



2023–24 Local Control and Accountability Plan Annual Update

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

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Goals and Actions

Goal

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

Measuring and Reporting Results

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

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

Goal Analysis

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

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

The LEA used the following rating scale to determine its progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

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

Action 1 - Staff, Supplies & Services

Implementation Status: 5 - Full Implementation and Sustainability. WUSD HR Department has clear policies and procedures for hiring and the recruiting of highly qualified staff.

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

Action 2 - Beginning Teacher Induction

Implementation Status: 5 - Full Implementation and Sustainability. WUSD has a comprehensive teacher induction program. WUSD academic coaches work with FCSS and beginning teachers to ensure our program is fully implemented.

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

Action 3 - Texts and Instructional Materials

Implementation Status: 5 - Full Implementation and Sustainability. WUSD has clear policies and procedures for core instructional and supplemental curriculum adoptions.

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

Action 4 - Technology

Implementation Status: 5 - Full Implementation and Sustainability. WUSD has a fully staffed IT Department. IT Department ensures technology is maintained in good working order and is updated on a routine basis to ensure high quality equipment is available for student achievement.

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

Action 5 - Professional Development

Implementation Status: 5 - Full Implementation and Sustainability. WUSD has a robust staff development calendar. WUSD is a data driven district that routinely analyzes best practices, walk-through data, assessment data and feedback of from staff to inform decision making.

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

Action 6 - PLC Facilitators/Lead Teachers

Implementation Status: 5 - Full Implementation and Sustainability. WUSD has established PLCs with the PLC Facilitator leading/guiding the meetings for several years. Our PLCs analyze student progress on a routine basis. An important aspect of the PLC is identifying students gaps and utilizing high impact instructional strategies to narrow the gaps as soon as possible.

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

Action 7 - Classroom Technology Support

Implementation Status: 5 - Full Implementation and Sustainability. WUSD has a fully staffed IT Department. IT Department ensures technology is maintained in good working order and is updated on a routine basis to ensure high quality equipment is available for student achievement. In addition, any supplemental programs are reviewed routinely by staff to ensure our students are supported with classroom technology.

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

Action 8 - Health Services

Implementation Status: 5 - Full Implementation and Sustainability. WUSD has a fully staffed health services program to serve the social and emotional needs of our students. In addition to social and emotional services our district is able to provide health care services throughout the district.

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

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

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

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

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

1.1 Under budget -

1.2 Under budget -

1.3 Under budget - WUSD made the decision to not conduct any curriculum adoptions and therefore we spent less than planned.

1.4 Over budget -

1.7 Over budget - Technology staff increased for tech support.

1.8 Under budget -

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

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

Action(s): Action 1: Staff, Supplies, & Services, Action 2: Beginning Teacher Induction, Action 5: Professional Development, Action 6: PLC Facilitators

Effectiveness of Action(s): Effective

Metric(s): Appropriately assigned and fully credentialed teachers, CAASPP ELA/Math scores, A-G Eligibility

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

Action(s): Action 3: Texts and instructional materials, Action 4: Technology, Action 7: Classroom technology support

Effectiveness of Action(s): Effective

Metric(s): Pupils will have access to standards-aligned instructional materials, implementation of state standards for all students, and ELs having access to CCSS AND ELD standards, CAASPP ELA/Math scores

Analysis Statement: Washington Unified students have full access to textbooks and instructional materials. We have a robust technology department that ensures technology is maintained and available throughout the district for students, ensuring students have access to 21st Century learning. 100% of Washington Unified students have access to common core standards and our English Learner population has full access to ELD standards. Washington Unified made progress in our 2023 California Dashboard. CASSPP scores in ELA improved for all students, low income, and English Learners from the baseline year. CASSPP scores in math improved for our English Learners and low income students groups from our baseline year, leading to a similar gain for all students. Because these actions were effective, as demonstrated by WUSD meeting our desired outcomes for 100% of our students having access to and implementation of standards for all students in CCSS and ELD, we will continue these actions into the new three year cycle.

Action(s): Action 8: Health Services

Effectiveness of Action(s): Effective

Metric(s): Attendance rate and chronic absenteeism rate

Analysis Statement: Washington Unified provides health care services and provide any necessary staffing and supplies to ensure our program services identified student groups. Furthermore, our chronic absenteeism rate significantly improved for English Learners, Low Income and Foster Youth. While the actions were designed to target these identified student groups, we also made progress for African

American, Homeless, and the all student group. Because of this progress, attendance rates all improved. We believe our progress was made due to the District Coordinator routinely analyzing data with the attendance team that includes our School to Home Liaisons, and in collaboration with our families. Additionally, our District Coordinator utilizes the TIP/SARB Program data to track and promote good attendance throughout the district. We believe these programs are resulting in the gains for our identified student groups. Because this action was effective, as demonstrated by WUSD meeting our desired outcomes of 95% attendance rate and decrease our chronic absenteeism rate, we will continue this action into the new three year cycle. However, after we conducted an analysis/reflection health services action will be more aligned with WUSD Goal 4 of the LCAP instead of Goal 1.

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

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

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

Goals and Actions

Goal

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

Measuring and Reporting Results

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

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

Goal Analysis

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

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

The LEA used the following rating scale to determine its progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

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

Action 1 - Parent Engagement, Support Services, & Supplies

Implementation Status: 5 - Full Implementation and Sustainability. WUSD has a comprehensive parent engagement process delivered by each site within the district.

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

Action 2 - PowerSchool Communication/Parent Square

Implementation Status: 4 - Full Implementation. WUSD switched Student Information Systems (SIS) for the 2023-24 school year. Parent Square the communication portal for families is still utilized with the adoption of Power School. However, the process for signing parents up is implemented but not yet sustainable.

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

Action 3 - Parent Education Classes

Implementation Status: 5 - Full Implementation and Sustainability. WUSD has a partnership with California State University, Fresno Parent University. This partnership allows for a wide range of parent education classes that are offered within the district. In addition, our Adult Education Program also offers local ESY classes.

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

Overall Successes: Parent education classes continue to be a success for our district. Based on feedback from our community we will continue partnering with Fresno State Parent University and locally offering classes through our Adult Education Program.

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

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

The following Actions contain material differences between budgeted and actual expenditures:

- 2.1 Under budget
- 2.2 Under budget
- 2.3 Under budget

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective.

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

Action(s): Action 1: Parent Engagement, Support Services, and Supplies

Effectiveness of Action(s): Effective

Metric(s): Seek parent input & promote parental participation in programs for Low Income, EL, and Foster Youth students and students with exceptional needs and CAASPP ELA/Math scores.

Analysis Statement: Washington Unified has a robust parent engagement program and have had 3,933 parents attend events throughout the district this year. We also utilize the Local Indicator Self-reflection Tool and we are rated at Full Implementation and Sustainability. We have all of the support services and supplies necessary to support and promote parent engagement. Washington Unified made progress in our 2023 California Dashboard. CAASPP scores in ELA improved for all students, low income, and English Learners from the baseline year. CAASPP scores in math improved for our English Learners and low income students groups from our baseline year, leading to a similar gain for all students. Because these actions were effective, we will continue these actions into the new three year cycle.

Action(s): Action 2: Aeries Communication Parent Square

Effectiveness of Action(s): Effective

Metric(s): Maintain strong parent communication. Parent Communication, and CAASPP ELA/Math scores.

Analysis Statement: In Washington Unified has 100% of our school sites utilizing Parent Square to communicate with out families. Routine correspondence is an expectation for all sites. There were 3,933 parents that attended events throughout the district in 2023-24. Washington Unified made progress in our 2023 California Dashboard. CAASPP scores in ELA improved for all students, low income, and English Learners from the baseline year. CAASPP scores in math improved for our English Learners and low income students groups from our baseline year, leading to a similar gain for all students. Because these actions were effective, we will continue these actions into the new three year cycle.

Action(s): Action 3: Parent Education Classes

Effectiveness of Action(s): Effective

Metric(s): Provide Parent Engagement classes, including English acquisition classes for all parents and CAASPP ELA/Math scores..

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

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

Based on data analysis/reflections WUSD will not make any changes to the planned goal, metrics, desired outcomes, or the actions for the coming year.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced Math	<p>In 2019-20, 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 students met or exceeded standards.</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 students met or exceeded standards.</p>	<p>In 2023, 17.72% of WUSD students Met or Exceeded Standard in the Math CAASPP exam. 7.48% of WUSD English Learners met or exceeded standard, 16.55% of our Low Income population and Foster Youth data is not reported. 3.70% of SWD met or exceeded standards and 9.24% of AA students met or exceeded.</p>	Increased percentage of students who have met or exceeded standard on the Math CAASPP from the prior year.
Smarter Balanced ELA	<p>In 2019-20, on the ELA CAASPP, 36.86% of WUSD</p>	<p>In 2021, 28.37% of WUSD students Met or Exceeded Standard in the ELA CAASPP</p>	<p>In 2022, 33.28% of WUSD students Met or Exceeded Standard in the ELA CAASPP</p>	<p>In 2023, 31.12% of WUSD students Met or Exceeded Standard in ELA CAASPP</p>	Increased percentage of students who have met or exceeded

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification	In 2019-20, 16 WUSD English Learners were reclassified according to local criteria.	In 2020-21, 64 WUSD English Learners will be reclassified according to local criteria.	In 2021-22, 123 WUSD English Learners have been reclassified thus far, according to local criteria.	In 2022-23, 144 WUSD English Learners have been reclassified. # of English Learners: 711 ELPI: 53.2% making progress towards English language proficiency. Status: Green	The WUSD English Learner reclassification rate will meet or increase in number according to prior year's data.
AP Passage Rate	In 2019-20, College Board AP Reporting stated 43.6% of students who took an Advanced Placement exam scored a 3 or higher.	In 2021, College Board AP Reporting stated 38.93% of students who took an Advanced Placement exam scored a 3 or higher.	In 2022, College Board AP Reporting stated 36% of students who took an Advanced Placement exam scored a 3 or higher.	In 2022-23, College Board AP Reporting stated 44% of students who took an Advanced Placement Exam scored a 3 or higher.	Increased percentage of students who scored 3 or higher on AP exams from the prior year.
A-G completion rate	In 2019-20, Aeries Analytics reported the A-G completion rate was 45%.	In 2020-21, Aeries Analytics reported the A-G completion rate was 48%. WUSD A-G completion rate for Low Income was 44.6%, EL students 15.7%, and N/A for	In 2021-22, Aeries Analytics reported the A-G completion rate was 36.4%. WUSD A-G completion rate for Low Income was 36.3%, EL students 12.8%, and N/A for	In 2022-23, Aeries Analytics reported the A-G rate was 39%. State of California average was 45.1. WUSD A-G completion rate for Low Income students was 36%, EL students	The A-G completion rate for Washington Unified met or exceeded the state average.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		our Foster Youth students.	our Foster Youth students.	22.7% and N/A for Foster Youth.	
CTE Pathway Completion Rate	24% of students completed a CTE course sequence in 2019-20 as measured in CALPADS EOY 1.	37% of students completed a CTE course sequence in 2020-21 as measured in CALPADS EOY 1. 9.6% of EL students completed a pathway. 81.7% of Low Income students were completers and .0% were Foster Youth students.	41% of senior students completed a CTE course sequence in 2021-22 as measured in CALPADS EOY 1. 38.8% of EL students completed a pathway. 40.8% of Low Income students were completers and 1.5% were Foster Youth students.	56% of senior students completed a CTE course sequence in 2022-23 as measured in CALPADS EOY 1. 48% of EL students completed a pathway and 55.4% were Low Income students. Foster Youth was not reported.	The percentage of students who completed a CTE course sequence increased from the prior year as measured in CALPADS EOY 1.
Access to and enrollment in a Broad Course of Study for all students.	In 2019-20, all students had access to a broad course of study that as measured by the local indicator performance guide tool.	In 2020-21, all students had access to a broad course of study as measured by the local indicator performance guide tool.	In 2021-22, all students had access to a broad course of study as measured by the local indicator performance guide tool.	2022-23, all students had access to a broad course of study as measured by the local indicator performance guide tool.	All students have access to a broad course of study as measured by the local indicator performance guide tool.
A-G Completion and CTE Pathway Completion Rate	In 19-20 the A-G completion rate was 45%. 24% of students completed a CTE course sequence in 2019-20 as measured in CALPADS EOY 1.	In 2020-21, 19.1% of WUSD students were both A-G and a CTE completers, 17.5% of Low Income, 5.7% EL, and N/A for Foster Youth students according to the	In 2021-22, 18% of WUSD students were both A-G and a CTE completers, 16.9% of Low Income, 12.9% EL, and N/A for Foster Youth students according to the	In 2022-23, 29.6% of WUSD students were A-G and CTE completers, 28% of Low Income, 17.3% EL students and N/A for Foster Youth students according to	WUSD will improve AG and CTE completion rate according to the Dashboard Additional Reports.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Note: Local benchmarks will be used until CAASPP Results become available.	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.	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.	according to CAASPP results. 1.92% of EL students were conditionally and .55% were college ready. 11.47% of Low Income students were conditionally ready and 5.47% were ready for college. Foster Youth data is not reported to protect the privacy of students.	conditionally ready increased from the prior year as measured by CAASPP.
Other pupil outcomes	In 2019-20,	In 2020-21, 156 students were enrolled in a dual enrollment program through either Fresno City College or Reedley College.	In 2021-22, 159 students were enrolled in a dual enrollment program through either Fresno City College or Reedley College.	In 2022-23, 272 students are enrolled in a dual enrollment course through either Fresno City College or Reedley College.	The number of students enrolled in a dual enrollment course will increase.

Goal Analysis

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

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

The LEA used the following rating scale to determine its progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

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

Action 1 - Reading Intervention Teachers

Implementation Status: 5 - Full Implementation and Sustainability. WUSD has a comprehensive reading intervention program in place to support students. The intervention team comes together quarterly to analyze data and discuss best practices.

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

Action 2 - Intervention Staff

Implementation Status: 5 - Full Implementation and Sustainability. WUSD has intervention staff at all sites throughout the district to support students.

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

Action 3 - Intervention Curriculum

Implementation Status: 5 - WUSD has a comprehensive intervention program that is fully staffed along with the materials and curriculum to support students.

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

Action 4 - Learning Directors

Implementation Status: 5 - Full Implementation and Sustainability. WUSD has Learning Directors at four of the five sites throughout the district. Learning Directors directly support students academically, socially, and behaviorally.

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

Action 5 - Instructional Aides

Implementation Status: 5 - Full Implementation and Sustainability. WUSD has instructional in PK-2 district wide. Instructional aides are instrumental in supporting students with their foundational learning.

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

Action 6 - Library Media Services

Implementation Status: 5 - Full Implementation and Sustainability. WUSD has a fully staffed library and media services program to support students in this area.

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

Action 7 - Supplemental Online Academic Support Programs

Implementation Status: 5 - Full Implementation and Sustainability. WUSD has a robust IT Department along with a Curriculum, Instruction, & Assessment Department. Annually, inventories are reviewed and programs update to support our students.

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

Action 8 - WUHS PASS Program

Implementation Status: 5 - Full Implementation and Sustainability. WUSD has had a version of our PASS program/class at Washington Union High School for several years. Teachers are trained in the AVID model and support students on a daily basis.

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

Action 9 - English Learner Curriculum and Language Acquisition

Implementation Status: 5 - Full Implementation and Sustainability. WUSD has a English Learner Program Coordinator. EL Coordinator reviews curriculum and language acquisition programs on an annual basis. Furthermore, there are processes and procedures in place to ensure teacher feedback is heard and acted upon.

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

Action 10 - This action intentionally left blank

Implementation Status:

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

Action 11 - EL Staff

Implementation Status: 5 - Full Implementation and Sustainability. WUSD has a comprehensive EL Program fully staffed with teachers, aides, and additional personnel to support our English Learners.

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

Action 12 - This action intentionally left blank

Implementation Status:

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

Action 13 - Counselors

Implementation Status: 5 - Full Implementation and Sustainability. WUSD has a system in place to support student social, emotional, and academic counseling. Each site throughout the district has counselors available to support students.

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

Action 14 - Summer School

Implementation Status: 5 - Full Implementation and Sustainability. WUSD has a comprehensive summer school and extended learning opportunity program in place for several years.

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

Action 15 - After School Program

Implementation Status: 5 - Full Implementation and Sustainability. WUSD has a comprehensive after school program in place. The after school program is fully staffed and a myriad of opportunities are available for students.

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

Action 16 - Full Access to Courses and Electives

Implementation Status: 5 - Full Implementation and Sustainability. WUSD students have full access to courses and electives. At the secondary level, all students are met with at a minimum of once per year to review their path toward graduation.

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

Action 17 - CTE Courses and Electives

Implementation Status: 5 - Full Implementation and Sustainability. WUSD and specifically Washington Union High School has a wide range of CTE courses and electives. All students are offered a pathway beginning in their 9th grade year.

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

Action 18 - Supplemental Instructional Materials and Supplies

Implementation Status: 5 - Full Implementation and Sustainability. WUSD has process and procedures in place to ensure supplemental instructional materials and supplies and reviewed annually. Furthermore, feedback opportunities are offered to staff concerning the needs in this area.

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

Action 19 - Academic Coaches

Implementation Status: 5 - Full Implementation and Sustainability. WUSD has had academic coaches in place for several years. Academic coaches serve a wide variety of teachers in our district and also executes professional development district-wide.

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

Action 20 - Class Size Reduction (Grades 4-12)

Implementation Status: 5 - Full Implementation and Sustainability. WUSD has had class size reduction efforts in place for several years.

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

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

Overall Challenges: WUSD has had challenges concerning Goal #3. As stated above, our math Smarter Balanced Assessment scores did improve but we also have work to do in this area. Our ELA Smarter Balanced Assessment also declined 2% points. Lastly, over the three year cycle our A-G rate has increased a little and then decreased a little. This illustrates a need for additional support working with students in the A-G eligibility area.

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

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

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

Action(s): Action 1: Reading Intervention Teachers, Action 2: Intervention Staff, Action 3: Intervention Curriculum, Action 5: Instructional Aides, Action 19: Academic Coaches

Effectiveness of Action(s): Effective

Metric(s): ELA & Math CAASPP Assessments and Access to Grade Level Standards

Analysis Statement: Washington Unified made progress in our 2023 California Dashboard. CAASPP scores in ELA improved for all students, low income, and English Learners from the baseline year. CAASPP scores in math improved for our English Learners and low income students groups from our baseline year, leading to a similar gain for all students. We believe our progress was made due to having a comprehensive reading intervention program designed in grades kindergarten through eight grade. Reading intervention teachers analyze student data and assessment results to build the program. A variety of strategies are deployed to ensure students are getting the support required. Our intervention program is critical to accomplishing our goals. In addition to reading intervention teachers, we have intervention staff that analyzes student grades and assessment results to identify the supports necessary for our identified student groups. We also provide our specialists the curriculum needed to support students that require intervention. Instructional aides are essential in our early grade levels. Literacy is a primary objective of our district and instructional aides have a direct impact on literacy. Lastly, we have five academic coaches in Washington Unified that support best first instruction and that develop and execute a robust staff development program. Because these actions were mostly effective, we will continue these actions into the new three year cycle.

Action(s): Action 4: Learning Directors & Action 13: Counselors

Effectiveness of Action(s): Effective

Metric(s): CAASPP ELA/Math scores, Suspension Rate, Attendance Rate, A-G Eligibility, Graduation Rate

Analysis Statement: Washington Unified made progress in our 2023 California Dashboard. CAASPP scores in ELA improved for all students, low income, and English Learners from the baseline year. CAASPP scores in math improved for our English Learners and low

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

Action(s): Action 6: Library Media Services, Action 7: Supplemental Online Academic Support Programs, Action 8: WUHS PASS Program, Action 14: Summer School, Action 15: After School Program, Action 18: Supplemental Instructional Materials and Supplies

Effectiveness of Action(s): Effective

Metric(s): CAASPP ELA/Math scores, A-G Eligibility, College & Career Indicator, Graduation Rate, Suspension Rate

Analysis Statement: Washington Unified made progress in our 2023 California Dashboard. CAASPP scores in ELA improved for all students, low income, and English Learners from the baseline year. CAASPP scores in math improved for our English Learners and low income students groups from our baseline year, leading to a similar gain for all students. Furthermore, our chronic absenteeism rate significantly improved for English Learners, Low Income and Foster Youth. While the actions were designed to target these identified student groups, we also made progress for African American, Homeless, and the all student group. A-G rates for all students and English Learner student groups increased significantly. We maintained our A-G rates for our low income students, indicating more work to be done in this area. Because of this progress, attendance rates also improved. We are proud of our graduation rate as well. Graduation rates improved for our low income and English Learner student groups. We decreased the suspension rate for Foster Youth, low income and our English Learner student groups. In the area of College & Career Readiness: English Learners and our low income students improved in CTE Completion, A-G Eligibility, and AP Passage has improved for our English Learners but declined for our low income students which indicates a continued analysis and work in this area. We believe our progress is due in part to our services and programs throughout the district. Specifically, our Library and Media Services provides opportunities for our targeted student groups to get support services for reading and activities to enrich their learning. Supplemental Online support programs and supplemental instructional materials and supplies provides the identified student groups with the resources required to have full access to 21st Century learning. Washington Unified offers a robust after school program which offers myriad opportunities for students to access support for their current courses and also offers a enrichment programs and courses for students to take. In addition to our after school program, we offer our Panther Academic Support System (PASS) at Washington Union High School to help support students with the rigorous course materials. The course offers tutoring opportunities, study tips, and focused time on task to support our identified student groups. Summer school is offered throughout the district to support and extend the learning of our identified student groups. Because these actions were mostly effective, we will continue these actions into the new three year cycle.

Action(s): Action 9: English Learner Curriculum and Language Acquisition, Action 11: EL Staff

Effectiveness of Action(s): Effective

Metric(s): CAASPP ELA/Math scores, ELPI Rate, Reclassification Rate

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

Action(s): Action 16: Full Access to Courses and Electives, Action 17: CTE Courses and Electives, Action 20: Class Size Reduction (Grades 4-12)

Effectiveness of Action(s): Effective

Metric(s): CAASPP ELA/Math scores, A-G Rate, CTE Completion Rate

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

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

Based on data analysis/reflections WUSD will not make any changes to the planned goal, metrics, desired outcomes, or the actions for the coming year.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	shows that as of April 2, 2021 the chronic absenteeism rate of K-8 students is less than 1%.	17.8%, EL students 15.5%, and Foster Youth was 35.3%. In addition, chronic absenteeism rate for AA students was 3.6% and 0% for our homeless students.	41.9%, EL students 40.6%, and Foster Youth was 40.6%. In addition, chronic absenteeism rate for AA students was 46.2% and 48.7% for our homeless students.	was 23.2%, EL students 20.5%, Foster Youth was 33.3%. In addition, chronic absenteeism rate for AA students was 39.2% and 40.6% for our homeless students.	
High School Graduation Rate	In 2020, WUHS had a graduation rate of 97%, and ELM High School had a graduation rate of 92% according to the California School Dashboard and CA Alternative School Dashboard.	In 2021, WUSD had a graduation rate of 87.7% according to the Dataquest. WUSD Low Income graduation rate was 87.8%, EL students was 74.7%, and Foster Youth was N/A. 3/27/23 DataQuest Additional Reports: WUSD: All - 89.3% Low Income - 89.5% EL- 75.9% Foster-NA Washington High: All = 91.7% EL=80.6% Low Income=92.2% Foster=NA	In 2022, WUSD had a graduation rate of 81.7%. WUSD Low Income graduation rate was 81.3%, EL students was 68.2%, and Foster Youth was NA. WUHS had a graduation rate of 89.6% and ELM High School had a graduation rate of 60.9% according to Dataquest. DataQuest: WUSD- All - 81.7% Low Income- 81.3% EL- 68.2% Foster- NA Washington High: All - 89.6% Low Income - 89.5%	In 2023, WUSD had a graduation rate of 89.5% according to the California School Dashboard. Dataquest: WUSD- All - 89.5% Low Income - 88.9% EL - 84.6% Foster - NA Washington High: All - 94.7% Low Income - 94.3% EL - 88.5% Foster - NA Elm High: All - 64.2% Low Income - 64.2% EL - 64.7% Foster - NA	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
		ELM High All - 83.3% EL= NA Low Income=82.4% Foster = NA	EL- 75.8% Foster - NA ELM High: All - 60.9% Low Income - 60.9% EL- NA Foster- NA	California Average: 86.2%	
High School Dropout Rate	According to the four year adjusted outcome for the 2019-20 school year, WUSD had a drop-out rate of 6%.	According to CALPADS for the 2020-21 school year, WUSD had a 1.9% dropout rate.	According to CALPADS for the 2021-22 school year, WUSD had a 1.5% dropout rate.	According to CALPADS for the 2022-23 school year, WUSD had a 7.85% dropout rate.	The number of high school dropouts will be maintained or decreased according to the four year adjusted cohort outcome (Dataquest) from the previous year's data.
Suspension Rate	While the CA School Dashboard did not report suspension data for the 2019-20 school year, internal data showed that the district reduced suspensions of All Students to 3.5%, African American students to 7%, Students with Disabilities to 9.5%, and maintained the rate of suspension for Homeless students at 22%.	According to the CDE, WUSD overall suspension rate was .4% for the 2020-21 school year. In addition, WUSD African American suspension rate was .5%, Students with Disabilities was .3%, Homeless Students was 0%, Foster Youth suspension rate was 0%, EL students .1%, and Low income student group was .4%.	According to the California School Dashboard, WUSD overall suspension rate was 6.3% for the 2021-22 school year. In addition, WUSD African American suspension rate was 13.7%, Students with Disabilities was 8.9%, and the Homeless suspension rate was 5.8%, Low Income students was 6.5%, English Learners was	According to the CDE, WUSD overall suspension rate was 5.6% for the 2022-23 school year. In addition, WUSD African American suspension rate was 14.3%, Students with Disabilities was , and the homeless suspension rate was 12.8%. English Learner suspension rate was 4.4%, Low Income students was	The number of students who were suspended overall and for the following subgroups: African American students, Students with Disabilities, Foster Youth, EL, Low Income, and Homeless Students decreased from prior year's data.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			6.0% & Foster Youth was 17.2%.	5.2% and Foster Youth 20.8%.	
Expulsion Rate	In 2020-21, 0 students were expelled according to the Aeries Student Information System.	During the 2021-22 school year, 0 students were expelled overall, and 0 students were expelled from any student group according to Aeries Student Information System.	During the 2022-23 school year 0 students were expelled overall, and 0 students were expelled from any student group according to Aeries Student Information System.	First semester of the 2023-24 school year 0 students were expelled overall and 0 students were expelled from any student group according to PowerSchool Student Information System.	The number of students who are expelled overall and for the following subgroups: African American students, Students with Disabilities, and Homeless Students decreased from prior year's data.
Middle School Dropout Rate	According to Calpads data, there were 0 dropouts reported from West Fresno Middle School in 2019-20.	According to Calpads data, there were 0 dropouts reported from West Fresno Middle School in 2020-21.	According to CALPADS data, in 2021-22 there was 1 dropout reported from West Fresno Middle School.	According to CALPADS data, in 2022-23 there were 0 dropouts reported from West Fresno Middle School.	The number of dropouts in Middle School programs will be maintained or decreased from the previous year's data.
Sense of Safety and school connectedness	According to the 2020-21 Student LCAP Survey, 84.4% of students reported feeling safe at school.	According to the 2021-22 Student LCAP Survey, 78% of students reported feeling safe at school.	According to the 2022-23 Student LCAP Survey, 72% of students surveyed feel safe at school.	According to the 2023-24 student LCAP Survey and the following are the results: Grades 3-5: 69% felt safe at school 67% felt connected to school Grades 6-8: 71% felt safe at school	The percentage of students who report feeling safe at school is at or above 85%, according the the annual LCAP Student Survey.

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

Goal Analysis

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

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

The LEA used the following rating scale to determine its progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

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

Action 1 - District Coordination of Student Support Services

Implementation Status: 5 - Full Implementation and Sustainability. WUSD has established processes and procedures in the area of student services. Data is analyzed on a routine basis with all site principal's to ensure best practices are in place. WUSD attendance goal of 95% was met.

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

Action 2 - TIP/SARB Program

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

Action 3 - School to Home Liaisons

Implementation Status: 5 - Full Implementation and Sustainability. WUSD home liaisons are an essential part of the attendance team and the monitoring of effectiveness. WUSD attendance goal of 95% was met.

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

Action 4 - Campus Engagement Activities

Implementation Status: 5 - Full Implementation and Sustainability.

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

Action 5 - Social Work Services

Implementation Status: 5 - Full Implementation and Sustainability. WUSD is providing social work services throughout the district.

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

Action 6 - Counseling and Mental Health Services

Implementation Status: 5 - Full Implementation and Sustainability. WUSD has a robust counseling and mental health program throughout the district. WUSD also partners with several organizations to offer additional services.

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

Action 7 - Student Transition Programs

Implementation Status: 5 - Full Implementation and Sustainability. WUSD continues to offer student transition programs throughout the district. Transition programs assist students with feeling connected to a new campus.

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

Action 8 - Additional Safety

Implementation Status: 5 - Full Implementation and Sustainability. WUSD ensures student safety is a high priority. Campus safety personnel provide a variety of services to ensure student safety and connectedness is thriving.

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

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

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

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

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

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

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

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

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

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

Effectiveness of Action(s): Effective

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

Analysis Statement: Washington Unified made progress in our 2023 California Dashboard. CAASPP scores in ELA improved for all students, low income, and English Learners from the baseline year. CAASPP scores in math improved for our English Learners and low income students groups from our baseline year, leading to a similar gain for all students. Furthermore, our chronic absenteeism rate

significantly improved for English Learners, Low Income and Foster Youth. While the actions were designed to target these identified student groups, we also made progress for African American, Homeless, and the all student group. Because of this progress, attendance rates all improved. All sites throughout the district plan and execute several campus engagement activities. 3,933 parents have been on our sites throughout the 2023-24 school year. We feel our student transition programs are effective at creating connectedness and supporting students as they transition grades. Transition programs are highly attended by our students. We believe these programs are resulting in the gains for our identified student groups and therefore will continue these actions into the next three year cycle.

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

Effectiveness of Action(s): Effective

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

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

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

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023