the most current data. Counseling and mental health services are provided district-wide in order to help support the social-emotional needs of students who are facing difficulties in their lives that are causing them to suffer at school. Counseling and mental health services are available to all 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. Since its inception, this action has resulted in the increased academic achievement of unduplicated students, including meeting their social-emotional needs and maintaining high rates of school connectedness.	\$232,023.00	Yes
7	4.7 Student Transition Programs	Our Low Income, Foster Youth, and English Learner students, including African American and Homeless students, have the most opportunity for continued growth in attendance rates according to the	\$58,767.00	Yes

Action #	Title	Description	Total Funds	Contributing
		most current state and local data. A student's sense of safety on campus is a key motivator for attendance. To address this need, 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 unduplicated student population, including African American and Homeless students, and make them feel comfortable and safe at school. Since its inception, this action has resulted in an increased sense of connectedness and safety as reported on local surveys and has also resulted in increased attendance for the unduplicated students.		
8	4.8 Additional Safety	Our Low Income, Foster Youth, and English Learner students, including African American and Homeless students, have the most opportunity for continued growth in attendance rates according to the most current state and local data. 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 all students. A student's sense of safety on campus is a key motivator for attendance. To address this need, Washington Unified will continue to provide school safety and security officers and staffing to address the safety needs of our unduplicated student population, including African American and Homeless students. When trained and skilled in positive behavior strategies, trauma-informed practices, and relationship building, safety and security personnel will be able to connect with students, foster a calm environment, approach tensions with a more equitable lens and thereby creating a calmer, inclusive environment where students feel safe and welcomed and desire to attend school. Since its inception, this action has resulted in an increased sense of safety as reported on local surveys.	\$397,198.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
35.62%	\$8,170,335

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

Using the calculation tool provided by the state, Washington Unified School District has calculated that it will receive \$8,170,335 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of the required justifications for how the district is increasing and improving services for the unduplicated student groups is contained in the Goals, Actions & Services section of this plan. The contributing action titles are:

Goal 1:

- 1.2 Beginning Teacher Induction
- 1.4 Technology
- 1.5 Professional Development
- 1.6 PLC Facilitators/ Lead Teachers
- 1.7 Classroom Technology Support
- 1.8 Health Services

Goal 2

- 2.1 Parent Engagement, Support Services, and Supplies
- 2.2 Aeries Communication/Parent Square
- 2.3 Parent Education Classes

Goal 3:

- 3.1 Reading Intervention Teachers

- 3.2 Intervention Assistants
- 3.4 Learning Directors
- 3.5 Instructional Aides
- 3.6 Library Media Services
- 3.7 Supplemental Online Academic Support Programs
- 3.8 WUHS PASS Program
- 3.9 English Language Learner Curriculum & Learning Acquisition
- 3.11 EL Staff
- 3.13 Counselors
- 3.14 Summer School
- 3.16 Full Access to Courses and Electives
- 3.17 CTE Courses and Electives
- 3.18 Supplemental Instructional Materials and Supplies
- 3.19 Academic Coaches
- 3.20 Class Size Reduction (Grades 4-12)

Goal 4:

- 4.1 District Coordination of Student Support Services
- 4.2 TIP/SARB Program
- 4.3 School to Home Liaisons
- 4.4 Campus Engagement Activities
- 4.6 Counseling and Mental Health Services
- 4.7 Student Transition Programs
- 4.8 Additional Safety

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method, and/or location that best meets the identified need. All actions were developed using a careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help Washington Unified School District be effective in meeting the LEA LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked “yes” for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of our LEA. We incorporated the language required by 5 CCR Section 15496 into the description of each specific action’s language because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for stakeholders when reading this plan so they can better understand the rationale behind each unique district-wide action. Many of these actions and services are being performed on a schoolwide or districtwide basis in order to increase their overall efficiency and effectiveness.

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

Using the calculation tool provided by the state, our LEA has calculated that it will receive \$8,170,335 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 35.62%. Our LEA has demonstrated that it has met the 35.62% proportionality percentage by planning to expend all the supplemental and/or concertation funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$29,841,893.00	\$4,856,994.00	\$1,629,864.00	\$4,252,446.00	\$40,581,197.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$31,084,795.00	\$9,496,402.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	1.1 Staff, Supplies, Services	\$21,659,005.00	\$3,979,879.00	\$1,116,839.00	\$829,685.00	\$27,585,408.00
1	2	English Learners Foster Youth Low Income	1.2 Beginning Teacher Induction	\$7,293.00			\$56,017.00	\$63,310.00
1	3	All	1.3 Texts and Instructional Materials		\$117,433.00			\$117,433.00
1	4	English Learners Foster Youth Low Income	1.4 Technology	\$39,614.00			\$485,085.00	\$524,699.00
1	5	English Learners Foster Youth Low Income	1.5 Professional Development	\$19,243.00			\$124,685.00	\$143,928.00
1	6	English Learners Foster Youth Low Income	1.6 PLC Facilitators/ Lead Teachers	\$46,648.00				\$46,648.00
1	7	English Learners Foster Youth Low Income	1.7 Classroom Technology Support	\$168,281.00				\$168,281.00
1	8	English Learners Foster Youth Low Income	1.8 Health Services	\$227,856.00	\$180.00	\$45,645.00	\$147,774.00	\$421,455.00
2	1	English Learners Foster Youth Low Income	2.1 Parent Engagement, Support Services, and Supplies	\$5,606.00			\$24,221.00	\$29,827.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2	English Learners Foster Youth Low Income	2.2 Aeries Communication/Parent Square	\$30,500.00				\$30,500.00
2	3	English Learners Foster Youth Low Income	2.3 Parent Education Classes	\$38,040.00				\$38,040.00
3	1	English Learners Foster Youth Low Income	3.1 Reading Intervention Teachers	\$236,380.00			\$419,545.00	\$655,925.00
3	2	English Learners Foster Youth Low Income	3.2 Intervention Assistants	\$209,621.00			\$380,082.00	\$589,703.00
3	3	All	3.3 Intervention Curriculum				\$6,890.00	\$6,890.00
3	4	English Learners Foster Youth Low Income	3.4 Learning Directors	\$959,754.00				\$959,754.00
3	5	English Learners Foster Youth Low Income	3.5 Instructional Aides	\$530,512.00			\$3,344.00	\$533,856.00
3	6	English Learners Foster Youth Low Income	3.6 Library Media Services	\$265,725.00				\$265,725.00
3	7	English Learners Foster Youth Low Income	3.7 Supplemental Online Academic Support Programs	\$111,851.00		\$31,759.00	\$10,245.00	\$153,855.00
3	8	English Learners Foster Youth Low Income	3.8 WUHS PASS Program	\$8,523.00			\$166,714.00	\$175,237.00
3	9	English Learners	3.9 English Learner Curriculum and Language Acquisition	\$2,302.00			\$41,002.00	\$43,304.00
3	10		This action intentionally left blank.					
3	11	English Learners	3.11 EL Staff	\$166,971.00			\$106,822.00	\$273,793.00
3	12		Action Intentionally left blank.					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	13	English Learners Foster Youth Low Income	3.13 Counselors	\$637,790.00			\$482,620.00	\$1,120,410.00
3	14	English Learners Foster Youth Low Income	3.14 Summer School	\$93,363.00	\$488,632.00			\$581,995.00
3	15	All	3.15 After School Program		\$220,020.00		\$268,519.00	\$488,539.00
3	16	English Learners Foster Youth Low Income	3.16 Full Access to Courses and Electives	\$1,084,862.00		\$14,000.00	\$20,396.00	\$1,119,258.00
3	17	English Learners Foster Youth Low Income	3.17 CTE Courses and Electives	\$1,096,818.00	\$50,850.00	\$264,369.00	\$139,812.00	\$1,551,849.00
3	18	English Learners Foster Youth Low Income	3.18 Supplemental Instructional Materials and Supplies	\$319,212.00			\$8,297.00	\$327,509.00
3	19	English Learners Foster Youth Low Income	3.19 Academic Coaches	\$600.00			\$257,786.00	\$258,386.00
3	20	English Learners Foster Youth Low Income	3.20 Class Size Reduction (Grades 4-12)	\$710,131.00				\$710,131.00
4	1	English Learners Foster Youth Low Income	4.1 District Coordination of Student Support Services	\$252,583.00				\$252,583.00
4	2	English Learners Foster Youth Low Income	4.2 TIP/SARB Program	\$29,392.00				\$29,392.00
4	3	English Learners Foster Youth Low Income	4.3 School to Home Liaisons	\$85,210.00			\$86,992.00	\$172,202.00
4	4	English Learners Foster Youth Low Income	4.4 Campus Engagement Activities	\$323,742.00				\$323,742.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	5	All	4.5 Social Work Services				\$129,642.00	\$129,642.00
4	6	English Learners Foster Youth Low Income	4.6 Counseling and Mental Health Services	\$18,500.00		\$157,252.00	\$56,271.00	\$232,023.00
4	7	English Learners Foster Youth Low Income	4.7 Student Transition Programs	\$58,767.00				\$58,767.00
4	8	English Learners Foster Youth Low Income	4.8 Additional Safety	\$397,198.00				\$397,198.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$8,182,888.00	\$12,253,285.00
LEA-wide Total:	\$7,768,712.00	\$11,105,026.00
Limited Total:	\$169,273.00	\$317,097.00
Schoolwide Total:	\$244,903.00	\$831,162.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	1.2 Beginning Teacher Induction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,293.00	\$63,310.00
1	4	1.4 Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$39,614.00	\$524,699.00
1	5	1.5 Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$19,243.00	\$143,928.00
1	6	1.6 PLC Facilitators/ Lead Teachers	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$46,648.00	\$46,648.00
1	7	1.7 Classroom Technology Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$168,281.00	\$168,281.00
1	8	1.8 Health Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$227,856.00	\$421,455.00
2	1	2.1 Parent Engagement, Support Services, and Supplies	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,606.00	\$29,827.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	2	2.2 Aeries Communication/Parent Square	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,500.00	\$30,500.00
2	3	2.3 Parent Education Classes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$38,040.00	\$38,040.00
3	1	3.1 Reading Intervention Teachers	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: American Union Elementary School West Fresno Elementary School TK-5	\$236,380.00	\$655,925.00
3	2	3.2 Intervention Assistants	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$209,621.00	\$589,703.00
3	4	3.4 Learning Directors	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$959,754.00	\$959,754.00
3	5	3.5 Instructional Aides	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$530,512.00	\$533,856.00
3	6	3.6 Library Media Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$265,725.00	\$265,725.00
3	7	3.7 Supplemental Online Academic Support Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$111,851.00	\$153,855.00
3	8	3.8 WUHS PASS Program	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Washington Union High School	\$8,523.00	\$175,237.00
3	9	3.9 English Learner Curriculum and Language Acquisition	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,302.00	\$43,304.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	11	3.11 EL Staff	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$166,971.00	\$273,793.00
3	13	3.13 Counselors	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$637,790.00	\$1,120,410.00
3	14	3.14 Summer School	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$93,363.00	\$581,995.00
3	16	3.16 Full Access to Courses and Electives	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,084,862.00	\$1,119,258.00
3	17	3.17 CTE Courses and Electives	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,096,818.00	\$1,551,849.00
3	18	3.18 Supplemental Instructional Materials and Supplies	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$319,212.00	\$327,509.00
3	19	3.19 Academic Coaches	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$600.00	\$258,386.00
3	20	3.20 Class Size Reduction (Grades 4-12)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$710,131.00	\$710,131.00
4	1	4.1 District Coordination of Student Support Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$252,583.00	\$252,583.00
4	2	4.2 TIP/SARB Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$29,392.00	\$29,392.00
4	3	4.3 School to Home Liaisons	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$85,210.00	\$172,202.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	4	4.4 Campus Engagement Activities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$323,742.00	\$323,742.00
4	6	4.6 Counseling and Mental Health Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,500.00	\$232,023.00
4	7	4.7 Student Transition Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$58,767.00	\$58,767.00
4	8	4.8 Additional Safety	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$397,198.00	\$397,198.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.