

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	All students will increase achievement and proficiency levels in ELA, Math and ELD; increase levels of English Proficiency for English Learners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1- Properly Credentialed teachers with no misassignments nor vacancies as measured by Credentials or SARC review	2020-2021 100% Properly Credentialed with no misassignments or vacancies Data Source: Credentials Review	2021-2022 0% misassignments 0% vacancies Data Source: Credentials Review	2022-2023 0% misassignments 0% vacancies Data Source: Credentials Review	2023-2024 0% misassignments 0% vacancies Data Source: Credentials Review	For 2023-2024 100% Properly Credentialed with no misassignments or vacancies Data Source: Credentials Review
2-Sufficient core instructional materials as measured by annual board resolution of ‘Sufficiency of Instructional Materials’	2020-2021 100% Data Source: School board adoption of “sufficiency of Instructional Materials” resolution	2021-2022 100% Adopted Board Data Source: Resolution on September 2021 for “sufficiency of Instructional Materials”	2022-2023 100% Adopted Board Data Source: Resolution on September 2022 for “sufficiency of Instructional Materials”	2023-2024 100% Adopted Board Data Source: Resolution on September 2023 for “sufficiency of Instructional Materials”	2023-2024 Annual School board adoption of “sufficiency of Instructional Materials” resolution
4-State Standards Implemented as measured by the State Reflection Tool	2020-2021 Average Score of 3.2 in SPRING 2021 Data Source: State Reflection Tool	2021-2022 Average Score of 3.2 Data Source: State Reflection Tool	2022-2023 Average Score of 3.6 Data Source: State Reflection Tool	2023-2024 Average Score of 3.6 (In Progress) Data Source: State Reflection Tool	2023-2024 Increase the Average Score by .5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5-EL access to state standards/ELD standards (included with tool used above)	2020-2021 Average Score 3.6 in spring Data Source: State Reflection Tool	2021-2022 Average Score of 3.6 in Data Source: State Reflection Tool	2022-2023 Average Score of 4.16 Data Source: State Reflection Tool	2023-2024 Average Score of 4.16 (In Progress) Data Source: State Reflection Tool	2023-2024 Average Score of 3.6 or higher
7-State Standardized Assessments as measured by ELA CAASPP scores Note: Local Benchmark Assessments will be used until CAASPP Results become available	2019-2020 Met or Exceeded Standards: All 12.8% Data Source: Illuminate ED	2020-2021 ELA CAASPP scores All= 35.02%Met or Exceeded EL=13.49% LI=33.47 Data Source: CAASPP	2021-2022 ELA CAASPP scores All= 34.74%Met or Exceeded EL=13.20% LI=32.51%	2022-2023 ELA CAASPP scores Spring 2023 All= 44% Met or Exceeded EL=21.97% LI=42% Data Source: CAASPP	Met or Exceeded Standards: All (Increased by 5%) Data Year: 2022-23 Data Source: CAASPP Test Results
7-State Standardized Assessments as measured by MATH CAASPP scores Note: Local Benchmark Assessments will be used until CAASPP Results become available	2019-2020 Met or Exceeded Standards: All 15% Data Source: Illuminate ED	2020-2021 MATH CAASPP scores Spring 2021 All= 21%Met or Exceeded EL=6.52% LI=18.91 Data Source: CAASPP	2021-2022 MATH CAASPP scores Spring 2022 All= 27.01%Met or Exceeded EL=18.27% LI=27.82% Data Source: CAASPP	2022-2023 MATH CAASPP scores Spring 2023 All= 35.24%Met or Exceeded EL=23.34% LI=33.87% Data Source: CAASPP	Met or Exceeded Standards: All (Increased by 5%) Data Year: 2022-23 Data Source: CAASPP Test Results
10-EL annual growth as measured by ELPAC annual growth data	2018-19 Proficient Levels: Level 4: 14.29% Level 3: 52.60%* Level 2: 25.97%* Level 1: 7.14%*	2020-21 Proficient Levels: Level 4: 16.78% Level 3: 42.28% Level 2: 28.19% Level 1: 12.75%	2021-22 Proficient Levels: Level 4: 20.25% Level 3: 41.77% Level 2: 29.11% Level 1: 8.86%	2022-23 Proficient Levels: Level 4: 18.35% Level 3: 43.04% Level 2: 29.75% Level 1: 8.86%	2022-23 Proficient/Level 4 increased by 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source:CAASPP-ELPAC *amended-additional info.	Data Source:CAASPP-ELPAC	Data Source:CAASPP-ELPAC	Data Source:CAASPP-ELPAC	
11-EL reclassification	2019 - 20 11.6%* Data Source: DataQuest *Amended to update data	2020 - 21 9.4% Data Source: DataQuest	2022 - 23 15.9% Data Source: Local data	2023 - 24 10.1% Data Source: Local data	2022-2023 16.6% Data Source: DataQuest
22-Access to a broad course of study as measured by review of teacher schedules	2020-2021 100% Data Source: teacher schedules	2021-2022 100% Data Source: teacher schedules	2022-2023 100% Data Source: teacher schedules	2023-2024 100% Data Source: teacher schedules	2023-2024 100% Data Source: teacher schedules
23-Other Pupil Outcomes as measured by average growth on STAR Assessment Data Source: STAR/AR Grade Level Equivalents	2020-21 Reading Growth Average (.40) Data Source: STAR/AR Grade Level Equivalents	2021-2022 STAR/AR Grade Reading Growth Average (.51) EOY Data Source: STAR/AR Grade Level Equivalents	2022-2023 STAR/AR Grade Reading Growth Average (.80) Data Source: STAR/AR Grade Level Equivalents	2023-2024 STAR/AR Grade Reading Growth Average (.42) Aug-Dec Data Source: STAR/AR Grade Level Equivalents	2023-24 GE Growth STAR/AR Grade Equivalent (GE) Reading Growth Average (.75) Data Source: STAR/AR Grade Level Equivalents

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 the LEAs progress in implementing 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 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

The actions outlined in Goal 1 supported the progress in meeting the goal to increase achievement and proficiency levels in ELA, Math and ELD; and to increase levels of English Proficiency for English Learners.

Action 1: Hire/Retain Properly Credentialed Teachers with no Misassignments for all core, elective, and special education classes

Implementation Status: 5

Action 1 supported the overall implementation of the goal by hiring or retaining properly credentialed teachers to provide instruction in the areas of ELA/ELD and Math. Educational resources, materials and supplies, books and services were provided as specified.

Action 2: Retain FTE Music and FTE PE teachers to provide release time Professional Learning Communities

Implementation Status: 5

Action 2 supported the overall implementation of the goal by providing weekly teacher release time for grade level collaboration to analyze student performance data and academic progress of students. Teachers collaboratively designed instructional methodology to inform instruction focused on individual learning needs.

Action 3: Hire/Retain Instructional Support Personnel to strengthen the Early Literacy Program

Implementation Status: 4

Action 3 supported the overall implementation of the goal by hiring Instructional aides in the Early Literacy program for K-1st grades; the retaining of one FTE Credentialed Teacher and retaining 2 bilingual instructional aides for the Reading Intervention Lab TK-5; and an additional bilingual instructional aide for English learners in grades 6-8 was retained for reading and EL support. The district hired/retained a part-time library aide to support wide reading and the Accelerated Reading Program.

Action 4: Supplemental resources supporting standards aligned instruction

Implementation Status: 5

Action 4 supported the overall implementation of the goal by providing supplemental resources including SmartBoards for classrooms; Standard-Aligned Resources in ELA/MATH/SCIENCE STEM; Illuminate to monitor English learner progress; supplemental curriculum; computer software; materials and supplies for instructional programs; expanded the library book selections for the Accelerated Reading program and added culturally responsive and bilingual books in the school library; and replenished/replaced or updated educational resources, materials and supplies. These supplemental instructional resources were used to address various learning modalities and multiple opportunities to access content standards in ELA/MATH/SCIENCE STEM to increase achievement and English proficiency.

Action 5: Provide 21st Century Learning Skills, Environment, Technology Equipment, Programs, and Devices

Implementation Status: 5

Action 5 supported the overall goal by upgrading and replacing technology, e.g. network bandwidth and wifi connectivity hardware and software, and Chromebook carts; and the purchase of HotSpots and Data plans were provided partially this year at the cost of the district to all students in a combination of Federal GEER/ ESSER/ELO-G funds and LCAP funds. There was full availability of student Chromebook and hotspots for home use extended learning opportunities to further meet the specific needs of individual students.

Action 6: Professional Development for ELA/ELD/Math supporting full Implementation of California Content Standards

Implementation Status: 4

Action 6 supported the overall implementation of the goal by providing teachers with professional development focused on ELA/ELD/MATH/Science. The district contracted PD and Instructional Coaching with the FCSS Curriculum and Instruction Department in order to provide learning services. Early in the fall 2023, the Reading Intervention Lab paraprofessionals received an overview of small group guided reading instruction. The Academic Program Consultant/Coach served in an advisory role for operations of the Reading Intervention Lab; and supported Professional Development as liaison to the Fresno County Superintendent of Schools (FCSS) support providers to establish PD/Coaching schedules.

Action 7: Extended Time for Learning Opportunities

Implementation Status: 5

Action 7 supported the overall implementation of the goal by providing additional ELA/ELD/MATH tutoring opportunities before and after school; offering a 3-week Intervention Summer School; and, offering throughout the year, Saturday and Winter/Spring Learning Academies to increase achievement in core content areas and increase English proficiency.

Action 8: English Learner Language Acquisition

Implementation Status: 5

Action 8 provided English Learners with designated and/or integrated English language development instruction targeted to their English proficiency level and aligned it with the state content standards and curriculum framework based on sound instructional theory. Standards-aligned instructional materials were used and assistance given to access the full educational program. Grades K-5 implemented the ELD component from McGraw-Hill, Wonders for a minimum of 30 minutes of daily designated instruction. Grades 6-8 utilizes Houghton Mifflin Harcourt and English 3D to guide designated ELD. Integrated ELD for grades K-8 is used throughout the day to access all content areas.

Action 9 Students with Disabilities

Implementation Status: 5

Action 9 provided specialized and targeted support to students with disabilities as outlined in their Individualized Education Plans (IEPs). All students with an IEP had access to specialized academic instruction and other designated instructional services as noted in their IEP to ensure equity and access to district programming and a free appropriate public education. Services provided were aligned with other district offerings in order to best support each student's individual academic and social-emotional needs.

Overall Implementation Successes: The district found notable successes. Throughout the school year, Washington Colony maintained services for English Learners, Low Income Students, Foster youth and students with Disabilities; allocated daily time for designated English

language development; and time for teachers to address students exhibiting learning gaps with Expanded Learning Opportunity programs including After School Tutoring, Winter Academy, Spring Academy and an extended 3-week Summer School Program. Washington Colony continued the implementation of effective intervention instruction with daily tutoring supporting Reading and Math with the after school program throughout the year. Supplemental instructional supports continued with Reading Lab services and PE/Music. These supports have shown improvement in ELA, Math, and English Language Development achievement and reducing learning gaps for our low-income students, English Learners, and foster youth. Local standards based assessments from Illuminate and the Renaissance STAR Reading/Math assessments continued throughout the year to monitor progress and inform instruction. The district also invested in a robust ELA/Math/ELD professional development plan for teachers and provided weekly PLC collaboration opportunities. The availability of Chromebooks for home use for extended learning opportunities further met the specific needs of individual students.

Overall Implementation Challenges: An evaluation of the actual application of the actions revealed that the district made adjustments to the full implementation in some areas. The hiring of the Literacy ELA-ELD Coach position to support the instructional delivery of ELA/ELD grade level standards and support of guided reading did not occur. There was a lack of qualified candidates for the position resulting in the district facing the challenge of the inability to find candidates for a range of certificated positions. The positions for instructional aides in grades K-2 were filled on an inconsistent basis resulting in Grades 1 (two classrooms) sharing one aide during respective ELA times occasionally throughout the year until candidates were hired. The same was true for Grade 2. Further, the delivery of Professional Development release time was hindered by the lack of the availability of certificated substitutes to enable teachers to attend professional learning with content specialists.

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

There was a material difference between Budgeted Expenditures and Estimated Actual Expenditures for the Action 3: Hire/Retain Instructional Support Personnel to strengthen the Early Literacy Program. This year, the district had a challenging time hiring instructional aides.

There was a material difference between Budgeted Expenditures and Estimated Actual Expenditures for the Action 5: Provide 21st Century Learning Skills, Environment, Technology Equipment, Programs, and Devices. The estimated actual expenditures were over budgeted because of the use of COVID-19 one time ESSER Federal Funds to cover for emergency purchase of technology. The district multi-spent in the area of technology equipment utilizing ESSER funds concurrently. The expenditures encountered constraints due to the sustainability of investments made with the one time ESSER funds.

There was a material difference between Budgeted Expenditures and Estimated Actual Expenditures for the Action 6: Professional Development for ELA/ELD/Math supporting full Implementation of California Content Standards . This year, the district had a challenging time hiring for the Literacy ELA/ELD Coach position. There was a lack of qualified candidates for the position and therefore, the district faced the challenge of the inability to find a candidate. The district will be creating a new title and job description for this position.

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

The actions outlined in Goal One supported the progress in meeting the goal to increase student achievement and proficiency levels in ELA, Math and ELD and increase levels of English Proficiency for English Learners. 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

Action 1: Hire/retain Properly Credential Teachers and no misassignments for all core, elective, and special education classes; Replenish/replace or update educational resources, materials and supplies

Effectiveness of Action: Effective

Metric: Properly Credentialed teachers with no misassignments nor vacancies as measured by Credentials or SARC review; Sufficient core instructional materials as measured by annual board resolution of ‘Sufficiency of Instructional Materials’

Washington Colony observed progress towards meeting the goal to increase student achievement and proficiency levels in ELA, Math and ELD and increase levels of English Proficiency for English Learners using the following measure in 2023-2024:

- Hired/retained properly credentialed teachers; no misassignments

0% misassignments

0% vacancies

Data Source: Credentials Review

- Annual School board adoption of “sufficiency of Instructional Materials” resolution

Washington Colony hired/retained Properly Credential Teachers and no misassignments for all core, elective, and special education classes. The district also replenished/replaced or updated educational resources, materials and supplies; provided books, supplies services and capital outlay, including maintaining compliance with Individuals with Disabilities Education Act to support day to day operations.

Action 2: Retain FTE Music and FTE PE teacher to provide teacher release time for Professional Learning Communities

Action 5: Provide 21st Century Learning Skills, Environment, Technology Equipment, Programs, and Devices

Action 6: Professional Development for ELA/ELD/Math Supporting full Implementation of CCSS

Action 7: Extended Time for Learning Opportunities

Effectiveness of Actions: Effective

Metrics: State Standardized Assessments as measured by ELA CAASPP scores; State Standardized Assessments as measured by MATH CAASPP scores; Other Pupil Outcomes as measured by average growth on STAR Assessment

Washington Colony observed progress towards increasing achievement and proficiency levels in ELA, Math and ELD; increasing levels of English Proficiency for English Learners.

- Increased 2023 Spring ELA CAASPP scores

All Students: 9.3%

English learners: 8.8%

Low Income: 9.5%

- Increased 2023 Spring Math CAASPP scores

All Students: 8.2%

English learners: 5%

Low Income: 6.1%

- Increased 2023 Spring STAR/AR Grade

Reading Growth Average .80

The expectation was to increase the ELA and MATH results in CAASPP for our Low-Income student group. The 2023 Spring ELA CAASPP scores reflect a consistent trend of ELA growth of 9.3% to a 42.0% Met or Exceeded as compared to 2022 Spring ELA CAASPP scores of 32.5% Met or Exceeded. The 2023 Spring MATH CAASPP scores reflect a consistent trend for MATH growth of 6.1% to a 33.9% Met or Exceeded as compared to 2022 Spring MATH CAASPP scores of 27.8% Met or Exceeded. All students, including English learners and students with disabilities with low academic achievement exhibited growth in ELA and Math. We can conclude that these results indicate these actions were effective and Low-income students will continue to increase state and local academic rates on CAASPP ELA and Math.

Additional evidence supporting the effectiveness of these actions can be reflected in the STAR/Accelerated Reading program intended to close reading gaps. The Spring 2023 STAR/AR Grade Reading EOY Growth Average was .80, an increase from .51 in 2022.

Educational Partners, parents and instructional staff surveyed, mirror positive evidence for these actions. Professional Development and coaching onsite has been effective in ensuring consistent professional learning that builds a strong system throughout grades TK-8. Both parents and instructional staff found the availability of technology to be successful with the recommendation to continue the provision of 21st Century Learning Skills, Environment, Technology Equipment, Programs, and Devices and extended learning opportunities including tutoring, Summer School, Saturday School. and Winter/Spring Academies.

Action 3: Hire/Retain Instructional Support Personnel to strengthen Early Literacy Program

Action 4: Supplemental Resources Supporting Standards Aligned Instruction

Effectiveness of Actions: Effective

Metric(s): State Standardized Assessments as measured by ELA CAASPP scores; State Standardized Assessments as measured by MATH CAASPP scores EL annual growth as measured by ELPAC annual growth data; EL reclassification

Washington Colony observed progress towards increasing achievement and proficiency levels in ELA, Math and ELD; increasing levels of

English Proficiency for English Learners.

- Increased 2023 Spring ELA CAASPP scores

All Students: 9.3%

English learners: 8.8%

Low Income: 9.5%

- Increased 2023 Spring Math CAASPP scores

All Students: 8.2%

English learners: 5%

Low Income: 6.1%

- Decreased EL Annual Growth

Proficient Level 4: 1.9%

- Decreased English learner Reclassification Rates

Reclassified: 5.8%

The CAASPP ELA results reveal a consistent trend of positive growth of 8.8% from 13.2% Met/Exceeded standard in 2022 to 22.0% in 2023. Math results for English learners reflect a consistent trend of growth of 5% from 18.3% in 2022 to 23.3% Met/Exceeded standard in 2023. Additionally, all students, including low income and students with disabilities, exhibit the same consistent trend of growth with increased academic performance.

The data reflects decreased Annual Growth of 1.9% for our English learners from 20.25% in 2022 to 18.35% in 2023. We have actually exceeded the desired outcome for 2023-24. During the course of the 3-year LCAP cycle, growth of 4.06% was achieved from the baseline of 14.29% in 2018-19 to the current 18.35%. Our desired outcome was to achieve 3% growth over the 3-year cycle. The overall growth within the proficiency levels throughout a 3-year cycle did reflect a decrease in the percentage of English learners reclassified. The data shows a decrease from 15.9% in 2022-23 to 10.1% in 2023-24.

We believe these results indicate that with the provision of the hiring or retaining of instructional support personnel and providing varied supplemental instructional resources, these actions were effective

Further, 92% Educational Partners surveyed found the Reading Support to be successful or very successful with the recommendation to continue Early Literacy supports. The STAR/AR grade level reading score averages for end of the year growth increased from .51 in 2022 to .80 in 2023.

The district expects that Literacy Skills and English language proficiency for English learners will continue to increase significantly more than the average literacy skills of all other students. Local metrics and tiered systems of support provided the basis for services meeting the needs of students particularly Low-Income, English learners, and Foster Youth students. Meeting their needs in ELA, math and English language acquisition remained a priority for the district. Equitable resources for these student groups increased the level of support to increase academic performance.

Action 8: English Learner Language Acquisition

Effectiveness of Action: Effective

Metric(s): CAASPP-ELPAC scores for EL annual growth; EL reclassification

Washington Colony observed progress towards meeting the goal to increase student achievement and proficiency levels in ELA, Math and ELD and increase levels of English Proficiency for English Learners in 2023-2024:

- Decreased EL Annual Growth

Proficient Level 4: 1.9%

- Decreased English learner Reclassification Rates

Reclassified: 5.8%

The data reflects decreased Annual Growth of 1.9% for our English learners from 20.25% in 2022 to 18.35% in 2023. We have actually exceeded the desired outcome for 2023-24. During the course of the 3-year LCAP cycle, growth of 4.06% was achieved from the baseline of 14.29% in 2018-19 to the current 18.35%. Our desired outcome was to achieve 3% growth over the 3-year cycle. The overall growth within the proficiency levels throughout a 3-year cycle did reflect a decrease in the percentage of English learners reclassified. The data shows a decrease from 15.9% in 2022-23 to 10.1% in 2023-24.

The district provided English Learners with designated and/or integrated English language development instruction aligned with the state content standards and curriculum framework based on sound instructional theory using standards-aligned instructional materials. We believe this action has been effective and expect the trend of growth to continue.

Action 9: Students with Disabilities

Effectiveness of Action: Effective

Metric(s): CAASPP ELA, CAASPP Math

SWD at Washington Colony observed 57.7 points of growth on the CAASPP ELA assessment and 65.3 points of growth on the CAASPP Math assessment in 2023.

We believe these results indicate that with the provision of Special Education supports, our SWD are making the progress expected and that this action has been effective.

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

The goals planned and budgeted expenditures targeted the needs of Low-Income, English learners, and foster youth who are at greater risk.

Action 1.3: Hire/Retain Instructional Support Personnel to strengthen Early Literacy has been revised to include an additional bilingual instructional aide in grades 6-8 to support the small group, focused instructional needs of our English learner subgroup.

Action 1.6: Professional Development for ELA/ELD/Math supporting full Implementation of CCSS was revised to reflect the change of a Literacy ELA/ELD Coach to an English Learner Coordinator/Coach to refine our intention to meet the needs of English learners, including Long-Term ELS and Newcomer ELs.

Action 1.9: Students with Disabilities has been revised to include in-person speech services from TALK Team Speech Lessons with an onsite speech specialist in Pre-K to grade 8 to refine the prior practice of an online program.

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	Increase positive school climate and maintain facilities in good repair.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3-Facilities Maintained	2020-2021 All (100%) site FITs scored “good” or higher Data Source: FIT	For 2021-22 100% Rated as "Exemplary" Data Source: FIT	For 2022-23 100% Rated as "Exemplary" Data Source: FIT	For 2023-24 100% Rated as "Exemplary" Data Source: FIT	For 2023-24 All (100%) site FITs scored “good” or higher Data Source: FIT
14-Attendance Rate	2020-21 94.47% Data Source: P-2	2021-22 91.25% Data Source: P-2	2022-23 93.195% (Mid May 2023) Data Source: Local data	2023-24 91.29% (Aug-Dec) Data Source: Local data	2023-24 96.5% Data Source: P-2
15-Chronic Absenteeism as measured by % students with 10% or more absenteeism	2019-20 16.2% Data Source: DataQuest	2020-21 35.5% Data Source: Local data-AERIES* Note: data source changed due to not being available in DataQuest	2021-22 Data Source:DataQuest All= 37.2% EL=31.4% LI=37.3%	2023-24 Data Source:CA School Dashboard (Fall 2023) All= 23.6% EL=21.6% LI=24.1%	2023-24 Reduce Chronic Absenteeism Rate by 5% Data Source: Local data-AERIES

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
16-M.S. Dropout as measured by formula in LCAP appendix	2020-2021 Dropout 0% Data Source: formula in LCAP instructions	2021-2022 0% Data Source: formula in LCAP instructions	2022-2023 0% Data Source: formula in LCAP instructions	2023-2024 0% (Aug-Dec) Data Source: formula in LCAP instructions	2023-2024 Dropout rate at 0% Data Source: formula in LCAP instructions
19-Suspension rate	2019-20 Suspension rate 0% Data Source: DataQuest	2020-21 1.47% Data Source: Local Data	2021-22 Data Source: DataQuest All= 1.4% EL=0.6% LI=1.5%	Data Source: CA School Dashboard (Fall 2023) All= 3.6.% EL=4% LI=4.1% Hispanic=3.3% LI Hispanic=	2023-24 Maintain suspension rate at less than 4%
20-Expulsion rate	2020-21 Expulsion Rate 0% Data Source: Local data-AERIES	2021-2022 .2% Data Source: Local data-AERIES	2022-2023 .43% Data Source: Local data-AERIES	2023-2024 0% (Aug-Dec) Data Source: Local data-AERIES	2023-24 0% Data Source: Local data-AERIES
21-School Climate Survey- % responses high levels for school connectedness and School Climate Index (SCI) on the CHKS survey.	2020-21 CHKS (6-8) Average of Connectedness Indicator for Positive School Climate 59% 5th Grade School Connectedness Indicator for Positive School Climate 63%	2021-22: (6-8) Average of Connectedness Indicator for Positive School Climate 59% 5th Grade School Connectedness Indicator for Positive School Climate 63%	2022-23: (6-8) Average of Connectedness Indicator for Positive School Climate 39% 5th Grade School Connectedness Indicator for Positive School Climate 61%	2022-23: (In-Progress Spring 2024 Surveys TBD) (6-8) Average of Connectedness Indicator for Positive School Climate 39% 5th Grade School Connectedness Indicator for Positive School Climate 61%	Baseline 2023-24 CHKS (6-8) Average of Connectedness Indicator for Positive School Climate Increase to 64% 5th Grade School Connectedness Indicator for Positive School Climate Increase to 68%

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 the LEAs progress in implementing 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 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

The actions outlined in Goal 2 supported the progress in meeting the goal to increase positive school climate and maintain facilities in good repair.

Action 1: Truancy Intervention Program and Support Staff

Implementation Status: 4

Action 1 supported the overall implementation of the goal by contracting with Fresno County Superintendent of Schools for a Truancy Intervention Program (TIP) to implement the SARB process and increase individualized outreach to students and families. Maintaining the part-time Parent Liaison position supported a school-home connection with visitation or meetings with parents/families to increase attendance.

Action 2: Supplemental Activities Promoting Student Engagement

Implementation Status: 5

Action 2 supported the overall implementation of the goal by contracting with Fresno County Superintendent of Schools for supplemental support staff to implement Visual and Performing Arts, including; Family Literacy Night, Family Art/STEM Night, and associated materials and supplies. Supplemental LEA staff provided sports and music programs; and materials and supplies were provided. The VAPA support staff provided engaging activities that were utilized in classrooms during school hours, and at a Family Art/STEM Night after school hours. These activities promoted engagement and involvement of both students and parents to improve school connectedness and climate for our low-income students and families.

Action 3: Behavior Intervention, Positive School Climate and Culture

Implementation Status: 5

Action 3 supported the overall implementation of the goal by providing positive behavior and attendance incentives through the Positive Behavior Intervention Support (PBIS) program; and by providing co-curricular and extra-curricular activities in support of the PBIS program. High-interest activities including educational field trips, clubs, and district-wide events were provided in the effort to reduce suspension rates.

Action 4: Clean Safe School and Facilities in Good Repair

Implementation Status: 5

Action 4 supported the overall implementation of the goal by providing a clean and safe school by maintaining the playground in good repair; providing noontime supervision to improve cafeteria/safety; adding part-time custodial staff to ensure sanitation and cleanliness of restrooms and other facilities, and to assist with operational services throughout the day.

Action 5: Learning Environment, and Improved Facilities

Implementation Status: 5

Action 5 supported the overall implementation of the goal by providing and purchasing, updating, or replacing playground equipment and supplies to provide an engaging learning environment for low income students that motivated attendance in school and in extracurricular activities.

Action 6: School Climate and Extra Curricular Activities

Implementation Status: 5

Action 6 supported the overall implementation of the goal by providing transportation to promote the participation and school connectedness for our low-income students, who lack access to learning experiences in extracurricular activities or educational-enrichment field trips. Students TK-8 attended a variety of extra-curricular field trips this year.

Action 7: Transportation

Implementation Status: 5

Action 7 supported the overall implementation of the goal by providing daily Home-To-School transportation to all students including our low-income student population to travel to and from school safely, to ensure attendance, and engage in school related events including the 3-week summer school.

Action 8: Academic/ Social-Emotional Learning Support

Implementation Status: 5

Action 8 supported the overall implementation of the goal by providing services from a multi-tiered system of support (MTSS) to increase student attendance and reduce chronic absenteeism of our low-income students. The district provided a "Student Wellness Center" where a team of professionals including a school psychologist, school counselor, and All-4-Youth Mental health clinicians collaborated and coordinated a focus on the mental, physical, and behavioral needs of students. They identified and addressed barriers to learning and trained and guided staff to recognize and address student needs. Additionally, the team provided students and families with resources that supported social and emotional learning and implemented the Navigate 360 SEL intervention program.

Action 9: Safe School Environment

Implementation Status: 5

Action 9 provided a Campus Safety Monitor who ensured compliance with school and organizational rules and procedures and discouraged non-student or unauthorized persons from entering school grounds.

Overall Implementation Successes: The LEA found experienced success with the implementation of the "Student Wellness Center" where a team of professionals including a school psychologist, School Counselor, and All-4-Youth Mental health clinicians collaborated and coordinated a focus on the mental, physical, and behavioral needs of students; identified and addressed barriers to learning; and trained and

guided staff to recognize and address student needs. Also, the hiring of the Parent liaison supported the school home connection with visitation or meetings with parents/families to encourage attendance and decrease Chronic Absenteeism. The PBIS Support Team provided incentives through the Positive Behavior Intervention Support (PBIS) program; and provided high interest activities including trips and districtwide events for students in TK-8. The district held a successful Family Literacy Night, Family Art/STEM Night and purchased associated materials and supplies. The district hired/retained an additional part-time custodian that kept a clean safe environment all year round. The TK-5 outdoor learning Pavilion was completed to improve an outdoor learning environment. The district invested in the maintenance of a positive school climate and facilities in good repair. Daily home-to-school transportation was provided. A full-time counselor and Licensed Vocational Nurse (LVN) were hired to strengthen available services on the multidisciplinary team.

Overall Implementation Challenges: Based on the analysis of the implementation of the actions, the district found the following barriers: The district faced the challenge of the inability to find candidates for a range of classified positions including the Parent Liaison.

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

There was a material difference between Budgeted Expenditures and Estimated Actual Expenditures for the Action 1: Truancy Intervention Program and Support Staff . The estimated actual expenditures were over budgeted because of the use of COVID-19 one time ESSER Federal Funds and ELO-P funds. The district multi-funded and spent in the area Truancy Intervention utilizing ESSER and ELO-P funds concurrently. The expenditures encountered constraints due to the sustainability of investments made with the one time ESSER and ELO-P funds.

There was a material difference between Budgeted Expenditures and Estimated Actual Expenditures for the Action 5: Learning Environment, and Improved Facilities . The estimated actual expenditures were over budgeted because of the use of COVID-19 one time ESSER Federal Funds and ELO-P funds. The district multi-funded and spent in the area of Learning Environment, and Improved Facilities utilizing ESSER and ELO-P funds concurrently. The expenditures encountered constraints due to the sustainability of investments made with the one time ESSER and ELO-P funds.

There was a material difference between Budgeted Expenditures and Estimated Actual Expenditures for the Action 6: School Climate and Extra Curricular Activities. The estimated actual expenditures were over budgeted because of the use of one time ELO-P funds. The district multi-funded and spent in the area School Climate and Extra Curricular Activities with the ELO-P funds concurrently. The expenditures encountered constraints due to the sustainability of investments made with the one time ESSER and ELO-P funds.

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 supported the progress in meeting the goal to increase positive school climate and maintain facilities in good repair.

Washington Colony observed progress toward decreasing Chronic Absenteeism for All Students including Low-income and English learners.

Action 1: Truancy Intervention Program and Support Staff

Action 2: Supplemental Activities Promoting Student Engagement

Action 4: Clean, Safe School and Facilities in Good Repair

Action 5: Learning Environment, and Improved Facilities

Action 7: Transportation

Action 8: Academic/ Social-Emotional Learning Support

Action 9: Safe School Environment

Effectiveness of Actions: Effective

Metrics: CA School Dashboard-Chronic Absenteeism

- Decreased Chronic Absenteeism

All students: 13.6%

English learners: 9.8%

Low-income: 13.2%

The expectation was to decrease Chronic Absenteeism by 5%. The Chronic Absenteeism rates decreased from 37.2% in 2022-23 to 23.6% in 2023-24 for all students; 31.4% to 21.6% for English learners; and 37.3% to 24.1% for Low-income students. Although Chronic absenteeism rates remain high for all student groups, the district succeeded in reducing the chronic absenteeism rate significantly. We can conclude that the results indicate these actions were effective and Low-income and English learner students will continue to reduce the Chronic Absenteeism rate given the supports of these actions.

Student attendance increased from 91.25% to 93.195%. Although growth in attendance is noted, our desired outcome is to increase attendance to 96.5%. Student attendance has improved and the district expects to continue the upward trend of growth next year.

Opportunities for students and their parents to engage in activities were successful in increasing participation that fostered the home-school connection.

The district maintained a clean and safe school keeping the playground in good repair and providing noontime supervision. Effectiveness of this action was significant based on the “Exemplary” rating for the metric of Facilities Maintained. Also successful, was the continued home-to-school transportation to encourage daily student attendance and the provision for transportation for school related events. Students were able to attend school on a regular basis in order to reduce Chronic Absenteeism and increase daily attendance. The district’s Truancy Intervention initiatives through the PBIS program were a contributing factor in reducing Chronic Absenteeism. We can conclude that the

results indicate these actions were effective and the district will continue to increase attendance and reduce the Chronic Absenteeism rate given the supports of these actions.

Action 3 Behavior Intervention, Positive School Climate and Culture:

Effectiveness of Actions: Somewhat Effective

Metrics: CA School Dashboard: Suspension Rate

- Increased Suspension Rate

All students: 2.2%

English learners: 3.4%

Low-Income: 2.6%

The expectation was to decrease suspensions. The CA School Dashboard reveals an increase of 2.2%. The district finds there is still work to do to decrease suspensions. Incentives through the Positive Behavior Intervention and Supports program have had a positive effect by providing co-curricular and extra-curricular activities in support of improved behavior. The district was able to provide the PBIS store with incentives for classrooms in support of recognizing and celebrating individual students' positive behavior during the school day. Staff implementation of the PBIS program encouraged and taught students about positive behaviors and supported student knowledge of coping strategies in place of behaviors leading to suspension.

Although the district is Red on the CA School Dashboard for a small number (17) of our Low Income, English learner and Hispanic students, this action was effective in promoting improved behavior and reduced suspensions for the greater population of students.

Action 6: School Climate and Extra Curricular Activities

Effectiveness of Action:

Metrics: CHKS (6-8) Average of Connectedness Indicator for Positive School Climate

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 the implementation and effectiveness of the actions, the district has revised the following to provide a strengthened approach to reaching desired outcomes.

Action 2.9: Safe School Environment has been revised to address the lowest-performance level (red) indicators on the 2023 Dashboard: Suspension for the All students and Hispanic subgroups. A root cause reflected in the analysis of local data identified that the increase can

be attributed to a select few vaping incidents on campus that resulted in multiple suspensions. To further strengthen a safe school environment and respond to Educational Partners who voiced a need to provide a positive school climate, the district will add Vaping Detectors to monitor student behaviors and ActVnet to monitor the campus at all times.

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	Increase stakeholder engagement and provide parent education

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6-Parental Engagement -Seeking Input in decision making for parents of unduplicated students and parents of students with exceptional needs	2020-21 23% of parents participating in providing input Data Source: percentage of parent surveys collected	2021-22 25% of parents participating in providing input Data Source: percentage of parent surveys collected	2022-23 25.8% of parents participating in providing input Data Source: percentage of parent surveys collected	2023-24 (In-Progress Spring 2024) % of parents participating in providing input Data Source: percentage of parent surveys collected	2023-24 28 % of parents participating in providing input Data Source: percentage of parent surveys collected
Other Pupil Outcomes: number of offerings for parents and students to be engaged with school	2020-21 18 Data Source: Number of Parent Education Program Offerings	2021-22 9 (PIQE) virtual workshops) Data Source: Number of Parent Education Program Offerings	2022-23 17 (PIQE) In-person workshops Data Source: Number of Parent Education Program Offerings	2023-24 (In-Progress Spring 2024) 9 (PIQE) In-person workshops Data Source: Number of Parent Education Program Offerings	2023-24 19 Data Source: Number of Parent Education Program Offerings

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 progress in implementing 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 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

The actions outlined in Goal 3 supported the progress in Increase stakeholder engagement and provide parent education.

Action 1: Translation Services to Increase Parent Engagement

Implementation Status: 5

Action 1 supported the overall implementation of the goal by providing interpreter/translator services for district-wide activities.

Action 2: Parent Engagement, Communication, and Awareness of Chronic Absenteeism

Implementation Status: 5

Action 2 supported the overall implementation of the goal by engaging parents in school related activities; creating open communication between school and home; and by hiring a Parent Liaison in order to bring awareness of the importance of attendance to decrease Chronic Absenteeism.

Action 3: Parent Education Offerings

Implementation Status: 5

Action 3 supported the overall implementation of the goal by providing and/or contracting for parent education offerings with the Parent Institute for Quality Education (PIQE); parenting classes; English Rosetta Stone; and Educational Parent Conferences. The district provided materials, supplies, supplemental staff hours, and childcare for parent education activities.

Overall Implementation Successes: The district provided in-person parent/teacher conferences with translators in English and Spanish. The district was able to provide materials, supplies, supplemental staff hours, and childcare for parent education activities. All weekly communications were made in both English/Spanish. A great number of families attended all scheduled activities and offerings. Parent engagement and participation opportunities were increased during and after school to accommodate the work and family schedules associated with the needs of the parents of our low-income students. We were able to offer Parenting Partners.

Overall Implementation Challenges: The district has found that a universal system to communicate forthcoming school activities and events with parents is needed.

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

There was a material difference between Budgeted Expenditures and Estimated Actual Expenditures for the Action 2: Parent Engagement, Communication, and Awareness of Chronic Absenteeism. The estimated actual expenditures were over budgeted because of the use of

one time ELO-P funds. The district multi-funded and spent in the area Parent Engagement, Communication, and Awareness of Chronic Absenteeism with the ELO-P funds concurrently. The expenditures encountered constraints due to the sustainability of investments made with the one time ESSER and ELO-P funds.

There was a material difference between Budgeted Expenditures and Estimated Actual Expenditures for the Action 3: Parent Education Offerings. The estimated actual expenditures were over budgeted because of the use of one time ELO-P funds. The district multi-funded and spent in the area of Parent Education Offerings with the ELO-P funds concurrently. The expenditures encountered constraints due to the sustainability of investments made with the one time ESSER and ELO-P funds.

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 3 supported the progress in meeting the goal to increase stakeholder engagement and provide parent education.

Action 1: Translation Services to Increase Parent Engagement

Metric: Percentage of parent surveys collected

Effectiveness of Action: (Somewhat Effective)

- Increased Percentage of Parent Surveys: .07%

LCAP input in-person and online surveys collected showed positive growth from 25.8% in the spring of 2023 to (26.5%) in the spring of 2024. The desired outcome is to reach 28%. The district continues to increase the percentage of parents participating in the district LCAP input surveys. The percentage of surveys collected increased by (.07)%. The district provided interpreter/translator services for district-wide activities as planned.

We believe this action was effective based on the increased percentage of parent surveys collected.

Action 2: Parent Engagement, Communication, and Awareness of Chronic Absenteeism

Metric: Parental Engagement -Seeking Input in decision making for parents of unduplicated students and parents with exceptional needs

Effectiveness of Action: Effective

Educational Partner Parent Surveys

- Increased .08%

The percentage of parents participating in district LCAP input surveys showed positive growth from 25.8% in the spring of 2023 to (26.6%) in the spring of 2024. The district increased District/Site parent communication and involvement in District-wide activities and engaged parents in school related activities creating open communication between school and home. The Parent Liaison provided communication to emphasize awareness of the importance of attendance to decrease Chronic Absenteeism. Student attendance increased from 91.25% to

93.195%. The Chronic Absenteeism rates decreased from 37.2% in spring 2023 to 23.6% in spring 2024 for all students; 31.4% to 21.6% for English learners; and 37.3% to 24.1% for Low-income students. The district succeeded in reducing the chronic absenteeism rate significantly.

Given the increased efforts to engage parents and the increased communication to build awareness of chronic absenteeism and the importance of school attendance, we can conclude that the results indicate this action was effective. We expect all students, including Low-income and English learner students, will continue to reduce the Chronic Absenteeism rate given the supports of this action.

Action 3: Parent Education Offerings

Metric: Number of Parent Education Program Offerings

Effectiveness of Action: Effective

Number of Parent Education Offerings

- Increase in number: 8

The district provided and/or contracted for parent education offerings with the Parent Institute for Quality Education (PIQE); parenting classes; English classes; and Educational Parent offerings. The district increased the number of offerings for parents and students to be engaged with school in 2023-24 to 25 as compared to the 17 offerings provided in 2022-23 school year.

We believe that this action was effective in the overall implementation of the proposed goal.

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.

Action 3.1: Translation Services to Increase Parent Engagement was updated to add the adoption of a universal system for communication to provide another optional means of communicating with parents.

Action 3.3: Parent Educational Offerings has been strengthened beyond Rosetta Stone to respond to the Educational Partners (DELAC) input indicating the desire for the district to offer English language instruction for parents.

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