

Introduction:

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LCAP Year: 2015-2016

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes,

describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>Washington Charter School is located in Riverside County. The school has been a Charter School since 1994 when the initial petition was approved by the Desert Sands Unified School District Board of Education. There have been subsequent five year renewals of our charter the most recent in 2011.</p> <p>Washington Charter School currently serves approximately 840 students. Students from throughout the Coachella Valley attend Washington Charter. The school’s attendance area was frozen when the first petition was approved in 1994. Approximately 48% of our students reside in the attendance area. The grade levels served are TK-5. Washington Charter School is considered a dependent Charter School. Of the 840 students attending</p>	<p>Priorities identified for the LCFF and LCAP are:</p> <ul style="list-style-type: none"> • English learners and RFEP Students • Free and reduced lunch students • Students with disabilities • Parent engagement • School climate • College and career readiness • Parent and community forum April 21st • LCAP Survey March 2015 • Staff input at monthly staff meetings, and at weekly

<p>Washington Charter 56% are Caucasian, 33.2% are Hispanic or Latino, 4.6% multi-racial and 5% Asian. In 2014 39% of the students at Washington qualified for the free and reduced lunch program. English learners currently comprise 18% of our population.</p> <p>The school is unique in that we have 34 certified staff comprised of teachers, administrators and counselors. There are 10 classified employees providing support in addition to 16 Charter School employees. This dynamic team effectively meets the needs of our students, parents and community.</p> <p>To the best of our records for 2014-2015 school year, no students have been identified as foster children.</p> <p>Additional background information and statistics regarding Washington Charter School is located in our SARC and or the Washington Charter School website.</p> <p>Stakeholder engagement was a cornerstone in the writing of our charter petition in 1994. It remains a critical component in the operation of our school. As we developed our LCAP we solicited input from many stakeholders including, but not limited to:</p> <ul style="list-style-type: none"> - Teachers - Parents of second language learners, (ELAC Committee) - Support Staff - Charter School Employee's - Members from the Washington Charter School Parent Club Foundation - Members of the WCS Governing Board - Community members <p>We utilized a number of strategies to engage our stakeholder. An LCAP presentation was made to our ELAC committee and at ELAC committee meetings. In addition to parent meetings, feedback on the LCAP development was solicited while the LCAP was being written. Feedback was also solicited from many of the groups listed above. WCS staff has discussed LCAP throughout the year in various settings. At these meetings input was solicited. We also identified areas of need. We examined achievement data, existing programs and the needs of the school and came up with a list of outcomes within two focus areas. The areas of focus:</p> <ul style="list-style-type: none"> - Academic Achievement - Safe and Secure Environment <p>A parent and community forum was held on April 21st. A similar presentation was given</p>	<ul style="list-style-type: none"> collaboration meetings • WCS Governing Board at monthly meetings • ELAC Meeting February 23rd and May 18th • School website Spring 2015 <p>Washington Charter School embraces inclusiveness. Soliciting stakeholder participation in gathering feedback and determining priorities was something we are familiar with. Going through this process helped bring into focus common beliefs and the desire to work collaboratively to narrow the achievement gap and to increase student achievement. The focus has and continues to be a learning environment that is stimulating and encourages critical thinking. Students must be taught by highly qualified teachers and as we transition to CCSS. High quality professional development must be forthcoming. It was validating to hear from parents and the community the high regard they hold for the Washington Charter School Educational team.</p>
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<p>that evening and parent feedback was requested. Additionally, a survey was put on our website to further gain input and insight from stakeholders. A letter from the Principal explained LCFF and LCAP prior to parents taking the survey.</p> <p>At multiple Governing Board meetings LCFF and LCAP was discussed. Our board meetings are open to the public. The LCAP is a public document. Prior to the Governing Board meeting on June 30, 2015 the draft LCAP was put onto the WCS webpage. In accordance with legislation a public hearing for the LCAP is not required so the WCS Governing Board approved the LCAP on June 30, 2015.</p> <p>The Principal at WCS has an open door policy and encourages feedback from parents and the community. The needs assessment and development of the LCAP aligned with the philosophy of the school and its stakeholders.</p>	
<p>Annual Update: Community Forum, Listening to Learn: April – As noted above LCAP is fluid and input from various entities is solicited throughout the school year. However in the month of April additional emphasis is placed on securing the opinions and thoughts of the community at large in addition to the stakeholders at WCS. At 5:30 pm on Tuesday, April 21, 2015 a Community Forum was held in the WCS Multi-use room. Prior to the forum a letter from the Principal of the school was posted on the website and sent to parents encouraging attendance at the forum. Additionally a link to the website was provided so families and the community at large could complete the WCS LCAP survey. Those in attendance at the April 21st meeting were given a comprehensive overview on LCAP including LCFF. A translator was in attendance so the forum was inclusive. Thirteen people attended the forum. Those in attendance included the following stakeholder groups:</p> <ul style="list-style-type: none"> - WCS Parents - WCS Parent Club Foundation - ELAC Committee Members - WCS Staff (teachers and support staff) <p>At the conclusion of the forum those in attendance were asked to share their thoughts orally or in writing on 2 goals that are in the WCS LCAP.</p>	<p>Annual Update: <u>Impact on LCAP</u> After receiving input from parents, staff and students throughout the 2014-2015 school year there are some themes that are recurring. Common themes included:</p> <p><u>Extra-Curricular Activities</u> – In addition to our current before and after school program parents wanted GATE enrichment opportunities, and longer sessions for SuccessMaker.</p> <p><u>Class Size</u> – As funding is available continue to reduce class size.</p> <p><u>Technology</u> – Continue to increase access for all students.</p>

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which school sites and

subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the school sites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the school sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL 1:	All students will have a rigorous curriculum delivered by highly qualified staff that will lead to demonstrated growth as measured by site, state, and federal assessments.		Related State and/or Local Priorities:							
			1 <u>X</u> 2 <u>X</u> 3 <u> </u> 4 <u>X</u> 5 <u> </u> 6 <u> </u> 7 <u> </u> 8 <u>X</u>							
			COE only: 9 <u> </u> 10 <u> </u>							
Local : Specify _____										
Identified Need :	<ul style="list-style-type: none"> To annually increase the percentage of all students who are proficient/advanced on the Common Core State Standards (CCSS) for English-Language Arts, Mathematics and Science. To close the achievement gap for the School's lowest performing subgroups by annually increasing the percentage of English Learner, Hispanic, and Socio-economically disadvantaged students who are proficient/advanced in ELA, Math, and Science. To maintain/increase the number of English Learners achieving full English language proficiency. To use instructional materials and teaching strategies that push students to think critically and problem solve. To monitor and increase early literacy rates of students in 1st and 2nd grade. <p>Metrics</p> <ul style="list-style-type: none"> Site and/or DSUSD benchmarks, California English Language Development Test (CELDT), Reclassification Rates, Smarter-Balanced Assessment Consortium (SBAC). Increase percentage of staff that access professional development, Interim Assessments, Williams related elements to show support of desired site programs, staffing, and materials that contribute to student proficiencies. 									
Goal Applies to:	Schools:	Washington Charter School								
	Applicable Pupil Subgroups:	ALL								
LCAP Year 1: 2015-16										
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 100% of all core classroom teachers will be "highly qualified" as evidenced by the Title II CMIS and Williams Reports. All students will meet/exceed proficiency rates and have access to academic and educational programs. <ul style="list-style-type: none"> AMAO 1, 2A and 2B will meet or exceed State targets based on the 2015 CELDT Reclassification Rate 6% EL students. Site Benchmarks: ELA Baseline (TBD Spring 2016), Math Baseline (TBD Spring 2016). 100% of students have access to textbooks and instructional materials as evidenced by Williams Reports and site information. Maintain current Chromebook: student ratio. All students will have access to ELA and Math intervention. Students will apply learning in a real world setting. Update current technology infrastructure to better handle increased use of technology at the site. 									

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action Area 1: Highly Qualified Staff</p> <ul style="list-style-type: none"> Increase efforts to recruit, select and maintain highly qualified staff. Increase compensation packages contingent upon direct services to students. (California Code of Regulations CCR 15496(A)-funding shall be used to increase or improve services for unduplicated pupils). Teachers required to hold a credential will hold a valid CA teaching credential as defined by commission on Teacher Credentialing and will be appropriately assigned. 	WCS	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$140,395 LCFF Base
<p>Action Area 2: Professional Development</p> <p>Establish a structure and culture for continuous improvement by implementing best practices and providing professional development for teachers and staff.</p> <ul style="list-style-type: none"> Provide continuous Professional Development in all core content area standards, English Language Development Framework and standards, curriculum, and instructional strategies. Maintain or increase attendance at conferences and Professional Development outside of DSUSD that will assist with transition to CCSS, classroom management, technology integration, grade level proficiency, etc. Provide Professional Development for Guest Teachers on effective instructional strategies, classroom management, common core standards, curriculum and technology. Provide Professional Development for Special Education Para-educators on strategies for working collaboratively in supporting instructional practices and classroom management as part of DSUSD LCAP. 	WCS	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$23,383 Title II \$16,885 Supplemental
<p>Action Area 3: Instructional Material/Assessments</p> <ul style="list-style-type: none"> Continue to provide ongoing annual cost of consumable student materials and reasonable 	WCS	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p>	\$20,000 LCFF Base

<ul style="list-style-type: none"> replacements of lost core materials. Purchased ELD consumables. Purchase K-5 Math Program. Research benefit of site level interim and benchmark assessments. 		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,000 LCFF Base \$20,000 Supplemental Grant
Action Area 4: Technology <ul style="list-style-type: none"> Maintain 1:1 Chromebook (C-book) ratio grades 1-5. Have funding in place to replace broken or worn C-books. Replace staff computers and other hardware and software as it is deemed obsolete or is broken beyond repair. Research benefits and fund when applicable individual and site license of technology programs that enhance student learning. Provide professional development in technology to enhance student learning and ease anxiety of those staff members who are gaining proficiency. 	WCS	<input checked="" type="checkbox"/> ALL	\$21,000 LCFF Base \$43,240 LCFF Base
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Action Area 5: Interventions <ul style="list-style-type: none"> Explore and establish criteria to determine CCSS Foundational Literacy skill for students in Kindergarten, 1st, and 2nd grades. Provide Professional Development to teachers on the criteria determined. Continue funding for intervention programs within the school day. Provide site-based before/after school intervention programs focusing on closing the achievement gap. Maintain a six our Para-educator/Bilingual to assist with the WCS ELD Program. 	WCS	<input checked="" type="checkbox"/> ALL	\$10,000 Supplemental Grant \$114,111 Supplemental Grant \$44,103 LCFF Base \$15,028 Title III \$27,809 LCFF Base
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Action Area 6: Site Staffing <ul style="list-style-type: none"> Continue to reduce K-3 class size TK and K 20:1 1st Grade 24:1 2nd and 3rd Grade 26:1 Maintain grades 4 and 5 staffing to achieve class size of 26:1 	WCS	<input checked="" type="checkbox"/> ALL	\$201,964 LCFF Base \$100,000 Supplemental Grant \$53,816 Supplemental Grant
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>Action Area 7: Site Based Student Achievement Support</p> <ul style="list-style-type: none"> • Hire a 5 hour per day person in the front office who is bi-lingual. • Expand hours of operation for the library so students have access before and after school daily. • Maintain existing English Learner Advisory Councils (ELAC) to educate parents and solicit input to best meet the needs of low-income students and English Learners. • Provide increased opportunities for parents to learn about rigorous educational options and Common Core Standards at WCS. • Provide opportunity to parents to learn more about the Charter School and how it is governed. • Maintain open door policy so parents can easily access administration. 	<p>WCS</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$30,000 Supplemental Grant</p> <p>\$55,073 LCFF Base</p> <p>\$6,839 Supplement Grant</p>
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • 100% of all core classroom teachers will be “highly qualified” as evidenced by the Title II CMIS and Williams Reports. All students will meet/exceed proficiency rates and have access to academic and educational programs. <ul style="list-style-type: none"> ○ AMAO 1, 2A and 2B will meet or exceed State targets based on the 2015 CELDT ○ Reclassification Rate 6% EL students. • Site Benchmarks: ELA Baseline (TBD Spring 2016), Math Baseline (TBD Spring 2016). • 100% of students have access to textbooks and instructional materials as evidenced by Williams Reports and site information. • Maintain current Chromebook: student ratio. • All students will have access to ELA and Math intervention. • Students will apply learning in a real world setting. • Update current technology infrastructure to better handle increased use of technology at the site. • Implement newly adopted math textbook. • Establish criteria for adoption of ELA textbook.
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<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
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<p>Action Area 1: Highly Qualified Staff</p> <ul style="list-style-type: none"> Continue efforts to recruit/maintain highly qualified staff. Maintain compensation for direct services to students. (California Code of Regulations-CCR 15496(a) – funding shall be used to increase or improve services for unduplicated pupils.) Maintain participation in BTSA and PAR Teachers will be highly qualified. Those required to hold a credential will possess a valid California credential as defined by CTC. 	WCS	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$140,395 LCFF Base
<p>Action Area 2: Professional Development</p> <p>Continue to provide a structure and culture for continuous improvement by implementing best practices and providing professional development for teachers and staff.</p> <ul style="list-style-type: none"> Continue to provide continuous Professional Development in all core content area standards, curriculum, and instructional strategies. Continue to provide Professional Development to teachers. Continue to provide Professional Development for Guest Teachers on effective instructional strategies, classroom management, common core standards, curriculum and technology. Continue to provide Professional Development for Special Education Para-educators on strategies for working collaboratively in supporting instructional practices and classroom management, part of DSUSD LCAP. 	WCS	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$23,383 Title II \$16,885 Supplemental Grant
<p>Action Area 3: Instructional Materials/Assessments</p> <ul style="list-style-type: none"> Provide ongoing annual cost of consumable student materials and reasonable replacements of lost core materials. Purchase ELD consumables. Purchase K-5 ELA Program. Provide interim and benchmark assessments. 	WCS	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups Specify)_____</p>	\$20,000 LCFF Base \$5,000 LCFF Base \$125,000 Supplemental Grant

<p>Action Area 4: Technology</p> <ul style="list-style-type: none"> Maintain 1:1 Chromebook (C-book) ratio grades 1-5. Have funding on place to replace broken or worn C-books. Replace staff computers and other hardware and software as it is deemed obsolete or is broken beyond repair. Research benefits and fund when applicable individual and site license of technology programs that enhance student learning. Evaluate effectiveness of additional site-base technology support. Continue providing funding for professional development in the use of technology to enhance student learning. 	WCS	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups Specify) _____</p>	<p>\$43,240 LCFF Base</p>
<p>Action Area 5- Interventions</p> <ul style="list-style-type: none"> Explore and establish criteria to determine CCSS Foundational Literacy skill for students in Kindergarten, 1st, and 2nd grades. Provide Professional Development to teachers on the criteria determined. Provide site-based before/after school intervention programs focusing on closing the achievement gap. Maintain a six hour Para-educator/Bilingual to assist with the WCS ELD Program 	WCS	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups Specify) _____</p>	<p>\$10,000 LCFF Base \$114,111 Supplemental Grant \$44,103 LCFF Base</p> <p>\$15,028 Title III \$27,809 LCFF Base</p>
<p>Action Area 6: School Site</p> <ul style="list-style-type: none"> Maintain K-3 class size TK and K 20:1 1st Grade 24:1 2nd and 3rd Grade 26:1 Maintain grades 4 and 5 staffing to achieve class size of 26:1 	WCS	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups Specify) _____</p>	<p>\$248,603 LCFF Base \$53,362 Supplemental Grant \$53,816 Supplemental Grant</p>

Action Area 7: Parent Engagement <ul style="list-style-type: none"> Maintain existing English Learner Advisory Council (ELAC) to educate parents and solicit input to best meet the needs of low-income students and English Learners. Continue to provide increase opportunities for parents to learn about the Common Core standards at WCS. Continue funding for 7 hour library media technician. Continue funding for a 5 hours person in the front office who is bi-lingual. 	WCS	<input checked="" type="checkbox"/> ALL	\$30,000 Supplemental Grant
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups Specify)_____	\$55,073 LCFF Base \$6,839 Supplemental Grant

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 100% of all core classroom teachers will be "highly qualified" as evidenced by the Title II CMIS and Williams Reports. Students will meet/exceed proficiency rates. CAASPP: Increase the percentage of students meeting proficiency on the CAASPP by 1% of ELA 2016 ELA and Math proficiency rates. AMAO 1, 2a, and 2b will meet or exceed State targets based on the 2016 CELDT. Reclassification Rate: 6% EL students. Site Benchmarks: Increase the percentage of students scoring proficiency by 2% of ELA and Math Baseline (TBD Spring 2016). 100% of all students have access to textbooks and instructional materials as evidenced by Williams Reports. Maintain current Chromebook: student ratio. Implement newly adopted ELA textbook.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action Area 1: Highly Qualified Staff <ul style="list-style-type: none"> Continue to increase efforts to recruit, select, and maintain highly qualified staff. Maintain compensation for direct services to students. (California Code of Regulations- CCR 15496 (a)-funding shall be to increase or improve services for unduplicated pupils. 	WCS	<input checked="" type="checkbox"/> ALL	\$140,395 LCFF Base
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	
Action Area 2: Professional Development Continue to provide a structure and culture for continuous improvement by implementing best practices and providing	WCS	<input checked="" type="checkbox"/> ALL	\$23,383 Title II
		OR:	

<p>professional development for teachers and staff.</p> <ul style="list-style-type: none"> • Continue to provide continuous Professional Development in all core content area standards, curriculum, and instructional strategies. • Continue to provide Professional Development to teachers. • Continue to provide Professional Development for Guest Teachers on effective instructional strategies, classroom management, common core standards, curriculum and technology. • Continue to provide Professional Development for Special Education Para-educators on strategies for working collaboratively in supporting instructional practices and classroom management, part of DSUSD LCAP. 		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>\$16,885 Supplemental Grant</p>
<p>Action Area 3: Instructional Materials/Assessments</p> <ul style="list-style-type: none"> • Provide ongoing annual cost of consumable student materials and reasonable replacements of lost core materials. • Provide interim and benchmark assessments. • Purchase ELD consumables. 	<p>WCS</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>\$20,000 Supplemental Grant \$20,000 Supplemental Grant \$5,000 LCFF Base</p>
<p>Action Area 4: Technology</p> <ul style="list-style-type: none"> • Maintain 1:1 Chromebook (C-book) ratio grades 1-5. Have funding on place to replace broken or worn C-books. • Replace staff computers and other hardware and software as it is deemed obsolete or is broken beyond repair. • Research benefits and fund when applicable individual and site license of technology programs that enhance student learning. • Evaluate effectiveness of additional site based technology support. • Continue to provide professional development in the use of technology to enhance student learning. 	<p>WCS</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>\$43,240 LCFF Base \$20,000 Supplemental Grant</p>

Action Area 5: Interventions <ul style="list-style-type: none"> Explore and establish criteria to determine CCSS Foundational Literacy skill for students in Kindergarten, 1st, and 2nd grades. Provide Professional Development to teachers on the criteria determined. Provide site-based before/after school intervention programs focusing on closing the achievement gap. Maintain a six hour Para-educator/Bilingual to assist with the WCS ELD Program. 	WCS	<input checked="" type="checkbox"/> ALL	\$10,000 Supplemental Grant \$114,111 Supplemental Grant \$44,103 LCFF Base \$15,028 Title III \$27,809 LCFF Base
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Action Area 6: School Site <ul style="list-style-type: none"> Continue to reduce K-3 class size TK and K 20:1 1st Grade 24:1 2nd and 3rd Grade 26:1 Maintain grades 4 and 5 staffing to achieve class size of 26:1 	WCS	<input checked="" type="checkbox"/> ALL	\$142,446 Supplemental Grant \$159,518 LCFF Base \$53,816 Supplemental Grant
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Action Area 7: Parent Engagement <ul style="list-style-type: none"> Maintain existing English Learner Advisory Council (ELAC) to educate parents and solicit input to best meet the needs of low-income students and English Learners. Continue to provide increased opportunities for parents to learn about the Common Core standards at WCS. Continue funding for 7 hour library media technician. Continue funding for a 5 hour person in the front office who is bi-lingual. 	WCS	<input checked="" type="checkbox"/> ALL	\$30,000 Supplemental Grant \$55,073 LCFF Base \$6,839 Supplemental Grant
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
GOAL 2:	Maximize student learning and personal growth by having a safe, clean and secure environment.	Related State and/or Local Priorities:	
		1_ <input checked="" type="checkbox"/> 2__ 3_ <input checked="" type="checkbox"/> 4__ 5_ <input checked="" type="checkbox"/> 6_ <input checked="" type="checkbox"/> 7__	
		8__	
		COE only: 9__ 10__	
		Local : Specify _____	

Identified Need :	<ul style="list-style-type: none"> In order for students to learn, a safe, clean, and secure campus is required. To have an in-seat attendance rate that supports optimal learning. To reduce the number of chronically truant or absent students. Maintain or increase the level of site cleanliness. <p>Metrics</p> <ul style="list-style-type: none"> California Healthy Kids Survey (CHKS), Williams Report, Attendance Report, Suspension Data and Annual LCAP Survey. 		
Goal Applies to:	School:	Washington Charter School	
	Applicable Pupil Subgroups:	ALL	
LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Maintain in-seat attendance rate of greater than 95%. Decrease percentage of chronically absent students. Decrease percentage of chronically truant students. Develop action plan to keep site cleanliness a priority. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>Action Area 1-Improve School Attendance</u></p> <ul style="list-style-type: none"> Utilize DSUSD attendance facilitators and attendance data to identify chronically truant or absent students. Utilize SRO at PDCMS to meet with families of chronically absent or tardy students. Establish early outreach and prevention strategies to assist families. Continue focus of positive reinforcement for good attendance. Utilize front office staff to outreach to families with attendance concerns. 	WCS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,300 LCFF Base
<p><u>Action Area 2-Site Based Positive Behavior Support Programs</u></p> <ul style="list-style-type: none"> Continue to provide Professional Development to support school in the implementation of positive behavior support/intervention programs. Administer California Healthy Kids Survey (CHKS) to students in grade 5 to determine baseline of student sense of safety in school. Assemblies that focus on making good choices. 		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$2,000 LCFF Base

Action Area 3-Counseling Support and Behavioral Health <ul style="list-style-type: none"> Maintain a .6 FTE School Counselor. Utilize SAP for families in need. 		<input checked="" type="checkbox"/> ALL	\$43,039 Lottery
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Action Area 4-Safety and Security <ul style="list-style-type: none"> Maintain Site Safety Committee. Continue to review and revise Comprehensive School Safety Plan. Maintain or update visitor management system. Continue Watch Dog Dad program. Maintain or increase hours allocated for noon yard supervision. Maintain health office coverage with a trained health professional during lunch hours. 		<input checked="" type="checkbox"/> ALL	\$45,329 LCFF Base
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Action Area 5-Clean and Efficient Environment <ul style="list-style-type: none"> Maintain full time day custodian and night cleaning crew. Summer cleaning and site maintenance to preserve site and its functionality. 		<input checked="" type="checkbox"/> ALL	\$101,334 LCFF Base \$20,350 LCFF Base
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Action Area 6- Parent Engagement <ul style="list-style-type: none"> Attendance meetings with families twice a year. Share attendance related information with parents at Back to School Night, in the Chatter, through teacher communications, ELAC and WCSPCF meetings. 		<input checked="" type="checkbox"/> ALL	No Cost
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Maintain in-seat attendance rate of greater than 95%. Decrease percentage of chronically absent students. Decrease percentage of chronically truant students. Develop action plan to keep site cleanliness a priority. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p><u>Action Area 1-Improve School Attendance</u></p> <ul style="list-style-type: none"> • Continue to utilize DSUSD attendance facilitators and attendance data to identify chronically truant or absent students. • Continue to utilize SRO at PDCMS to meet with families of chronically absent or tardy students. • Continue and refine early outreach and prevention strategies to assist families. • Continue focus of positive reinforcement for good attendance. • Utilize front office staff to outreach to families with attendance concerns. 	WCS	<p><u>X</u> ALL</p> <p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	\$1,300 LCFF Base
<p><u>Action Area 2-Site Based Positive Behavior Support Programs</u></p> <ul style="list-style-type: none"> • Continue to provide Professional Development to support school in the implementation of positive behavior support/intervention programs. • Administer California Healthy Kids Survey (CHKS) to students in grade 5 to determine baseline of student sense of safety in school. • Assemblies that focus on making good choices. 	WCS	<p><u>X</u> ALL</p> <p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	\$2,000 LCFF Base
<p><u>Action Area 3-Counseling Support and Behavioral Health</u></p> <ul style="list-style-type: none"> • Maintain a .6 FTE School Counselor. • Continue to utilize SAP for families in need. 	WCS	<p><u>X</u> ALL</p> <p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	\$43,039 Lottery
<p><u>Action Area 4-Safety and Security</u></p> <ul style="list-style-type: none"> • Maintain Site Safety Committee. • Continue to review and revise Comprehensive School Safety Plan. • Maintain or update visitor management system. • Continue Watch Dog Dad program. • Maintain or increase hours allocated for noon yard supervision. • Maintain health office coverage with a trained health professional during lunch hours. 	WCS	<p><u>X</u> ALL</p> <p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	\$45,329 LCFF Base \$7,980 LCFF Base

Action Area 5-Clean and Efficient Environment		WCS	<input checked="" type="checkbox"/> ALL	\$101,334 LCFF Base \$20,350 LCFF Base
<ul style="list-style-type: none"> Maintain full time day custodian and night cleaning crew. Summer cleaning and site maintenance to preserve site and its functionality. Solicit bids for additional painting and maintenance projects. 			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Action Area 6- Parent Engagement		WCS	<input checked="" type="checkbox"/> ALL	No Cost
<ul style="list-style-type: none"> Continue attendance meetings with families twice a year. Share attendance related information with parents at Back to School Night, in the Chatter, through teacher communications, ELAC and WCSPCF meetings. 			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
LCAP Year 3: 2017-2018				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Maintain in-seat attendance rate of greater than 95%. Decrease percentage of chronically absent students. Decrease percentage of chronically truant students. Develop action plan to keep site cleanliness a priority. 			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action Area 1-Improve School Attendance		WCS	<input checked="" type="checkbox"/> ALL	\$1,300 LCFF Base
<ul style="list-style-type: none"> Continue to utilize DSUSD attendance facilitators and attendance data to identify chronically truant or absent students. Continue to utilize SRO at PDCMS to meet with families of chronically absent or tardy students. Continue and refine early outreach and prevention strategies to assist families. Continue focus of positive reinforcement for good attendance. Utilize front office staff to outreach to families with attendance concerns. 			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	
Action Area 2-Site Based Positive Behavior Support Programs		WCS	<input checked="" type="checkbox"/> ALL	\$2,000 LCFF Base
<ul style="list-style-type: none"> Continue to provide Professional Development to support school in the implementation of positive 			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

<ul style="list-style-type: none"> behavior support/intervention programs. Administer California Healthy Kids Survey (CHKS) to students in grade 5 to determine baseline of student sense of safety in school. Assemblies that focus on making good choices. 		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
Action Area 3-Counseling Support and Behavioral Health <ul style="list-style-type: none"> Maintain a .6 FTE School Counselor. Continue to utilize SAP for families in need. 	WCS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$43,039 Lottery
Action Area 4-Safety and Security <ul style="list-style-type: none"> Maintain Site Safety Committee. Continue to review and revise Comprehensive School Safety Plan. Maintain or update visitor management system. Continue Watch Dog Dad program. Maintain or increase hours allocated for noon yard supervision. Maintain health office coverage with a trained health professional during lunch hours. 	WCS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$45,329 LCFF Base \$7,980 LCFF Base
Action Area 5-Clean and Efficient Environment <ul style="list-style-type: none"> Maintain full time day custodian and night cleaning crew. Summer cleaning and site maintenance to preserve site and its functionality. Solicit bids for additional painting and maintenance projects. 	WCS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$101,334 LCFF Base \$20,350 LCFF Base
Action Area 6-Parent Engagement <ul style="list-style-type: none"> Continue attendance meetings with families twice a year. Share attendance related information with parents at Back to School Night, in the Chatter, through teacher communications, ELAC and WCSPCF meetings. 	WCS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No Cost

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	<p>Goal 1: All students will have a rigorous curriculum delivered by highly qualified staff.</p> <ul style="list-style-type: none"> Continue to have 100% of all core and classroom teachers fully credentialed and appropriately assigned. Students including all Student Subgroups, unduplicated students and students with exceptional needs will have access to academic and educational programs. All students need to demonstrate an understanding of grade level standards and to be able to apply what they have learned in a real world setting. As WCS transitions to CCSS learning gaps will occur and or widen. In identifying this need we realize intervention in ELA and Math must be available to those who need it. All students will have access to ELA intervention 	<p>Related State and/or Local Priorities:</p> <p>1_ <u>X</u> 2_ <u>X</u> 3_ 4_ <u>X</u> 5_ 6_ 7_ <u>X</u> 8_</p> <p>COE only: 9_ 10_</p> <p>Local : Specify _____</p>
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Goal Applies to:	School: Washington Charter School	Applicable Pupil Subgroups: ALL
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Expected Annual Measurable Outcomes:	<p>1.1 Teachers required to hold a credential will hold a valid CA Teaching Credential as defined by the CA Commission on Teacher Credentialing and will be appropriately assigned.</p> <p>1.2 Students including all Student Subgroups will receive rigorous instruction aligned to the Common Core State Standards and ELD Standards. All students will make progress towards academic proficiency targets.</p> <p>1.3 Every student will receive ELA instruction from a California Credentialed teacher. Students will be able to access intervention and support services throughout the academic year to insure successful achievement.</p> <p>1.4 Every student will receive math instruction from a California Credentialed teacher. Students will be able to access intervention and support services throughout the academic year to insure successful achievement.</p>	Actual Annual Measurable Outcomes:	<p>1.1 100 % of WCS teachers in core classrooms are highly qualified.</p> <p>1.2 All students at WCS had a rigorous curriculum that was increasingly standards aligned. Student progress toward academic proficiency is evident when reviewing work product and through classroom observation.</p> <p>1.3 The transition to CCSS was not always smooth. A new math series, lack of aligned materials and technology difficulties made for a bumpy transition. That said exposure to units aligned to CCSS has benefited our students. This year we will have baseline data from SBAC. Every Student received ELA and math instruction that was Standards aligned from a highly qualified teacher.</p> <p>1.4 Math intervention as provided in the classroom and through AM/PM intervention classes.</p>
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LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action Area 1- Highly Qualified Staff: Recruit, select and maintain highly qualified staff. Maintain or increase compensation packages.	\$100,294 LCFF Base	Negotiations continue to take place between DSUSD and Desert Sands Teachers Association (DSTA) for an increase in compensation packages. WCS teachers and support staff are on loan to WCS, but are still part of each respective	\$0 LCFF Base

Evaluation of Staff			<p>association (DSTA and CSEA).</p> <p>Teacher vacancies were posted on EDJOIN. WCS also had a student teacher that was offered a full time position in January, 2015.</p> <p>For the 2014/2015 school year 7 certificated staff and all CSEA Support Staff were evaluated. Eligible staff also participated in BTSA. There were no non re-elects at WCS for the 2014/2015 school year.</p>	
Scope of service:	WCS		Scope of service:	WCS
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p>Action Area 2- Professional Development Provide Professional Development to all teachers in the implementation of the Common Core Standards.</p>		<p>\$16,885 Supplemental Grant \$31,786 Title II \$1,729 LCFF Base</p>	<p>2.1 During the school year on-going research based professional development was provided to all teachers in grades K-5 in ELA and Math. Training focused on Common Core Standards, integration of technology into instruction, and site focus areas.</p> <p>Special Education teachers participated in Common Core trainings as well as job-alike trainings. Professional development was scheduled during the school day and guest teachers were provided.</p> <p>A number of after school academies were offered by our Charter Granting Agency giving teachers opportunities to attend additional professional development in the areas of mathematics and technology integration.</p> <p>Provided one paid day of professional development before the school year for CCSS alignment.</p>	<p>\$9,000 Supplemental Grant \$18,338 Title II \$1,729 Common Core \$12,898 LCFF Base \$18,910 Common Core \$21,761 Common Core</p>
CCSS Planning time			Each teacher had the opportunity to work an additional hour with compensation each week in his/her grade level team to	

		better align instruction and assessment to CCSS.	
Action Area 3-Instructional Materials: Provide ongoing annual cost of consumable student materials and reasonable replacements of lost core materials.	\$20,000	3.1 Purchased Go Math as the sites math textbook. <ul style="list-style-type: none"> • Paid for ELA consumables along with supplementary material • Replaced lost core materials and textbooks that were beyond repair. 	\$17,716 Lottery \$1,643 Lottery
Scope of service: WCS		Scope of service: WCS	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Action Area 4- Technology Purchase class set of Chromebooks for grades 1 & 2. Replace broken equipment.	\$50,000	4.1 Purchased 170 Chromebooks so we now have 1:1 in grades 1 and 2. 4.2 Broken Chromebooks and other technology was replaced or fixed.	\$34,106 Supplemental Grant \$11,245 Lottery \$8,978 Common Core
Action Area 5- Grade Span Adjustment: Increase staffing to reduce class size.		5.1 In January 2015 an additional staff member was hired to reduce class size in the 1 st grade. Unfortunately due to high demand at WCS classes at the start of the year were larger than anticipated. As a result no new students were enrolled after November 1, 2015. A priority for 2015-16 is to cap class size at all grade levels. <ul style="list-style-type: none"> • WCS Governing Board adopted a 2015/2016 budget that reflects lower class size TK-5th. 	\$30,000 Supplemental Grant \$63,110 LCFF Base \$31,548 Supplemental Grant \$62,288 Supplemental Grant \$151,712 LCFF Base

Scope of service:	WCS		Scope of service:	WCS	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Action Area 6- Assessment: <ul style="list-style-type: none"> Students would demonstrate understanding of CCSS. Staff training on use of benchmarks and other assessment to improve instructional practice and student understanding of State Standards. 	\$5,000 LCFF Base	6.1 Go Math assessment that are common core aligned were utilized. All WCS teachers participated in TRAC days. 6.2 In-servicing of staff on SBAC and the use of practice tests to familiarize students with format and type of questions they would be exposed to on the SBAC.	\$17,250 Supplemental Grant		
Scope of service:	WCS		Scope of service:	WCS	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Action Area 7-Support for Low Income Youth Provide increased opportunities for parents to learn about Common Core Standards, CAASSP. Provide continuous Professional Development in core content standards, curriculum, etc.	\$5,000 LCFF Base	During the 2014/2015 School year information was presented to the Washington Charter School English Learner Advisory Council (ELAC) regarding Common Core Standards and the CAASSP. ELAC meetings were scheduled quarterly. During the school year on-going research based professional development was provided to all teachers in grades K-5 in ELA and Math. Training focused on our newly adopted math series, aligning lessons and units of study to CCSS and how to use technology as an effective instructional tool. Professional Development was scheduled during the school day and guest teachers were provided. A number of after school academies were offered by our Charter Granting Agency giving teachers opportunities to	\$2,000 LCFF Base \$17,250 LCFF Base		

Provide before and after school support.			attend additional professional development in the areas of mathematics and technology integration. WCS launched an after school program in addition to before school classes. Extra support in ELA, Math and homework were provided.	\$19,103 Supplemental Grant
Scope of Service:	WCS		Scope of Service:	WCS
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

The number and percent of second language learners continues to increase at WCS. We identified the need to hire additional staff. Our intent is to hire a bi-lingual office technician for the 2015-2016 school year.

Baseline data will also be collected from the 2014/2015 SBAC. This will help to guide all facets of our educational program for the upcoming school year. Additional funding has been earmarked to reduce class size at all grade levels which will result in fewer students attending WCS for the 2015/2016 school year. We are proud of our re-designation rate of 21 EL students to R-FEP. This will continue as a focus area.

We will look to streamline the report of information in the LCAP so it is more user friendly. Explore assistance from outside agencies to assist with writing next year's LCAP.

Original GOAL from prior year LCAP:	Goal 2: All students will show growth as measured by site, state and federal assessments.	Related State and/or Local Priorities:
	<ul style="list-style-type: none"> All students have access to Standards-aligned Instructional Materials. 100% Implementation of CCSS for all students. All students will meet or exceed targets for growth in Statewide Assessments once set by the State. School will meet the annual API Growth Target, or equivalent as mandated by the CA State Board of Education. 100% of students are on track to be college and career ready. EL students will advance each academic year on CELDT. EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment. 	1_ <input checked="" type="checkbox"/> 2_ <input checked="" type="checkbox"/> 3_ <input type="checkbox"/> 4_ <input checked="" type="checkbox"/> 5_ <input type="checkbox"/> 6_ <input type="checkbox"/> 7_ <input checked="" type="checkbox"/> 8_ <input type="checkbox"/> COE only: 9_ <input type="checkbox"/> 10_ <input type="checkbox"/> Local : Specify _____

Goal Applies to:	School:	WCS
	Applicable Pupil Subgroups:	ALL
<p>Expected Annual Measurable Outcomes:</p>	<p>2.1 Students, including all significant student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), will have access to standards-aligned materials and additional instructional materials.</p> <p>2.2 School will fully implement state-adopted ELA and Math academic content and performance standards by School Year 2014-2015 for all students including subgroups.</p> <ul style="list-style-type: none"> • School will seek to implement academic content and performance standards for all core subjects as they are adopted by the state. • Teachers will participate in annual professional development on the implementation of the Common Core State Standards. • All students will gain academic content knowledge through the implementation of state-adopted academic content and performance standards. • Staff will be offered training in technology to assist with transition to CCSS. <p>2.3 Students, including all significant student subgroups, (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), will meet or exceed target for growth once set by the State on the CAASPP Statewide assessment in the areas of English language, Arts, Literacy and Mathematics.</p> <p>2.4 School will meet the annual API Growth, Target, or equivalent, as mandated by the State Board of Education.</p> <p>2.5 Every TK-5 student will make academic progress. With an emphasis on educating the whole child, students will transition to middle school on a career or college track.</p> <p>2.6 We need to narrow the achievement gap between our ELL and non-ELL Students. 65% of EL Students will</p>	<p>Actual Annual Measurable Outcomes:</p> <p>2.1 All students had access to standards aligned material.</p> <p>2.2 WCS implemented the State ELA and Math content and performance standards. We are in the process of aligning instruction and curriculum to the standards.</p> <ul style="list-style-type: none"> • This was attempted. • Teachers have Professional Development on CCSS prior to the school year (Sue Gendron) and throughout the school year (TRAC, after school academies and site Professional Development). • This is an ongoing process. • Training for technology personnel at DSUSD and WCS occurred. Kirsten Wright worked with our teachers and did a half day of Professional Development with TK-2nd grade teachers. <p>2.3 Growth targets are not set yet. The data from 2014/2015 CAASPP is baseline data.</p> <p>2.4 This year baseline data is being gathered.</p> <p>2.5 With a rigorous curriculum all students made academic progress. We continue to provide our students a balanced educational program.</p> <p>2.6 Still awaiting data.</p>

	advance each academic year one performance level on the CELDT or other available external assessment. 2.7 EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment.		2.7 Each year EL students reclassify as FEP. This year 21 students reclassified.
Scope of Service:	WCS	Scope of service:	WCS
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The 2014/2015 school year can best be described as a transition year and a year in which there was significant change. SBAC has replaced CST and the way in which students demonstrate mastery of grade level subject material has changed. Though we have a standards aligned math series in the 2015/2016 school year we will look at and evaluate math material from a number of textbook publishers. A final decision will be made in the Spring of 2016 on a new math textbook. We need to continue to invest in quality professional development for our staff so they feel more comfortable with the new standards and methods of delivery of those standards. Narrowing the achievement gap will continue as a focus area. Expenditures will be in the area of technology, professional development, support for EL students, and instructional materials.	

Original GOAL from prior year LCAP:	Goal 3: Maximize Student learning and personal growth by having a safe and secure environment. • WCS will reduce its suspension rates each year of operation.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	School: WCS	Applicable Pupil Subgroups: ALL	
Expected Annual Measurable Outcomes:	Fewer days of suspension in 2014/15 in comparison to 2013/14 school year.	Actual Annual Measurable Outcomes:	In 2013/2014 there were a total of 26 suspensions days. For the 2014/2015 school year the number was reduced to 13 days of suspension. We also had fewer students suspended in 2014/2015.

Planned Actions/Services		Actual Actions/Services		Estimated Actual Annual Expenditures
		Budgeted Expenditures		
3.1 Assemblies that focus on making good choices. 3.2 Use two visitor management kiosks to check site visitors. 3.3 Watch Dog Dad Program. 3.4 Use in house reflection instead of suspending a child.		\$2,000 LCFF Base	3.1 The first week of school the school Principal reviews the school rules and expectation of behavior on the campus. This is followed up by teachers reviewing classroom rules. The school counselor is utilized to proactively reduce conflict and set a positive tone on the campus., The PCF also paid for an assembly that focused on making good choices and no bullying. 3.2 School did in fact use two kiosks. It was extremely helpful when multiple visitors came to the campus. The site was also vigilant on locking exterior gates. 3.3 There were fewer WDDs this year. As the school year begins the WDD program will be the focus of the Principal's back to school presentation. 3.4 Comparing suspension data to the 2013/2014 school year shows an overall reduction in the total number of suspension days and number of students being suspended.	\$2,000 LCFF Base
Scope of service:	WCS		Scope of service:	WCS
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The school has high expectations of its students. Behavior is one of those areas. Having a climate where students feel safe and secure leads to reduced conflict. WCS has a .6 FTE school counselor. She connects with our students and is a valuable resource when a student may feel sad, marginalized or angry. We are proactive in reviewing school rules and expectations. This leads to better behavior. Parent support is also important. I do not envision significant changes next year. We will be focusing on further increasing our excellent in seat attendance rate.		

Original GOAL from prior year LCAP:	Goal 4: School is warm and welcoming. Outreach to parents to engage more families. <ul style="list-style-type: none"> • Opportunities for parent involvement will be provided. 	Related State and/or Local Priorities: 1__ 2__ 3_X 4_X 5__ 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	School: WCS	Applicable Pupil Subgroups: ALL
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Expected Annual Measurable Outcomes:	4.1 Use of LCAP Survey to get parents feedback. 4.3 Have a least two ELAC meetings during the school year. 4.3 Attend more IEP meetings. 4.4 Charter in-take meetings will be scheduled so new families to WCS will feel a sense of community.	Actual Annual Measurable Outcomes:	4.1 WCS used the LCAP survey this year. A letter was sent to all families encouraging them to fill out the survey. We had parents and staff participate this year. 4.2 Four ELAC meetings were held. We did a better job of getting out meeting information to families. This led to an increase in attendance at ELAC meetings. Many parents who attend ELAC meetings also participated in the community forum that focused on LCAP. 4.3 WCS has a .6 FTE school counselor. She is not always available to attend IEP meetings. This year the principal attended more meetings. It's an excellent way for families to connect with administration. 4.4 Before the school year begins the principal meets with almost every new family to WCS. An entire week in July was dedicated to these meetings. It allows for an instant connection of home and school. Parents and students comment on how much they appreciate this time together. The school also sets up a block of time for each kindergarten teacher to meet with an incoming kindergarten student we see student on the first day of school that more easily separate from their parents.
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LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action Area1- Parent Engagement a. Implemented DSUSD parent needs survey regarding parent engagement.		a. Parent Needs Survey was created by DSUSD and distributed to the parents of English Learners.	

<p>b. Watch Dog Dad Night. c. Father/Daughter Dance and Mother/Son Day.</p> <p>d. Three staff members in the front office.</p> <p>e. Fall Harvest Night.</p>	<p>\$10,000 Supplemental Grant</p>	<p>b. Done in the fall of 2014. c. Took place in the Spring of 2014. Both events were well attended. Many parents and students commented on how wonderful the events were. d. We began the school year with three people in the front office. Support person resigned due to her family relocating. In addition we had less health office coverage due to an illness in our school nurse's family. Even though we made a staffing adjustment so that there was some office coverage it was not consistent. This impacted our effectiveness to meet the needs of our customers. This is being addressed for the 2015/2016 school year. e. Well attended and will continue in 2015/2016.</p>	<p>\$10,585 Supplemental Grant</p>
<p>Scope of service: WCS</p>		<p>Scope of service: WCS</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>WCS lost some front office staffing part way through the school year. We thought we would be ok, but it was evident that we needed those hours in the front office and health office. Funding from LCAP will enable the school to hire a 5 hour bi-lingual office technician. WCS is all about customer service.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

As the WCS LCAP was being written Cal PADS data was looked at and it showed WCS has an enrollment of unduplicated pupils at 39.68% as of C-BEDS. (During the school year this percentage went above 40% at times). We rounded this up to 40% and as such we can expend the funds on a school-wide basis. If one does not share this belief it will be articulated below why WCS chose to describe how the services provided in our LCAP are the most effective use of our supplemental funds and why in some areas it was done to benefit all students.

WCS does not receive a great deal of supplemental funding. It is the belief of the WCS Governing Board that the educational needs of all students must be met with the additional LCFF dollars that have flowed to WCS. We used these funds in a number of ways. As you can see from the budget portion of our LCAP many expenditures are a combination of base grant funds and supplemental funding. Listed below are examples of how we used our additional supplemental and base funding.

- **Reduced class size in all classrooms. For the 2015/2016 school year it is anticipated that WCS will have 40-50 fewer students. We will also have 1 additional classroom teacher in comparison to the number of teachers that WCS had at the beginning of the 2014/2015 school year.**
- **Hiring a 5 hour bi-lingual office technician.**
- **Expanding our before and after school programs that were started in 2014-2015.**
- **Purchasing a new math series for 2016/2017.**
- **These dollars also enabled us to spend money on purchasing bridge materials in ELA and Math that are CCSS aligned.**

WCS utilizes a number of funding sources to support the needs of our students. The programs that require additional funding are comprised of students that do and do not generate supplemental funding under LCFF, however we have data to show that a higher percent of the students that generate these dollars are in the classes/programs than the percent of money that has been allocated from LCFF.

Total amount of Supplemental and Concentration grant funds calculated:		<u>\$351,651</u>	
The use of Supplemental /Concentration funds, for the principle benefit of supporting our unduplicated students, is budgeted district and school-wide for actions and services to increase student achievement. The actions/services come out of identified needs of our low income, foster youth and English learner students.			
Below is a breakdown of expenditures by goal area: For more explanation see Action Area with Support/Services in the LCAP.			
Goal 1	Expenditure	Goal 2	Expenditure
Action Area -1	\$0	Action Area-1	\$0
Action Area -2	\$16,885	Action Area-2	\$0
Action Area -3	\$20,000	Action Area-3	\$0
Action Area -4	\$0	Action Area-4	\$0
Action Area -5	\$124,111	Action Area-5	\$0
Action Area -6	\$153,816	Action Area-6	\$0
Action Area -7	\$36,839		
Total	\$351,651	Total	\$0
Total Expenditures for Goals 1,2 is \$351,651			

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

6.40	%
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Supplemental /Concentration funds (current year 2015-16 proportionality) were allocated school-wide to support low income students, foster youth, and English learner populations and are used to provide increased services to these students.

WCS is allocating \$351,651 of its proportionate share on support and services to build and strengthen programs in order to close the achievement gap.

The following actions and services that will improve and increase services for students are planned for 2015/2016:

- Continue to maintain reduced class size in all classrooms.
- Provide continuous Professional Development in all core content area standards. English Language Development Framework and standards, curriculum and instructional strategies.
- Continue to provide core instructional materials/assessments.
- Hiring a 5 hour bi-lingual office technician.
- Expanding our before and after school programs that were started in 2014-2015.
- Purchasing a new math series for 2016/2017.
- These dollars also enabled us to spend money on purchasing bridge materials in ELA and Math that are CCSS aligned.
- Maintain and expand technology to enhance student learning.

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).