LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Washington Unified School District

CDS Code: 1076778
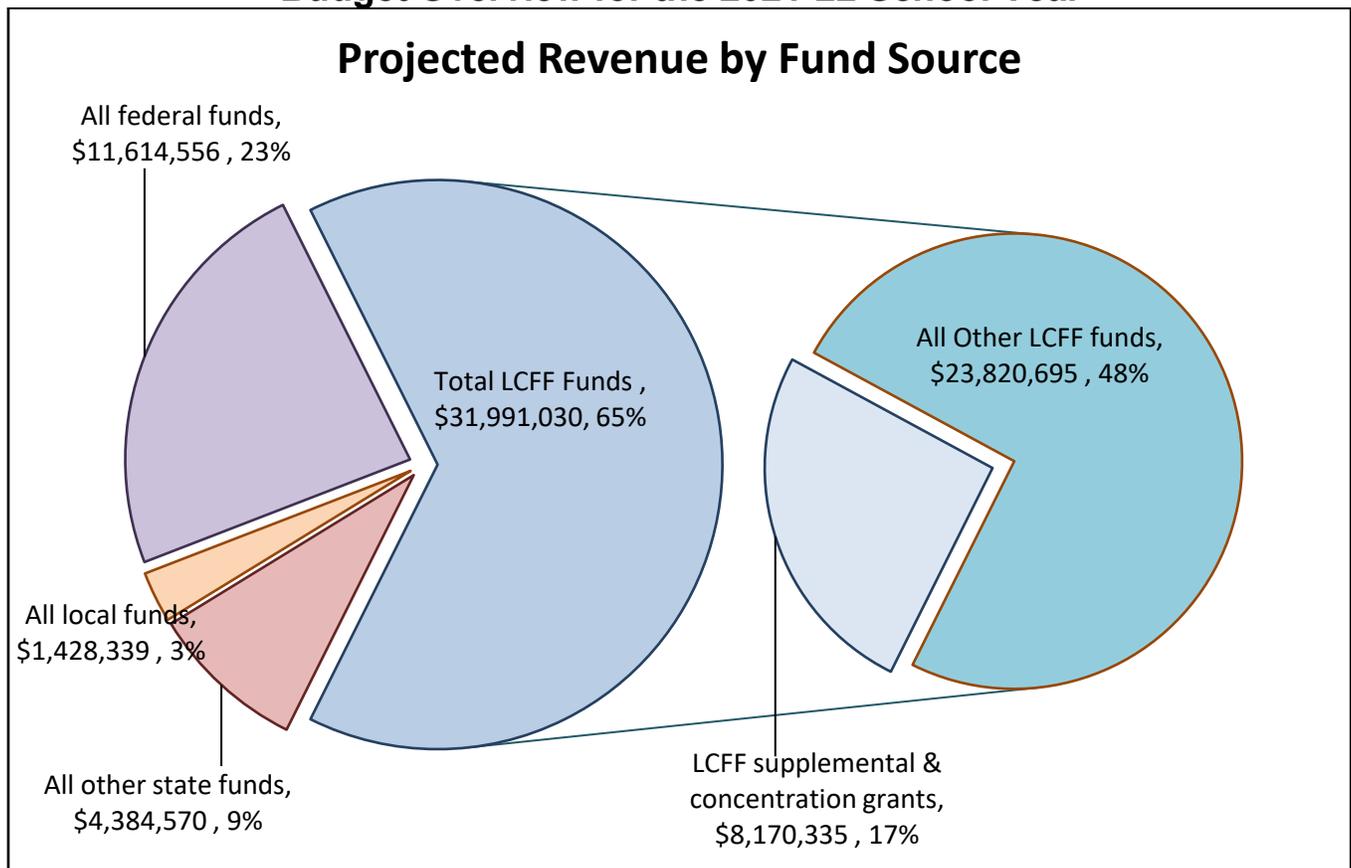
School Year: 2021-22

LEA contact information:

Randy R. Morris

Superintendent

(559) 495-5626

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $11,614,556 , 23%

All Other LCFF funds, $23,820,695 , 48%

Total LCFF Funds , $31,991,030, 65%

All local funds, $1,428,339 , 3%

All other state funds, $4,384,570 , 9%

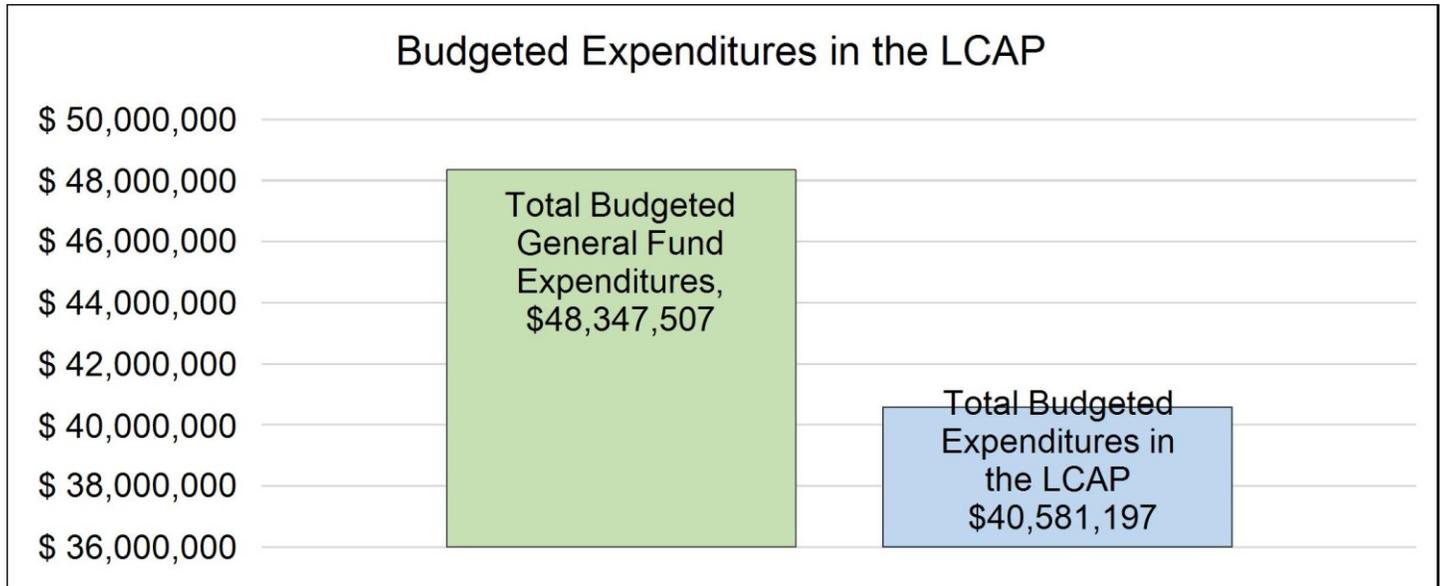LCFF supplemental & concentration grants, $8,170,335 , 17%

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

The total revenue projected for Washington Unified School District is $49,418,495, of which $31,991,030 is Local Control Funding Formula (LCFF), $4,384,570 is other state funds, $1,428,339 is local funds, and $11,614,556 is federal funds. Of the $31,991,030 in LCFF Funds, $8,170,335 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $48,347,507

Total Budgeted Expenditures in the LCAP $40,581,197

This chart provides a quick summary of how much Washington Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Washington Unified School District plans to spend $48,347,507 for the 2021-22 school year. Of that amount, $40,581,197 is tied to actions/services in the LCAP and $7,766,310 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund expenditures not included in the LCP include the LCFF Base grant funding, as well as other state and federal dollars. The base grant funding is used to fund base programs such as central office staff, operating costs such as PG&E, custodial staffing, special education, STRS on behalf, etc. Other state and federal programs not included are most categorical programs.
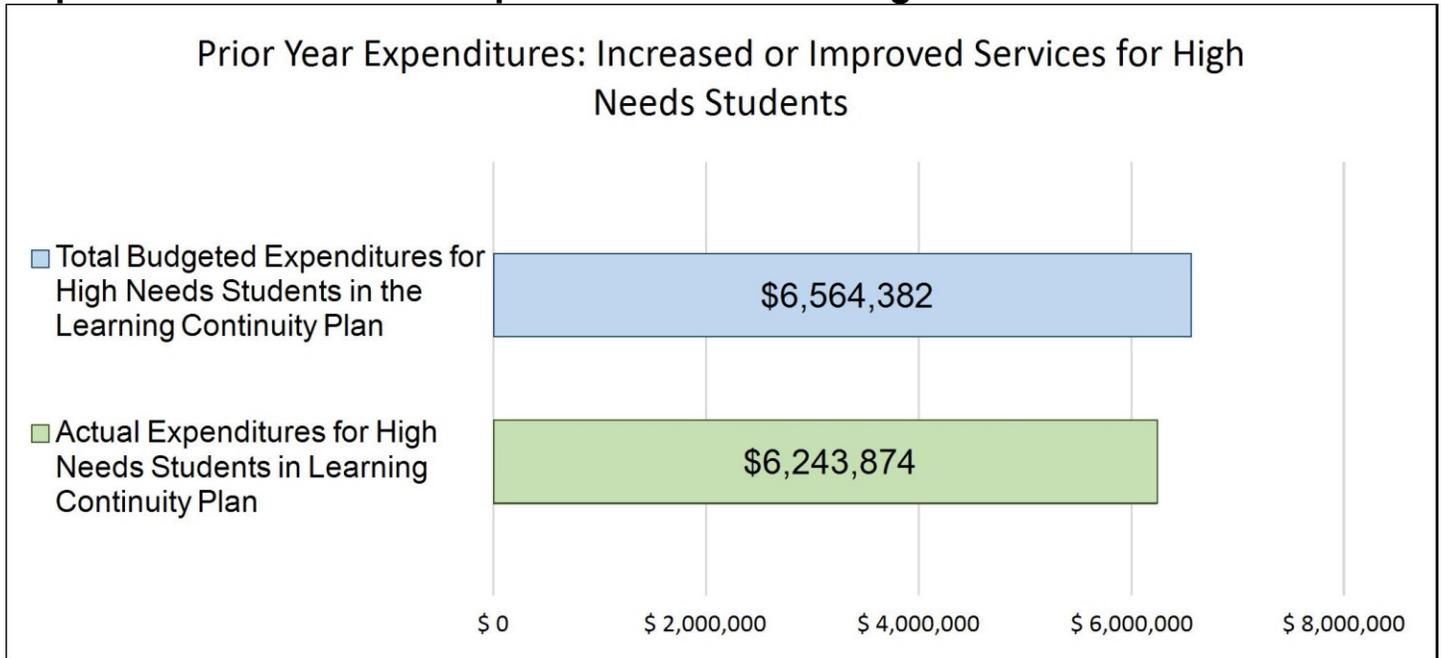
Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Washington Unified School District is projecting it will receive $8,170,335 based on the enrollment of foster youth, English learner, and low-income students. Washington Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Washington Unified School District plans to spend $8,173,558 towards meeting this requirement, as described in the LCAP.

Washington Unified is continuing to collect stakeholder feedback and data such as student achievement, absenteeism and other indicators of student need. Washington Unified plans to spend the full amount allocated to increase and improve services for high needs students.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21

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

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $6,564,382

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — $6,243,874

(Axis: $0, $2,000,000, $4,000,000, $6,000,000, $8,000,000)

This chart compares what Washington Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Washington Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Washington Unified School District's Learning Continuity Plan budgeted $6,564,382 for planned actions to increase or improve services for high needs students. Washington Unified School District actually spent $6,243,874 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Washington Unified School District	Randy R. Morris Superintendent	randy.morris@wusd.ws (559) 495-5626

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 2: State Standards (Conditions of Learning)
Local Priorities:	District Goals 2, 3

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Provide fully credentialed teachers with no misassignments or vacancies as measured by HR personnel audit. **19-20** WUSD will increase the percentage of credentialed teachers by 1% to 96.5% and keep the number of misassignments and vacancies below 1%. **Baseline** 2016-17 HR data shows that 5 teachers are on a STSP, Waiver, or PIP and 7 are Interns. The rest are fully credentialed. This amounts to 91.5% of our teaching staff being fully credentialed. There are no vacancies and there is a .14 FTE misassignment this year.	Partially Met: There were 0 misassignments or vacancies as measured by an HR personnel audit. Partially Not Met: WUSD has a rate of 94% of fully credentialed teachers for the school year, down by 3% from last year.
Metric/Indicator 2. Maintain access for all students to standards-aligned instructional materials as measured by the Williams Act report. **19-20** 100% of students will have access to standards-aligned instructional materials. **Baseline**	Met: All students continue to have access to standards-aligned instructional materials as measured by the Williams Act report.

Expected	Actual
All students have access to standards-aligned instructional materials in the 2016-17 school year. (Source: SARC 2016)	
Metric/Indicator 3. All facilities will be maintained in "good or exemplary" repair as rated by the annual Facilities Inspection Tool (FIT). **19-20** 100% of facilities will be maintained in "good or exemplary" repair. **Baseline** All sites are in "good or exemplary" repair according to the most recent FIT reports for each site. (Source: SARC: 2016)	Not Met: 4 of 5 school facilities have been maintained in "good or exemplary" repair as rated by the annual Facilities Inspection Tool (FIT).
Metric/Indicator 4. State standards will be fully implemented as verified by data collection obtained through routine classroom walk-throughs. **19-20** 100% of courses will be taught using the most recently adopted state standards. **Baseline** District data shows that 100% of courses are using the most current state standards to guide their curriculum.	Met: 100% of courses are implementing the most recently adopted state standards as verified by data collected through routine classroom walk-throughs.
Metric/Indicator 5. English Learners will receive systematic designated and integrated ELD support aligned to the ELD Standards as measured by master schedules and routine classroom walk-throughs. **19-20** All schools will implement systematic ELD support for 100% of ELs. **Baseline** Master Schedules at each site show that there is a systemic approach to Designated ELD. Walk-through data shows that	Not Met. Washington Unified is continuing to build a district-wide English Learner support system. Currently, all school sites offer both designated and integrated ELD support aligned to ELD standards as measured by master schedules; however, classroom walk-through data indicates that not all students are receiving designated ELD on a regular basis. Washington Unified recognizes this as an area for improvement.

Expected	Actual
appropriate strategies for ELD students are integrated throughout the day in all subject areas.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Basic educational and operational expenditures including but not limited to staffing, supplies, services and other expenditures.	1000s-7,156,617 2000s-307,856 3000s-3,809,934 4000s-8,754 5000s-37,220 1000-5999: Salaries, Benefits, Supplies and Services LCFF Base 11,320,381	1000s- $8,316,533 2000s- $2,322,243 3000s- $5,385,784 4000s- $412,978 5000s- $1,817,566 6000s- $333,358 7000s- $572,101 1000-5999: Salaries, Benefits, Supplies and Services LCFF Base $19,160,563
	1000s-304,033 2000s-867,970 3000s-728,473 4000s-1,397 5000s-668,115 1000-5999: Salaries, Benefits, Supplies and Services LCFF Base 2,569,988	1000s- $64,602 2000s- $0 3000s- $13,342 4000s- $41,290 5000s- $8,309 1000-5999: Salaries, Benefits, Supplies and Services Other $127,543
	2000s-768,332 3000s-330,874 4000s-125,207 5000s-789,855 1000-5999: Salaries, Benefits, Supplies and Services LCFF Base 2,014,268	1000s- $710,971 3000s- $349,071 4000s- $0 5000s- $701,251 1000-5999: Salaries, Benefits, Supplies and Services LCFF Base 1,761,293
	2000s-21,061 3000s-15,831 4000s-4,500 5000s-1,439,314 7000s-21,258	2000s- $26,488 3000s- $16,796 4000s- $18,545 5000s- $1,427,553 6000s- $695,998

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1000-5999: Salaries, Benefits, Supplies and Services LCFF Base 1,501,964	7000s- $21,259 1000-5999: Salaries, Benefits, Supplies and Services LCFF Base $2,206,639
	2000s-411,849 3000s-234,555 4000s-131,973 5000s-140,145 6000s-23,466 7000s- 4,115 1000-5999: Salaries, Benefits, Supplies and Services Routine Maintenance Fund 946,103	2000s- $430,340 3000s- $235,537 4000s- $86,574 5000s- $118,096 6000s- $6,450 7000s- $4,179 1000-5999: Salaries, Benefits, Supplies and Services Routine Maintenance Fund $881,176
	1000s- 901,705 2000s- 348,881 3000s- 629,975 5000s- 34,694 6000s- 14,593 1000-5999: Salaries, Benefits, Supplies and Services LCFF Base 1,929,848	1000s- 0 2000s- 0 3000s- 0 4000s- 0 5000s- 0 6000s- 0 1000-5999: Salaries, Benefits, Supplies and Services LCFF Base $0
The unduplicated students are some of the lowest performing students on state and local assessments. First and best instruction is provided by well trained teachers, the LEA will support this by providing induction for all beginning teachers. This action is principally directed toward unduplicated students and will result in increased achievement of state and local assessments.	1000-1999: Certificated Personnel Salaries Title II 28,970	1000s- $8,000 3000s- $1,648 1000-5999: Salaries, Benefits, Supplies and Services Title II $9,648
	5000-5999: Services And Other Operating Expenditures Title II 53,275	5000-5999: Services And Other Operating Expenditures Title II $21,000
	1000-1999: Certificated Personnel Salaries LCFF Supplemental & Concentration 7,240	LCFF Supplemental & Concentration 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Purchase standards-aligned texts and instructional materials	4000-4999: Books And Supplies Lottery 130,874	4000-4999: Books And Supplies Lottery $173,347
The unduplicated student population in this LEA have the least access to technology in their homes. Access to technology improves academic performance and is a key 21st Century skill. The purchase of technology will be principally directed toward the unduplicated student population and result in increased performance on state and local assessments.	4000-4999: Books And Supplies Title I 27,238 4000-4999: Books And Supplies LCFF Supplemental & Concentration 110,614	4000-4999: Books And Supplies Title I $33,098 4000-4999: Books And Supplies LCFF Supplemental & Concentration $98,973
The unduplicated students are some of the lowest performing students on state and local assessments. First and best instruction is provided by well trained teachers, the LEA will support this by providing professional development for all staff. This action is principally directed toward unduplicated students and will result in increased achievement of state and local assessments.	1000s-71,550 3000s- 14,834 5000s-5,700 1000-5999: Salaries, Benefits, Supplies and Services Title II 92,084 5000-5999: Services And Other Operating Expenditures Title III 8550 5000-5999: Services And Other Operating Expenditures LCFF Supplemental & Concentration 42,814 5000-5999: Services And Other Operating Expenditures Other 17,674	1000s- $33,345 3000s- $6,880 5000s- $17,045 1000-5999: Salaries, Benefits, Supplies and Services Title II $57,270 5000-5999: Services And Other Operating Expenditures Title III 0 4000s- $1,727 5000s- $23,502 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration $25,229 2000s- $1,279 3000s- $342 5000s- $0 1000-5999: Salaries, Benefits, Supplies and Services Other $1,621
The unduplicated students are some of the lowest performing students on state and local assessments. Lead teacher/department heads are necessary to monitor the academic progress of unduplicated students. The LEA will provide lead teacher/department head stipends for disaggregation of data, progress monitoring on state standard implementation and student progress. This action is principally	1000-1999: Certificated Personnel Salaries LCFF Supplemental & Concentration 43,448	1000s- $39,000 3000s- $8,050 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration $47,050

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
directed toward unduplicated students and will result in increased achievement of state and local assessments. The unduplicated students are some of the lowest performing students on state and local assessments. Classroom technology support staff are necessary to support classroom teachers. The LEA will provide classroom technology support staff and supplies to assist teachers in teaching students and monitoring the academic progress of unduplicated students. This action is principally directed toward unduplicated students and will result in increased achievement of state and local assessments.	2000-2999: Classified Personnel Salaries LCFF Supplemental & Concentration 159,955	2000s- $99,488 3000s- $58,344 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration $157,832
The unduplicated students need appropriate and timely health care services, staff, and supplies to achieve academic success. The LEA will provide appropriate and timely health care services, staff, and supplies to unduplicated students. This action is principally directed toward unduplicated students and will secure the well being of all aspects of school success.	2000s-79,367 3000s-41,885 5000s-225,252 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration 346,504 4000-4999: Books And Supplies Lottery 7,255 5000-5999: Services And Other Operating Expenditures Title I 31,900	2000s- $63,725 3000s- $46,692 4000s- $2,265 5000s- $59,018 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration $171,700 4000-4999: Books And Supplies Lottery $254 5000-5999: Services And Other Operating Expenditures Base $39,420

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Washington Unified utilized some or all of the budgeted funds for each planned action/service. On March 13, 2020, WUSD closed its school campuses and pivoted to a distance learning format for all students. As a result of school closure, WUSD did not utilize the total budgeted funds for each of the actions and services listed below:

Goal 1, Action 2: WUSD spent 58,837 less than budgeted on induction training for new teachers. This was due to the fact that there were not as many new teachers enrolled in the induction program during the 19-20 school year.

Goal 1, Action 4: WUSD spent 11,641 less than budgeted on the purchase of classroom technology for students. Instead, WUSD utilized CARES Act funding to purchase devices and connectivity for students to use in the home for distance learning.
Goal 1. Action 5: WUSD spent 77,002 less than budgeted on professional development for teachers. Due to school closure, in-person professional development activities previously scheduled were canceled.
Goal 1, Action 8: WUSD spent 174,285 less than budgeted on health services for students. This was due to the fact that due to the COVID-19 school closure, students began schooling from home. As a result, certain health services and expenditures were not utilized to the extent they would have been had students been on campus, such as substitute nursing services, providing nurses for school field trips, and ordering as many health supplies as would have been needed to meet the needs of students during in-person instruction.

After a review of available state and local data and input from parents, staff, and students funds budgeted for the actions/services above were not fully implemented and instead were expended on the actions and services listed below, through the end of the school year, in order to support students, including low-income, English learner, or foster youth students, families, teachers and staff:

Goal 1, Action 1: WUSD spent an additional 4,738,205 on highly qualified staff and support staff to support the academic needs of all students and to ensure the health and safety of students.
Goal 1, Action 3: WUSD spent an additional 42,473 on the purchase of standards-aligned texts and instructional materials to be able to provide to students for distance learning in the home.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

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 had a tremendous impact on our community. Washington Unified schools serve as the "main hub" of the Easton and West Fresno communities. In order to meet Goal 1, WUSD revised its 2019-20 budget to incorporate additional COVID-related funding received through the CARES Act and SB117 to include actions and services that directly address the impact of COVID-19 on staff, students, and families and to ensure continuity of learning for our students.

Successes related to Goal 1
In order to meet this goal, WUSD has revised its 2019-20 budget to incorporate additional COVID-related funding received through the CARES Act and SB117 to include actions and services that directly address the impact of COVID-19 on staff, students, and families and to ensure continuity of learning for our students. Specific actions and services included, but were not limited to:
- Staff transitioned to a comprehensive distance learning program that included three learning options for students: 1) An online educational program option, 2) a paper/pencil educational program option, and 3) an educational television program option.
- Purchase of technology and devices to ensure all students have access to distance learning. In order to facilitate the online learning options outlined above, WUSD provided Chromebook access to all families. 365 hotspots were purchased to help families who did not have reliable internet access.

- PPE and sanitation equipment and supplies to ensure the health and safety of staff, students, and community members.
- Network infrastructure and support, including internet access point expansion and network power backup to ensure secure and continuous access to distance learning.
- Staffing to support meal preparation and provision for all WUSD families. 100,744 meals were distributed between March 13th and the last day of school in June on a grab-and-go basis to all children under 18, regardless of whether or not they attended WUSD schools.
- Materials and supplies to support distance learning.
- Additional custodial staff to support more frequent sanitation as recommended by state and local health officials.

According to a local survey administered in the Spring of 2020, 89% of parent respondents felt that their child's school provided lessons and activities during school closure, evidencing the strong efforts of staff to meet the needs of students during an unprecedented time. Also, 91% of student respondents completed some school work from home during Spring school closure. 85.2% of parent respondents were happy with the health and safety precautions taken by their child's school during Spring school closure, evidencing WUSD's strong efforts to meet all state and local health guidelines to prevent the spread of COVID-19.

Challenges related to Goal 1:
When school campuses were closed on March 13, 2020, WUSD quickly pivoted to an emergency distance learning plan. This disrupted existing plans for professional development for staff and caused WUSD to have to create new plans for providing instruction to students online, ensuring the health and safety of staff and students, the distribution of technology, and the distribution of instructional supplies, and materials. All actions were either implemented or partially implemented. 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 continued social-emotional health services.

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.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities: District Goal 4

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Facilitate parent involvement through Parent Involvement Google Reporting Form. **19-20** 100% of school sites will utilize the Parent Involvement Google Reporting Form to record parent contacts. **Baseline** 3286 recorded parent contacts	Goal Met: 100% of school sites utilized the Parent Involvement Google Reporting Form to record parent contacts. 19-20: As of March 13, 2020, WUSD staff had recorded 3,937 parent event contacts using the Parent Involvement Google Reporting Form.
Metric/Indicator 2. Parent Communication will be measured by Aeries Communication. **19-20** 100% of school sites will utilize Aeries Communication to communicate with Parents. **Baseline** Aeries communication was acquired for the 2017-18 school year. During the first year, there were approximately 77,000 parent communications recorded.	Goal Met. 100% of school sites utilized Aeries Communication to communicate with Parents. 19-20 As of March 13 2020, approximately 85,719 parent communications were recorded.
Metric/Indicator 3. Provide 6 English acquisition and parenting skills classes for parents.	Goal Not Met: 19-20: As of March 13, 2020, WUSD had provided 2 English as a Second Language (ESL) courses and 2 Basic Computer Skills courses for parents. Diploma completion and Life Skills classes were also offered to parents in an online setting

Expected	Actual
19-20 Provided 6 English acquisition and parenting skills classes for parents. **Baseline** Provided 6 English acquisition and parenting skills classes for parents.	through the Adult School. Parenting Skills courses were not formally offered this year. As of March 2020, no English acquisition and parenting skills classes for parents had been offered due to restrictions on in-person gatherings. Diploma completion and Life Skills classes were also offered to parents in an online setting through the Adult School. As of April 2, 2020 WUSD had not provided ESL or Basic Computer Skills courses to parents due to restrictions imposed by the COVID-19 pandemic. Online health, wellness, and educational seminars have been offered and adult school courses continue to be offered.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increased parent participation will lead to increased academic achievement on state and local assessments for unduplicated students. The LEA will provide multiple methods of parent communication for parents. This action is principally directed towards unduplicated students and will result in the increased academic achievement on state and local assessments.	4000s- 9,985 5000- 9,292 1000-5999: Salaries, Benefits, Supplies and Services Title I 19,277 5000-5999: Services And Other Operating Expenditures LCFF Supplemental & Concentration 4,622 4000-4999: Books And Supplies Other 2,744	4000s- $9,975 5000- $9,323 1000-5999: Salaries, Benefits, Supplies and Services Title I $19,298 4000s- $610 5000s- $12,616 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration $13,226 4000-4999: Books And Supplies Other $1,411
Increased parent education opportunities will lead to increased academic achievement on state and local assessments for unduplicated students. The LEA will provide for parent education and language acquisition courses for parents. This action is principally directed towards unduplicated students and will result in the increased academic achievement on state and local assessments.	5000-5999: Services And Other Operating Expenditures LCFF Supplemental & Concentration 500 5000-5999: Services And Other Operating Expenditures Title III 3,070	5000-5999: Services And Other Operating Expenditures LCFF Supplemental & Concentration $500 5000-5999: Services And Other Operating Expenditures Title III $3,070

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Community, parent, and school events will lead to increased academic achievement on state and local assessments for unduplicated students. The LEA will provide multiple opportunities for community, parent, and school events for unduplicated students, their parents, and the community. This action is principally directed towards unduplicated students and will result in the increased academic achievement on state and local assessments.	1000s-18,760 2000s-3,700 3000s-5,017 4000s-10,400 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration 37,877	1000s-$1,253 2000s-$1,850 3000s-$3,786 4000s-$0 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration $6,889

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Washington Unified utilized some or all of the budgeted funds for each planned action/service. On March 13, 2020, WUSD closed its school campuses and pivoted to a distance learning format for all students. As a result of school closure, WUSD did not utilize the total budgeted funds for each of the actions and services listed below:

Goal 2, Action 3: WUSD spent $30,988 less than budgeted on community, parent, and school events. This was due to the fact that school campuses were closed on March 13th, prohibiting the facilitation of in-person events planned for the Spring semester.

After a review of available state and local data and input from parents, staff, and students funds budgeted for the actions/services above were not fully implemented and instead were expended on the actions and services listed below, through the end of the school year, in order to support students, including low-income, English learner, or foster youth students, families, teachers and staff:

Goal 2, Action 1: WUSD spent an additional $7,292 on communication to parents and community members. This was due to increased communication needed to facilitate distance learning, meal distribution, and mental health resources during school closure.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

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 had a tremendous impact on our community. Washington Unified schools serve as the "main hub" of the Easton and West Fresno communities. In order to meet Goal 2, WUSD revised its 2019-20 budget to incorporate additional COVID-related funding received through the CARES Act and SB117 to include actions and services that directly address the impact of COVID-19 on staff, students, and families and to ensure continuity of learning for our students. All actions were either fully or partially implemented.

Successes related to Goal 2
According to a local survey administered in Spring 2020, 85% of parent respondents felt that their child's school did a good job of communicating with them during Spring school closure. Also, 69% of student respondents felt that adults or other school staff cared about them during Spring school closure. These statistics evidence the strong efforts made by WUSD staff to communicate with families in a variety of methods and in their preferred language.

Challenges related to Goal 2:
When school campuses were closed on March 13, 2020, WUSD quickly pivoted to an emergency distance learning plan. This disrupted existing plans for in-person community and parent events scheduled for the Spring semester. While efforts were made to connect with parents via telephone, Google Meet, and other electronic means, the district struggled to maintain the same levels of connectedness as would have been expected in a normal year. While 69% of student respondents (local survey administered in Spring 2020) felt that adults or other school staff cared about them during Spring school closure, 42% of those same student respondents reported feeling sad or alone. WUSD strongly believes in the value of relationships and these results show that in the absence of personal connections gained through in-person parent and community events such as Family Literacy Night or Senior Projects presentations, students are more likely to feel disconnected.

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.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 2: State Standards (Conditions of Learning)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 7: Course Access (Conditions of Learning)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	District Goal 2 and 5

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. WUSD will increase student achievement in math as measured by SBAC scores meeting or exceeding standard. **19-20** On the Math SBAC 2019-20,WUSD will increase its overall district score by 4% over the prior year. **Baseline** WUSD had 16% of its students meet/exceed standard on the Math SBAC in 2016. Each individual grade level ranged from 8% - 22%.	Goal Met. 2019: Washington Unified increased student achievement as measured in math by 4.22% for a total of 26.23% of students having met or exceeded standard on the SBAC or CAASPP. 2020: Due to the COVID-19 pandemic, the CAASPP requirement was waived for Spring of 2020.
Metric/Indicator 2. WUSD will increase student achievement in English Language Arts as measured by SBAC scores meeting or exceeding standard. **19-20** On the ELA SBAC 2019-20, WUSD will increase its overall district score by district score by 4% over the prior year. **Baseline**	Goal Not Met. Washington Unified did not increase student achievement in English Language Arts (ELA) by 4% over the prior year. In 2018-19, 36.86% of students met or exceeded standard on the ELA SBAC or CAASPP. This represents a .6% increase over the prior year. 2020: Due to the COVID-19 pandemic, the CAASPP requirement was waived for Spring of 2020.

Expected	Actual
WUSD had 31% of its students meet/exceed standard on the ELA SBAC in 2016. Each individual grade level ranged from 16% - 50%	
Metric/Indicator 3. WUSD will meet or exceed the state average for English Learner progress toward English Proficiency by 5% annually as measured by the annual State English Language Proficiency Exam. **19-20** WUSD will establish baseline data for growth using the new ELPAC. **Baseline** WUSD had on average 47.3% of English Learners meeting English Proficiency target levels on CELDT. In 2016-2017 an average of 5.05% of English Learners moved towards English Proficiency as compared to 2015-2016.	Goal Not Met. 2019: Washington Unified English Learners did not meet or exceed the state average on making progress towards English proficiency (as measured by the dashboard) of 48.3%. The CA school dashboard shows that 41.1% of WUSD ELs are making progress towards English proficiency as measured by the ELPAC. 2020: Due to the COVID-19 pandemic, the ELPAC requirement was waived for Spring of 2020.
Metric/Indicator 4. WUSD English Learner reclassification rate will meet or exceed the state average by 5% annually as measured by district criteria. **19-20** English Learner reclassification rate will increase by 5% in 2019-2020. **Baseline** According to the LCFF State Priorities Snapshot, WUSD's percent of English Learner reclassification rate is 5%.	Goal Met: In 2019-20, prior to school closure, 57 WUSD English Learners were reclassified, up from 17 students in 2018-19 and representing a 70% increase.
Metric/Indicator 5. The percent of students scoring a 3 or higher on Advanced Placement exams will increase annually. **19-20** The percent of students scoring a 3 or higher on Advanced Placement exams will increase by 1%.	Goal Met. In 2019, 39% of students who took an Advanced Placement exam scored a 3 or higher in 2019 for an increase of 15% over the prior year. In 2020, 43.6% of students who took an Advanced Placement exam scored a 3 or higher.

Expected	Actual
Baseline In the 2015-16 school year, 30.5% of students who took an AP exam received a score of 3 or higher.	
Metric/Indicator 6. The A-G completion rate at Washington Union High School will continue to remain above the state average. **19-20** WUHS will meet or exceed the state average for the A-G completion rate. **Baseline** In 2015-16, the A-G completion rate for Washington Union High School was 49% which exceeded the most recently reported state average of 43% (www.ppic.org) by 6%.	Goal Met. In 2019-20, the A-G completion rate for Washington Union High School was 45% which slightly exceeded the state rate of 44%.
Metric/Indicator 7. The percent of students ready for college level coursework as measured by the EAP will increase annually in both ELA and Math. **19-20** WUSD will establish baseline data for growth taking into consideration the new requirements for the Early Assessment Program and CSU college placement guidelines. **Baseline** On the 2016 SBAC, 42% of WUSD's 11th graders scored ready or provisionally ready for college level coursework in English Language Arts on the EAP. 12% scored ready or provisionally ready for college level coursework in Math on the EAP.	Goal Met. 2019: On the 11th grade 2019 ELA SBAC or CAASPP, 58.54% of students scored "standard met or exceeded" (formerly ready or conditionally ready for college-ready coursework on the ELA EAP.) This represents an increase over the prior year. On the 11th grade 2019 Math SBAC or CAASPP, 20.87% of students scored "standard met or exceeded" (formerly ready or conditionally ready for college-ready coursework on the Math EAP.) This represents an increase over the prior year. 2020: Due to the COVID-19 pandemic, the ELPAC requirement was waived for Spring of 2020.
Metric/Indicator 8. All students will have access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings.	Goal Met. This continues to be true at all sites according to Master Schedules and Course Offerings, with the exception of a foreign language offered at the middle school level.

Expected	Actual
19-20 100% of students, including all subgroups will have access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured by master schedules and course offerings. **Baseline** According to Master Schedules at each site, 100% of WUSD's students have access to a broad course of study. **Metric/Indicator** 9. The percent of students completing a CTE course sequence will continue to increase. **19-20** The percent of students completing a CTE course sequence will increase by 5%. **Baseline** In 2015-16, 7% of WUSD's graduates completed a CTE course sequence.	Goal Not Met. 2019: According to the College/Career Measures Indicator Report on the California School Dashboard, in 2019 30% of students completed a CTE course sequence and in 2020, 24% of students completed a CTE course sequence.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
According to the California School Dashboard, unduplicated students are some of the lowest performing on 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 who are struggling to meet or exceed grade-level academic standards as measured by the California Assessment for Student Performance and Progress (CAASPP). The expected outcome is that through individualized and small group intervention, the unduplicated student population will be able to meet or exceed grade-level academic standards.	1000-1999: Certificated Personnel Salaries Title I 280,338 1000-1999: Certificated Personnel Salaries Other 52,337	1000s- $189,903 3000s- $79,914 1000-5999: Salaries, Benefits, Supplies and Services Title I $269,817 1000s- $45,517 3000s- $9,403 4000s- $30,495 5000s- $5,020 1000-5999: Salaries, Benefits, Supplies and Services Other $90,435

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1000-1999: Certificated Personnel Salaries LCFF Supplemental & Concentration 37,120	1000s- $0 3000s- $0 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration $0
	1000-1999: Certificated Personnel Salaries Other 46,950	1000s- $0 3000s- $0 4000s- $0 1000-5999: Salaries, Benefits, Supplies and Services Other $0
	1000-1999: Certificated Personnel Salaries Title III 119,122	1000s- $81,911 3000s- $37,281 1000-5999: Salaries, Benefits, Supplies and Services Title III $119,192
	1000-1999: Certificated Personnel Salaries Other $41,497	1000s- $0 3000s- $0 1000-5999: Salaries, Benefits, Supplies and Services Other $0
Unduplicated students, including homeless, are some of the lowest performing on state and local assessments. Intervention specialists are needed to support and monitor the academic and social emotional progress of unduplicated students. The LEA will provide intervention specialists for unduplicated students. This will result in increased academic achievement and social emotional health of unduplicated students, including homeless.	2000-2999: Classified Personnel Salaries LCFF Supplemental & Concentration 144,364	2000s- $88,991 3000s- $55,152 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration $144,143
	2000-2999: Classified Personnel Salaries Title I 373,820	2000s- $225,150 3000s- $143,362 1000-5999: Salaries, Benefits, Supplies and Services Title I $368,512
Intervention Curriculum	5000-5999: Services And Other Operating Expenditures Other 6,770	4000s- $5,959 5000s- $8,25 1000-5999: Salaries, Benefits, Supplies and Services Other $6,784

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Unduplicated students, including homeless, have some of the lowest attendance rates, highest suspension and expulsion rates, and are some of the lowest performing on state and local assessments. Learning directors are needed to provide academic, social, and behavioral support for unduplicated students, including homeless, and instructional support for teachers, data disaggregation, and program evaluation. The LEA will provide learning directors for the academic, social, and behavioral support for unduplicated students, including homeless, and instructional support for teachers, data disaggregation, and program evaluation. This will result in increased attendance rates, decreased suspension and expulsion rates, and increased academic achievement on state and local assessments.	1000s-803,314 2000s-88,975 3000s-366,972 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration 1,259,261	1000s- $776,815 2000s- $90,971 3000s- $339,084 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration $1,206,870
Unduplicated students are some of the lowest performing on state and local assessments. Instructional Assistants are needed to support and monitor the academic achievement and learning progress of unduplicated students. The LEA will provide Instructional Assistants for unduplicated students. This will result in increased academic achievement and the enhanced learning of unduplicated students.	2000s- 309,665 3000s- 187,182 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration 496,847 2000s- 2,000 3000s- 611 1000-5999: Salaries, Benefits, Supplies and Services Title I 2,611	2000s- $272,382 3000s- $172,427 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration $444,809 2000s- $1,584 3000s- $467 1000-5999: Salaries, Benefits, Supplies and Services Other $2,051
Unduplicated students are some of the lowest performing on 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 provide Library Media Services for unduplicated students. This will result in increased academic achievement and the enhanced learning of unduplicated students.	2000s-147,474 3000s-86,726 4000s-2,352 5000s-16,902 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration 253,454	2000s- $141,431 3000s- $82,239 4000s- $0 5000s- $5,264 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration $228,934 4000s- $54,158 4000-4999: Books And Supplies LCFF Base $54,158

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Unduplicated students are some of the lowest performing on state and local assessments. Multiple Supplemental Online Academic Support Programs, subscriptions and software is needed to support and monitor the academic achievement, reading comprehension, and learning progress of unduplicated students. The LEA will provide supplemental online academic support programs and software for unduplicated students. This will result in increased academic achievement, reading comprehension, and the enhanced learning of unduplicated students.	5000-5999: Services And Other Operating Expenditures LCFF Supplemental & Concentration 80,971 5000-5999: Services And Other Operating Expenditures LCFF Base 3,095 5000-5999: Services And Other Operating Expenditures Title I 5,475	5000-5999: Services And Other Operating Expenditures LCFF Supplemental & Concentration $81,167 5000-5999: Services And Other Operating Expenditures LCFF Base $31,757 5000-5999: Services And Other Operating Expenditures Title I 0
Unduplicated students have some of the lowest attendance rates, highest suspension and expulsion rates, and are some of the lowest of the lowest performing on state and local assessments. The Advancement Via Individual Determination (AVID) program provides academic, social, and behavioral support for unduplicated students and instructional support for teachers, data disaggregation, and program evaluation. The LEA will provide AVID for the academic, social, and behavioral support for unduplicated students and instructional support for teachers, data disaggregation, and program evaluation. This will result in increased attendance rates, increased A-G completion rates, decreased suspension and expulsion rates, and increased academic achievement on state and local assessments.	1000s- 1,500 3000s- 312 4000s- 700 5000s- 6,613 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration 9,125 1000s- 111,760 3000s- 43,392 5000s-2,753 1000-5999: Salaries, Benefits, Supplies and Services Title I 157,905	1000s- $1,500 3000s- $309 4000s- $0 5000s- $6,580 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration $8,389 1000s- $112,369 3000s- $43,557 4000s- $617 5000s- $6,387 1000-5999: Salaries, Benefits, Supplies and Services Title I $162,930
Unduplicated students are some of the lowest performing on 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 provide curriculum for English Learner students. This will result in increased academic achievement and the enhanced learning of unduplicated students.	4000-4999: Books And Supplies LCFF Supplemental & Concentration 1,302 4000s- 10,343 5000s- 10,627 1000-5999: Salaries, Benefits, Supplies and Services Title III 20,970	5000-5999: Services And Other Operating Expenditures LCFF Supplemental & Concentration $8,731 5000-5999: Services And Other Operating Expenditures Title III $8,641

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Unduplicated students have some of the lowest attendance rates, highest suspension and expulsion rates, and are some of the lowest of the lowest performing on state and local assessments. District coordination of curriculum, instruction, and assessment; testing coordinator services provides academic support for unduplicated students and instructional support for teachers, data disaggregation, and program evaluation. The LEA will provide District coordination of curriculum, instruction, and assessment; testing coordinator services support for unduplicated students and instructional support for teachers, data disaggregation, and program evaluation. This will result in higher quality instructional practices aimed at higher academic achievement on state and local assessments for the unduplicated student population.	5000-5999: Services And Other Operating Expenditures LCFF Supplemental & Concentration 1,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental & Concentration $0
Unduplicated students are some of the lowest performing on state and local assessments. English Language Instruction Teachers and Instructional Aides are needed to support and monitor the academic achievement, reading comprehension, and learning progress of the LEA's English Learner students. The LEA will provide EL Teachers and Instructional Aides for English Learner students. This will result in increased academic achievement and the enhanced learning of unduplicated students.	1000s- 71,812 2000s- 88,554 3000s- 55,192 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration 215,558 2000-2999: Classified Personnel Salaries Title I 98,914	1000s- $79,795 2000s- $85,609 3000s- $90,508 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration $255,912 2000s- $27,820 3000s- $22,940 1000-1999: Certificated Personnel Salaries Title I $50,760
Unduplicated students are some of the lowest performing on state and local assessments. Professional development for AP teachers, Advanced Placement testing and supplies are needed to support and monitor the academic achievement and learning progress of the LEA's unduplicated students. The LEA will provide professional development for AP teachers, Advanced Placement testing and supplies for unduplicated students. This will result in increased academic achievement and the enhanced learning of unduplicated students.	1000s- 850 3000s- 175 4000 - 50 5000- 2,941 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration 4,016	1000s- $850 3000s- $175 4000 - $0 5000- $2,028 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration $3,053 5000-5999: Services And Other Operating Expenditures Title I $13,092

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Unduplicated students, including homeless, are some of the lowest performing on state and local assessments. Counselors will provide academic guidance and support for unduplicated students, including homeless, 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. The LEA will provide Counselors for unduplicated students, with a focus on homeless as this demographic is red on the Dashboard for graduation rate. This will result in increased academic achievement, A-G completion, graduation rates, and enhanced learning of unduplicated students.	1000s-341,132 3000s-150,779 4000s- 400 5000s- 54,360 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration 546,671 1000s- 240,326 3000s- 109,634 1000-1999: Certificated Personnel Salaries Title I 349,960	1000s- $363,353 3000s- $155,720 4000s- $0 5000s- $24,042 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration $543,115 1000s- $244,036 3000s- $111,446 5000s- $3,615 1000-5999: Salaries, Benefits, Supplies and Services Title I $359,097
Unduplicated students, including homeless, are some of the lowest performing on 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 provide Summer School courses for unduplicated students, including homeless,. This will result in increased academic achievement, A-G completion and enhanced learning of unduplicated students, including homeless.	1000s-56,880 2000s-12,727 3000s-15,670 5000s- 29,807 4000s- 7,200 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration 122,284	1000s- $120,909 2000s- $8,260 3000s- $26,894 4000s- $0 5000s- $0 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration $156,063
After School Program	1000s- 27,400 2000s- 109,372 3000s-48,961 4000s- 19,645 5000s- 52,727 1000-5999: Salaries, Benefits, Supplies and Services 21st Century 258,105 1000s- 77,630 2000s-24,118 3000s-17,856 4000s-47,687 5000s-212,793	1000s- $35,386 2000s- $90,603 3000s- $41,241 4000s- $1,571 5000s- $37,754 1000-5999: Salaries, Benefits, Supplies and Services 21st Century $206,555 1000s- $71,652 2000s- $20,310 3000s- $17,080 4000s- $17,792 5000s- $130,462

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1000-5999: Salaries, Benefits, Supplies and Services ASES 380,084	1000-5999: Salaries, Benefits, Supplies and Services ASES $257,296 4000s- $454 5000s- $2,812 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration $3,266 5000-5999: Services And Other Operating Expenditures Title I $2,447
Unduplicated students are some of the lowest performing on state and local assessments. Maintaining full access to courses and electives will ensure that unduplicated students are given the opportunity to complete A-G college requirements and to provide academic support. The LEA will maintain full access to courses and electives for unduplicated students. This will result in increased academic achievement, A-G completion and enhanced learning of unduplicated students.	1000s-137,201 2000s- 3,645 3000s-49,021 4000s- 16,200 5000s- 2,595 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration 208,662 4000s- 27,651 5000s- 30,250 7000s 2,895 1000-5999: Salaries, Benefits, Supplies and Services Carl Perkins 60,796 1000s- 46,567 3000s- 19,627 4000s-7,616 1000-5999: Salaries, Benefits, Supplies and Services ROP 73,810 1000s- 150,753 3000s- 66,897	1000s- $569,350 2000s- $73,997 3000s- $276,689 4000s- $26,468 5000s- $46,790 6000s- $17,816 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration $1,011,110 4000s- $0 5000s- $0 4000-4999: Books And Supplies Carl Perkins 0 1000s- $124 3000s- $4 4000s- $0 1000-5999: Salaries, Benefits, Supplies and Services ROP $128 1000s- $0 3000s- $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration 217,650	1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration $0
	1000s- 408,567 2000s- 72857 3000s- 219,766 4000s- 20,952 5000s- 64,282 6000s- 35,000 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration 821,424	1000s- $0 2000s- $0 3000s- $0 4000s- $0 5000s- $0 6000s- $0 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration $0
	1000s- 85,229 3000s- 37,898 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration 123,127	1000s- $0 3000s- $0 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration $0
	1000-1999: Certificated Personnel Salaries Other 87,564	1000s- $0 3000s- $0 4000s- $0 5000s- $0 1000-5999: Salaries, Benefits, Supplies and Services Other $0
	4000s- 7,800 5000s- 8,662 1000-5999: Salaries, Benefits, Supplies and Services Other 16,462	4000s- $12,156 5000s- $4,629 6000s- $7,500 1000-5999: Salaries, Benefits, Supplies and Services Other $24,285
	1000-1999: Certificated Personnel Salaries Other 68,602	1000s- $43000 3000s- $29,240 1000-1999: Certificated

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Personnel Salaries Title III $72,240
Unduplicated students are some of the lowest performing on state and local assessments. Expanding CTE Pathways will ensure that unduplicated students are given the opportunity to complete A-G college requirements and to provide academic support. The LEA will provide for expanded CTE Pathways for unduplicated students. This will result in increased academic achievement, A-G completion and enhanced learning of unduplicated students.	4000s- 3,497 5000s- 5,500 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration 8,997 1000s- 51,890 2000s- 28,237 3000s- 28,974 4000s- 10,665 5000s- 78,713 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration 198,479 4000s- 5,100 5000s- 3,814 1000-5999: Salaries, Benefits, Supplies and Services Other 8,914 1000s- 93470 2000s- 2,825 3000s- 53937 4000s- 6,991 5000s- 3,206 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration 160,429 4000s- 4,000 5000s- 2,500 1000-5999: Salaries, Benefits, Supplies and Services Other 6,500	3000s- $0 4000s- $0 5000s- $0 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration $0 1000s- $472,015 2000s- $35,876 3000s- $258,673 4000s- $114,844 5000s- $19,508 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration $900,916 4000s- 31,706 5000s- 17,141 1000-5999: Salaries, Benefits, Supplies and Services Carl Perkins $48,847 1000s- $54,397 2000s- $0 3000s- $15,162 4000s- $2,090 5000s- $0 1000-5999: Salaries, Benefits, Supplies and Services Other $71,649 4000s- $31,566 5000s- $2,500 1000-5999: Salaries, Benefits, Supplies and Services Carl Perkins $34,066

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1000s- 81,141 3000s-34,578 4000s- 10,913 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration 126,632	1000s- $187,570 3000s- $95,109 4000s- $0 1000-5999: Salaries, Benefits, Supplies and Services ROP $282,679
	1000s- 62,186 3000s- 33,126 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration 95,312	1000s- $0 3000s- $0 4000s- $0 $0
	4000s-3,500 4000-4999: Books And Supplies Other 3,500	4000s- $0 4000-4999: Books And Supplies Carl Perkins $0
	1000s- 76,465 3000s- 36,083 4000s- 17,850 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration 130,398	1000s- $0 3000s- $0 4000s- $0 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration $0
	4000s- 4,000 4000-4999: Books And Supplies Other 4,000	4000s- $0 4000-4999: Books And Supplies Carl Perkins $0
	1000s- 87,530 3000s- 38,375 5000s- 2,716 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration 128,621	1000s- $ 3000s- $ 5000s- $ 1000-5999: Salaries, Benefits, Supplies and Services
	1000s- 21,725 3000s- 11,383 4000s- 500 5000s- $5,345 1000-5999: Salaries, Benefits,	1000s- 3000s- 4000s- 5000s- 1000-5999: Salaries, Benefits,

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplies and Services LCFF Supplemental & Concentration 38,953	Supplies and Services LCFF Supplemental & Concentration
	4000-4999: Books And Supplies LCFF Supplemental & Concentration 3,600	4000-4999: Books And Supplies LCFF Supplemental & Concentration
Unduplicated students are some of the lowest performing on state and local assessments. Supplemental Instructional supplies will ensure that unduplicated students are given the opportunity to complete A-G college requirements and to provide academic support. The LEA will provide supplemental instructional supplies for unduplicated students. This will result in increased academic achievement, A-G completion and enhanced learning of unduplicated students.	4000-4999: Books And Supplies LCFF Supplemental & Concentration 200,525	4000s- $124,305 5000s- $39,623 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration $163,928
	4000-4999: Books And Supplies Title I 7,797	4000-4999: Books And Supplies Title I $7,797
Unduplicated students are some of the lowest performing on 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 on-going training and support services for the district's 4 comprehensive school sites. The expected outcome is improved teacher efficacy that results in the unduplicated student population being able to meet or exceed grade-level academic standards.	1000-1999: Certificated Personnel Salaries Title I 249,986	1000s- 165,122 3000s- 74,771 1000-5999: Salaries, Benefits, Supplies and Services Title I $239,893
	5000-5999: Services And Other Operating Expenditures LCFF Supplemental & Concentration 6,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental & Concentration $3,905
Unduplicated students are some of the lowest performing on 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. The LEA will provide low class sizes for unduplicated students in grades 4-12. This will result in increased academic achievement, A-G completion and enhanced learning of unduplicated students.	1000s- 439,725 3000s- 235,690 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration 675,415	1000s- $382,951 3000s- $211,871 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration $594,822

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Washington Unified utilized some or all of the budgeted funds for each planned action/service. On March 13, 2020, WUSD closed its school campuses and pivoted to a distance learning format for all students. As a result of school closure, WUSD did not utilize the total budgeted funds for each of the actions and services listed below:

Goal 3, Action 1: WUSD spent $97,920 less than budgeted on Intervention teachers.
Goal 3, Action 5: WUSD spent $52,598 less than budgeted on instructional assistants.
Goal 3, Action 15: WUSD spent $168,625 less than budgeted on the After School Program. This was due to the cancellation of in-person after-school program services during school closure.
Goal 3, Action 16: WUSD spent $570,334 less than budgeted on maintaining full access to courses and electives.
Goal 3, Action 18: WUSD spent $36,597 less than budgeted on Supplemental Instructional Supplies.
Goal 3, Action 20: WUSD spent $80,593 less than budgeted on class-sized reduction for 4th- 12th grades.

After a review of available state and local data and input from parents, staff, and students funds budgeted for the actions/services above were not fully implemented and instead were expended on the actions and services listed below, through the end of the school year, in order to support students, including low-income, English learner, or foster youth students, families, teachers and staff:

Goal 3, Action 6: WUSD spent an additional $29,638 on Library Media Services.
Goal 3, Action 7: WUSD spent an additional $23,383 on Multiple Online Supplemental Support Programs needed to support students during distance learning.
Goal 3, Action 12: WUSD spent an additional $12,129 on AP testing and supplies to ensure that students could access advanced placement exams during school closure.
Goal 3, Action 14: WUSD spent an additional $33,779 on Summer School instruction needed to help lessen learning loss creased by school closure.
Goal 3, Action 17: WUSD spent an additional $454,557 on the expansion of CTE pathways.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

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 had a tremendous impact on our community. Washington Unified schools serve as the "main hub" of the Easton and West Fresno communities. In order to meet Goal 2, WUSD revised its 2019-20 budget to incorporate additional COVID-related funding received through the CARES Act and SB117 to include actions and services that directly address the impact of COVID-19 on staff, students, and families and to ensure continuity of learning for our students.

Successes related to Goal 3
Washington Unified transitioned to a comprehensive distance learning program that included three learning options for students: 1) An online educational program option, 2) a paper/pencil educational program option, and 3) an educational television program option. Families were contacted by their teachers or other school staff and able to choose the learning option that worked best for them. WUSD teachers provided daily lessons in CORE content areas both digitally and in a paper packet format. Special populations, including English Learners and Students with Disabilities, were provided with additional materials and supports, including online individualized instruction, to be able to access learning. WUSD adopted a "no harm" grading policy during school closure. The completion of lessons and activities was strongly encouraged, but not required in order to maintain compliance with guidance from the California Department of Education (CDE). Middle School and High School students were given the option to improve their grades by completing lessons and activities assigned by their teachers. These efforts resulted in a 97% graduation rate for Washington Union High School students, a 7% increase in an AP pass rate of 3 or higher, and 16 students being reclassified. Also, according to a local survey, 91% of student respondents completed some school work from home during Spring school closure. WUSD is proud of these successes despite having to close campuses in the Spring of 2020.

Challenges related to Goal 3
Along with the closure of school campuses, the CAASPP assessments were also waived for the 19-20 school year. While this was beneficial as teachers and families struggled to figure out learning in an online format, it prevented WUSD from collecting important summative data for a comparison with previous years. While teachers continued to provide local assessments, students and families struggled to adapt to a new environment created by school closures, job losses, and other mental health constraints. For example, only 86% of parent respondents reported having reliable internet access at home meaning that some students would need to utilize packets or travel to school parking lots to participate in distance learning.

All actions have been fully or partially implemented except for 5000-5999: Services & Other operating expenditures, LCFF Supplemental & Concentration funds of $1,000 which was rolled over to 2021-22.

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.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)

Local Priorities: District Goal 1 and 3

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Maintain the District attendance rate at or above 95%. **19-20** Maintain the District attendance rate at or above 95%. **Baseline** As of April 2017, WUSD's School Year Attendance data shows an attendance rate of 95.05%. (Months 1-9) 2015-16 School Year Attendance data shows an attendance rate of 94.95%. (Months 1-11) 2014-15 School Year Attendance data shows an attendance rate of 93.82%. (Months 1-11)	Goal Met. Prior to school closure in March of 2020, WUSD's regular program attendance rate was at 95%.
Metric/Indicator 2. Decrease Chronic Absenteeism rate **19-20** The chronic absenteeism rate will decrease by .5%. **Baseline**	Goal Met. Prior to school closure, WUSD's chronic absenteeism rate was 11.2%. This represents a .5% decrease from the prior year's rate of 11.7%.

Expected	Actual
As of April 2017, WUSD's chronic absenteeism rate for the 2016-17 school year is at 10. 7% WUSD's chronic absenteeism rate for 2015-16 was 10.6% WUSD's chronic absenteeism rate for 2014-15 was 18%	
Metric/Indicator 3. Continue to exceed the state high school graduation rate at Washington Union High School and increase in Alternative Education programs. **19-20** Continue to exceed the state high school graduation rate at Washington Union High School. Increase the Alternative Education graduation rate by 5% to 55%. Increase the WUSD Homeless graduation rate by 5% to 72%. **Baseline** In 2015-16, Washington Union High School's graduation rate was 94%, WUSD's Alternative Education graduation rate was 52%. The state graduation rate for that same year was 83.2%. In 2014-15, Washington Union High School's graduation rate was 92.4%. WUSD's Alternative Education graduation rate was 37.4%. The state graduation rate for that same year was 82.3%.	Goal Met. According to the California School Dashboard, in 2019, WUHS had a graduation rate of 97%, Easton High School had a graduation rate of 100% and ELM High School had a graduation rate of 82.4%. Due to the small number of graduating Homeless students, data is not available. In 2020, WUHS had a graduation rate of 97% and ELM High School had a graduation rate of 92%. Homeless students had a rate of 92.3%. This is well above the state graduation rate of 85.8%.
Metric/Indicator 4. Decrease the number of high school dropouts at both Washington Union High School and in Alternative Education programs. **19-20** WUSD will decrease the number of students who drop out of school by .5%. **Baseline**	Goal Met. 18-19: According to the Four-year Adjusted Cohort Outcome data for the 2018-19 school year (Dataquest), WUSD had an 11% dropout rate. 19-20: WUSD had a drop-out rate of 6%.

Expected	Actual
In the 2015-16 cohort, Washington Union High School reported 8 dropouts. In WUSD's Alternative Education programs, there were 28 cohort dropouts. In the 2014-15 cohort, Washington Union High School reported 10 dropouts. In WUSD's Alternative Education programs, there were 41 cohort dropouts.	
Metric/Indicator 5. Reduce the number of students who are suspended annually overall and for each subgroup **19-20** The suspension rate will be reduced by 1% overall. The suspension rate for African American students will decrease by 4%. The suspension rate for students with disabilities will decrease by 3%. The suspension rate for homeless students will decrease by 2%. **Baseline** As of April 2017, Out of School Suspension rate: 220 incidents 2015-16 Out of School Suspension rate: 292 incidents 2014-15 Out of School Suspension rate: 442 incidents In 2014-15, the suspension rate for WUSD was 9.1% as reported on the Five-by-Five Placement Report. The subgroup breakdown is as follows: English Learners: 7.8% Socioeconomically Disadvantaged: 9.4% Students with Disabilities: 16.3% American Indian: 8.3% Asian: 3% African American: 21% HIspanic: 8.4% Two or More Races: 5.3% White: 6.8%	Goal Partially Met: During the 19-20 school year, while suspension data was not reported on the CA school dashboard due to the state waiver, WUSD's internal data shows that the district reduced suspensions of All Students by 3.5% and in each subgroup that qualified for Differentiated Assistance: African American students by 7%, Students with Disabilities by 10%. The rate of suspension for Homeless students was maintained.

Expected	Actual
Metric/Indicator 6. Reduce the number of students who are expelled annually overall and for each subgroup **19-20** Maintain the number of expelled students at 0. **Baseline** As of April 2017, the total number of students expelled for the 2016-17 school year is 3. Expulsions by sub-group: Hispanic: 3 The total number of students expelled in 2015-16 was 5 students. Expulsions by sub-group: Hispanic: 4 African American: 1	Goal Met. WUSD maintained the number of expelled students at 0.
Metric/Indicator 7. Continue to exceed the state average for Middle School Dropout Rates at West Fresno Middle School. **19-20** Continue to stay below the state average for Middle School Dropout Rates at West Fresno Middle School. **Baseline** As of June 2017, the total number of students who dropped out of Middle School in WUSD was 0.	Goal Met. According to Calpads data, there were 0 dropouts reported from West Fresno Middle School in 2019-20
Metric/Indicator 8. Increase the number of students who report feeling safe at school according the the Healthy Kids Survey Results. **19-20**	Goal Met. According to the 2019-20 Student LCAP Survey, 84% of students reported feeling safe at school. This rate was maintained from the prior year.

Expected	Actual
The number of students who state they feel safe at school according to the Annual LCAP Survey Results will increase by 2%. **Baseline** As of April 2016, the total number of students who stated they felt safe at school according to the Healthy Kids Survey results was 85.4%.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Our unduplicated student population, including our homeless students, have some of the highest absentee rates in the district. To address this need, Washington Unified School District will provide District Student Support Services coordinating district efforts to improve attendance. It is our expectation that these services will result in increased attendance rates for our unduplicated student population, including homeless students, over the next three years.	1000s- 83,197 2000s- 27,765 3000s-42,147 4000s- 400 5000s- 14,500 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration 168,009	1000s- $112,762 2000s- $30,633 3000s- $52,099 4000s- $0 5000s- $14,732 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration $210,226
Our unduplicated student population have some of the highest absentee rates in the district. To address this need, Washington Unified School District will participate in the TIP/SARB Program aimed to improve attendance rates for our unduplicated student population. It is our expectation that the TIP/SARB Program will result in increased attendance rates for our unduplicated student population over the next three years.	5000-5999: Services And Other Operating Expenditures LCFF Supplemental & Concentration 9,392	5000-5999: Services And Other Operating Expenditures LCFF Supplemental & Concentration $7,094
Our unduplicated student population have some of the highest absentee rates in the district. To address this need, Washington Unified School District will hire School Liaisons to conduct home visits and coordinate district efforts to improve attendance. It is our expectation that these School Liaison services will result in increased attendance rates for our unduplicated student population over the next three years.	2000s- 47,054 3000s- 34,399 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration 81,453 2000s- 47,054 3000s- 34,942	2000s- $46,248 3000s- $33,923 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration $80,171 2000s- $45995 3000s- $33,722

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1000-5999: Salaries, Benefits, Supplies and Services Other 81996	5000s- $0 1000-5999: Salaries, Benefits, Supplies and Services Other $79,717
Washington Unified's CA School Dashboard Math Performance Indicator shows improvement is needed with respect to our unduplicated student population. Homeless students have some of the lowest performance of all subgroups on the Math CAASPP and Low Income and English Learner students still perform below the district average. To address this need, Washington Unified will need school site activities supplies, staff and services to engage our unduplicated student population, support school culture, and enhance learning for our unduplicated student population. It is our expectation that these services will result in increased performance and engagement of students on the Math CAASPP over the course of the next three years.	1000s- 65,878 2000s-55,880 3000s- 50,953 4000s- 6,800 5000s- 89,964 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration 269,475	1000s- $67,113 2000s- $62,335 3000s- $51,823 4000s- $6,467 5000s- $78,135 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration $265,873
Social Work Services	1000s- 83,833 3000s- 37,040 4000s- 4,000 1000-5999: Salaries, Benefits, Supplies and Services Title I 124,873	1000s- $85,586 3000s- $38,052 4000s- $4,000 1000-5999: Salaries, Benefits, Supplies and Services Title I $127,638 4000-4999: Books And Supplies LCFF Supplemental & Concentration $2,112
Washington Unified's unduplicated student population comes from neighborhoods with high crime rates and often exhibit many social-emotional issues according to our local counseling and discipline records. On-Site Counseling Services are provided district-wide in order to help support the social-emotional needs of students who are facing difficulty in their lives that are causing them to suffer at school. It is our expectation that by meeting the social-emotional needs of our students, we will see an increase in academic achievement and a positive school culture.	5000-5999: Services And Other Operating Expenditures Title I 28,894 5000-5999: Services And Other Operating Expenditures LCFF Supplemental & Concentration 45,112	5000-5999: Services And Other Operating Expenditures Title I $31,809 5000-5999: Services And Other Operating Expenditures LCFF Supplemental & Concentration $51,117

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The unduplicated student population has some of the lowest attendance rates in the district. A student sense of safety on campus is key motivator for attendance. Washington Unified's student survey shows improvement is needed in student's feeling safe at school. To address this need, Washington Unified will provide Link Crew, Where Everybody Belongs (WEB), and Student Mediator transition and support programs that provide strategies to welcome our unduplicated student population and make them feel comfortable and safe at school. It is our expectation that these services will result in increased student safety being reported on surveys over the course of the next three years. Which will result in increased attendance for the unduplicated students.	1000s- 23,447 3000s- 4,861 4000s- 9,552 5000s- 11,320 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration 49,180	1000s- $21,454 2000s- $1,000 3000s- $4,526 4000s- $1,444 5000s- $6,153 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration $34,577
The unduplicated student population has some of the lowest attendance rates in the district. A student sense of safety on campus is key motivator for attendance. Washington Unified's student survey shows improvement is needed in student's feeling safe at school. To address this need, Washington Unified will provide school safety and security services, staff, and supplies to address the safety needs of our unduplicated student population. It is our expectation that these services will result in increased student safety over the course of the next three years. Which will result in increased attendance for the unduplicated students.	2000s- 219,305 3000s- 154,608 4000s- 7,147 5000s- 2,700 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration 383,760	2000s- $212,419 3000s- $145,498 4000s- $0 5000s- $2,700 1000-5999: Salaries, Benefits, Supplies and Services LCFF Supplemental & Concentration $360,617

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Washington Unified utilized some or all of the budgeted funds for each planned action/service. On March 13, 2020, WUSD closed its school campuses and pivoted to a distance learning format for all students. As a result of school closure, WUSD did not utilize the total budgeted funds for each of the actions and services listed below:

Goal 4, Action 7: WUSD spent $16,540 less than budgeted on the following programs: LINK Crew, WEB, and Student Mediator. This was due to the cancellation of in-person programs and services due to school closure.

After a review of available state and local data and input from parents, staff, and students funds budgeted for the actions/services above were not fully implemented and instead were expended on the actions and services listed below, through the end of the school year, in order to support students, including low-income, English learner, or foster youth students, families, teachers and staff:

Goal 4, Action 6: WUSD spent an additional $8,920 on Onsite Counseling Services to support students' mental health.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

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 had a tremendous impact on our community. Washington Unified schools serve as the "main hub" of the Easton and West Fresno communities. In order to meet Goal 2, WUSD revised its 2019-20 budget to incorporate additional COVID-related funding received through the CARES Act and SB117 to include actions and services that directly address the impact of COVID-19 on staff, students, and families and to ensure continuity of learning for our students.

Successes related to Goal 4
Despite school closure, in 2020, WUHS had a graduation rate of 97%, including a 100% graduation rate for African American students and a 92.3% graduation rate for Homeless students.   Easton High School had a graduation rate of 100% and ELM High School had a graduation rate of 92%. Also, the high school drop-out rate decreased by 7%.

In addition to frequent teacher contacts, WUSD counselors, our school social worker, and our contracted school psychologists and counseling service provider (All 4 Youth) continued to provide critical social-emotional supports during school closure utilizing phone calls and online meeting platforms such as Google Meet, Microsoft Teams, and Zoom.

Challenges related to Goal 4
According to a local survey administered in Spring of 2020, 42% of student respondents felt sad or alone during Spring school closure. While WUSD was able to increase counseling and mental health resources during that time, the absence of in-person connections was felt across the community.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Staff, Supplies, Services: Basic educational and operational expenditures including but not limited to staffing, supplies, services and other expenditures.	22,795,034	23,581,660	No
Beginning Teacher Induction: The unduplicated students are some of the most likely to have experienced learning loss due to school closure caused by the COVID-19 pandemic or are at a greater risk of experiencing learning loss due to future school closures. First and best instruction is provided by well trained teachers; the LEA will support this by providing induction for all beginning teachers. This action is principally directed toward unduplicated students and will result in increased achievement of state and local assessments.	56,082	55,760	Yes
Health Services: The unduplicated students need appropriate and timely health care services, staff, and supplies to achieve academic success as they are more likely to experience learning loss as a result of the impact of the COVID-19 pandemic. Many of our low-income families are serving in essential service jobs, making exposure to the virus more likely. It is important that WUSD schools increase health services, including implementation of screening procedures, isolation of students and staff with symptoms, and contact tracing. The LEA will provide appropriate and timely health care services, staff, and supplies to students and will focus on the detection of COVID-19 and the prevention of infection. This action is principally directed toward	284,901	228,840	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
unduplicated students and will secure the well being of all aspects of school success.			
Class Size Reduction (Grades 4-12): The unduplicated students are some of the most likely to have experienced learning loss due to school closure caused by the COVID-19 pandemic or are at a greater risk of experiencing learning loss due to future school closures. 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. The LEA will provide low class sizes for unduplicated students in grades 4-12. This will result in increased academic achievement, A-G completion and enhanced learning of unduplicated students.	686,501	701,119	Yes
Supplies, services and other expenditures to prevent the spread of COVID-19 and other infections, including, but not limited to Personal Protective Equipment (PPE) and facilities and vehicle sanitation equipment.	450,000	444,905	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There are no substantive differences in budgeted and estimated actual expenditures.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

On September 23, 2020, WUSD's Board of Trustees approved the districts' Learning Continuity and Attendance Plan which outlined the plan to offer in-person instructional offerings during the 2020-21 school year. Due to a local Tier rating of purple and according to state and local health and safety guidelines, WUSD was only able to offer in-person services and support to students with special circumstances including English Learners, Homeless youth, and Students with Disabilities on an individual or small group and limited basis. In March of 2021, WUSD was able to implement a hybrid instructional model containing in-person instruction offered to small cohorts of students 2 days a week. In April of 2021, WUSD was able to move to offer in-person instruction to student cohorts 5 days a

week. According to a review of state and local data, and stakeholder feedback, the following successes and challenges were identified:

Successes

WUSD drafted the "Health and Safety Guidelines, COVID-19 Handbook" which contains plans and protocols to ensure the safety of students and staff. The handbook covers protection guidelines for staff, students, and campus visitors, building access and common area protocols, mandatory health screenings, protocols for returning to work after exposure or illness, face-covering and social distancing protocols, Personal Protective Equipment (PPE) guidelines, and flowcharts detailing a process for students and employees if they've contracted COVID.

WUSD has created a plan to implement a non-traditional instructional schedule that addresses student needs with a focus on the implementation of intervention strategies to accelerate learning for students at risk of experiencing continued learning challenges due to the impacts of COVID-19 and ongoing distance learning. The schedule includes traditional learning in essential standards and skills, including integrated and designated ELD and designated time for teachers and academic support staff to meet with struggling learners either individually or in small groups in order to address learning loss.

PLCs continued to use dedicated time each week to utilize the cycle of assessments, data analysis, and plans of action to address pupil learning loss. During in-person instruction, academic interventions including small group and individualized instruction were provided by both the classroom teacher and/or by a certificated Reading Intervention (K-8) or PASS (9-12) teacher during the regular school day. During In-person learning, WUSD continued to ensure student learning, including grade-level competencies and skill development while also providing social-emotional education and support as outlined above.

WUSD schools maintained a 95% rate of attendance.

Challenges

State and local health and safety guidelines continued to change week by week. WUSD spent countless hours in planning and preparation to meet all guidelines presented while at the same time doing our best to meet the needs of our students, staff, and community. As guidelines changed week to week and sometimes day to day, WUSD worked hard to keep up with the latest guidance from both state and local authorities.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology: The unduplicated student population in this LEA have the least access to technology and/or connectivity in their homes. Access to technology and/or connectivity in the home is essential for students to be able to participate and engage with teachers and peers in a distance learning environment. The purchase of technology will be principally directed toward the unduplicated student population and result in increased performance on state and local assessments.	800,000	781,323	Yes
Professional Development: The unduplicated students are some of the most likely to have experienced learning loss due to school closure caused by the COVID-19 pandemic or are at a greater risk of experiencing learning loss due to future school closures. First and best instruction is provided by well-trained teachers, the LEA will support this by providing professional development, including professional development related to instructional techniques for Distance Learning and for serving English Learners during Distance Learning, for all staff. This action is principally directed toward unduplicated students and will result in increased achievement of state and local assessments.	232,039	224,123	Yes
PLC Facilitators/ Lead Teachers: The unduplicated students are some of the most likely to have experienced learning loss due to school closure caused by the COVID-19 pandemic or are at a greater risk of experiencing learning loss due to future school closures. Lead teacher/department heads are necessary to monitor the academic progress of unduplicated students. The LEA will provide lead teacher/department head stipends for disaggregation of data, progress monitoring on state standard implementation and student progress. This action is principally directed toward unduplicated	47,586	46,648	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
students and will result in increased achievement of state and local assessments			
Technology Support: The unduplicated students are some of the most likely to have experienced learning loss due to school closure caused by the COVID-19 pandemic or are at a greater risk of experiencing learning loss due to future school closures. The LEA will provide technology support personnel to ensure staff and students have access to technology support for facilitation of academics and socio-economic learning and support access.	186,082	222,077	Yes
Aeries Communication Between School and Home: One of the Identified Needs for Fall 2020 School Re-opening Distance Learning Options was that stakeholders desired regular communication from the school, including teacher communication with parents and guardians. WUSD will provide multiple methods of parent communication for parents. Aeries Communication systems will be used to monitor school to parent communications. Monitoring will ensure that sites are facilitating parent communication which leads to increased academic achievement on state and local assessments for unduplicated students. This action is principally directed towards unduplicated students and will result in increased academic achievement on state and local assessments.	3,570	13,297	Yes
Supplemental Online Academic Support Programs: The unduplicated students are some of the most likely to have experienced learning loss due to school closure caused by the COVID-19 pandemic or are at a greater risk of experiencing learning loss due to future school closures. 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. The LEA will provide supplemental online academic support programs and software for unduplicated	145,385	130,201	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
students. This will result in increased academic achievement, reading comprehension, and the enhanced learning of unduplicated students.			
English Learner Curriculum: English learners are some of the most likely to have experienced learning loss due to school closure caused by the COVID-19 pandemic or are at a greater risk of experiencing learning loss due to future school closures. 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 provide curriculum for English Learner students. This will result in increased academic achievement and the enhanced learning of these students.	29,771	31,600	Yes
EL Staff: The unduplicated students are some of the most likely to have experienced learning loss due to school closure caused by the COVID-19 pandemic or are at a greater risk of experiencing learning loss due to future school closures. 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 provide EL Teachers and Instructional Aides for English Learner students. This will result in increased academic achievement and the enhanced learning of unduplicated students.	276,407	283,378	Yes
Supplemental Instructional Materials and Supplies: The unduplicated students are some of the most likely to have experienced learning loss due to school closure caused by the COVID-19 pandemic or are at a greater risk of experiencing learning loss due to future school closures. Supplemental Instructional supplies will ensure that unduplicated students are given the opportunity to complete A-G college requirements and to provide academic support. The LEA will provide supplemental instructional supplies for unduplicated students. This will result in increased academic achievement, A-G completion and enhanced learning of unduplicated students.	177,009	108,733	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Academic Coaches: The unduplicated students are some of the most likely to have experienced learning loss due to school closure caused by the COVID-19 pandemic or are at a greater risk of experiencing learning loss due to future school closures. In an effort to increase student academic achievement through improved teacher efficacy, WUSD will employ 2 Academic Coaches to provide on-going training and support services for the district sites. The expected outcome is improved teacher efficacy that results in the unduplicated student population being able to meet or exceed grade-level academic standards through both in-person and distance learning.	250,474	249,941	Yes
TIP/SARB Program: Our unduplicated student population have historically had some of the highest absentee rates in the district. To address this need, Washington Unified School District will participate in the TIP/SARB Program aimed to improve attendance rates for our unduplicated student population. It is our expectation that the TIP/SARB Program will result in increased attendance rates for our unduplicated student population over the next three years.	29,392	29,392	Yes
Home-to-School Liaisons: Our unduplicated student population,are some of the most likely to have experienced learning loss due to school closure caused by the COVID-19 pandemic or are at a greater risk of experiencing learning loss due to future school closures. Students who are learning from home, may need more support to remain engaged in Distance Learning. To address this need, Washington Unified School District will hire School Liaisons to conduct home visits and coordinate district efforts to improve student attendance and engagement. It is our expectation that these School Liaison services will result in increased attendance and engagement rates for our unduplicated student population.	173,496	162,709	Yes
Social Work Services: Unduplicated students, including African American students, Students with Disabilities, and Homeless students, are some of the most likely to have experienced learning	129,125	129,109	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
loss due to school closure caused by the COVID-19 pandemic or are at a greater risk of experiencing learning loss due to future school closures in part due to loss of school provided social-emotional support and or connection to community resources. To address this loss, WUSD will provide social work services to families during ditance learning. 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.			
Counselors: Unduplicated students, including African American students, Students with Disabilities, and Homeless students, are some of the most likely to have experienced learning loss due to school closure caused by the COVID-19 pandemic or are at a greater risk of experiencing learning loss due to future school closures. Counselors will 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. The LEA will provide Counselors for unduplicated students, with a focus on African American students, Students with Disabilities, and Homeless students as these demographic are red on the Dashboard for suspensions, chronic absenteeism, and/or academic performance. This will result in increased academic achievement, A-G completion, graduation rates, and enhanced learning of unduplicated students.	987,540	1,033,495	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Washington Unified utilized some or all of the budgeted funds for each planned action/service.

WUSD spent $35,995 more than budgeted on additional technology support due to the increased technology support needs that arose as a result of moving to an instructional program delivered through distance learning.

WUSD spent $9,727 more than budgeted on communication efforts as the district increased communication efforts during distance learning.

WUSD spent $68,276 less than budgeted on supplemental instructional materials and supplies. This was because the district was able to utilize other funding sources to provide access to these programs for students.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

After a review of state and local data and stakeholder feedback from parents, teachers, students, and staff, WUSD has identified the following successes and challenges:

Successes
In order to maintain continuity of instruction during distance learning, WUSD provided high-quality instruction to every student every day through a combination of digital platforms (Seesaw K-2, Google Classrooms, and Edgenuity 3-12) and paper/pencil educational materials. During distance learning, students maintained enrollment at their school site with instruction provided by their site teachers. Students engaged daily and all courses continued to fulfill standards and graduation requirements. Distance learning also included physical education, career technical education, and elective courses for secondary students. Pupil participation and progress remained consistent as WUSD maintained a 95% attendance rate during distance learning according to data collected and monitored through our Aeries Student Information System.

WUSD provided a device to every student, including students with unique circumstances, to support distance learning. After completing a district-wide inventory of available devices, WUSD ordered 1200 additional new Chromebooks and 250 Samsung Galaxy Tablets to be able to meet the demand for Distance Learning. To meet the needs of families who reported that they did not have access to reliable internet at home, the district purchased 765 hotspots. To meet the needs of families who live in an area that does not offer reliable internet access, additional internet access points were added to publicly accessible areas of each WUSD school site

so that families can utilize connectivity before, during, or after school hours. The district continued to provide print educational materials, including textbooks and learning packets for those families that experienced connectivity issues.

WUSD staff was provided with professional development to specifically prepare them to meet the demands of providing instructional and support in the distance learning environment. Instructional delivery via online platforms and Compassion training was offered to staff in addition to regularly held professional development options.

Teachers embraced the role of educating students and families in both synchronous and asynchronous environments by:
1) Ensuring high-quality instruction during distance learning
2) Creating and maintaining a positive classroom culture in both a synchronous and asynchronous environment.
3) Logging student attendance daily, including daily live interactions and working with site engagement teams to follow-up with families who experienced difficulty or who were absent in a timely manner.
4) Observing regular office hours to provide support and feedback to parents and students.
5) Engaging in professional learning opportunities specific to distance learning, provided by the district and school.
6) Actively engaging in the Professional Learning Community (PLC) process to plan instruction, assess student learning, and monitor student achievement in both traditional and non-traditional school models. PLCs included analyzing instructional strategies and techniques specific to distance and hybrid learning models, and creating and implementing plans to ensure student success.

Like teachers, support staff embraced the role of aiding teachers in educating students and families in both synchronous and asynchronous environments. Some support staff shifted their focus to family communication in order to support an increased need for tracking student engagement, translation, and keeping campuses safe and healthy.

English Learners (ELs) were provided with targeted supports for both the Hybrid Learning and Distance Learning options. Integrated English Language Development (ELD) was provided daily through embedded supports that included research-based strategies such as sentence frames, vocabulary builders, and visualizations. Utilizing the California Department of Education's recommended resources for ELs, WUSD also created an English Learner Support Page for distance learning on our website that provided access to free programs and supports for families.

WUSD offered additional supports for students during distance learning, including targeted individual and small-group academic and social-emotional intervention provided by Reading Intervention teachers, Intervention Specialists, and Guidance Learning Specialists. Social-emotional and mental health counseling and community resource referrals were conducted by Guidance Learning Specialists, On-site Counselors, and service providers such as All 4 Youth and Comprehensive Youth Services. Daily meal distribution and technology distribution were provided to ensure that all students had access to learning.

Students who have a 504 plan or Individualized Education Plan (IEP) continued to receive the services and supports across a full continuum of placements as outlined in those plans.

Each Foster and Homeless family was assigned a site-specific liaison to help ensure the progress of these students. Liaisons help families understand the district and community supports offered, can connect families to these resources through direct referrals, and serve as an advocate for students with teachers and administrators.

Challenges
Students living in the more rural areas of our district did not have access to reliable internet in their homes. WUSD ordered and tested 2 hotspots from different companies and coverage was still not reliable in these areas as providers did not have coverage that extended to these parts of the locality. In order to help these families, WUSD created free WiFi zones in each school parking lot for families to access. Schools also provided a pencil and paper option for these families if they chose to utilize this option.

Parent feedback showed a need for social opportunities and social skills training for their students during distance learning. The loss of daily social interaction (within the school environment) with peers was felt by both students and parents in our community. Teachers worked to connect to students through educational and social media platforms. Counselors and other school staff reached out to students through emails and phone calls. The district offered participation in parent committees and meetings virtually and by phone.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Reading Intervention Teachers: According to the California School Dashboard, unduplicated students are some of the lowest-performing on state and local assessments indicating a need for academic support for students. Also, the unduplicated students are some of the most likely to have experienced learning loss due to school closure caused by the COVID-19 pandemic or are at a greater risk of experiencing learning loss due to future school closures. In an effort to continue to provide increased support, WUSD will provide 3 full-time Intervention teachers at district Elementary schools to serve students who are struggling to meet or exceed grade-level academic standards as measured by the California Assessment for Student Performance and Progress (CAASPP). The expected outcome is that through individualized and small group intervention, the unduplicated student population will be able to meet or exceed grade-level academic standards.	501,699	406,955	Yes
Intervention Specialists: Unduplicated students, including African American students and Students with Disabilities, are some of the most likely to have experienced learning loss due to school closure caused by the COVID-19 pandemic or are at a greater risk of experiencing learning loss due to future school closures. Intervention specialists are needed to support and monitor the academic and social-emotional progress of unduplicated students. The LEA will provide intervention specialists for unduplicated students. This will result in increased academic achievement and social-emotional health of unduplicated students.	596,291	517,626	Yes
Intervention Curriculum: The unduplicated students are some of the most likely to have experienced learning loss due to school closure caused by the COVID-19 pandemic or are at a greater risk of	7,990	7,990	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
experiencing learning loss due to future school closures. Intervention curriculum is needed to support the academic progress of unduplicated students. The LEA will provide intervention curriculum for unduplicated students. This will result in increased academic achievement of unduplicated students.			
Instructional Aides: The unduplicated students are some of the most likely to have experienced learning loss due to school closure caused by the COVID-19 pandemic or are at a greater risk of experiencing learning loss due to future school closures. Instructional Aides are needed to support and monitor the academic achievement and learning progress of unduplicated students. The LEA will provide Instructional Assistants for unduplicated students. This will result in increased academic achievement and the enhanced learning of unduplicated students.	501,855	503,544	Yes
WUHS PASS Program: The unduplicated students are some of the most likely to have experienced learning loss due to school closure caused by the COVID-19 pandemic or are at a greater risk of experiencing learning loss due to future school closures. 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 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 will result 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.	174,190	162,196	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Washington Unified utilized some or all of the budgeted funds for each planned action/service.

WUSD spent $94,744 less than budgeted on Intervention teachers. The district had planned to expand intervention offerings, but due to uncertainty surrounding COVID-19 restrictions, it was decided to remain at the current number of positions.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

WUSD has utilized PLCs to enact a systematic cycle of assessment, data analysis, and creating meaningful plans of action to measure and address pupil learning loss. PLCs have structured collaboration time on a weekly basis to engage in these improvement cycles. Site-level PLCs have selected appropriate initial diagnostic assessments and common formative assessments to measure status, learning gains, and losses.

Results
According to mid-year results based on the STAR Reading Enterprise Assessment: District results (including students in grades K-5 at West Fresno Elementary School and K-8 at American Union Elementary School) showed that 60.6% of students were At/Above Benchmark in Reading and/or Early Literacy. 11.1% of students assessed were On Watch, and 28.3% of students required Intervention or Urgent Intervention. According to the mid-year benchmark using the Reading Plus Literacy program, 17% of students at West Fresno Middle School (WFMS) were at grade level or above. Of WFMS students in Grade 7, 34% scored proficient, and in grade 8, 18% of students scored proficient on mid-year Math benchmarks. Washington Union High school students in grades 9-12 showed that 49.2% of students tested were achieving or excelling at grade level standards on the English language arts common formative benchmarks. High school math end-of-unit common assessments showed that 23.20% of students who took a mathematics course in the Fall scored proficient and 34.95% of students who took a mathematics course in the Spring are currently scoring proficient.

Successes
WUSD schools utilized a system of benchmarks and diagnostic assessments to monitor student literacy and proficiency in mathematics throughout the 20-21 school year. While distance learning presented challenges such as ensuring the fidelity of exams taken virtually, the majority of students participated in assessments allowing the district to make important conclusions.

Challenges
Results above show that students experienced learning loss during school closure. A comprehensive learning recovery program is needed to help address learning loss. Also, targeted supports such as small-group and individual interventions are needed for struggling learners. Helping students to become comfortable with online assessment platforms and test-taking strategies proved to be a challenge during distance learning. Teachers stepped up efforts to train students to use these platforms with ease after undergoing professional development in using technology in teaching and assessment.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Successes
Our continued focus to meet as Intensive Behavioral Support Teams across our district has sustained our ability to provide services for students during this time of distance learning. Each site has developed a system of collecting data that keeps them informed of student progress. As data is collected and analyzed, the next steps are to address trends that are taking place throughout campus, and in independent cases, students are offered services to meet their immediate needs.

During our weekly meetings, it is imperative that we bring in wrap-around services such as All-4-Youth, California Youth Services, and interns as they play an active role in supporting caseloads and providing effective interventions. Along with these standing meetings, students have been trained on how to report an incident through our online survey in order for staff to conduct a follow up on what has been reported.

During this time, sites have shown an increase in virtual attendance, parent contacts, and connecting parents to outside community services to support their families needs. One of our high school pathways is supporting a districtwide virtual event that will speak to SEL and its impact on student learning. This speaks to a survey that was provided and of the participants that gave responses, 93.3% of students feel that adults on their campus care about them.

Challenges
Challenges faced during this time are finding a universal screening tool to support our collection of data that is aligned with each site and is compatible with our student database system. Our current staff has created Google Sheets to compile and collect student information. This information is static and does not provide a living & active 360-degree story for each student. Caseloads are heavy, so sites are working on spreading out their assignments diligently and placing students in respective needed programs. In some cases, we have had parents turn down services that do not support our progress when we have data to support the level of student need.

Our teams will continue to problem solve our current caseloads and supports aligned to drive student well-being and success on our campuses. A few strategic forms of implementation have shifted as we are currently bringing students back to campus and are able to facilitate in-person support, push-in, and or pull-out opportunities to support our students.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes
Washington Unified worked hard to engage students throughout Distance Learning and into the different phases of in-person instruction. The district is proud to have averaged a 95% attendance rate. The district also increased its efforts to communicate with parents in a timely manner through multiple means and in their home language. Throughout this school year, we mailed letters home, posted regularly to our website, and utilized our Aeries communication system to send important information and to connect with parents. Feedback received in community meetings about parent communication was generally positive. In a survey provided in Spring of 2021, 94.8% of parents who had an opinion feel welcome to participate in school activities, and 74% of parents surveyed have participated in at least one school meeting, conference, event, etc. this year. Qualitative feedback at stakeholder meetings also indicated that parents were happy with communication during school closure.

A tiered-re-engagement strategy was implemented for students who were absent during distance learning. If a student was absent, the following steps were implemented and documented in the Aeries SIS:
1) After one absence, the Classroom teacher or designated support staff attempted to make contact with the student and/or family via phone or email. Spanish and Hmong-speaking support staff assisted in making these contacts.
2) After 3 documented days of absence from learning, the site attendance secretary attempted to make contact with the parent or guardian via phone. The site secretary also sent a letter home to the guardian outlining the importance of school attendance and supports available to assist the family.
3) After 4-5 absences, an intervention specialist was assigned to follow up with the student and family to create a plan to successfully participate in learning. A second letter was sent home to the family.
4) After 8 absences, a meeting was scheduled with the site Learning Director (in-person or by phone or Google Meet) with the family to discuss how the site can best support the family. A third letter was mailed home to the family.
5) After 10 unexcused absences, the student and family were referred to the District's traditional SARB process.

WUSD utilized 2 Home-to-School liaisons to make home visits for students who proved hard to reach as long as it was determined to be safe to do so. It remained the goal of the District that every student engages in learning every day.

Challenges
Students living in the more rural areas of our district did not have access to reliable internet in their homes. WUSD ordered and tested 2 hotspots from different companies and coverage was still not reliable in these areas as providers did not have coverage that extended to these parts of the locality. As a result, these families relied on paper letters and phone calls for information. In order to help these families, WUSD created free WiFi zones in each school parking lot for families to access. Schools also provided a pencil and paper option for these families if they chose to utilize this option.

Parent feedback showed a need for social opportunities and social skills training for their students during distance learning. The loss of daily social interaction (within the school environment) with peers was felt by both students and parents in our community.

Teachers worked to connect to students through educational and social media platforms. Counselors and other school staff reached out to students through emails and phone calls. The district offered participation in parent committees and meetings virtually and by phone.

Finally, while qualitative feedback showed that parents were happy with communication during school closure and distance learning, the number of parents who have participated in a school event has declined from 93% to 74%. As school campuses begin to open up, we want to focus on finding safe and healthy ways for families to connect and participate in school activities as we believe that partnerships with parents positively influence academic achievment.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

WUSD continues to provide nutritionally adequate breakfasts and lunches to all students, including students who are eligible for free or reduced-price meals, who participate in both in-person instruction and distance learning.

Successes
During distance learning, WUSD provided packaged meals on a grab-and-go basis for students and families. Students had access to a healthy breakfast and lunch for every school day. Those students who have continued to participate in Distance Learning can continue to pick up packaged meals. In order to ensure the health and safety of staff and students during meal distribution, WUSD staff continue to follow guidelines provided by the Fresno County Superintendent of Schools and the Fresno County Department of Public Health (FCDPH). Personal Protective Equipment (PPE), such as face masks, gloves, and hand sanitizer have been provided to staff who prepare and distribute meals and a COVID Screener is implemented for all staff entering district facilities. Nutrition staff received training about implementing techniques to prevent the spread of illnesses, including COVID-19.

Challenges
In order to ensure that meal pick-ups did not coincide with class times for different cohorts, nutrition staff had to adjust scheduling options to remain flexible for families. We also had parents request flexibility in picking up meals at one location, even if they had students at two or more schools. WUSD met these challenges well and accommodated these requests so that all students had access to nutritious meals.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	On-Site Counseling Services: Washington Unified's unduplicated student population comes from neighborhoods with concentrated poverty and higher crime rates than other parts of our city and often exhibit many social-emotional issues according to our local counseling and discipline records. On-Site Counseling 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. It is our expectation that by meeting the social-emotional needs of our students, we will see an increase in academic achievement and positive school culture.	258,158	197,456	Yes
Pupil Engagement and Outreach	WUSD will provide multiple methods of parent communication for parents including Aeries Communication and site and district newsletters. This action is principally directed towards unduplicated students, as these students are at a greater risk for having experienced learning loss due to school closure caused by the COVID-19 pandemic or are at a greater risk of experiencing learning loss due to future school closures. It is our expectation that by communicating with parents on a regular basis and through multiple methods, we will see an increase in student engagement and academic achievement.	28,839	16,362	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Washington Unified utilized some or all of the budgeted funds for each planned action/service.

WUSD spent $60,702 less than budgeted on on-site counseling services. This is due to the fact that some of the service providers were no longer able to provide in-person service hours due to the restrictions of the COVID-19 pandemic.

Also, WUSD spent less than budgeted on certain communication methods, such as district newsletters which have been printed in the past. This is due to the fact that the district pivoted to using electronic communications, including an electronic newsletter distributed through MailChimp, to ensure less handling of paper and products during the COVID-19 pandemic. Sending emails, phone dialers, and text messages were deemed more appropriate in many cases due to safety risks related to COVID-19. Paper letters were sent for highly important notifications.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Since March of 2020, WUSD has pivoted from in-person learning to distance learning to a hybrid model of instruction. Throughout the changes, the district has tried to offer a high-quality educational program for students that included academic support, technology, mental health services, meals, social-emotional support, and supports for students with special circumstances. One of the things we have learned is the importance of piloting planned programs and strategies with a smaller group before expanding to a larger scale. For example, in the summer of 2020, the district piloted both a hybrid instructional program model and a full-distance learning instructional model. Cohort teachers provided weekly feedback about technology, curriculum delivery, and student progress. The feedback from these cohorts helped us not only to plan logistically for these programs but also allowed us to know what we needed to focus on in terms of professional development for teachers and supports for students. As we have progressed through the 20-21 school year, we have continued to pilot different strategies and techniques, analyzing data along the way, and then rolling larger-scale efforts out school or districtwide. Another lesson learned was that we needed some staff members to shift focus in terms of their daily responsibilities. For example, some of our campus security personnel, joined with attendance and engagement teams to make phone calls and assist students with accessing technology, classes, and curriculum. It was important for us to reach out to every student that didn't engage in online learning, every day, to maintain a strong presence in their lives, and to encourage them with their academic goals.

As we wrote the 2021-24, we kept these lessons in mind and did not make major cuts to personnel based solely on the possibility that students may be learning from home nor did we include plans to fund actions and services that we had not tested through a pilot program so as to ensure that we did not waste the resources that we have.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

WUSD continues to measure pupil learning loss through the following efforts. WUSD utilizes weekly Professional Learning Communities (PLCs) to enact a systematic cycle of assessment, data analysis, and creating meaningful plans of action to measure and address pupil learning loss. PLCs will have structured collaboration time on a weekly basis to engage in these improvement cycles. Site-level PLCs will work together to select appropriate initial diagnostic assessments and common formative assessments to measure status, learning gains, and losses, for students, including English Learners, Foster and Homeless youth, and low-income students. Assessments will be grade-level appropriate and district approved including, but not limited to:

For English language arts: STAR 360, iReady, Development Reading Assessment (DRA), Foundational Skills Assessment, Reading Plus, and Grade-level ELA IABs and Performance Tasks

For Mathematics: Eureka Math Skills Assessments, Grade-level Math IABs, and Math Performance Tasks

For English Language Development (ELD): Reach, Designated ELD Skills Assessments

For students experiencing homelessness, a site liaison will be assigned to specifically support these students and their families through progress monitoring, including using the assessments above, and also through individual check-ins to provide an opportunity to ensure the students are provided with resources necessary for achievement.

Quarterly, teachers administer a selected common initial assessment in order to identify the current status of academic achievement of each student, as well as students who have experienced learning loss or significant learning loss. Assessment results are housed in Illuminate DnA, the District's learning management platform so that teachers and PLCs can analyze data at the individual student, class, school site, and district levels. Those students who have demonstrated a learning loss are assigned to appropriate academic interventions.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

A description of the substantive differences for the In-Person Instruction, Distance Learning Program, and Learning Loss sections has already been provided within each respective section of this plan.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The Washington Unified School district has taken an analytical approach in the development of the 21-24 LCAP. We have analyzed district and site level achievement data using the California School Dashboard, Dataquest, and our student information system. We have presented that data to stakeholders including staff, students, parents, and community members in an effort to gain honest feedback about the needs of our students and families and to evaluate whether the plans we have in place are truly meeting the needs of the students we serve. In reviewing both the quantitative and qualitative data and through an evaluation of our current programs, we believe that we have developed a comprehensive plan to ensure that we accomplish our mission of being a district of academic excellence provided through supportive leadership, systems, and culture to ensure that all students graduate college and/or career ready.

We have learned that we need to continue to implement health and safety measures to help prevent the spread of illness including COVID-19. PPE such as face masks, gloves, hand sanitizer, sanitization equipment, etc. needs to continue to be provided for staff and students to safely participate in learning.

The district needs to continue to focus on the academic of achievement of struggling learners, including those in underperforming subgroups such as African American students, Homeless students, and English Learners. While some progress has been made towards closing the achievement gap, the district recognizes that a continued effort that includes support from the Fresno County Superintendent of Schools Differentiated Assistance team is necessary to continue to make gains. Specifically, efforts towards supporting first best instruction for underserved subgroups with targeted professional development will aid in the progress of these students.

We have learned that we need to continue to provide mental health resources and to provide ways for students to be identified or to self-identify if they have a social-emotional need. During distance learning, this required re-directing staff duties to ensure that this critical component was not missed. It also required booting efforts to use virtual platforms such as the school website, where students could confidentially ask for help if they needed it. Teachers began using social media platforms such as Instagram and Facebook to connect to students and to inform families about opportunities for assistance or events at school. By expanding our methods of communication, we have been able to reach more students and families.

Finally, we have learned that we need to support our teachers and students in learning to use technology for learning. This requires a sustained effort to provide devices, connectivity, and technical support to both staff and families in our district.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - o Continuity of Instruction,
  - o Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	31,803,262.00	34,813,242.00
	0.00	0.00
21st Century	258,105.00	206,555.00
ASES	380,084.00	257,296.00
Base	0.00	39,420.00
Carl Perkins	60,796.00	82,913.00
LCFF Base	19,339,544.00	23,214,410.00
LCFF Supplemental & Concentration	8,076,152.00	7,292,319.00
Lottery	138,129.00	173,601.00
Other	445,510.00	405,496.00
ROP	73,810.00	282,807.00
Routine Maintenance Fund	946,103.00	881,176.00
Title I	1,758,988.00	1,686,188.00
Title II	174,329.00	87,918.00
Title III	151,712.00	203,143.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	31,803,262.00	34,813,242.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	1,413,134.00	123,000.00
1000-5999: Salaries, Benefits, Supplies and Services	28,764,512.00	34,015,342.00
2000-2999: Classified Personnel Salaries	777,053.00	0.00
4000-4999: Books And Supplies	499,449.00	371,150.00
5000-5999: Services And Other Operating Expenditures	349,114.00	303,750.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	31,803,262.00	34,813,242.00
		0.00	0.00
	LCFF Supplemental & Concentration	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental & Concentration	87,808.00	0.00
1000-1999: Certificated Personnel Salaries	Other	296,950.00	0.00
1000-1999: Certificated Personnel Salaries	Title I	880,284.00	50,760.00
1000-1999: Certificated Personnel Salaries	Title II	28,970.00	0.00
1000-1999: Certificated Personnel Salaries	Title III	119,122.00	72,240.00
1000-5999: Salaries, Benefits, Supplies and Services	21st Century	258,105.00	206,555.00
1000-5999: Salaries, Benefits, Supplies and Services	ASES	380,084.00	257,296.00
1000-5999: Salaries, Benefits, Supplies and Services	Carl Perkins	60,796.00	82,913.00
1000-5999: Salaries, Benefits, Supplies and Services	LCFF Base	19,336,449.00	23,128,495.00
1000-5999: Salaries, Benefits, Supplies and Services	LCFF Supplemental & Concentration	7,177,573.00	7,038,720.00
1000-5999: Salaries, Benefits, Supplies and Services	Other	113,872.00	404,085.00
1000-5999: Salaries, Benefits, Supplies and Services	ROP	73,810.00	282,807.00
1000-5999: Salaries, Benefits, Supplies and Services	Routine Maintenance Fund	946,103.00	881,176.00
1000-5999: Salaries, Benefits, Supplies and Services	Title I	304,666.00	1,547,185.00
1000-5999: Salaries, Benefits, Supplies and Services	Title II	92,084.00	66,918.00
1000-5999: Salaries, Benefits, Supplies and Services	Title III	20,970.00	119,192.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental & Concentration	304,319.00	0.00
2000-2999: Classified Personnel Salaries	Title I	472,734.00	0.00
4000-4999: Books And Supplies	Carl Perkins	0.00	0.00
4000-4999: Books And Supplies	LCFF Base	0.00	54,158.00

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
4000-4999: Books And Supplies	LCFF Supplemental & Concentration	316,041.00	101,085.00
4000-4999: Books And Supplies	Lottery	138,129.00	173,601.00
4000-4999: Books And Supplies	Other	10,244.00	1,411.00
4000-4999: Books And Supplies	Title I	35,035.00	40,895.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	39,420.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	3,095.00	31,757.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental & Concentration	190,411.00	152,514.00
5000-5999: Services And Other Operating Expenditures	Other	24,444.00	0.00
5000-5999: Services And Other Operating Expenditures	Title I	66,269.00	47,348.00
5000-5999: Services And Other Operating Expenditures	Title II	53,275.00	21,000.00
5000-5999: Services And Other Operating Expenditures	Title III	11,620.00	11,711.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	21,390,947.00	24,973,656.00
Goal 2	68,090.00	44,394.00
Goal 3	9,102,081.00	8,544,241.00
Goal 4	1,242,144.00	1,250,951.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$24,272,518.00	$25,012,284.00
Distance Learning Program	$3,467,876.00	$3,446,026.00
Pupil Learning Loss	$1,782,025.00	$1,598,311.00
Additional Actions and Plan Requirements	$286,997.00	$213,818.00
All Expenditures in Learning Continuity and Attendance Plan	$29,809,416.00	$30,270,439.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$23,245,034.00	$24,026,565.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$23,245,034.00	$24,026,565.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$1,027,484.00	$985,719.00
Distance Learning Program	$3,467,876.00	$3,446,026.00
Pupil Learning Loss	$1,782,025.00	$1,598,311.00
Additional Actions and Plan Requirements	$286,997.00	$213,818.00
All Expenditures in Learning Continuity and Attendance Plan	$6,564,382.00	$6,243,874.00

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
Washington Unified School District	Randy R. Morris Superintendent	randy.morris@wusd.ws (559) 495-5626

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-12and 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. Asa 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 Districts 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 School 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.

Annual Self-Assessment

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. 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:

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.

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				All facilities will be maintained in "good or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	rated as being maintained in "good or exemplary" repair according to an annual Facilities Inspection Tool (FIT).				exemplary" repair as rated by the annual 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

Action #	Title	Description	Total Funds	Contributing
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 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.	$63,310.00	Yes
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 augments 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	$524,699.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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 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.	$143,928.00	Yes
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	$46,648.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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 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.	$168,281.00	Yes
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	$421,455.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		

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				100% of school sites utilize Aeries Communication/Parent Square to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	communicate with Parents.				communicate with Parents.
Provide Parent Education classes, including English acquisition classes, for all parents.	In 2020-21, WUSD was unable to offer parent education courses due to restrictions placed on 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

Action #	Title	Description	Total Funds	Contributing
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 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.	$30,500.00	Yes
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	In 2019, on the Math CAASPP, 26.23% of WUSD students met or exceeded standard. The 2020 CAASPP assessments were waived due to the COVID-19 pandemic. 2021 Data will become our baseline.				Increased percentage of students who have met or exceeded standard on the Math CAASPP from the prior year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced ELA	In 2019, on the ELA CAASPP, 36.86% of WUSD students met or exceeded standard. The 2020 CAASPP assessments were waived due to the COVID-19 pandemic. 2021 data will become the baseline.				Increased percentage of students who have met or exceeded standard on the ELA CAASPP from the prior year.
EL students making progress toward English Proficiency	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%. Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators, including EL progress towards English				WUSD will meet or exceed the state average for English Learner progress toward English Proficiency as measured by the California School Dashboard English Learner Progress Performance Indicator.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	proficiency, on the 2020 Dashboard. 2021 data will become the baseline.				
EL Reclassification	In 2020-21, 16 WUSD English Learners were reclassified according to local criteria.				The WUSD English Learner 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					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%. 24% of students completed a CTE course sequence in 2019-20 as measured in CALPADS EOY 1. 2021 data will become the baseline as measured by the College and Career Indicator on the California School Dashboard.				WUSD will meet or exceed the state average for College and Career preparation as measured by the California School Dashboard.
EAP ELA percentage of students who are college ready and conditionally ready	2021 data will become the baseline as measured by CAASPP.				The percentage of students who are college ready or conditionally ready

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Note: Local benchmarks will be used until CAASPP Results become available.				increased from the prior year as measured by CAASPP.
EAP Math percentage of students who are college ready and conditionally ready	2021 data will become the baseline as measured by CAASPP. Note: Local benchmarks will be used until CAASPP Results become available.				The percentage of students who are college ready or conditionally ready increased from the prior year as measured by CAASPP.
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 students including unduplicated students. This action has resulted in increases in academic achievement and the social-emotional support of students since its inception.	$589,703.00	Yes
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	$959,754.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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 academic achievement and the enhanced learning of unduplicated students.	$533,856.00	Yes
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	$265,725.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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 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	$175,237.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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

Action #	Title	Description	Total Funds	Contributing
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
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

Action #	Title	Description	Total Funds	Contributing
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, 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.	$327,509.00	Yes
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	$710,131.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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				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
	shows that as of April 2, 2021 the chronic absenteeism rate of 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				The number of students who were suspended overall and for the following subgroups: African American students,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	district reduced suspensions of All Students to 3.5%, African American students to 7%, Students with Disabilities by to 9.5%, and maintained the rate of suspension for Homeless students at 22%.				Students with Disabilities, and Homeless Students decreased from prior year's data.
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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					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	$29,392.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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	$323,742.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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	$232,023.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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 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.	$58,767.00	Yes
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,	$397,198.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		

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

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:

  o   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)).

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

o   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:

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

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

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