



LCFF Budget Overview for Parents

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

CDS Code: 1076778

School Year: 2023-24

LEA contact information:

John L. Sherron

Director of Curriculum & Instruction

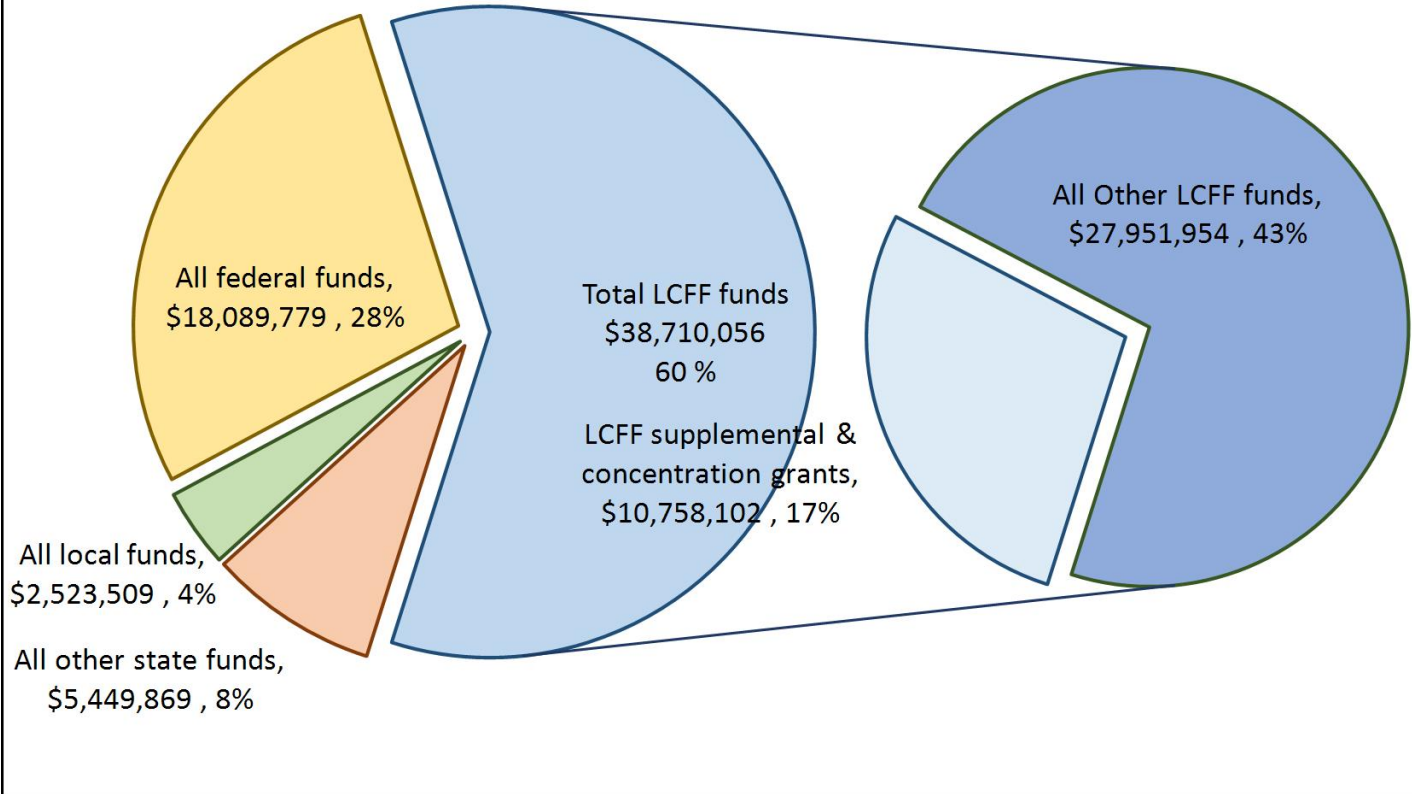
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

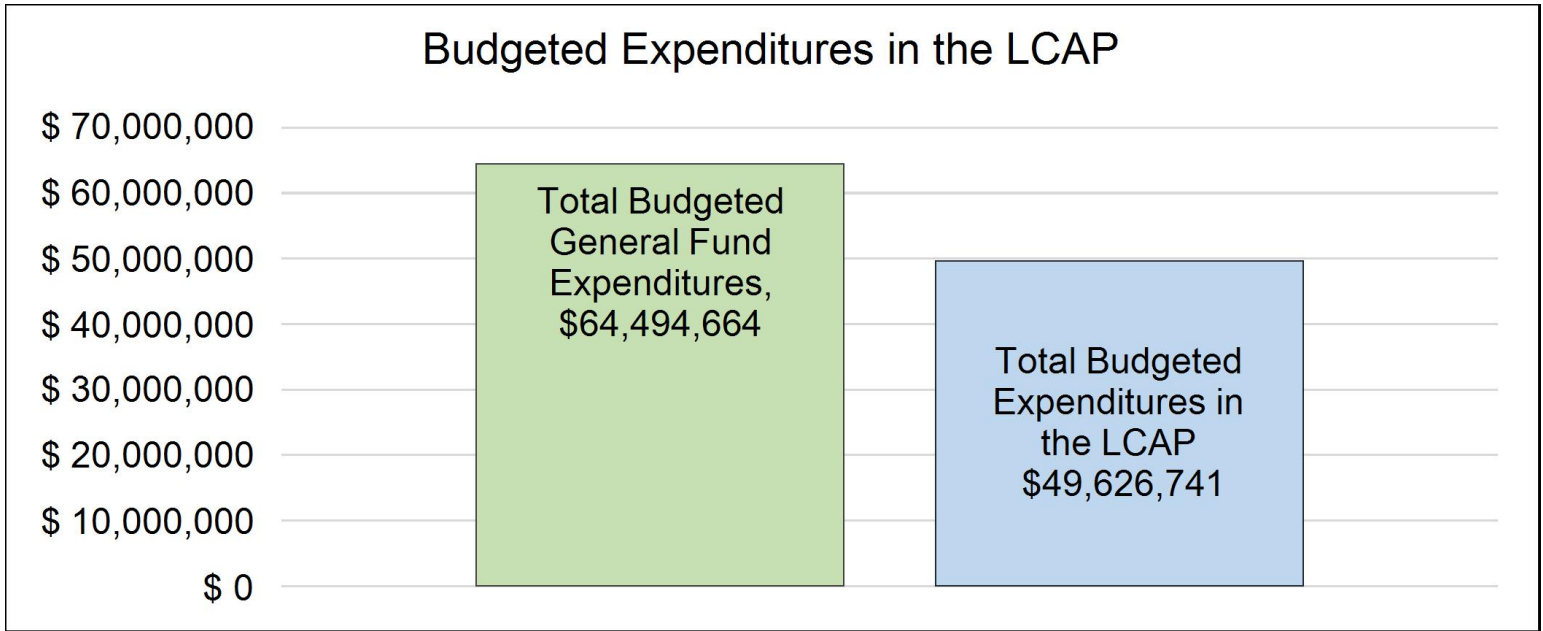


This chart shows the total general purpose revenue Washington Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Washington Unified School District is \$64,773,213, of which \$38,710,056 is Local Control Funding Formula (LCFF), \$5,449,869 is other state funds, \$2,523,509 is local funds, and \$18,089,779 is federal funds. Of the \$38,710,056 in LCFF Funds, \$10,758,102 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.



This chart provides a quick summary of how much Washington Unified School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Washington Unified School District plans to spend \$64,494,664 for the 2023-24 school year. Of that amount, \$49,626,741 is tied to actions/services in the LCAP and \$14,867,923 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

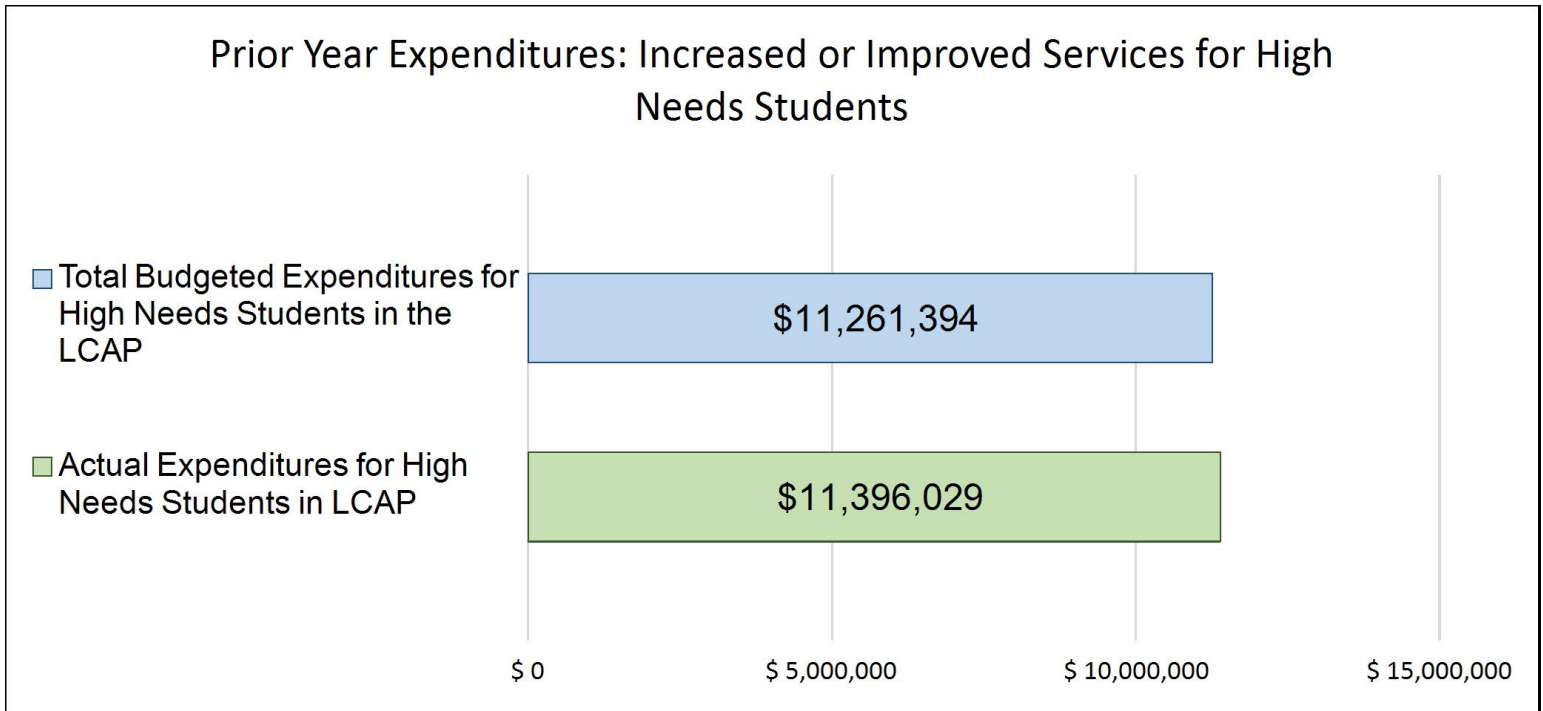
Debt Service, Capital Outlay, and One-time Federal COVID related revenue.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Washington Unified School District is projecting it will receive \$10,758,102 based on the enrollment of foster youth, English learner, and low-income students. Washington Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Washington Unified School District plans to spend \$11,296,972 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Washington Unified School District's LCAP budgeted \$11,261,394 for planned actions to increase or improve services for high needs students. Washington Unified School District actually spent \$11,396,029 for actions to increase or improve services for high needs students in 2022-23.



Local Control and Accountability Plan

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

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

Plan Summary [2023-24]

General Information

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

The Washington Unified School District (WUSD) serves approximately 2,567 students, grades pre-K through 12th grade and employs approximately 309 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. 85% of the students in WUSD are considered socio-economically disadvantaged. Basic student demographics indicate that 79% are of Hispanic descent, 7% are Asian, 6% are Caucasian, 6% are Black or African American, 38% are English Learners, and 235 of our students come from Migrant families.

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

Washington Unified School District is unique and provides students with a diverse set of experiences that include the traditions of a 130-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 Fresno City College and Reedley College, we can offer 32 courses for dual enrollment which allows high school students to take college classes while they are still enrolled in high school. High school students who complete dual enrollment classes generally have to take fewer courses in college and save on the cost of attending college. Another important partner is the Fresno County Superintendent of Schools (FCSS). Through our partnership with FCSS, our staff receives important training related to instruction and compliance. We are currently working with FCSS to receive Differentiated Assistance to address academic performance gaps among struggling student groups.

The 2022-23 school year continued to bring challenges for our schools and community at large as we continue to analyze and navigate the effects that COVID 19 had on our students and families. Quarantining for staff and students for the past two years presented a variety of challenges and has had a critical impact on education. WUSD prides ourselves on building relationships and a sense of collective educator efficacy. Through this sense of collective efficacy, we continue to work together to serve our community.

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 educational partner input, and a review of progress made towards LCAP goals, Washington Unified is most proud of the following:

- The focus on supporting English Learners that has led to increased Reclassification rates from 64 in 2021-22 to 123 in 2022-23.
- The CTE Pathway Completion rate increased from 37% in 2020-21 to 56% in 2021-22 overall, and also went up for each of our unduplicated groups: Low Income, EL, and Foster youth.
- The EAP ELA percentage increased from 30% in 2020-21 to 39% in 2021-22. Additionally, the percentages increased for our EL and Low Income students, resulting in more students that are Ready or Conditionally Ready for College.

Washington Unified will continue the focus on English Learners, full implementation of the PLC process, and expansion of the CTE Pathways program in order to continue the upward trajectory in student academic proficiency.

California Dashboard and Progress made towards LCAP goals:

Note: Senate Bill 98 and AB130 suspended the reporting of performance indicator on the dashboard for 2020-21 and 2021-22. In 2022, the state once again released the California School Dashboard.

Annual Self-Assessment

An annual survey was administered to all staff, all students in grades 3-12, and offered to all parents. 119 parent surveys were collected and 164 staff surveys were collected. 1,123 student surveys were collected.

1. 91% of parents who responded indicated that their child's school seeks parent input.
2. 88% of parents who responded report that their child's school provides a variety of activities.
3. 90% of parents who responded indicated that their child feels safe and connected to his/her school.
4. 89% of parents who responded report that they feel welcome to participate in activities at their child's school.
5. 93% of parents who responded indicated that their child's school focuses on improving student attendance.
6. 96% of parents who responded indicated that they can contact their child's school if they have any concerns.
7. 100% of parents who responded agreed that our schools provided their children with the technology needed to be successful in the 21st Century learning environment.
8. 87% of the staff who responded have participated in professional development opportunities offered by the district this year.
9. 94% of staff and 92% of parents who responded reported that WUSD provides a quality education that focuses on the academic success of each child.
10. 76% of students who responded reported that they are always happy, or happy most of the time, to be at their school.
11. 94% of students who responded feel that teachers want them to be successful.
12. 94% of staff, 87% of parents who responded indicated that school is a safe place, and 72% of students reported that they feel safe at

school.

Educational partner Input

Meetings were held across the district to ensure that all educational partners had the opportunity to provide input. The qualitative data that was collected during these meetings, along with comments from our staff and parent surveys indicate that educational partners feel our greatest areas of strength include:

1. There has been a focus on English Learners in WUSD. Work has continued in English Language Development and there continues to be an increase in reclassification of EL students.
2. WUSD, and specifically Washington Union High School, has a robust CTE Pathways program and offers multiple dual enrollment opportunities for students.
3. WUSD commitment to getting technology in the hands of our students.
4. There has been a noticeable increase in the utilization of ParentSquare and various modes of communication to parents: email, text, phone dialers, as well as using social media platforms.
5. 96% of certificated staff members are highly qualified.

Analyzing and understanding our educational partner input is important to WUSD. In order to address the needs identified by our community partners, WUSD will continue to work on the actions in goals as outlined in the LCAP.

Specifically, WUSD in partnership with FCSS, in the 2022-2023 worked closely with a dedicated team to understand the root causes of some shortcomings in our EL Program in WUSD. This process has allowed WUSD to begin the work of developing an EL Master Plan in accordance with the California EL Roadmap. WUSD will continue to focus on the EL Program for the 2023-24 school year.

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 educational partner input, Washington Unified has identified the following needs:

Suspension Rates

In 2018-19 WUSD had 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 African American students and Students with Disabilities. 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 2020-21,

Suspension rates decreased significantly due to the COVID-19 pandemic and the process of distance learning. According to the CDE, WUSD overall suspension rate was .4%. In addition, WUSD African American suspension rate was .5%, Students with Disabilities was .3%, Homeless Students was 0%, Foster Youth suspension rate was 0%, EL students .1%, and Low income student group was .4%.

In 2021-22, the California School Dashboard reported that the following 4 student groups were rated "Very High" in terms of suspension rates: African American, Foster Youth, Two or More Races, and Students with Disabilities.

In order to address suspension rates, WUSD will continue to 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.

Academic Performance

Although Washington Unified's rate of performance for both English Language Arts and Mathematics has showed some increases, overall it remains an area of need due to the achievement levels. Every Spring semester of the school year, the CAASPP assessment is given to all students in grades 3-8 and 11 in Mathematics and ELA. Spring of 2020, all assessments were waived due to school shutdown. In the Spring of 2021, school districts had the option of giving the CAASPP assessment or giving an alternative local assessment. WUSD chose to give the CAASPP assessment and the results follow for Mathematics: 14.24% of WUSD students Met or Exceeded Standard in the Math CAASPP exam. 3.9% of WUSD English Learners Met or Exceeded Standard, 13.15% of our Low Income population and 6.67% of our Homeless students Met or Exceeded Standard. WUSD ELA results for the 2021-22 school year are as follows: 28.37% of WUSD students Met or Exceeded Standard in the ELA CAASPP exam. 8.72% of WUSD English Learners Met or Exceeded Standard, 26.24% of our Low Income population and 13.33% of our Homeless students Met or Exceeded Standard. In 2021-22 the results are as follows: Mathematics: 14.35% of WUSD students Met or Exceeded Standard, 5% of WUSD English Learners Met or Exceeded Standard, 12.85% of our Low Income population Met or Exceeded Standard, and 2.63% of our Homeless students Met or Exceeded Standard. In English Language Arts the results for 2021-22 are as follows: 33.28% of WUSD students Met or Exceeded Standard, 11.79% of WUSD English Learners Met or Exceeded Standard, 31.49% of our Low Income population Met or Exceeded Standard, and 10.81% of our Homeless students Met or Exceeded Standard. A review of local assessment data shows a significant number of EL and Low Income students scored below all students.

Washington Unified results show gains in academic achievement in ELA and Math overall for All Students, and for the EL student group. The Low Income student group showed progress in the area of ELA.

The Low Income student group in Math shows a decrease in academic achievement. Washington Unified, overall, received a rating of "Very Low" in Mathematics. Washington Unified is committed to closing the achievement gaps for all students. In order to address this issue,

WUSD will increase training for staff in the areas of best first instruction and monitor implementation strategies through walk-through data. In addition, WUSD will continue to contract with consultant Mr. Steve Ventura to work with our PLCs to solidify a consistent and thorough data analysis process, including analysis of student group data. Sites will continue to utilize a Plan-Do-Study-Act cycle to identify, implement, and analyze the effectiveness of strategies identified through the data analysis process designed to increase student achievement for all student groups.

After the release of the California School Dashboard information in December 2022, and the ESSA Assistance Status Eligibility List, the following was learned in regard to the status of our district and schools:

1. Washington Unified qualified to receive Differentiated Assistance from FCSS in Academics (Homeless, African American, Students with Disabilities, and English Learners), Chronic Absenteeism (Homeless, African American, Students with Disabilities, and English Learners, and Foster Youth), Suspension (African American, Students with Disabilities, and Foster Youth), and Graduation Rate (Students with Disabilities).

Washington Unified will continue to address the academic achievement gaps by continued implementation of the following actions: 1) Continue implementation of the Early Literacy Instructional 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) Continue to expand 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 keep building 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.

Graduation Rate

For Graduation Rate, All Students were rated as "Medium", with an 81.7% graduation rate. Students with Disabilities were rated as "Very Low", and scored two levels below the All Student group. Washington Unified recognizes the need to close the achievement gap for all student groups, including Students with Disabilities. Additionally, with the release of the 2022 Dashboard, we were notified that Elm High is a CSI school in the area of low performing in our graduation rate.

In order to address the performance and increase the graduation rate, Washington Unified will continue the Attendance Initiative, offer more workshops to parents so that they may understand the graduation requirements, and will also provide professional learning for staff in the area of strategies for Students with Disabilities.

Chronic Absenteeism

On the 2022 Dashboard, WUSD received a rating of "Very High" for chronic absenteeism and we consider this to be an area of need. WUSD's 2020-21 chronic absenteeism rate was 16% and it was 45.8% in 2021-22. 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. Additionally, in order to address the performance and decrease the chronic absenteeism rate, Washington Unified will continue the Attendance Initiative, continue the SART/SARB process, provide academic counseling to students in need, and increase school/district contact to parents of chronically absent students.

The district has been eligible for Differentiated Assistance for three (3) or more consecutive years based on the performance of the homeless student group, most recently in the areas of Academic Performance and Chronic Absenteeism and therefore must develop a goal specific to reducing inequities for homeless students in these areas. After conducting a root cause analysis, WUSD created Goal #5, which places a specific focus on ensuring that our students experiencing homelessness leave our district college and career ready, by improving early literacy rates for this student group and which we believe will also improve the literacy rates for other student groups identified for Differentiated Assistance (Students with Disabilities, African American).

Identified Needs

Meetings were held across the district to ensure that all educational partners had the opportunity to provide input. The qualitative data that was collected during these meetings, along with comments from our staff and parent surveys indicate that educational partners feel our greatest areas of need include:

1. Academic Support for All Students: It is clear that educational partners want WUSD to continue its focus on helping students in all student groups achieve their academic goals in all content areas.
2. Social emotional support for students is needed, including the teaching of social skills for students.
3. Continue to work on student engagement and lowering the chronic absenteeism rate by motivating students through incentives and engaging school events.

In order to address the needs identified by our community partners, WUSD will continue to work on the actions in goals 3 & 4 as outlined below.

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 educational partner group across the district. Our educational partners agreed with the District's plan to continue the same five goals that the Washington Unified School District (WUSD) included in the previous LCAP. Including the five 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 89% of our total population. These five 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.

Goal 5: .WUSD believes that all students, especially our students with disabilities (SWD), African American (AA), and those experiencing homelessness need to be able to leave our district college and career ready. This begins at the earliest stages of academic development, and therefore establishing a solid early literacy foundation is essential for students to fully engage and be present in learning throughout our TK-12 system. Through a focus on developing early literacy skills, the district expects to see a steady incline of literacy rates based on local assessments and improvement in ELA SBAC assessment for these student groups.

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)
Elm High
Easton Continuation High

Support for Identified Schools

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

Washington Unified School District has 3 schools that have been identified as Comprehensive Support and Improvement (CSI) schools. They are West Fresno Middle School, Elm High, and Easton Continuation High. West Fresno Middle School began CSI work during the 2018-19 school year. In April of 2021, the U.S. Department of Education granted a waiver for accountability and school identification requirements for the 2020-21 school year, which also meant there were no updates to the Dashboard, and that West Fresno Middle School did not exit CSI status.

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

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

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

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

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

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

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

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

Monitoring and Evaluating Effectiveness

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

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

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

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

improving/impacting the system as a whole.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

WUSD believes that educational partner 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 meetings and administering surveys to all employees, all students in grade 3 and above, and all parents. The district also consulted with the 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 educational partner feedback was collected.

District Parent Advisory Committee (PAC) Meetings: October 6, 2022, March 9, 2023, and May 8, 2023. At the May 8 PAC meeting, a draft of the LCAP was presented. There have been no comments submitted to the Superintendent for a written response.

LCAP Community Meetings: Washington Union High School: February 23, 2023, American Union: March 7, 2023, West Fresno: March 14, 2023.

School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings: West Fresno Elementary: January 24, 2023, West Fresno Middle School: January 31, 2023, American Union: February 1, 2023, Washington Union High School: February 6, 2023.

Certificated Bargaining Unit: March 13, 2023.

Classified Bargaining Unit: February 21, 2023.

Site Staff Meetings including Certificated, Classified personnel, and other school personnel: West Fresno Middle School: January 18, 2023, American Union: February 1, 2023, Washington Union High & Easton High/Elm High: February 8, 2023, West Fresno Elementary: March 1, 2023.

District Director/Cabinet/Principal Meeting: January 31, 2023. Additionally needs assessment data was analyzed on a monthly basis from January through May.

Curriculum, Instruction, and Assessment Department Meeting: January 27, 2023

District English Learner Advisory Committee (DELAC): October 13, 2022, March 16, 2023, and May 8, 2023. At the May 8 DELAC meeting, a draft of the LCAP was presented. There were no comments submitted to the Superintendent for a written response.

Migrant PAC Meeting: January 18, 2023

Counselors/Psychologists: March 8, 2023

WUHS High School Math Department: March 15, 2023

FCSS SELPA consult March 31, 2023.

WUSD Board Meetings: February 8, 2023, April 12, 2023, and May 10, 2023.

Translation services were provided at each meeting as needed. The district made a solid effort to assure voices were heard from educational partners 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, and progress made toward meeting LCAP goals/metrics. Educational partners were then given the opportunity to respond to the data with 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?

Once all the educational partner 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 May 8-19, 2023 in draft form for the public comment period.

An overview of the LEA budget and LCAP were presented in draft form during a Public Hearing at the Board Meeting on May 10, 2023. The Local Indicators were presented and the LEA budget and LCAP were adopted on June 28, 2023 at a meeting of the governing board.

A summary of the feedback provided by specific educational partners.

Annual Self-Assessment

An annual survey was administered to all staff, all students in grades 3-12, and offered to all parents. 119 parent surveys were collected and 164 staff surveys were collected. 1,123 student surveys were collected.

1. 91% of parents who responded indicated that their child's school seeks parent input.
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5. 93% of parents who responded indicated that their child's school focuses on improving student attendance.
6. 96% of parents who responded indicated that they can contact their child's school if they have any concerns.
7. 100% of parents who responded agreed that our schools provided their children with the technology needed to be successful in the 21st Century learning environment.
8. 87% of the staff who responded have participated in professional development opportunities offered by the district this year.
9. 94% of staff and 92% of parents who responded reported that WUSD provides a quality education that focuses on the academic success of each child.
10. 76% of students who responded reported that they are always happy, or happy most of the time, to be at their school.
11. 94% of students who responded feel that teachers want them to be successful.
12. 94% of staff, 87% of parents who responded indicated that school is a safe place, and 72% of students reported that they feel safe at school.

Educational partner Input

Meetings were held across the district to ensure that all educational partners had the opportunity to provide input. The qualitative data that was collected during these meetings, along with comments from our staff and parent surveys indicate that educational partners feel our greatest areas of strength include:

1. There has been a focus on English Learners in WUSD. Work has continued in English Language Development and there continues to be an increase in reclassification of EL students. Educational partners are very proud of the focus on the CTE Pathway completion and the professional development provided in EL and Early Literacy.
2. WUSD, and specifically Washington Union High School, has a robust CTE Pathways program and offers multiple dual enrollment opportunities for students.
3. WUSD commitment to getting technology in the hands of our students and the continued focus in making that technology available.
4. There has been a noticeable increase in the utilization of ParentSquare and various modes of communication to parents: email, text, phone dialers, as well as using social media platforms.
5. 96% of certificated staff members are highly qualified. Educational partners are proud of the efforts made to train and support teachers and educational partners want these efforts to continue.
6. Student and staff safety continues to be a priority for our educational partners.

Identified Needs

Meetings were held across the district to ensure that all educational partners had the opportunity to provide input. The qualitative data that was collected during these meetings, along with comments from our staff and parent surveys indicate that educational partners feel our greatest areas of need include:

1. Academic Support for All Students: It is clear that educational partners want WUSD to continue its focus on helping students in all subgroups achieve their academic goals in all content areas.
2. Social emotional support for students is needed, including the teaching of social skills for students.
3. Continue to work on student engagement and lowering the chronic absenteeism rate by motivating students through incentives and engaging school events.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The goals of the LCAP were originally created with educational partner input. This year, educational partner input continues to demonstrate that our efforts are focused in the right direction. The following will continue to remain the focus of this plan: 1) Providing High-Quality Teachers and Resources for Students, 2) Increasing Parent and Community Communication and Participation, 3) Improving Student Achievement for All Students, 4) Maintaining a Safe and Positive School Climate and 5) Improve Early Literacy Rates for Groups Identified for Differentiated Assistance. 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 Educational Partner Input:

1. Providing High-Quality Teachers and Resources for Students: Educational partner input in this area indicates that educational partners are proud of the efforts made to train and support teachers and educational partners want these efforts to continue. This continued effort is reflected in Goal 1 Actions 2, 5, and 6.
2. Continuing strong Parent and Community Communication and Participation: Educational partners are very proud of the efforts and progress made in this goal; specifically the use of Aeries/ParentSquare as a method of communication with parents. WUSD will continue our focused efforts in this area. Although WUSD added parent education options, educational partners would like to see even more increased parent education options, such as more workshops, classes or seminars. Goal 2 Actions 2 and 3 will continue to address this and WUSD is continually seeking new opportunities for parent education courses.
3. Improving Student Achievement for All Students: Educational partners are very proud of the focus on English Learners, the CTE Pathway completion, and professional development provided in EL and early literacy. WUSD will continue to focus on these areas through Goal 3 Actions 1, 2, 11, 13, and 15, 17, and 19 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: Educational partners appreciate the increased effort made over the past year towards the health and safety of their students. Educational partners 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).
5. Continue the work to Increase Literacy Rates for Groups Identified for Differentiated Assistance (Goal 5, Action 1).

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, educational partner 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%. WUSD had zero vacancies.	In 2021-22, WUSD has 96% of teachers fully credentialed & 1 misassignments according to an H.R. audit. WUSD had zero vacancies.	In 2022-23, WUSD has 96% of teachers fully credentialed & 6 misassignments according to an H. R. audit. WUSD had zero vacancies.		95% of teachers will be fully credentialed and appropriately assigned for the pupils they are teaching. WUSD will have zero vacancies throughout the district.
Pupils will have access to standards-aligned instructional materials.	In 2020-21, 100% of students have access to standards-aligned instructional materials according to the Williams Report.	In 2021-22, 100% of students have access to standards-aligned instructional materials according to the Williams report.	In 2022-23, 100% of students have access to standards-aligned instructional materials according to the Williams report.		100% of students will have access to standards-aligned instructional materials.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities maintained in good repair.	In 2020-21, 4 out of 5 school sites were rated as being maintained in "good or exemplary" repair according to an annual Facilities Inspection Tool (FIT).	In 2021-22, all school sites were rated as being maintained in "good or exemplary" repair according to an annual Facilities Inspection Tool (FIT).	In 2022-23, all school sites were rated as being maintained in "good or exemplary" repair according to an annual Facilities Inspection Tool (FIT).		All facilities will be maintained in "good or 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.	In 2021-22, state standards were fully implemented as verified by data collection obtained through routine classroom walk-throughs.	In 2022-23, state standards were fully implemented as verified by data collection obtained through routine classroom walk-throughs.		State standards will be fully implemented as verified by data collection obtained through routine classroom walk-throughs.
Enable ELs access to CCSS and ELD standards.	In 2020-21, 100% of English Learners will receive designated or integrated ELD support aligned to the ELD Standards and CCSS as measured by master schedules and routine classroom walk-throughs.	In 2021-22, 100% of English Learners will receive designated or integrated ELD support aligned to the ELD Standards & CCSS as measured by master schedules & routine classroom walk-throughs.	In 2022-23, 100% of English Learners are receiving Designated and Integrated ELD support aligned to the ELD Standards and CCSS as measured by master schedules and routine classroom 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	1.1 Staff, Supplies, Services	Basic educational and operational expenditures including but not limited to staffing, supplies, services and other expenditures.	\$32,010,020.00	No
1.2	1.2 Beginning Teacher Induction	<p>As demonstrated in the associated metrics sections and Identified Needs section, 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. A local needs assessment revealed that first best instruction provided by well-trained teachers is needed to improve academic achievement for the identified students. 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 unique needs of identified student groups. The additional services provided are designed to meet the specific academic access needs unique to the EL, Foster Youth and Low Income student populations, and are expected to result in increased learning.</p> <p>Because we expect that all students may benefit from instructional skills obtained through beginning teacher induction this action will support all students throughout the district. The intended outcome is for our Low Income, EL, and Foster Youth students to improve their academic growth as measured by state and local assessments.</p>	\$106,357.00	Yes
1.3	1.3 Texts and Instructional Materials	Purchase standards-aligned texts and instructional materials.	\$459,844.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	1.4 Technology	As demonstrated in the associated metrics sections and Identified Needs section 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. A need exacerbated by the pandemic that continues on and reflected in our prior and most recent Needs Assessment data, highlights the need for increased access to technology to augment and support learning. The additional services such as computer hardware, including learning programs and supports provided are specifically designed to meet the specific academic access needs unique to the EL, Foster Youth, and Low Income student population, and are expected to result in increased learning. Because we expect that all students may benefit from accessing technology this action is available to all students throughout the district. 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. All students will benefit and therefore provided throughout the district. The intended outcome is for our Low Income, EL, and Foster Youth students to improve their academic growth as measured by state and local assessments.	\$41,202.00	Yes
1.5	1.5 Professional Development	As demonstrated in the associated metrics sections and Identified Needs section, 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, best first instruction from well-trained staff results in students having greater access to improving missing skills and more opportunities to reach standards. Data from the AP Passage Rate, A-G Completion Rate, and EAP Mathematics revealed that our low-income, English Learners, and Foster Youth have gaps in basic academic skills that impact their opportunities to reach standards for grade level proficiency and/or college preparedness. By providing staff training on best first	\$513,591.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>instruction, staff will be better able to fill those gaps. 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, the identified students will be brought up to grade-level proficiency. The professional development provided is designed to meet the specific academic access needs unique to the EL, Foster Youth, and Low Income student population, and are expected to result in increased learning. Because we expect that all students may benefit from staff professional development, this action is available to all students throughout the district. Investing in the continuous development of the staff will support the academic development of our students. The intended outcome is for our Low Income, EL, and Foster Youth students to improve their academic growth as measured by state and local assessments, AP Passage Rate, A-G Completion Rate and EAP math rates.</p>		
1.6	1.6 PLC Facilitators/ Lead Teachers	<p>As demonstrated in the associated metrics sections and Identified Needs section, 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 Low Income, EL, and Foster Youth students. The district believes that the skilled facilitation of data analysis will help teachers become more aware of individual student needs and that collaboration around that data analysis will lead to improved strategies and support for these students. The LEA will provide lead teacher/department head stipends for disaggregation of data, progress monitoring on state standard implementation, and student progress. Dedicated PLC Facilitators/Lead Teachers, skilled facilitation, and meaningful collaboration will increase the teacher's ability to think critically around data and enrich instructional practices. The additional services provided are designed to meet the specific academic access needs unique to the EL, Foster Youth, and Low Income student population, and are expected to result in increased learning. Because we expect</p>	\$51,647.00	Yes

Action #	Title	Description	Total Funds	Contributing
		that all students may benefit from PLC Facilitators/Lead teachers work this action is available to all students throughout the district. The intended outcome is for our Low Income, EL, and Foster Youth students to improve their academic growth as measured by state and local assessments.		
1.7	1.7 Classroom Technology Support	As demonstrated in the associated metrics sections, and Identified Needs section 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. Through experience, we have found that both device and software malfunctions led to increased frustration for students, parents, and staff, preventing Low Income, English Learner, and Foster Youth from accessing the full educational program due to mobility or lack of resources at home. The LEA will provide ongoing technical support to ensure staff and students have access to fully functioning technology and support for learning. The technology support services provided are designed to meet the specific academic access needs unique to the EL, Foster Youth, and Low Income student population, and are expected to result in increased learning. Because we expect that all students may benefit from ongoing technical support, this action is available to all students throughout the district. The intended outcome is for our Low Income, EL, and Foster Youth students to improve their academic growth as measured by state and local assessments.	\$460,978.00	Yes
1.8	1.8 Health Services	Needs assessment data for Low Income, EL, and Foster Youth students are analyzed annually and Low Income, EL, and Foster Youth students continue to need appropriate and timely health care services, staff, and supplies to achieve academic success. When students receive timely health care services, they are less likely to be absent/chronically absent from school and more likely to receive instruction. The LEA will continue to provide appropriate and timely	\$404,618.00	Yes

Action #	Title	Description	Total Funds	Contributing
		health care services, staff, and supplies beyond what is statutorily required to Low Income, EL, and Foster Youth students. This action will secure the well-being of all aspects of school success, starting with maintaining high attendance rates and ensuring Low Income, EL, and Foster students are healthy enough to fully participate in the education program. The additional services provided are designed to meet the specific academic access needs unique to the EL, Foster Youth, and Low Income student population, and are expected to result in increased learning. Because we expect that all students may benefit from health services, this action is available to all students throughout the district. The intended outcome is for our Low Income, EL, and Foster Youth students to improve their attendance rate, chronic absenteeism rate and ensure they can participate in the educational program.		

Goal Analysis [2022-23]

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.

All of the actions outlined in Goal 1 support the progress toward providing a collaborative educational environment that effectively recruits, trains, supports, and retains highly effective teachers and provides all students the basic services and materials needed to participate successfully in a 21st Century educational experience. Actions 1.1 - 1.8 were fully implemented. In addition, WUSD increased teacher support (1.2) and technology support (1.7). All schools have instructional materials, professional development is being provided, and have full access to increased health services, technology and support.

Successes: 96% of our instructors are "highly qualified" teachers. All students had access to technology and support.

Challenges: There has been a challenge in staffing 100% of our classrooms without having any misassignments. Our district had 6 misassignments. We attribute this to the effects from the pandemic and the difficulty it caused to find employees.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The following Actions contain a material difference between budgeted and actual expenditures:

- 1.1 Over budget - Additional need for covid related expenditures. Staff costs were higher than originally planned.
- 1.2 Over budget - More teachers hired, support for new teachers.
- 1.3 Over budget - New adoption of curriculum required the purchase of new books for students.
- 1.4 Under budget - Maintenance only needed, no major purchase or upgrades
- 1.5 Over budget - Increase in travel and conference required for professional development, stipend for professional development, professional development for teachers: EL Group, Curriculum Associates, FCSS
- 1.6 Under budget - Cost associated with PLC Facilitator meetings were less than anticipated.
- 1.7 Over budget - Technology staff increased for tech support.
- 1.8 Under budget - With covid numbers down, less need for health services.

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

All of the actions outlined in Goal 1 have been effective in meeting the goal of providing a collaborative educational environment that effectively recruits, trains, supports, and retains highly effective teachers and provides all students the basic services and materials needed to participate successfully in a 21st Century educational experience. The data in the metrics section above show that all desired outcomes were achieved. Our desired outcome for appropriately assigned and fully credentialed teachers was 95%, we attained 96%. 100% of students have access to standards aligned materials and the state standards are being fully implemented in the classroom. Our facilities are all ranked as being in either "Good" or "Exemplary" repair. All English Learners are receiving designated and integrated ELD.

In addition, Year 1 and 2 outcome data has WUSD at 96% staffed by fully credentialed teachers, Action 1.1. Actions 1.2, 1.4, 1.5, 1.6, and 1.7 which include Beginning Teacher Induction, professional development, PLC facilitator training, and supporting classroom technology are all actions that are assisting WUSD to accomplish our goal. By implementing a robust training program, WUSD certificated teachers are supported and being retained at a high rate which helps create continuity in the classroom. Specifically, PLC Facilitators are being trained in a data analysis protocol which ensures high impact instructional strategies are chosen for instruction. Teams are able to meet, discuss data, and make decisions on best first instruction. For Action 1.3 and 1.8, WUSD maintains our commitment to providing materials and basic services for students, specifically our unduplicated population.

An analysis of the data shows a slight increase in state assessments. In the Spring of 2021, school districts had the option of giving the CAASPP assessment or giving an alternative local assessment. WUSD chose to give the CAASPP assessment and the results follow for Mathematics: 14.24% of WUSD students Met or Exceeded Standard in the Math CAASPP exam. 3.9% of WUSD English Learners Met or Exceeded Standard, 13.15% of our Low Income population and 6.67% of our Homeless students Met or Exceeded Standard. WUSD ELA results for the 2021-22 school year are as follows: 28.37% of WUSD students Met or Exceeded Standard in the ELA CAASPP exam. 8.72% of WUSD English Learners Met or Exceeded Standard, 26.24% of our Low Income population and 13.33% of our Homeless students Met or Exceeded Standard. In 2021-22 the results are as follows: Mathematics: 14.35% of WUSD students Met or Exceeded Standard, 5% of WUSD English Learners Met or Exceeded Standard, 12.85% of our Low Income population Met or Exceeded Standard, and 2.63% of our Homeless students Met or Exceeded Standard. In English Language Arts the results for 2021-22 are as follows: 33.28% of WUSD students Met or Exceeded Standard, 11.79% of WUSD English Learners Met or Exceeded Standard, 31.49% of our Low Income population Met or

Exceeded Standard, and 10.81% of our Homeless students Met or Exceeded Standard. We believe the actions in Goal #1 contributed to these increases.

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.

Minor updates were made to action language to provide clarity for educational partners.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, educational partner consultation, and other collected data the district identifies this Goal and subsequent Actions as priorities for the district. Goal 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 Low Income, EL, and Foster Youth students and students with exceptional needs.	Full Implementation according to the local indicator self-reflection tool Fall 2021 Dashboard.	Full Implementation according to the local indicator self-reflection tool Fall 2021 Dashboard.	Full implementation according to the local indicator self-reflection tool Fall 2022 Dashboard.		Full Implementation and Sustainability according to the Fall 2023 Dashboard
Maintain strong parent communication. Parent Communication.	In 2020-21 100% of school sites utilized Aeries communication/Parent Square to communicate with Parents.	In 2021-22 100% of school sites utilized Aeries communication/Parent Square to communicate with parents.	In 2022-23, 100% of school sites utilized Aeries communication/Parent Square to communicate with parents.		100% of school sites utilize Aeries Communication/Parent Square to communicate with Parents.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Provide Parent Education classes, including English acquisition classes, for all parents.	In 2020-21, WUSD was unable to offer parent education courses due to restrictions placed on in-person gatherings as a result of the COVID-19 pandemic. School sites pivoted to offering virtual parent seminars on various relevant topics including parent health and safety and helping students navigate distance learning.	Met: WUSD returned to operating parent education classes in the spring semester of the 2021-22 school year offering a Basic Computer Skills class. Not Met: WUSD did not offer an English acquisition class.	Fall semester 2022 and Spring 2023 WUSD is offering a variety of parent classes, including English Acquisition for parents.		WUSD will offer parent education classes, including English acquisition classes, for all parents.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	2.1 Parent Engagement, Support Services, and Supplies	As demonstrated in the associated metrics sections and Identified Needs section, our Low Income, Foster Youth, and EL students have the most opportunity for continued academic growth according to state and local assessments. Additionally, the annual Needs assessment data for Low Income, EL, and Foster Youth students are analyzed annually and educational partners continue to rate parent engagement as a high priority for student academic success. In just about every parent engagement meeting that was held, there was a discussion about how there is a need for more parent engagement to occur. A local needs assessment showed a need to increase parent engagement as a way to improve the academic achievement of the identified students. WUSD will continue to facilitate parent engagement, support services, and supplies in order to engage parents. The additional services provided, including services by a new	\$130,096.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>position - Media Communications Specialist, are designed to meet the specific academic access unique to the EL, Foster Youth, and Low Income student population by routinely interviewing student programs and producing culturally relevant communication designed to engage parents. Because we expect that all students may benefit from parents being engaged, this action is available to all students throughout the district. The intended outcome is for our Low Income, EL, and Foster Youth students to improve their academic growth as measured by state and local assessments.</p>		
<p>2.2</p>	<p>2.2 Aeries Communication/Parent Square</p>	<p>As demonstrated in the associated metrics sections and Identified Needs section, our Low Income, Foster Youth, and EL students have the most opportunity for continued academic growth according to state and local assessments. Additionally, the annual Needs assessment data for Low Income, EL, and Foster Youth students are analyzed annually and educational partners 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 between the district and parents of the identified student groups. WUSD will continue to provide multiple methods of parent communication for parents. As parents and guardians of the identified students 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. The additional services provided are designed to meet the specific academic needs unique to the EL, Foster Youth, and Low Income student population, and are expected to result in increased learning. Because we expect that all students may benefit from additional parent communication, this action is available to all students throughout the district. The intended outcome is for our Low Income, EL, and Foster Youth students to improve their academic growth as measured by state and local assessments.</p>	<p>\$28,685.00</p>	<p>Yes</p>

Action #	Title	Description	Total Funds	Contributing
2.3	2.3 Parent Education Classes	As demonstrated in the associated metrics sections and Identified Needs section , our Low Income, Foster Youth, and EL students have the most opportunity for continued academic growth according to state and local assessments. Additionally, the Needs assessment data for Low Income, EL, and Foster Youth students are analyzed annually and educational partners continue to rate increased parent education opportunities as a high priority for student success that will lead to increased academic achievement on state and local assessments for Low Income, EL, and Foster Youth 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. The additional services provided are designed to meet the specific academic access needs unique to the EL, Foster Youth, and Low Income student population, and are expected to result in increased learning. Because we expect that all students may benefit from additional parent education classes, this action is available to all students throughout the district. The intended outcome is for our Low Income, EL, and Foster Youth students to improve their academic growth as measured by state and local assessments.	\$35,802.00	Yes

Goal Analysis [2022-23]

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.

All of the actions outlined in Goal 2 support the progress toward building a strong parent and community involvement, including efficient and effective communication and opportunities for parents to participate in their own educational development. Actions 2.1-2.3 were fully implemented. Parent input is sought and received, ParentSquare is being implemented by all sites for increased parent communication, and parent education classes, including English acquisition is currently being offered.

Successes: On the LCAP Parent Survey, there was an overwhelming amount of positive feedback from parents in regard to the increase of communication to the parents from the school/district. Additionally, last year, parents requested that the district provide an English Language Acquisition class and this year, the English Language Acquisition class was provided.

Challenges: The stormy weather affected the parent participation at some of the engagement activities. Some parents needed extra support in getting signed up to receive ParentSquare messages, which impacted our school office staff.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The following Action contains a material difference between budgeted and actual expenditures:

2.1 Over budget - Online classes were offered to parents in addition to the classes in 2.3 as a means for parent engagement.

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

All of the actions outlined in Goal 2 were effective in meeting the desired goal that 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. The data shown in the metrics above indicate that all desired outcomes were achieved. There is full implementation in seeking parent input and promoting parent involvement, Action 2.1. We have 100% of our school sites utilize Aeries ParentSquare for communication, Action 2.2. And finally, for Action 2.3, a variety of parent education classes are offered in the Fall and Spring, including English Language Acquisition. Parent engagement, utilizing Aeries/Parent Square, and offering education classes for our parents are all actions that are being executed in our district at all school sites. A Media Communications Specialist position was added to facilitate parent engagement and support services in order to engage parents.

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.

Due to Covid-19, in 2020-21, Washington Unified pivoted to offering parent education classes at each site with the focus of health/safety and assisting parents and students navigate distance learning. In 2021-22, the district resumed offering parent education classes by offering a Basic Computer Skills class. In 2022-23, Washington Unified is back to offering a variety of parent education sessions, including the highly requested English Language Acquisition class.

For the metric "Seek parent input and promote parental participation in programs for Low Income, EL, and Foster Youth, and Students with Exceptional Needs", the Year 1 Outcome should have denoted the source as Fall 2021 Dashboard instead of "Fall 2022 Dashboard". This error has been corrected.

Language about the Media Communications Specialist was added to Action 2.1.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, educational partner consultation, and other collected data the district identifies this Goal and subsequent Actions as priorities for the district. Goal 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 2022 California School Dashboard Data shows that an achievement gap exists for African American students and Students with Disabilities, with both rating "Very Low" in both ELA and math.

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		students met or exceeded standards.	students met or exceeded standards.		
Smarter Balanced ELA	<p>In 2019, on the ELA CAASPP, 36.86% of WUSD students met or exceeded standard.</p> <p>The 2020 CAASPP assessments were waived due to the COVID-19 pandemic.</p> <p>2021 data will become the baseline.</p>	<p>In 2021, 28.37% of WUSD students Met or Exceeded Standard in the ELA CAASPP exam. 8.72% of WUSD English Learners met or exceeded standard, 26.24% of our Low Income population and Foster Youth data is not applicable. In addition, 4.47% of SWD met or exceeded standards and 16.21% of AA students met or exceeded standards.</p>	<p>In 2022, 33.28% of WUSD students Met or Exceeded Standard in the ELA CAASPP exam. 11.79% of WUSD English Learners met or exceeded standard, 31.49% of our Low Income population and Foster Youth data is not applicable. In addition, 1.46% of SWD met or exceeded standards and 16.66% of AA students met or exceeded standards.</p>		<p>Increased percentage of students who have met or exceeded standard on the ELA CAASPP from the prior year.</p>
EL students making progress toward English Proficiency	<p>In 2019, the CA School Dashboard showed that 41.1% of WUSD ELs were making progress towards English proficiency, measuring slightly under the state average of 48.3%.</p>	<p>EL progress towards English proficiency was not reported in the 2021 Dashboard. 2020-21 EL Proficiency L1= 16.28% (-4.48%*) L2= 34.97% (+2.15%*) L3= 36.61% (-3.21%*)</p>	<p>In 2022, the CA School Dashboard showed that 47.1% of WUSD ELs were making progress towards English proficiency, measuring slightly under the state average of 50.3%.</p>		<p>WUSD will meet or exceed the state average for English Learner progress toward English Proficiency as measured by the California School Dashboard English Learner Progress</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators, including EL progress towards English proficiency, on the 2020 Dashboard.</p> <p>2021 data will become the baseline.</p>	<p>L4= 12.13% (-3.41%*) *compared 2018-19</p> <p>2022 data will become the baseline. *data source is Summative ELPAC</p>			Performance Indicator.
EL Reclassification	In 2020-21, 16 WUSD English Learners were reclassified according to local criteria.	In 2021-22, 64 WUSD English Learners will be reclassified according to local criteria.	In 2022-23, 123 WUSD English Learners have been reclassified thus far, 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.	In 2021, College Board AP Reporting stated 38.93% of students who took an Advanced Placement exam scored a 3 or higher.	In 2022, College Board AP Reporting stated 36% of students who took an Advanced Placement exam scored a 3 or higher.		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%.	In 2020-21, Aeries Analytics reported the A-G completion rate was 48%. WUSD A-G	In 2021-22, Aeries Analytics reported the A-G completion rate was 36.4%. WUSD		The A-G completion rate at Washington Union High School

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		completion rate for Low Income was 44.6%, EL students 15.7%, and N/A for our Foster Youth students.	A-G completion rate for Low Income was 36.3%, EL students 12.8%, and N/A for our Foster Youth students.		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.	37% of students completed a CTE course sequence in 2020-21 as measured in CALPADS EOY 1. 9.6% of EL students completed a pathway. 81.7% of Low Income students were completers and .0% were Foster Youth students.	56.4% of senior students completed a CTE course sequence in 2021-22 as measured in CALPADS EOY 1. 11% of EL students completed a pathway. 89% of Low Income students were completers and 1.5% were Foster Youth students.		The percentage of students who completed a CTE course sequence increased from the prior year as measured in CALPADS EOY 1.
Access to and enrollment in a Broad Course of Study for all students.	In 2020-21, all students had access to a broad course of study that as measured by the local indicator performance guide tool.	In 2021-22, all students had access to a broad course of study as measured by the local indicator performance guide tool.	In 2022-23, all students had access to a broad course of study as measured by the local indicator performance guide tool.		All students have access to a broad course of study as measured by the local indicator performance guide tool.
A-G Completion and CTE Pathway Completion Rate	In 19-20 the A-G completion rate was 45%.	In 2020-21, 19.1% of WUSD students were both A-G and a CTE completers, 17.5% of Low Income, 5.7% EL,	In 2021-22, 18% of WUSD students were both A-G and a CTE completers, 16.9% of Low Income, 12.9%		WUSD will improve A-G and CTE completion rate according to the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>24% of students completed a CTE course sequence in 2019-20 as measured in CALPADS EOY 1.</p> <p>2021 data will become the baseline as measured by the College and Career Indicator on the California School Dashboard.</p>	<p>and N/A for Foster Youth students according to the Dashboard Additional Reports.</p>	<p>EL, and N/A for Foster Youth students according to the Dashboard Additional Reports.</p>		<p>Dashboard Additional Reports.</p>
<p>EAP ELA percentage of students who are college ready and conditionally ready</p>	<p>2021 data will become the baseline as measured by CAASPP.</p> <p>Note: Local benchmarks will be used until CAASPP Results become available.</p>	<p>In 2020-21, 30.17% of WUSD students were conditionally and 29.07% college ready according to ELA CAASPP results. 9.8% of EL student were conditionally ready and 1.12% were college ready. 30.13% of Low Income students were conditionally ready and 19.77% were ready for college. Foster Youth data is not applicable.</p>	<p>In 2021-22, 38.53% of WUSD students were conditionally and 16.21% college ready according to ELA CAASPP results. 12.2% of EL student were conditionally ready and 1.22% were college ready. 37.89% of Low Income students were conditionally ready and 15.23% were ready for college. Foster Youth data is not reported to protect the privacy of students.</p>		<p>The percentage of students who are college ready or conditionally ready increased from the prior year as measured by CAASPP.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EAP Math percentage of students who are college ready and conditionally ready	<p>2021 data will become the baseline as measured by CAASPP.</p> <p>Note: Local benchmarks will be used until CAASPP Results become available.</p>	In 2020-21, 18.85% of WUSD students were conditionally ready for math and 15.51% college ready according to CAASPP results. 4.71% of EL student were conditionally ready and 1.65% were college ready. 15.67% of Low Income students were conditionally ready and 7.57% were ready for college. Foster Youth data is not applicable.	In 2021-22, 9.2% of WUSD students were conditionally ready for math and 2.15% college ready according to CAASPP results. 0% of EL student were conditionally ready and 0% were college ready. 9.41% of Low Income students were conditionally ready and 1.18% were ready for college. Foster Youth data is not reported to protect the privacy of students.		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.	In 2021-22, 159 students were enrolled in a dual enrollment program through either Fresno City College or Reedley College.	In 2022-23, 272 students are enrolled in a dual enrollment course through either Fresno City College or Reedley College.		The number of students enrolled in a dual enrollment course will increase.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	3.1 Reading Intervention Teachers	<p>As demonstrated in the associated metrics sections and Identified Needs section, 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 full-time Intervention teachers at district Elementary schools to serve Low Income, EL, and Foster Youth students, who are struggling to meet or exceed grade-level academic standards as measured by the California Assessment for Student Performance and Progress (CAASPP). Through additional, targeted academic and reading support provided by dedicated teachers, identified students will gain necessary skills and content practice to deepen learning. The additional services provided are designed to meet the specific academic access needs unique to the EL, Foster Youth, and Low Income student population, and are expected to result in increased learning. Because we expect that all students may benefit from additional reading intervention teachers, this action is available to all students throughout the district at our elementary sites. The intended outcome is for our Low Income, EL, and Foster Youth students to improve their academic growth as measured by state and local assessments, especially CAASPP performance.</p>	\$931,134.00	Yes
3.2	3.2 Intervention Staff	<p>As demonstrated in the associated metrics sections and Identified Needs section, our Low Income, EL, and Foster Youth 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. A local needs assessment showed that Intervention Staff are needed to support and monitor the academic and social-emotional progress of Low Income, EL, and Foster Youth students through targeted intervention, differentiation, and providing increased opportunity to meet learning gaps and extend thinking. To address this need, the LEA will continue to provide intervention staff for students that are Low Income, EL, and Foster Youth, including African American students and Students with Disabilities. The additional services provided are designed to meet the</p>	\$617,998.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>specific academic access needs unique to the EL, Foster Youth, and Low Income student population such as academic review of lessons and guidance on study skills, and are expected to result in increased learning. Because we expect that all students may benefit from additional Intervention Staff, this action is available to all students throughout the district. The intended outcome is for our Low Income, EL, and Foster Youth students to improve their academic growth as measured by state and local assessments.</p>		
3.3	3.3 Intervention Curriculum	Intervention curriculum including books, manipulatives, audio and visual material, and other materials.	\$74,513.00	No
3.4	3.4 Learning Directors	<p>As demonstrated in the associated metrics sections, our Low Income, Foster Youth, and English Learner students, including African American students, Students with Disabilities and Homeless youth, have the most opportunity for continued growth in the areas of attendance rates, suspension rates, and academic achievement according to the most current state and local data. Learning directors are needed to provide academic, social, and behavioral support for Low Income, EL, and Foster Youth students and instructional support for teachers, data disaggregation, and program evaluation. To address this need, the LEA will continue to provide learning directors for the academic, social, and behavioral support for Low Income, EL, and Foster Youth students and instructional support for teachers, data disaggregation, and program evaluation which will focus on the specific needs of the identified students. Learning Directors will connect the identified students with academic interventions and mental health supports. The additional services provided are designed to meet the specific academic access needs unique to the EL, Foster Youth, and Low Income student population such as academic review of lessons and guidance on study skills and are expected to result in increased learning. Because we expect that all students may benefit from additional Learning Directors, this action is available to all students throughout the district. The intended outcome is for our Low</p>	\$1,171,547.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Income, EL, and Foster Youth students to improve their attendance rate, suspension rate, and academic growth measured by state and local assessments and reports.		
3.5	3.5 Instructional Aides	<p>As demonstrated in the associated metrics sections and Identified Needs section , 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.</p> <p>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 Low Income, EL, and Foster Youth 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. To support this need, the LEA will continue to provide Instructional Assistants to be able to support Low Income, EL, and Foster Youth students. The additional services provided are designed to meet the specific academic access needs unique to the EL, Foster Youth, and Low Income student population, and are expected to result in increased learning. Because we expect that all students may benefit from additional Instructional Aides, this action is available to all students throughout the district. The intended outcome is for our Low Income, EL, and Foster Youth students to improve their academic growth as measured by state and local assessments.</p>	\$1,109,678.00	Yes
3.6	3.6 Library Media Services	<p>As demonstrated in the associated metrics sections, 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 Low Income, EL, and Foster Youth students. To address this need, the LEA will continue to provide Library Media</p>	\$455,132.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Services personnel to support our Low Income, EL, and Foster Youth students. Students will gain increased access to academic services that include reading comprehension support and resources provided that will extend and deepen learning as well as develop intellectual curiosity and learning. The additional services provided are designed to meet the specific academic access needs unique to the EL, Foster Youth, and Low Income student population, and are expected to result in increased learning. Because we expect that all students may benefit from additional Library Media Services, this action is available to all students throughout the district. The intended outcome is for our Low Income, EL, and Foster Youth students to improve their academic growth as measured by state and local assessments.</p>		
3.7	3.7 Supplemental Online Academic Support Programs	<p>As demonstrated in the associated metrics sections and Identified Needs section, 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 Low Income, EL, and Foster Youth 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 Low Income, EL, and Foster Youth students. The additional services provided are designed to meet the specific academic access needs unique to the EL, Foster Youth, and Low Income student population, and are expected to result in increased learning. Because we expect that all students may benefit from additional online academic supports, this action is available to all students throughout the district. The intended outcome is for our Low Income, EL, and Foster Youth students to improve their academic growth as measured by state and local assessments.</p>	\$78,218.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.8	3.8 WUHS PASS Program	As demonstrated in the associated metrics sections, our Low Income, Foster Youth, English Learner students, African American students, Students with Disabilities, and Homeless youth, have the most opportunity for continued growth in the areas of attendance rates, suspension rates, increased A-G rates, increased college and career readiness rates, and academic achievement according to the most current state and local data. Washington Union High School (WUHS) Panther Academic Support System (PASS) Program provides academic, social, and behavioral support for Low income, EL, and Foster Youth students. The LEA will continue to provide PASS for the academic, social, and behavioral support for Low Income, EL, and Foster Youth students, including African American students, Students with Disabilities, and Homeless students, as well as, instructional support for teachers, data disaggregation, and program evaluation. The additional services provided such as Study/Organizational Skills and Restorative Strategies are designed to meet the specific academic access needs unique to the EL, Foster Youth, and Low Income student population, and are expected to result in increased learning. Because we expect that all students may benefit from the PASS Program, this action is available to all students in grades 9-12 at WUHS. The intended outcome is for our Low Income, EL, and Foster Youth students to improve their academic growth as measured by state and local assessments, attendance rates, Increased A-G rates, increased college and career readiness rates, and decreased suspension rates.	\$101,663.00	Yes
3.9	3.9 English Learner Curriculum and Language Acquisition	As demonstrated in the associated metrics sections and Identified Needs section , our English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments including making progress toward English Proficiency and EL Reclassification rates. Supplemental 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. To address this need of access to the State Standards, Literacy Development, and English Language Fluency, the LEA will continue to provide a supplemental	\$44,806.00	Yes

Action #	Title	Description	Total Funds	Contributing
		curriculum for English Learner students. The additional services provided are designed to meet the specific academic access needs unique to the EL student population, and are expected to result in increased learning. The intended outcome is for our EL students to improve their academic growth as measured by state and local assessments including making progress toward English Proficiency and EL Reclassification rates .		
3.10	This action intentionally left blank.	This action intentionally left blank by district financial services.		
3.11	3.11 EL Staff	As demonstrated in the associated metrics sections and Identified Needs section , our English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments including making progress toward English Proficiency and EL Reclassification rates. 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. The additional services provided are designed to meet the specific monitoring and academic access needs unique to the EL students and are expected to result in increased learning. The intended outcome is for our EL students to improve their academic growth as measured by state and local assessments including making progress toward English Proficiency and EL Reclassification rates .	\$385,425.00	Yes
3.12	Action Intentionally left blank.	This action intentionally left blank by district financial services.		
3.13	3.13 Counselors	As demonstrated in the associated metrics sections and Identified Needs section , our Low Income, Foster Youth, English learners, including those who are Students with Disabilities, African American, and Homeless youth have the most opportunity for continued	\$1,529,151.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>academic growth according to the most current state and local assessments, including A-G completion and graduation rates. Increasing targeted attention will ensure these students are recruited for, enrolled in, and supported throughout rigorous courses, counseling services are needed. To support this, the district will ensure adequate counseling services are available to the identified students. Counselors will continue to provide academic guidance and support for Low Income, EL, and Foster Youth 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 Low Income, EL, and Foster Youth students. The additional services provided are designed to meet the specific academic access needs throughout the district unique to the EL, Foster Youth, and Low Income student population, and are expected to result in increased learning. Because we expect that all students may benefit from additional Counselors, this action is available to all students throughout the district. The intended outcome is for our Low Income, EL, and Foster Youth students to improve their academic growth as measured by state and local assessments, increase A-G completion, and graduation rates.</p>		
3.14	3.14 Summer School	<p>As demonstrated in the associated metrics sections, our Low Income, Foster Youth, English learners, including 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 Low Income, EL, and Foster Youth students are given additional opportunity to extend learning, decrease gaps in skills and comprehension, and complete A-G college requirements and LEA graduation requirements. The LEA will continue to provide Summer School courses especially for Low Income, EL, and Foster Youth students, including African American students, Students with Disabilities, and Homeless students. The additional services provided are designed to meet the specific academic access needs unique to the EL, Foster Youth, and Low Income student population, and are</p>	\$350,782.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>expected to result in increased learning. Because we expect that all students may benefit from additional Summer School, this action is available to all students throughout the district. The intended outcome is for our Low Income, EL, and Foster Youth students to improve their academic growth as measured by state and local assessments, increase A-G rates, and graduation rates.</p>		
3.15	3.15 After School Program	<p>The After School Program will ensure that all students receive academic support, including tutoring and assistance completing homework.</p>	\$648,547.00	No
3.16	3.16 Full Access to Courses and Electives	<p>As demonstrated in the associated metrics sections, 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 including A-G rates and CTE participation. Accessing the full range of courses is often challenging for our Low Income, EL, and Foster Youth students due to a range of barriers like reading comprehension, gaps in skills, transportation issues, higher absence rates, and other common social and emotional stresses that interfere with engaging successfully in academics. In order to mitigate these obstacles most associated with these student groups and ensure they have access to the full range of courses, there will be additional elective class opportunities, including staffing, and targeted counseling services will be provided to ensure they are aware and enrolled in our full course offerings. This will ensure students have access to elective courses where they have additional opportunities for reading comprehension in a high interest setting. The LEA will continue to maintain full access to courses and electives for Low Income, EL, and Foster Youth students. The additional services provided are designed to meet the specific academic access needs unique to the EL, Foster Youth, and Low Income student population such as reading comprehension, absenteeism, and social/emotional stresses, and are expected to result in increased learning. Because we expect that all students may benefit from full access to courses</p>	\$1,441,298.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and electives, this action is available to all students throughout the district. The intended outcome is for our Low Income, EL, and Homeless students to improve their academic growth as measured by state and local assessments and their A-G rate and CTE participation.		
3.17	3.17 CTE Courses and Electives	As demonstrated in the associated metrics sections, our Low Income, Foster Youth, and EL students have the most opportunity for continued academic growth according to the most current state and local assessments including the completion rates for A-G and CTE. Expanding CTE Pathways, including staffing, will help expand the various ways students may meet A-G requirements and preparation for post-secondary success. 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 provide for expanded CTE Pathways as this support is designed to meet the specific academic access needs unique for Low Income, EL and Foster Youth student population, and is expected to result in increased learning. Because we expect that all students may benefit from these courses and electives, this action is available to all students throughout the district as measured by state and local assessments, A-G completion rate, and CTE completion rate.	\$2,299,979.00	Yes
3.18	3.18 Supplemental Instructional Materials and Supplies	As demonstrated in the associated metrics sections, 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 Low Income, EL, and Foster Youth students have the resources and support to complete all courses. The LEA will provide supplemental instructional supplies for Low Income, EL, and Foster Youth 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. The additional materials/supplies provided are designed to meet the specific academic access needs unique to the	\$294,263.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>EL, Foster Youth, and Low Income student population, and are expected to result in increased learning. Because we expect that all students may benefit from additional supplemental instructional material, this action is available to all students throughout the district. The intended outcome is for our Low Income, EL, and Foster Youth students to improve their academic growth as measured by state and local assessments.</p>		
3.19	3.19 Academic Coaches	<p>As demonstrated in the associated metrics sections, 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 Academic Coaches to provide ongoing training and support services for the district sites. Academic coaches have the necessary skills and abilities to successfully support learning which has, in turn, resulted in the Low Income, EL, and Foster Youth student population working toward meeting or exceed grade-level academic standards. The additional services provided will expand instructional practices of the staff and are designed to meet the specific academic access needs unique to the EL, Foster Youth, and Low Income student population, and are expected to result in increased learning. Because we expect that all students may benefit from Academic Coaches, this action is available to all students throughout the district. The intended outcome is for our Low Income, EL, and Foster Youth students to improve their academic growth as measured by state and local assessments and improve access grade level standards.</p>	\$890,521.00	Yes
3.20	3.20 Class Size Reduction (Grades 4-12)	<p>As demonstrated in the associated metrics sections and Identified Needs section, 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. Based on our experience, Low Income, EL, and Foster Youth student groups learn and perform at the highest level when class sizes are low.</p>	\$1,185,031.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Using certificated teaching staff the district will maintain class size at the lowest levels possible at all schools for grades 4-12. Lower teacher to student ratios increases instructional minutes per student and therefore supports the educator’s ability provide more one-on-one instructional time with students to target individual needs, allows for a calmer learning environment which lowers affect and helps students feel safe. As students receive more targeted instruction and have increased time with the teacher, skill and concept gaps may be addressed fostering deeper levels of learning. Further, the teacher and student will have more time to develop necessary rapport that supports a healthy learning environment. The additional services provided are designed to meet the specific academic access needs unique to the EL, Foster Youth, and Low Income student population, and are expected to result in increased learning. Because we expect that all students may benefit from additional class size reduction, this action is available to all students throughout the district. The intended outcome is for our Low Income, EL, and Foster Youth students to improve their academic growth as measured by state and local assessments.</p>		

Goal Analysis [2022-23]

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.

All of the actions in Goal 3 supported progress toward Washington Unified School District to be a district of academic excellence that provides equity and access for all students in all subgroups, utilizing academic rigor through best first instruction and systematic intervention to ensure that all students graduate college and career ready. Actions 3.1 - 3.20 were fully implemented. WUSD was able to increase services in the following actions: 3.3, 3.5, 3.13, and 3.15 as described below. Some examples are: Students have shown progress on the SBAC, EL students are making gains toward English Language Proficiency, there is access to a Broad Course of Study, and the number of students in Dual Enrollment has increased.

Successes: The overall percentage of students meeting or exceeding standard on the SBAC went up for both ELA and Math when comparing 2020-21 to 2021-22. In regard to our unduplicated student groups, the percentage of our EL students meeting or exceeding the standard went up in both ELA and Math. The percentage of our Low Income students meeting or exceeding the standard went up in ELA. There was no data reported for Foster Youth due to the small number of students in this group. The number of students being reclassified

increased from 64 in 2021-22 to 123 in 2022-23. The district is providing academic coaching, literacy support and EL professional development which all contribute to the success of our students.

Challenges: Districtwide, mathematics is been a struggle. Some of our metrics for high school (AP Passage, A-G Completion, and EAP - Math) are showing a decline. The percentage of our Low Income students meeting or exceeding the standard on the SBAC dipped in Math.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The following Actions contain a material difference between budgeted and actual expenditures:

- 3.1 Over budget- Planned expenditures were more than anticipated
- 3.3 Over budget - Purchase of iReady Reading and Math software
- 3.5 Over budget - Increased number of instructional aides and hours for additional support in classrooms.
- 3.6 Over budget - Purchase of additional supplemental reference materials at all sites
- 3.7 Under budget - Funded some items through learning loss mitigation money
- 3.8 Under budget - Funded some items through learning loss mitigation money
- 3.13 Over budget - Increased social-emotional services
- 3.14 Under budget - Funded some items through learning loss mitigation money and stimulus funding
- 3.15 Over budget - Provided additional staff and services
- 3.16 Under budget- Planned expenditures were under budget
- 3.19 Over budget - Additional coaches were hired

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

The actions outlined in Goal 3 are effective in meeting most of the desired outcomes for Washington Unified School District to be a district of academic excellence that provides equity and access for all students in all subgroups, utilizing academic rigor through best first instruction and systematic intervention to ensure that all students graduate college and career ready. The data in the metrics above show that the desired outcome has been achieved by the academic progress in the following areas: District Overall SBAC Math, District Overall SBAC ELA, EL Students progress in English Proficiency, EL Reclassification, CTE Pathway Completion, Access to a Broad Course of Study, EAP ELA percentage, and number of students in Dual Enrollment. The overall percentage of All students meeting or exceeding standard on the SBAC went up for both ELA and Math when comparing 2020-21 to 2021-22. Additionally, the percentage of EL students meeting or exceeding the standards went up in ELA and Math also. Our Low Income student group showed progress in ELA. The number of students being Reclassified increased from 64 in 2021-22 to 123 in 2022-23. The EAP ELA percentage of students rated as "College Ready or Conditionally Ready" from the EL Student Group increased from 10.92% in in 2020-21 to 13.44% in 2021-22. The EAP ELA percentage of

students rated as "College Ready or Conditionally Ready" from the Low Income subgroup increased from 49.9% in 2020-21 to 53.12% in 2021-22. The students that are participating in Dual Enrollment went up from 159 in 2020-21 to 272 in 2021-22.

The following areas did not meet the desired outcomes:

AP Passage Rate: The AP Passage Rate declined from 38.93% in 2020-21 to 36% in 2021-22.

A-G Completion Rate: The A-G Completion Rate declined from 48% in 2020-21 to 36.4% in 2021-22.

EAP Math Percentage of students that are College Ready or Conditionally Ready declined from 34.36% in 2020-21 to 11.35% in 2021-22.

The subgroups of EL and Low Income also declined.

Actions 3.1, 3.2, 3.3, and 3.5 which includes Reading intervention teachers, intervention assistants, intervention curriculum, and instructional aides are all essential for WUSD to accomplish Goal #3. Systematic intervention for all students is a pillar of Goal #3 and without these actions, it would be very difficult to accomplish our goals. These actions focus on identifying students for intervention and then systematically helping students with the skills necessary to access grade level standards. 97% of parents surveyed, had no opinion or believed their child's school offered effective supports for English learners. In Actions 3.9 and 3.11, EL staff and English Learner Curriculum are essential components of a quality EL program and ensuring WUSD is accomplishing our goal. 96% of parents surveyed believed their child's school has adults that really care about students. Learning Directors and Counselors, Actions 3.4 and 3.13, have a direct impact in this area by providing myriad of supports for our students. In addition, Action 3.19 provides Academic Coaches, which supports our teachers in learning academic and/or behavioral strategies to use during their instruction. 95% of parents surveyed believed their child's school offers supports that help their child to be academically successful. Actions 3.6, 3.7, 3.8, 3.14, 3.15, 3.18 which includes Library Media Services, Supplemental online programs, WUHS PASS Program, summer school, supplemental instructional materials/supplies, and the after school program all provide supports for students and are essential in accomplishing our goal. 94% of parents surveyed believed the school prepares their child for careers. Actions 3.16 and 3.17 have a direct impact in this area by providing access to CTE Pathways, Career Awareness, Access to Courses, and Project Based Learning. Action 3.20, which states that the district will maintain class size at the lowest levels possible at all schools for grades 4-12. It is our belief that 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. Additionally, we predict that it allows for a calmer learning environment which lowers affect and helps students feel safe. Our goal is that 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.

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.

In Action 3.1 the number of Intervention Teachers was removed to align with the new school year. In Action 3.2 instead of using the term Intervention Assistants, the term Intervention Staff will be used. Action 3.19 was revised so additional academic coaches can be included.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, educational partner consultation, and other collected data the district identifies this Goal and subsequent Actions as priorities for the district. Goal 4 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.	<p>End of the fall semester of the 2021-22 school year, WUSD attendance rate was 91.1% according to the Aeries Student Information System.</p> <p>End of year 2021-22 WUSD attendance was 89% according to the Aeries Student Information System.</p>	<p>End of the fall semester of the 2022-23 school year, WUSD attendance rate was 93% according to the Aeries Student Information System.</p> <p>End of year 2022-23 WUSD attendance on 5/31/23 was 93% according to the Aeries Student Information System.</p>		Maintain the District attendance rate at or above 95% according to the Aeries Student Information System.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate	2019-20: While the California School Dashboard did not report on Chronic Absenteeism due to the state waiver, internal data collected in the Aeries SIS shows that as of April 2, 2021 the chronic absenteeism rate of K-8 students is less than 1%.	WUSD had a 16% chronic absenteeism rate for the 2020-2021 school year according to the Dataquest. WUSD chronic absenteeism rate for Low Income was 17.8%, EL students 15.5%, and Foster Youth was 35.3%. In addition, chronic absenteeism rate for AA students was 3.6% and 0% for our homeless students.	WUSD had a 43.1% chronic absenteeism rate for the 2021-22 school year according to Dataquest. WUSD chronic absenteeism rate for Low Income was 41.9%, EL students 40.6%, and Foster Youth was 40.6%. In addition, chronic absenteeism rate for AA students was 46.2% and 48.7% for our homeless students.		Decrease WUSD's Chronic Absenteeism rate from the prior year as indicated in Dataquest.
High School Graduation Rate	In 2020, WUHS had a graduation rate of 97%, and ELM High School had a graduation rate of 92% according to the California School Dashboard and CA Alternative School Dashboard.	In 2021, WUSD had a graduation rate of 87.7% according to the Dataquest. WUSD Low Income graduation rate was 87.8%, EL students was 74.7%, and Foster Youth was N/A. 3/27/23 DataQuest Additional Reports: WUSD: All - 89.3% Low Income - 89.5%	In 2022, WUSD had a graduation rate of 81.7%. WUSD Low Income graduation rate was 81.3%, EL students was 68.2%, and Foster Youth was NA. WUHS had a graduation rate of 89.6% and ELM High School had a graduation rate of 60.9% according to Dataquest.		The high school graduation rate at Washington Union High School and in the Alternative Education programs will meet or exceed the state average according to the California School Dashboard Graduation Rate Indicator.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		EL- 75.9% Foster-NA Washington High: All = 91.7% EL=80.6% Low Income=92.2% Foster=NA ELM High All - 83.3% EL= NA Low Income=82.4% Foster = NA	DataQuest: WUSD- All - 81.7% Low Income- 81.3% EL- 68.2% Foster- NA Washington High: All - 89.6% Low Income - 89.5% EL- 75.8% Foster - NA ELM High: All - 60.9% Low Income - 60.9% EL- NA Foster- NA		
High School Dropout Rate	According to the four year adjusted outcome for the 2019-20 school year, WUSD had a drop-out rate of 6%.	According to CALPADS for the 2020-21 school year, WUSD had a 1.9% dropout rate.	According to CALPADS for the 2021-22 school year, WUSD had a 1.5% dropout rate.		The number of high school dropouts will be maintained or decreased according to the four year adjusted cohort outcome (Dataquest) from the previous year's data.
Suspension Rate	While the CA School Dashboard did not report suspension data for the 2019-20 school year, internal data showed that the district reduced	According to the CDE, WUSD overall suspension rate was .4% for the 2020-21 school year. In addition, WUSD African American	According to the California School Dashboard, WUSD overall suspension rate was 6.3% for the 2021-22 school year. In addition, WUSD		The number of students who were suspended overall and for the following subgroups: African American students, Students with

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	suspensions of All Students to 3.5%, African American students to 7%, Students with Disabilities to 9.5%, and maintained the rate of suspension for Homeless students at 22%.	suspension rate was .5%, Students with Disabilities was .3%, Homeless Students was 0%, Foster Youth suspension rate was 0%, EL students .1%, and Low income student group was .4%.	African American suspension rate was 13.7%, Students with Disabilities was 8.9%, and the Homeless suspension rate was 5.8%, Low Income students was 6.5%, English Learners was 6.0% & Foster Youth was 17.2%.		Disabilities, Foster Youth, EL, Low Income, 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.	During the 2021-22 school year, 0 students were expelled overall, and 0 students were expelled from any student group according to Aeries Student Information System.	During the 2022-23 school year 0 students were expelled overall, and 0 students were expelled from any student group according to Aeries Student Information System.		The number of students who are expelled overall and for the following subgroups: African American students, Students with Disabilities, and Homeless Students decreased from prior year's data.
Middle School Dropout Rate	According to Calpads data, there were 0 dropouts reported from West Fresno Middle School in 2019-20.	According to Calpads data, there were 0 dropouts reported from West Fresno Middle School in 2020-21.	According to CALPADS data, in 2021-22 there was 1 dropout reported from West Fresno Middle School.		The number of dropouts in Middle School programs will be maintained or decreased from the previous year's data.
Sense of Safety and school connectedness	According to the 2020-21 Student LCAP Survey, 84.4% of students reported feeling safe at school.	According to the 2021-22 Student LCAP Survey, 78% of students reported feeling safe at school.	According to the 2022-23 Student LCAP Survey, 72% of students surveyed feel safe at school.		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
4.1	4.1 District Coordination of Student Support Services	As demonstrated in the associated metrics sections, our Low Income, Foster Youth, and English Learner students have the most opportunity for continued growth in attendance rates according to the most current Chronic Absenteeism rate which has a negative impact on learning. WUSD has a Chronic Absenteeism Rate for 2021-22 of 41.1%. The Chronic Absenteeism rate for Low Income was 41.9%, EL students 40.6%, and Foster Youth was 40.6%. 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. The additional services provided are designed to meet the specific academic access needs unique to the EL, Foster Youth, and Low Income student population, and are expected to result in increased learning. Because we expect that all students may benefit from additional Student Support Services, this action is available to all students throughout the district. The intended outcome is for our Low Income, EL, and Foster Youth students to be supported in improving their attendance and chronic absenteeism rate therefore improve learning as measured by state and local assessments.	\$303,048.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	4.2 TIP/SARB Program	As demonstrated in the associated metrics sections, our Low Income, Foster Youth, and English Learner students have the most opportunity for continued growth in attendance rates according to the most current Chronic Absenteeism rate which has a negative impact on learning. WUSD has a Chronic Absenteeism Rate for 2021-22 of 41.1%. The Chronic Absenteeism rate for Low Income was 41.9%, EL students 40.6%, and Foster Youth was 40.6%. The identified students experiencing diverse attendance challenges will benefit from a robust process and program that provides various support resources and strategies to help re-engage in learning including on-site counseling services, transportation support other than the bus, and work with individual families as needed. To address this need, Washington Unified School District will participate in the TIP/SARB Program by working with Fresno County Sheriff Department and our local Juvenile Justice Center aiming to improve attendance rates for our Low Income, EL, and Foster Youth student population. As each student's unique attendance challenges are better understood and supported, meaningful support can be put into place that will help the student feel welcomed, understood, and ready to take on the rigors of learning. The additional services provided are designed to meet the specific academic access needs unique to the EL, Foster Youth, and Low Income student population, and are expected to result in increased learning. Because we expect that all students may benefit from the TIP/SARB Program, this action is available to all students throughout the district. The intended outcome is for our Low Income, EL, and Foster Youth students to be supported in improving their attendance which will lower the Chronic Absenteeism rate.	\$9,392.00	Yes
4.3	4.3 School to Home Liaisons	As demonstrated in the associated metrics sections, our Low Income, Foster Youth, and English Learner students have the most opportunity for continued growth in attendance rates according to the most current Chronic Absenteeism rate which has a negative impact on learning. WUSD has a Chronic Absenteeism Rate for 2021-22 of 41.1%. The Chronic Absenteeism rate for Low Income was 41.9%, EL students 40.6%, and Foster Youth was 40.6%. It is our prediction that the identified students experiencing diverse attendance challenges will	\$187,907.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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. The additional services provided are designed to meet the specific academic access needs unique to the EL, Foster Youth, and Low Income student population, and are expected to result in increased learning. Because we expect that all students may benefit from School to Home Liaisons, this action is available to all students throughout the district. The intended outcome is for our Low Income, EL, and Foster Youth students to be supported in improving their attendance which will lower the Chronic Absenteeism rate.</p>		
4.4	4.4 Campus Engagement Activities	<p>As demonstrated in the associated metrics sections, 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. From our experience, feeling a sense of connectivity, belonging, and community has benefits that support well being, and ultimately, the conditions for learning for students. To address this need, Washington Unified will continue to provide school site activities like providing stipends for staff to engage with students, extra transportation routes, and a myriad of extra-curricular activities to engage our Low Income, EL, and Foster Youth student population. These activities will continue to provide our students with additional opportunities to be a part of an engaged campus. The additional services provided are designed to meet the specific academic access needs unique to the EL, Foster Youth, and Low Income student population such as engagement/connectivity to school, and are expected to result in increased learning. Because we expect that all students may benefit from campus engagement activities, this action is available to all students throughout the district.</p>	\$391,603.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The intended outcome is for our Low Income, EL, and Foster Youth students to improve their academic growth as measured by state and local assessments and improve rates of school connectedness.		
4.5	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.	\$152,287.00	No
4.6	4.6 Counseling and Mental Health Services	As demonstrated in the associated metrics sections, 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 LCAP Survey Data. Counseling and mental health services are available for Low Income, English Learner, and Foster Youth in order to help support the social-emotional needs of the identified students who are facing difficulties in their lives that are causing them to suffer at school. Counseling and mental health services are available to students district-wide before and after school to allow for more access beyond the school day by All for Youth. Trained and skilled professionals will help students cultivate self-regulation, process trauma and stresses, and develop interpersonal skills that will ultimately lead to greater levels of confidence, independence, and self-awareness. The additional services provided are designed to meet the specific social-emotional and academic access needs unique to the EL, Foster Youth, and Low Income student population, and are expected to result in increased learning. Because we expect that all students may benefit from additional Counseling and Mental Health Services, this action is available to all students throughout the district. The intended outcome is for our Low Income, EL, and Foster Youth students to improve their	\$179,520.00	Yes

Action #	Title	Description	Total Funds	Contributing
		mental health and social-emotional skills according to the LCAP survey data.		
4.7	4.7 Student Transition Programs	As demonstrated in the associated metrics sections, 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, specifically Chronic Absenteeism, according to the most current state and local data which has a negative impact on learning. 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 Low Income, EL, and Foster Youth student population, including African American and Homeless students, and make them feel comfortable and safe at school. These programs are designed to provide students more self-confidence through positive peer interactions. The additional services provided are designed to meet the specific academic access needs unique to the EL, Foster Youth, and Low Income student population, and are expected to result in increased learning. Because we expect that all students may benefit from additional Student Transition Programs, this action is available to all students throughout the district. The intended outcome is for our Low Income, EL, and Foster Youth students to be supported in improving their attendance and therefore improve learning as measured by state and local assessments.	\$63,336.00	Yes
4.8	4.8 Additional Safety	As demonstrated in the associated metrics and identified needs sections, our Low Income, Foster Youth, and English Learner students have the most opportunity for continued growth in the area of Attendance, specifically Chronic Absenteeism. According to parent feedback from our low-income, foster youth, and English learner populations, providing a safe environment for their children is key to student attendance and engagement. Educational Partners have told us that a student's sense of safety on campus is a key motivator for	\$487,122.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>attendance therefore making it essential that staff are skilled in building positive rapport with students, de-escalation methods, and are a proactive part of cultivating a welcoming environment for students. To address this need, Washington Unified will continue to provide school safety and security staff and staffing to address the safety needs of our Low Income, EL, and Foster Youth student population. When trained and skilled in positive behavior strategies, trauma-informed practices, and relationship building, safety and security personnel will be able to connect with the identified students, foster a calm environment, approach student interactions with a more equitable lens and thereby creating a calmer, inclusive environment where students feel safe and welcomed and desire to attend school. These staff members will support student connection and communication with parents of ELs, Foster Youth, and low-income students by providing additional caring adults on campus who can build meaningful relationships with their children. They work with administration and staff to provide community-oriented communications with the identified parents, students, and staff. The additional services provided are designed to meet the specific academic access needs unique to the EL, Foster Youth, and Low Income student population, and are expected to result in increased learning. Because we expect that all students may benefit from additional Safety staff, this action is available to all students throughout the district. The intended outcome is for our Low Income, EL, and Foster Youth students to be supported in improving their attendance and reduced chronic absenteeism and therefore improve learning as measured by state and local assessments.</p>		

Goal Analysis [2022-23]

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.

All of the actions in Goal 4 were implemented to support the progress toward making Washington Unified School District 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. Actions 4.1 - 4.8 were fully implemented. WUSD was able increase student support services and campus engagement activities for

students. At the end of the fall semester of the 2022-23 school year, WUSD attendance rate was 93%, which was up from 91.1% the previous school year. Additionally, in 2022, there were no students expelled.

Successes: CALPADS has indicated that the high school dropout rate declined from 1.95 to 1.5%. The suspension rate for Homeless remained at 0%, and Expulsions overall remained at 0%. School sites are implementing an Attendance Initiative to increase the number of students at school each day.

Challenges: According to the Dataquest, the Chronic Absenteeism rate is 41.1% and this is a concern. It has been a challenge to implement the SARB program and the campus engagement activities due to events/gatherings such as these had been shut down for so long due to the pandemic. It has been a gradual re-opening of these events.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The following Actions contain a material difference between budgeted and actual expenditures:

- 4.1 Over budget - Increase of student support services
- 4.2 Under budget - Other funding source was used
- 4.4 Over budget - District increased campus engagement activities
- 4.6 Under budget - Other funding source was used
- 4.8 Over budget - District increased staff

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

Actions outlined in Goal 4 were somewhat effective in meeting the goal of making Washington Unified School District 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. Actions 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, and 4.8 were somewhat effective in meeting Goal 4. The metrics above indicate that WUSD met the goals in the areas of High School Drop Out Rate, and Expulsion Rate. We believe that our SARB program in coordination with support services such as counseling and social work support helped us achieve these results. Chronic Absenteeism, Suspension Rate, and Middle School Drop Outs, the metric showed an increase, which means we did not show improvement toward our goal. In regard to Attendance, at the end of the year in 2021-22 the attendance rate was 89%, down from a previous rate of 95%. Our Desired Outcome for Attendance is 95% or above. Additionally, our overall High School Graduation Rate dropped from 87.7% to 81.7%. The High School Dropout Rate showed progress from 1.9% in 2020-21 to 1.5% in 2021-22. The Expulsion Rate remained steady at 0%. WUSD will continue to promote student transition programs, mental health supports, and improved district coordination of student services to address these issues. Also, the work of home to school liaisons will be important to help our students reach attendance goals. While many of our actions contributed to our overall

goal, there are continued efforts in the areas of chronic absenteeism and suspension rate. We believe that our SARB program in coordination with support services such as counseling and social work support helped us achieve these results.

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.

We specified the Graduation Rate data for Washington Union High and the specific data for Elm High. This was done because our engagement partners like to see the data split up. Although still under Attendance in general, the specific metric for Actions 4.1, 4.2, and 4.3 was changed from Attendance to Chronic Absenteeism for consistency, and also to highlight the need within our English Learner, Foster Youth, and Homeless student groups. For the Chronic Absenteeism metric, we are changing the metric source of the Desired Outcome to Dataquest to match the Year 1 and Year 2 metric measure and corrected the baseline data year. Moving forward to next year, the SARB Program will be fully functioning. For the Attendance metric, End Of Year Attendance data was included in order to align with the Baseline and Desired Outcome.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

WUSD has been eligible for Differentiated Assistance (DA) for SWD, AA, and homeless students since the release of the 2019 Dashboard, and more specifically for the homeless student group for three consecutive years. Further details around eligibility can be found in the Identified Needs Section above. 3rd grade local and state assessments demonstrate that not all students are reading at or above grade level which points to the important opportunity to ensure SWD, AA, and homeless students experience improved literacy rates. Prior to the identification of these eligible student groups, the district lacked specific metrics that gauged and monitored early literacy rates, and actions that supported a district-wide effort to implement a comprehensive approach to early literacy. Early literacy rates are expected to improve as measured by SBAC ELA, BPST, DRA, Foundational Skills, iReady district assessments. The district has been eligible for Differentiated Assistance for three (3) or more consecutive years based on the performance of the homeless student group, most recently in the areas of Academic Performance and Chronic Absenteeism and, therefore, must develop a goal specific to reducing inequities for homeless students in these areas. After conducting a root cause analysis, WUSD created Goal #5, which places a specific focus on ensuring that our students experiencing homelessness leave our district college and career ready, by improving early literacy rates for this student group and which we believe will also improve the literacy rates for other student groups identified for Differentiated Assistance (Students with Disabilities, African American).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA Assessment	N/A	Establishing baseline Datasource:	ELA		Improve each year in the Met/Exceed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Dashboard 2022	Standard Exceeded: 8.95% Standard Met: 24.33% Math Standard Exceeded: 4.09% Standard Met: 10.26%		standards of the SBAC assessment.
BPST Assessment	N/A	Establishing baseline Data source: 2021-22 Illuminate Q3 Overall: 67% Correct 1st Grade: 70% Correct 2nd Grade: 65% Correct	Data source: 2022-23 Illuminate Q3 Overall: 75% Correct 1st Grade: 67% Correct 2nd Grade: 84% Correct		Improve each year in the Percentage Correct.
DRA Assessment	N/A	Establishing baseline Data source: Illuminate Q3	THIS WILL NO LONGER BE A METRIC		Improve each year in the Met/Exceeded standards.
Foundational Skills Assessment	N/A	Establishing baseline Data source: 2021-22 Illuminate Q3 Kindergarten: 68.8% Mastered	Data source: 2022-23 Illuminate Q3: Kindergarten: 71.7% Mastered		Improve each year in the percentage of students that reach Mastery.
iReady Diagnostic	N/A	Establishing baseline Data source: 2021-22 iReady Reading Diagnostic Q3	May 31, 2023 Data: Kinder: 54% Mid/Above to Early on Grade		Improve each year in Mid/Above to Early On Grade Level.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Kinder: 54% Mid/Above to Early on Grade 1st Grade: 35% Mid/Above to Early on Grade 2nd Grade: 35% Mid/Above to Early on Grade	1st Grade: 45% Mid/Above to Early on Grade 2nd Grade: 45% Mid/Above to Early on Grade		

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Early Literacy Cycles	<p>As identified by SBAC ELA 2019 data, our SWD, AA, and homeless students have an increased opportunity to improve literacy rates. Additionally, in prior year’s other local indicators and educational partner feedback identified the need to support struggling students.</p> <p>Through a root cause analysis of barriers to learning for our SWD, AA, and homeless students, the district discovered that what presents as behavior and attendance issues is stemming from an unstable literacy foundation which is creating frustration, disengagement and stress for these students. To address this, the district has designed a comprehensive approach to meeting the foundational literacy needs of our students by creating Early Literacy Cycles using an improvement science approach. Cycles include: professional training around phonics, phonemic awareness, and fluency, regular one-on-one coaching, common assessments, PLCs that inform small group instruction, targeted remediation, administrator literacy walks, and Reading Corps tutoring. Additionally, a district Early Literacy Team has been formed to lead the work and meets monthly.</p> <p>We expect that through a district-wide focus on providing high-quality early educational experiences, that the achievement gap will</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		decrease. These comprehensive services are designed to meet the specific early literacy needs of our SWD, AA, and homeless students. However, because we expect that all students struggling to obtain early reading skills will benefit, this action is provided on an LEA-wide basis. WUSD expects our SWD, AA, and students experiencing homelessness will improve annually and by the end of each academic year all PK-2 students will be reading on grade-level targets for foundational reading skills.		

Goal Analysis [2022-23]

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

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

The action in Goal 5 has supported the progress toward preparing all of our students, especially our students with disabilities (SWD), African American (AA), and those experiencing homelessness, to be able to leave our district college and career ready. This begins at the earliest stages of academic development, and therefore establishing a solid early literacy foundation is essential for students to fully engage and be present in learning throughout our TK-12 system. Through a focus on developing early literacy skills, the district expects to see a steady incline of literacy rates based on local assessments and improvement in ELA SBAC assessment for these student groups. The only action for this goal is Action 5.1, and it was fully implemented. BPST, Foundational Skills Test, and iReady assessments were all conducted this year. The DRA was not implemented this year due to full implementation of iReady.

Successes: BPST data for 2021-22 was 67% correct at the end of Quarter 3. This year, 2022-23, in November - Quarter 2 the data was already at 63% correct, which indicates progress. Additionally, 2nd grade BPST data indicated that in 2021-22 Quarter 3 it was 65%, and this year in November of the 2022-23 school year, it was already at 76%. In Kindergarten, the Foundation Skills Assessment shows progress from 2021-22 68.8% Mastered to 2022-23 70.6% Mastered. In implementing our action, we are experiencing success through our work with FCSS in Differentiated Assistance on the Early Literacy Cycles, specifically the Root Cause Analysis piece. Through a review of data, observations, and empathy interviews we discovered that many behavior and attendance issues actually stem from an unstable literacy foundation. Through this work we also have been able to study our system, gain feedback from engagement partners, and make adjustments.

Challenges: We are using a metric (SBAC) in which we get the results in or around August of the following school year. This presents a challenge for planning as the time before the start of the school year is greatly reduced by then. Another challenge was that in reviewing the Desired Outcomes, the DRA is no longer is used. Additionally, some of the language needed to be aligned to the metric.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

NA

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

The action in Goal 5 was effective in preparing all of our students, especially our students with disabilities (SWD), African American (AA), and those experiencing homelessness, to be able to leave our district college and career ready. This begins at the earliest stages of academic development, and therefore establishing a solid early literacy foundation is essential for students to fully engage and be present in learning throughout our TK-12 system. Through a focus on developing early literacy skills, the district expects to see a steady incline of literacy rates based on local assessments and improvement in ELA SBAC assessment for these student groups. The data in the metrics section above shows that progress is being made toward all desired outcomes. While the data is too small to be published, we will be closely monitoring our homeless student literacy rates.

In Action 5.1, through a root cause analysis of barriers to learning for our SWD, AA, and homeless students, the district discovered that what presents as behavior and attendance issues is stemming from an unstable literacy foundation which is creating frustration, disengagement and stress for these students. To address this, the district has designed a comprehensive approach to meeting the foundational literacy needs of our students by creating Early Literacy Cycles using an improvement science approach. Cycles include: professional training around phonics, phonemic awareness, and fluency, regular one-on-one coaching, common assessments, PLCs that inform small group instruction, targeted remediation, administrator literacy walks, and Reading Corps tutoring. Additionally, a district Early Literacy Team has been formed to lead the work and currently meets monthly.

Our desired outcome for 2023-24 indicates that we want to improve each year in the results/outcomes for each assessment, showing an upward progression. BPST already shows an improvement because for Overall, we have surpassed last year's 67%, and are currently at 75% Correct. Foundational Skills showed an increase. It could be predicted that iReady will end with an increase by the improvement that has been made thus far. We will not have SBAC data until late summer.

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.

Year 1 outcomes were added as data was available.

1. The DRA Assessment will not be used as a metric moving forward. Last year our district piloted the use of iReady, and continued to use DRA. However, this year with full implementation of iReady, DRA was taken off the assessment calendar.

2. The desired outcome language is "Met or Exceeded". This works for SBAC, however some of the other metrics have other measures such as Mastered, Correct, or On Grade Level. The outcome language will be changed for the following:

- a) The desired outcome language for Foundational Skills Assessment was changed from Met/Exceeded Standard to "Percentage of Students Reaching Mastery", to match the metric outcomes.
- b) The desired outcome language for the iReady assessment was changed from Met/Exceeded Standard to "Mid/Above to Early On Grade Level".
- c) The desired outcome language for the BPST assessment was changed from Met/Exceeded Standard to "Percentage Correct".

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$10,758,102	\$1,372,294

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
39.69%	1.55%	\$393,576.51	41.23%

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

The actions listed below are being provided on a “wide” basis to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to the specific identified unduplicated group(s) in each action, while allowing other students to also benefit as/if needed. Washington Unified School District expects that by providing these actions/services to meet the unique needs of our English learner, foster youth, and/or low-income students, the LEA will achieve the anticipated outcomes targeted to meet each identified student group’s stated need(s).
 The required justification for how the district is increasing and improving services for the specified unduplicated student group(s) are contained in the action description in the Goals and Actions section of this plan. In the Goals and Actions section of this plan, each action marked as “wide” contains a detailed explanation of how that action is principally directed toward the English learner, foster youth, and/or low-income student population and effective in helping close equity and performance gaps.

Each “wide” action in this plan will meet this requirement by: (1) Identifying it as a contributing action, (2) Clearly articulating how the needs of our foster youth, English learners, and or low-income students were considered first, including how the action considers those needs through

its design, content, method, location, or another attribute, and (3) Explaining how the action is effective in meeting the goal and the identified student group(s) needs.

This unique approach was taken after consultation and input from our educational partners and other interested partners. Our intention in doing this was to increase transparency for our educational partners so they can better understand the rationale behind each “wide” action. We find this approach to be very transparent and well received by our community.

The contributing “wide” actions in this plan 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
- 3.13 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

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

Our LEA has demonstrated it has met the identified required minimum proportionality percentage by providing increased/improved services for our English learners, foster youth, and/or low-income students equivalent to or greater than the required proportionality percentage based on the contributing actions/services in this plan and as demonstrated in the action tables. We are meeting the minimum proportionality percentage by providing the actions/services principally directed toward the unduplicated student population as summarized in the prompt above and justified in detail in each contributing action description, as applicable, within this plan. Our intent in using this approach is to justify how each contributing action is principally directed and effective within each of action description and meets or exceeds requirements for the “principally directed and effective threshold” as well as contributing toward meeting the Minimum Proportionality Percentage (MPP) requirement. These actions/services are most transparently communicated and understood by our educational partners through the approach we use in this plan which involves exactly how each action is principally directed and effective within the language and particular context of specific contributing action language. Building on the information provided in the prompt response above, if limited actions/services are included in this plan, they are identified below as contributing to increasing or improving services for English learners, foster youth, and/or low-income students and contribute toward meeting the minimum proportionality percentage. We are using the increased funding to increase/improve services as described for our LEA-wide and school-wide services in prompt one and as described below for each of the student groups on a limited basis:

Goal 3.9: English Learner Curriculum and Language Acquisition

Goal 3.11: EL Staff

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

All schools in the district are above 55% enrollment of Low-Income students, English Learners, and Foster Youth, and all schools will receive additional FTE to provide direct services to these students; therefore, no methodology was required to prioritize services to individual schools. The District will use Concentration Grant Add-on funds at schools with 55% or greater enrollment of unduplicated students to hire: 3.2 Intervention Assistants, 3.5 Instructional Aides, 3.11 EL Certificated Teachers and Instructional Aides, 3.13 Counselors, and 3.20 Class Size Reduction (Grades 4-12) certificated/support teachers.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$36,414,228.00	\$4,949,280.00	\$1,483,233.00	\$6,780,000.00	\$49,626,741.00	\$37,162,845.00	\$12,463,896.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	1.1 Staff, Supplies, Services	All	\$24,885,828.00	\$4,071,447.00	\$1,106,855.00	\$1,945,890.00	\$32,010,020.00
1	1.2	1.2 Beginning Teacher Induction	English Learners Foster Youth Low Income	\$7,378.00			\$98,979.00	\$106,357.00
1	1.3	1.3 Texts and Instructional Materials	All	\$148,949.00	\$310,895.00			\$459,844.00
1	1.4	1.4 Technology	English Learners Foster Youth Low Income	\$25,824.00			\$15,378.00	\$41,202.00
1	1.5	1.5 Professional Development	English Learners Foster Youth Low Income	\$73,367.00	\$118,336.00		\$321,888.00	\$513,591.00
1	1.6	1.6 PLC Facilitators/ Lead Teachers	English Learners Foster Youth Low Income	\$51,647.00				\$51,647.00
1	1.7	1.7 Classroom Technology Support	English Learners Foster Youth Low Income	\$208,874.00			\$252,104.00	\$460,978.00
1	1.8	1.8 Health Services	English Learners Foster Youth Low Income	\$308,176.00			\$96,442.00	\$404,618.00
2	2.1	2.1 Parent Engagement, Support Services, and Supplies	English Learners Foster Youth Low Income	\$119,093.00			\$11,003.00	\$130,096.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	2.2 Aeries Communication/Parent Square	English Learners Foster Youth Low Income	\$28,685.00				\$28,685.00
2	2.3	2.3 Parent Education Classes	English Learners Foster Youth Low Income	\$35,802.00				\$35,802.00
3	3.1	3.1 Reading Intervention Teachers	English Learners Foster Youth Low Income	\$410,263.00			\$520,871.00	\$931,134.00
3	3.2	3.2 Intervention Staff	English Learners Foster Youth Low Income	\$95,948.00			\$522,050.00	\$617,998.00
3	3.3	3.3 Intervention Curriculum	All	\$65,428.00			\$9,085.00	\$74,513.00
3	3.4	3.4 Learning Directors	English Learners Foster Youth Low Income	\$1,171,547.00				\$1,171,547.00
3	3.5	3.5 Instructional Aides	English Learners Foster Youth Low Income	\$721,478.00		\$2,735.00	\$385,465.00	\$1,109,678.00
3	3.6	3.6 Library Media Services	English Learners Foster Youth Low Income	\$393,674.00			\$61,458.00	\$455,132.00
3	3.7	3.7 Supplemental Online Academic Support Programs	English Learners Foster Youth Low Income	\$72,743.00			\$5,475.00	\$78,218.00
3	3.8	3.8 WUHS PASS Program	English Learners Foster Youth Low Income	\$2,545.00			\$99,118.00	\$101,663.00
3	3.9	3.9 English Learner Curriculum and Language Acquisition	English Learners	\$2,302.00			\$42,504.00	\$44,806.00
3	3.10	This action intentionally left blank.						
3	3.11	3.11 EL Staff	English Learners	\$278,187.00			\$107,238.00	\$385,425.00
3	3.12	Action Intentionally left blank.						
3	3.13	3.13 Counselors	English Learners Foster Youth	\$667,030.00			\$862,121.00	\$1,529,151.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
3	3.14	3.14 Summer School	English Learners Foster Youth Low Income	\$350,782.00				\$350,782.00
3	3.15	3.15 After School Program	All	\$16,551.00	\$312,472.00		\$319,524.00	\$648,547.00
3	3.16	3.16 Full Access to Courses and Electives	English Learners Foster Youth Low Income	\$1,315,425.00	\$17,620.00		\$108,253.00	\$1,441,298.00
3	3.17	3.17 CTE Courses and Electives	English Learners Foster Youth Low Income	\$1,783,576.00	\$118,510.00	\$307,537.00	\$90,356.00	\$2,299,979.00
3	3.18	3.18 Supplemental Instructional Materials and Supplies	English Learners Foster Youth Low Income	\$229,246.00		\$720.00	\$64,297.00	\$294,263.00
3	3.19	3.19 Academic Coaches	English Learners Foster Youth Low Income	\$302,265.00			\$588,256.00	\$890,521.00
3	3.20	3.20 Class Size Reduction (Grades 4-12)	English Learners Foster Youth Low Income	\$1,185,031.00				\$1,185,031.00
4	4.1	4.1 District Coordination of Student Support Services	English Learners Foster Youth Low Income	\$303,048.00				\$303,048.00
4	4.2	4.2 TIP/SARB Program	English Learners Foster Youth Low Income	\$9,392.00				\$9,392.00
4	4.3	4.3 School to Home Liaisons	English Learners Foster Youth Low Income	\$99,440.00			\$88,467.00	\$187,907.00
4	4.4	4.4 Campus Engagement Activities	English Learners Foster Youth Low Income	\$381,603.00			\$10,000.00	\$391,603.00
4	4.5	4.5 Social Work Services	All	\$500.00		\$65,386.00	\$86,401.00	\$152,287.00
4	4.6	4.6 Counseling and Mental Health Services	English Learners Foster Youth Low Income	\$112,143.00			\$67,377.00	\$179,520.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.7	4.7 Student Transition Programs	English Learners Foster Youth Low Income	\$63,336.00				\$63,336.00
4	4.8	4.8 Additional Safety	English Learners Foster Youth Low Income	\$487,122.00				\$487,122.00
5	5.1	Early Literacy Cycles	All	\$0.00				\$0.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$27,107,026	\$10,758,102	39.69%	1.55%	41.23%	\$11,296,972.00	0.00%	41.68 %	Total:	\$11,296,972.00
								LEA-wide Total:	\$10,603,675.00
								Limited Total:	\$280,489.00
								Schoolwide Total:	\$412,808.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	1.2 Beginning Teacher Induction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,378.00	
1	1.4	1.4 Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,824.00	
1	1.5	1.5 Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$73,367.00	
1	1.6	1.6 PLC Facilitators/ Lead Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$51,647.00	
1	1.7	1.7 Classroom Technology Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$208,874.00	
1	1.8	1.8 Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$308,176.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	2.1 Parent Engagement, Support Services, and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$119,093.00	
2	2.2	2.2 Aeries Communication/Parent Square	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$28,685.00	
2	2.3	2.3 Parent Education Classes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$35,802.00	
3	3.1	3.1 Reading Intervention Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: American Union Elementary School West Fresno Elementary School TK-5	\$410,263.00	
3	3.2	3.2 Intervention Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$95,948.00	
3	3.4	3.4 Learning Directors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,171,547.00	
3	3.5	3.5 Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$721,478.00	
3	3.6	3.6 Library Media Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$393,674.00	
3	3.7	3.7 Supplemental Online Academic Support Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$72,743.00	
3	3.8	3.8 WUHS PASS Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Washington Union High School	\$2,545.00	
3	3.9	3.9 English Learner Curriculum and Language Acquisition	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,302.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.11	3.11 EL Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$278,187.00	
3	3.13	3.13 Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$667,030.00	
3	3.14	3.14 Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$350,782.00	
3	3.16	3.16 Full Access to Courses and Electives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,315,425.00	
3	3.17	3.17 CTE Courses and Electives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,783,576.00	
3	3.18	3.18 Supplemental Instructional Materials and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$229,246.00	
3	3.19	3.19 Academic Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$302,265.00	
3	3.20	3.20 Class Size Reduction (Grades 4-12)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,185,031.00	
4	4.1	4.1 District Coordination of Student Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$303,048.00	
4	4.2	4.2 TIP/SARB Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,392.00	
4	4.3	4.3 School to Home Liaisons	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$99,440.00	
4	4.4	4.4 Campus Engagement Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$381,603.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.6	4.6 Counseling and Mental Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$112,143.00	
4	4.7	4.7 Student Transition Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$63,336.00	
4	4.8	4.8 Additional Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$487,122.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$43,659,703.00	\$49,356,178.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	1.1 Staff, Supplies, Services	No	\$27,585,408.00	\$31,038,154.00
1	1.2	1.2 Beginning Teacher Induction	Yes	\$63,310.00	\$83,486.00
1	1.3	1.3 Texts and Instructional Materials	No	\$117,433.00	\$627,842.00
1	1.4	1.4 Technology	Yes	\$524,699.00	\$473,684.00
1	1.5	1.5 Professional Development	Yes	\$193,928.00	\$490,884.00
1	1.6	1.6 PLC Facilitators/ Lead Teachers	Yes	\$96,648.00	\$51,954.00
1	1.7	1.7 Classroom Technology Support	Yes	\$318,281.00	\$439,536.00
1	1.8	1.8 Health Services	Yes	\$471,455.00	\$401,462.00
2	2.1	2.1 Parent Engagement, Support Services, and Supplies	Yes	\$29,827.00	\$92,144.00
2	2.2	2.2 Aeries Communication/Parent Square	Yes	\$30,500.00	\$28,685.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	2.3 Parent Education Classes	Yes	\$38,040.00	\$36,663.00
3	3.1	3.1 Reading Intervention Teachers	Yes	\$705,925.00	\$824,477.00
3	3.2	3.2 Intervention Assistants	Yes	\$589,703.00	\$635,598.00
3	3.3	3.3 Intervention Curriculum	No	\$6,890.00	\$78,130.00
3	3.4	3.4 Learning Directors	Yes	\$1,409,754.00	\$1,316,177.00
3	3.5	3.5 Instructional Aides	Yes	\$533,856.00	\$977,762.00
3	3.6	3.6 Library Media Services	Yes	\$265,725.00	\$385,794.00
3	3.7	3.7 Supplemental Online Academic Support Programs	Yes	\$253,855.00	\$202,088.00
3	3.8	3.8 WUHS PASS Program	Yes	\$175,237.00	\$111,833.00
3	3.9	3.9 English Learner Curriculum and Language Acquisition	Yes	\$72,621.00	\$74,806.00
3	3.10	This action intentionally left blank.			
3	3.11	3.11 EL Staff	Yes	\$273,793.00	\$286,385.00
3	3.12	Action Intentionally left blank.			
3	3.13	3.13 Counselors	Yes	\$1,120,410.00	\$1,634,078.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.14	3.14 Summer School	Yes	\$581,995.00	\$355,012.00
3	3.15	3.15 After School Program	No	\$488,539.00	\$760,144.00
3	3.16	3.16 Full Access to Courses and Electives	Yes	\$2,119,258.00	\$1,888,705
3	3.17	3.17 CTE Courses and Electives	Yes	\$2,391,038.00	\$2,231,812.00
3	3.18	3.18 Supplemental Instructional Materials and Supplies	Yes	\$327,509.00	\$351,342.00
3	3.19	3.19 Academic Coaches	Yes	\$268,386.00	\$837,895.00
3	3.20	3.20 Class Size Reduction (Grades 4-12)	Yes	\$910,131.00	\$931,535.00
4	4.1	4.1 District Coordination of Student Support Services	Yes	\$252,583.00	\$290,314.00
4	4.2	4.2 TIP/SARB Program	Yes	\$29,392.00	\$9,392.00
4	4.3	4.3 School to Home Liaisons	Yes	\$172,202.00	\$178,261.00
4	4.4	4.4 Campus Engagement Activities	Yes	\$323,742.00	\$391,927.00
4	4.5	4.5 Social Work Services	No	\$129,642.00	\$123,470.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.6	4.6 Counseling and Mental Health Services	Yes	\$332,023.00	\$179,520.00
4	4.7	4.7 Student Transition Programs	Yes	\$58,767.00	\$61,640.00
4	4.8	4.8 Additional Safety	Yes	\$397,198.00	\$473,587.00
5	5.1	Early Literacy Cycles	No	\$0.00	

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$10,146,189	\$11,261,394.00	\$11,396,029.00	(\$134,635.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	1.2 Beginning Teacher Induction	Yes	\$7,293.00	\$7,422.00	0	0
1	1.4	1.4 Technology	Yes	\$39,614.00	\$25,824.00	0	0
1	1.5	1.5 Professional Development	Yes	\$69,243.00	\$78,239.00	0	0
1	1.6	1.6 PLC Facilitators/ Lead Teachers	Yes	\$96,648.00	\$51,954.00	0	0
1	1.7	1.7 Classroom Technology Support	Yes	\$318,281.00	\$439,536.00	0	0
1	1.8	1.8 Health Services	Yes	\$277,856.00	\$237,529.00	0	0
2	2.1	2.1 Parent Engagement, Support Services, and Supplies	Yes	\$5,606.00	\$79,923.00	0	0
2	2.2	2.2 Aeries Communication/Parent Square	Yes	\$30,500.00	\$28,685.00	0	0
2	2.3	2.3 Parent Education Classes	Yes	\$38,040.00	\$36,663.00	0	0
3	3.1	3.1 Reading Intervention Teachers	Yes	\$286,380.00	\$246,619.00	0	0
3	3.2	3.2 Intervention Assistants	Yes	\$209,621.00	\$217,362.00	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.4	3.4 Learning Directors	Yes	\$1,409,754.00	\$1,316,177.00	0	0
3	3.5	3.5 Instructional Aides	Yes	\$530,512.00	\$657,436.00	0	0
3	3.6	3.6 Library Media Services	Yes	\$265,725.00	\$385,794.00	0	0
3	3.7	3.7 Supplemental Online Academic Support Programs	Yes	\$211,851.00	\$192,743.00	0	0
3	3.8	3.8 WUHS PASS Program	Yes	\$8,523.00	\$12,555.00	0	0
3	3.9	3.9 English Learner Curriculum and Language Acquisition	Yes	\$31,619.00	\$32,302.00	0	0
3	3.11	3.11 EL Staff	Yes	\$166,971.00	\$184,449.00	0	0
3	3.13	3.13 Counselors	Yes	\$637,790.00	\$641,779.00	0	0
3	3.14	3.14 Summer School	Yes	\$93,363.00	\$94,893.00	0	0
3	3.16	3.16 Full Access to Courses and Electives	Yes	\$2,084,862.00	\$1,768,158.00	0	0
3	3.17	3.17 CTE Courses and Electives	Yes	\$1,936,007.00	\$1,719,685.00	0	0
3	3.18	3.18 Supplemental Instructional Materials and Supplies	Yes	\$319,212.00	\$286,325.00	0	0
3	3.19	3.19 Academic Coaches	Yes	\$10,600.00	\$288,010.00	0	0
3	3.20	3.20 Class Size Reduction (Grades 4-12)	Yes	\$910,131.00	\$931,535.00	0	0
4	4.1	4.1 District Coordination of Student Support Services	Yes	\$252,583.00	\$290,314.00	0	0
4	4.2	4.2 TIP/SARB Program	Yes	\$29,392.00	\$9,392.00	0	0
4	4.3	4.3 School to Home Liaisons	Yes	\$85,210.00	\$95,429.00	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.4	4.4 Campus Engagement Activities	Yes	\$323,742.00	\$391,927.00	0	0
4	4.6	4.6 Counseling and Mental Health Services	Yes	\$118,500.00	\$112,143.00	0	0
4	4.7	4.7 Student Transition Programs	Yes	\$58,767.00	\$61,640.00	0	0
4	4.8	4.8 Additional Safety	Yes	\$397,198.00	\$473,587.00	0	0

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$25,439,884	\$10,146,189	6.46%	46.34%	\$11,396,029.00	0.00%	44.80%	\$393,576.51	1.55%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner 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 educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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