

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: George Washington Charter

CDS Code: 33670586031959

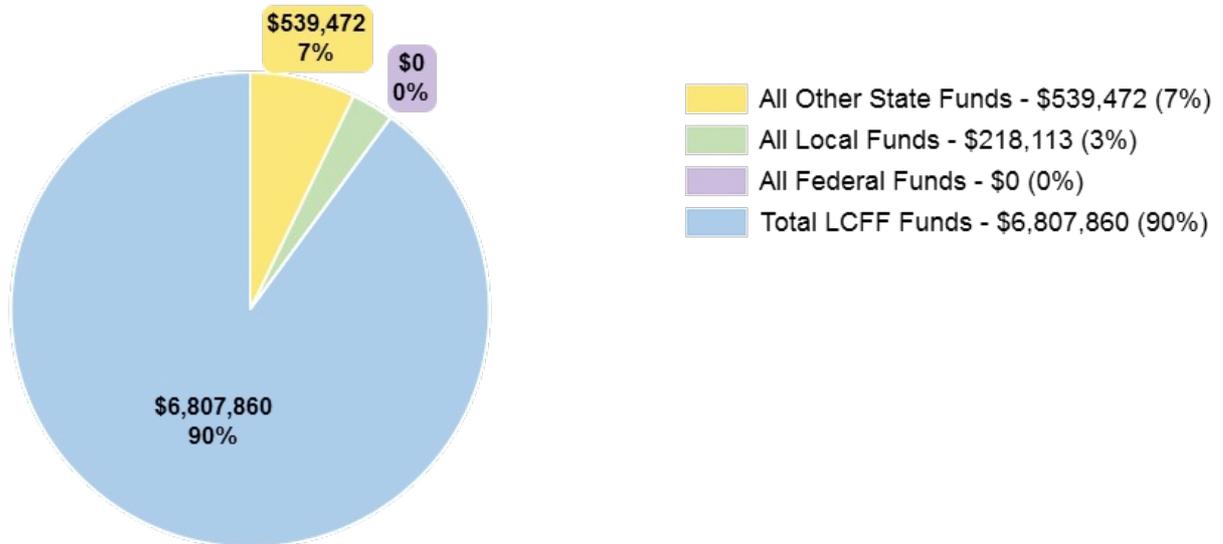
Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA Contact Information: Allan Lehmann | allan.lehmann@desertsands.us | 760-862-4350

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

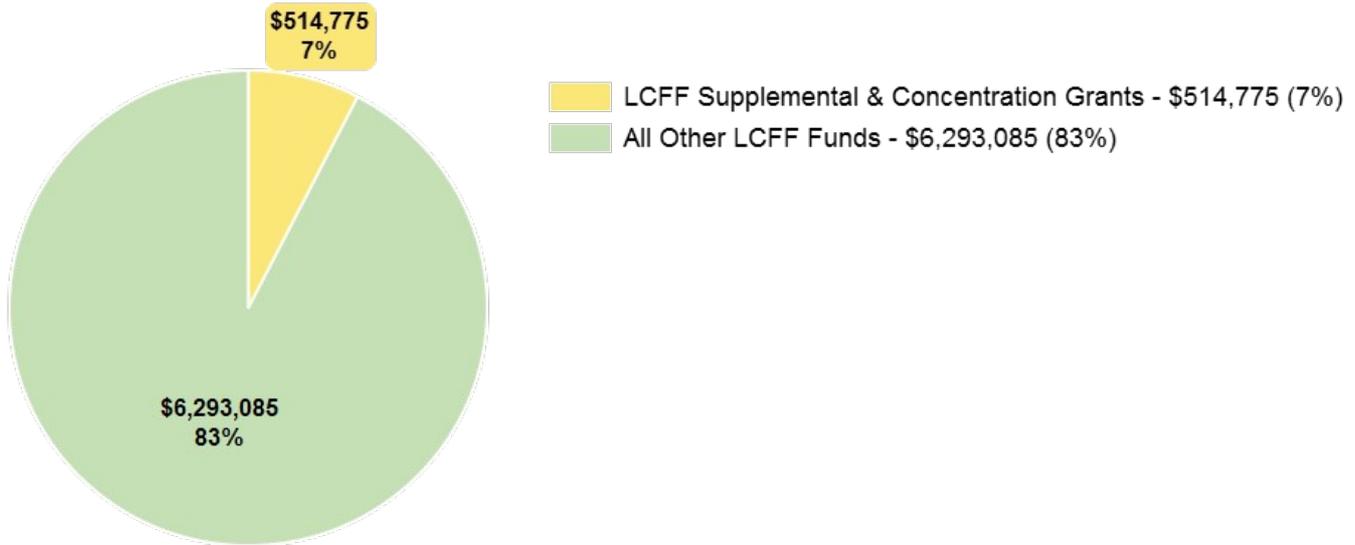
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$539,472	7%
All Local Funds	\$218,113	3%
All Federal Funds	\$0	0%
Total LCFF Funds	\$6,807,860	90%

Breakdown of Total LCFF Funds



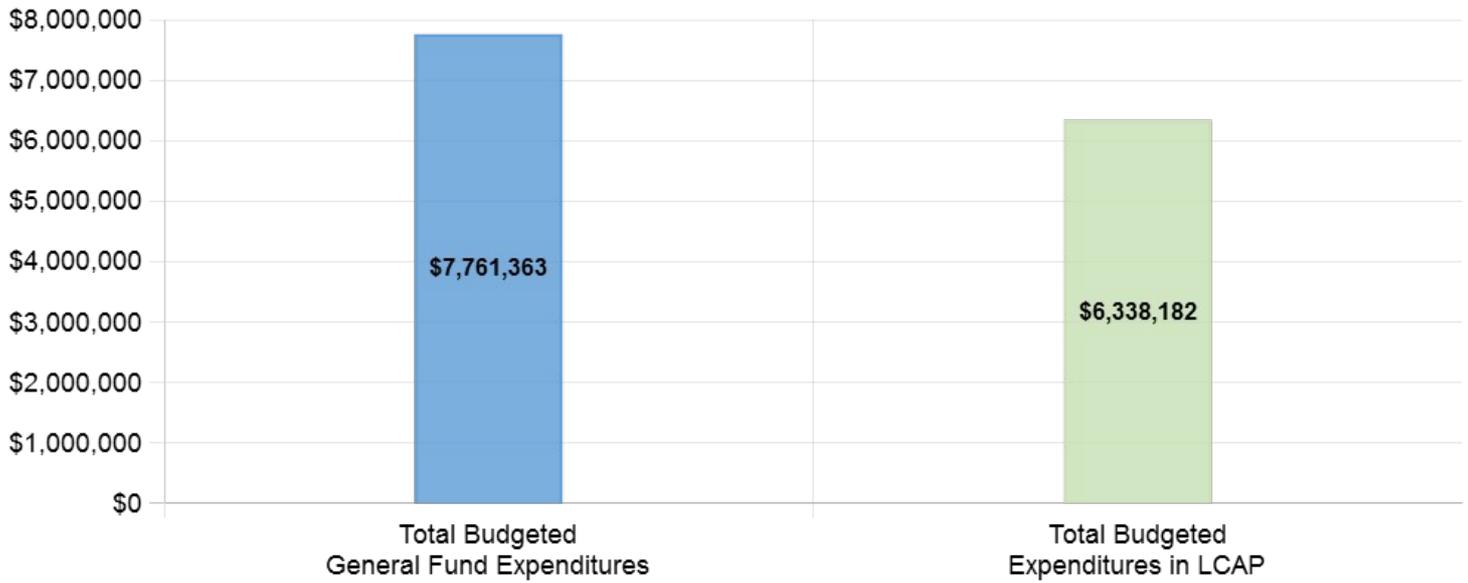
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$514,775	7%
All Other LCFF Funds	\$6,293,085	83%

These charts show the total general purpose revenue George Washington Charter expects to receive in the coming year from all sources.

The total revenue projected for George Washington Charter is \$7,565,445, of which \$6,807,860 is Local Control Funding Formula (LCFF), \$539,472 is other state funds, \$218,113 is local funds, and \$0 is federal funds. Of the \$6,807,860 in LCFF Funds, \$514,775 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$7,761,363
Total Budgeted Expenditures in LCAP	\$6,338,182

This chart provides a quick summary of how much George Washington Charter plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

George Washington Charter plans to spend \$7,761,363 for the 2019-20 school year. Of that amount, \$6,338,182 is tied to actions/services in the LCAP and \$1,423,181 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Base program and general operating costs such as utilities, supplies, contracts and service providers, STRS on Behalf Liability, District and Special Education encroachments and indirect costs are not included in the LCAP.

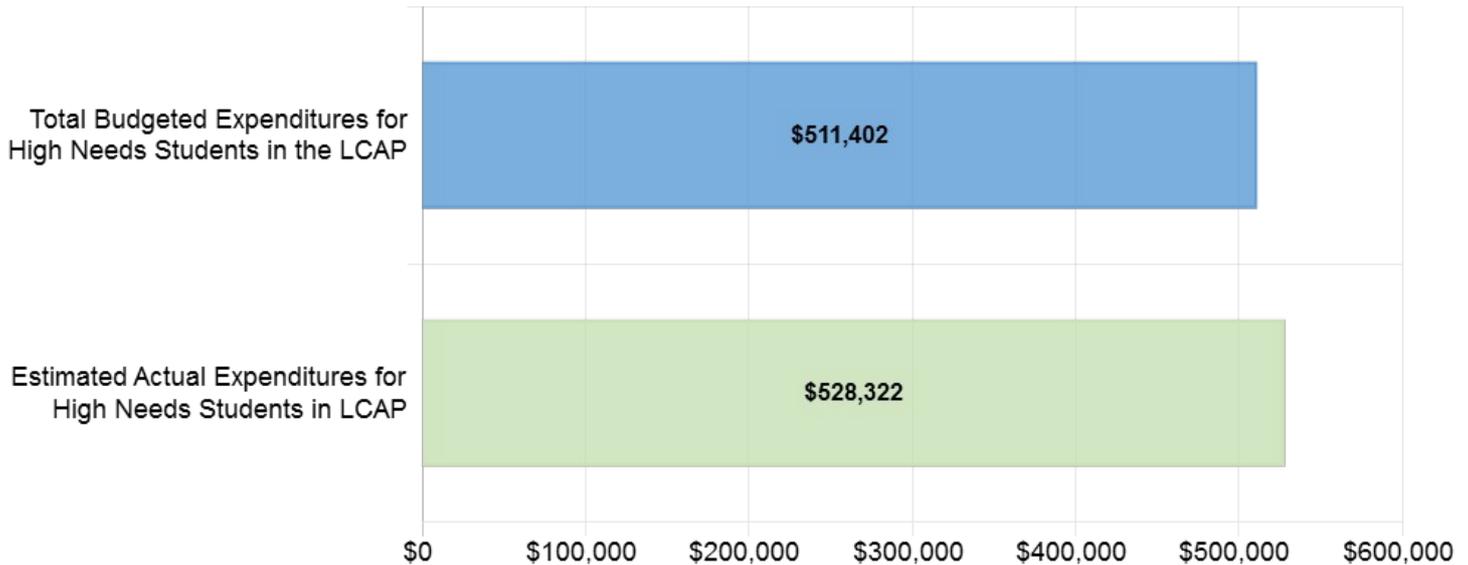
Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, George Washington Charter is projecting it will receive \$514,775 based on the enrollment of foster youth, English learner, and low-income students. George Washington Charter must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP George Washington Charter plans to spend \$525,514 on actions to meet this requirement.

Update on Increased or Improved Services for

High Needs Students in 2018-19

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



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	\$511,402
Estimated Actual Expenditures for High Needs Students in LCAP	\$528,322

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

In 2018-19, George Washington Charter's LCAP budgeted \$511,402 for planned actions to increase or improve services for high needs students. George Washington Charter estimates that it will actually spend \$528,322 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

George Washington Charter

Contact Name and Title

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Principal

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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

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 2016.

Washington Charter School currently serves approximately 830 students. Students from throughout the Coachella Valley attend Washington Charter. The school's preferred admissions area was frozen when the first petition was approved in 1994. Approximately 52% of our students reside in the preferred admissions area of Washington Charter School. The grade levels served are TK-5. Washington Charter School is considered a dependent Charter School. Of the 830 students attending Washington Charter 54.7% are Caucasian, 32.5% are Hispanic or Latino, 4.7% are multi-racial, 1.6% are African American and 4.8% are Asian. In 2018 40.7% of the students at Washington qualified for the free and reduced lunch program. English learners currently comprise 15.06% of our population.

The school is unique in that we have 34 certified staff comprised of teachers, administrators and counselors. There are 11 classified employees providing support in addition to 15 charter school employees. The school also employs 9 school site monitors. This dynamic team effectively meets the needs of our students, parents and community.

To the best of our records for 2018-2019 school year, no students have been identified as foster children.

Additional background information and statistics regarding Washington Charter School is located in our SARC and/or the Washington Charter School website.

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:

- Teachers
- Parents of second language learners, (ELAC Committee)
- Support Staff
- Charter School Employees
- Members of the Washington Charter School Parent Club Foundation
- Members of the WCS Governing Board
- Community Members

We utilized a number of strategies to engage our stakeholders. An LCAP presentation was made to our ELAC members at ELAC committee meetings. In addition to parent meetings, feedback on LCAP development was solicited while the LCAP was being written. Washington Charter School entered into a contract with Panorama Education in the winter of 2017. Information gleaned from the student, parent and staff survey validated many successful programs and personnel that are in place. It also pointed out areas where staff and student perceptions were not aligned. Panorama Survey data will enable us to better target resources, material, and personnel where needed. Feedback was also solicited from many of the groups listed above. For the 2018/2019 LCAP students and staff completed the SEL and Climate survey in the fall and spring so we are better able to analyze program effectiveness. 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 area of focus:

- Academic Achievement
- Safe and Secure Environment

A parent and community forum was held on February 21. That evening 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.

At multiple Governing Board meetings LCFF and LCAP were discussed. Our board meetings are open to the public. The LCAP is a public document. Prior to the Governing Board meeting on June 19, 2019 the draft LCAP was put on the WCS website. In accordance with legislation, a public hearing for the LCAP is not required so the WCS Governing Board approved the LCAP on June 19, 2019.

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 align with the philosophy of the school and its stakeholders.

Priorities identified for the LCFF and LCAP are:

- 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 February 21
- Panorama Survey January - February, 2019
- Staff input at staff meetings
- Collaboration meetings
- Monthly WCS Governing Board Meetings
- ELAC Meeting March 4, 2019
- School Website Spring 2019
- Impromptu meetings with parents throughout the year
- LCAP Stakeholder feedback survey

Washington Charter School embraces inclusiveness. Soliciting stakeholder participation in gathering feedback and determining priorities is 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 as we implement 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.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Washington Charter School is a high performing school that works diligently to meet the needs of its 830 students. The goals in the 2019-2020 LCAP are as follows:

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.

Goal 2:

Maximize student learning and personal growth by having a safe, clean and secure environment.

The goals noted above are lofty and ambitious. It is our belief that all students can and will learn. Home, school and community working as one will positively impact student learning and personal growth. For a child to reach his/her potential they need up to date curriculum, highly qualified teachers, effective support staff, committed parents, reasonable class size, technology, intervention programs, enrichment opportunities, a relentless focus on literacy, a balanced educational program that includes an emphasis and funding for the arts, physical education, library skills, etc.

These are but some of the key features in our LCAP. Resources and personnel have been dedicated to

lowering class size at all grade levels. In the 2015-2016 school year class size was lowered at all grade levels. This continues to be an area of focus. The size of the school continues on a downward trend, but staffing has not been reduced. In fact in some areas additional staffing is in place. As an example in the 2016-2017 school year we hired a 6 hour per day bi-lingual office technician. This allows us to more effectively outreach and interface with our bi-lingual families. This position is now a 8 hour per day position. When funding and personnel are available we serve additional students in the OVAL Reading Lab. For the 2018 school year we added 30 minutes to the workday of 6 interventions specialist. This allowed for 18 additional third grade students to receive reading lab support. WCS also redeployed staff. As a result a certificated teacher provides small group support to TK-5 English learners.

A safe and secure campus provides comfort and assurance to our stakeholders while having an environment that enables students to learn and thrive. This year additional resources were allocated for school cleanliness. As part of the contract additional hours were allocated to clean classrooms and common areas. We have also hired additional student supervisors before school, at recess and during lunch. This further decreases our adult/student ratio on the playground. Having an environment where our students feel safe is critical. Our school counselor and staff are proactive. Students and families reach out so little issues do not mushroom. When a child and or parent feels their voice is heard and that the adults care about them they are more likely to share their thoughts and concerns. This is a reason why our in seat attendance is above our target level. As of the end of the 7th attendance month the school wide attendance rate is 96.69%. Moving forward we will not rest on our laurels. Our plan is to mobilize a multi-pronged approach to further increase our attendance rate and lower the percent of students who are absent and chronically absent along with being tardy and chronically tardy. For the 2018-2019 school year an attendance team met with at risk families. We also strive to personally call when a child is not in school. Our school registrar and bilingual office technician monitor attendance. Reports are shared with administration. When personal calls are made we periodically are told of additional reasons why a child may not be in school.

In response to events across the country the Parent Club Foundation and Washington Charter School Governing Board have earmarked funds to enhance school security. Protective window covering was installed on multiple exterior doors and windows in March, 2018. In the summer of 2018 a magnetic locking door system was installed on the front doors of the administration building. This is of importance as the front doors are the single point of entry once the school day begins. Now any visitor to the school is granted access by office personnel. If ever in doubt the doors remain locked. The school also implemented a lanyard policy for approved volunteers. Over 817 approved volunteers are part of the WCS family. Implementing this policy required the efforts of multiple staff members onsite in addition to departments within DSUSD. In the morning and throughout the day access to the school can only be attained by volunteer/fingerprint approved individuals.

In the fall of 2017 the Washington Charter School Governing Board formed a campus security working group. The function of the group is to enhance school and student safety. The working group is comprised of board members and invited guests. The security working group continues to meet. New signage is in place and perimeter cameras have been added and or upgraded. School cleanliness has improved through the purchase of a window cleaning machine and a bathroom cleaning system. A new cleaning company was also hired on February 1, 2019.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Washington Charter School takes pride in saying that we educate the whole child. We are passionate about designing an educational program that is balanced. Part of the balance is having a rigorous educational program. However, ones rigorous program must be relevant. A few years ago we piloted and then adopted a new mathematics program. Go Math was used at all grade levels in the 2015-2016 school year, with a formal adoption taking place 2016-2017. Go Math was our textbook choice for grades 2-5 and envision for grade K and 1. Envision provides students strong foundational skills and is child friendly.

When Go Math was piloted multiple stakeholder groups expressed concern with the program. As a team we worked and addressed the challenges of the program. The biggest shift for the staff was the design and delivery of lessons. For students and parents it was the manner in which the problems needed to be solved and justified. Go Math aligns well with the new national standards. The extra effort on the part of all was validated when we received our SBAC results for 2015-2016 in June 2016. With the release of the California Dashboard in the Fall of 2018 WCS was able to more closely analyze data. It is comforting to know that as a school we are at performance level green in mathematics. Just as gratifying is looking at our various student groups. As a school our results remain strong. In mathematics students are 29.4 points above level 3. This is a 3.8 increase in comparison to the previous year. It is comforting that our English Learners are now above level 3 as a group and there was an increase of 0.6 points from the previous year. The one subgroup that increased significantly was our white student 8.9 points. This subgroup is still 32 points above level 3 even with the increase. The progress of our students who took the ELA portion of CAASPP was even more impressive. Overall there was 12.1 points of growth. As a school we are at performance level blue. As a school we are 52.6 point above level 3. It is gratifying to see that our English Learners had an increase of 15.6 points. As a whole our English Learners at 20.7 points above level 3. White students after a decline last year saw an increase of 18.6 points. A relentless focus on literacy is translating into positive results throughout the school.

It's our desire and intent to have all student groups at a blue performance level this year. We have 20 spots in the SuccessMaker lab to assist our kids who are not yet at grade level. We have also increased the number of 3rd grade students in SuccessMaker and Corrective Reading. There is a significant amount of reading and comprehension required on SBAC so it is important that our students are reading at grade level.

WCS is relentless on its focus on literacy. More than 95 students in grades 1-3 attended one or more ten week sessions in the OVAL Reading Lab. The pre and post test data gathered in the lab and from classroom teachers showed significant growth for a majority of attendees. The reading lab along with

after school intervention classes, in school programs like Read Naturally and Correctives Reading are making a difference in closing the achievement gap and increasing overall student progress. WCS is cognizant that students must read at grade level. For the 2017-2018 school year a new reading series was implemented. With any new series there are initial challenges, however, a majority of staff feel the new ELA series through its rigor is better preparing students. It was our hope that even with a shift to a new ELA textbook SBAC scale scores will show student growth. That growth did occur as noted earlier in this section. All staff members implemented our new ELA textbook (Benchmark Advance). In the initial year of implementation staff administered multiple formal and informal assessments. Formative assessments were given at prescribed times throughout the school year. Performance tasks were also administered and scored in grade 2-5. It is heartening to see that student results improved as the school year progressed. This is a result of teacher collaboration, professional development, increased familiarity with the program, and students having a better understanding on what was expected of them. The rigor of the interim assessments and performance tasks better prepared our students for SBAC. As familiarity and comfort with Benchmark Advance increases in year 3 coupled with better pacing and instructional alignment that correlates with increased rigor it is expected that student growth will continue.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

This past year, we saw a decline in the performance of our Student with Disabilities (SWD). Being fully aware that CAASPP results are one of many indicators of students progress WCS nonetheless looks closely at the data from CAASPP and teacher assessments. There was a slight decline in scale score in math, but more significant in ELA. Our SWD population is rather small (41 students). This can lead to more pronounced swings when results are reported. Our SWD have a performance level of orange in math and red in ELA. Class size of 20:1 in TK and K, first grade capped at 24 students and a ratio of 26:1 or less in most 2nd-5th grade classrooms we feel that the needs of individual students can better be met. Our SAI program is a combination of in-class and out of class support. The SAI teachers collaborate weekly with classroom teachers.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

WCS has a performance gap in ELA and Math for our students with disabilities. We are monitoring this as it's the first year that this has occurred. Staff is working to identify additional ways in which to raise achievement. WCS has a hard working and dedicated staff. A collaborative environment is beneficial to our students.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

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.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 8

Local Priorities:

Annual Measurable Outcomes

Expected

1. 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

Actual

1. Washington Charter School (WCS) met the goal of 100% of all core teachers being highly qualified. All students who attend WCS have access to academic and educational programs. Based on data from the California Dashboard the performance level of all students in attendance

Expected

programs.

- o AMAO 1, 2A and 2B will meet or exceed State targets based on the 2015 CELDT

- o Reclassification Rate 6% EL students.

2. Site Benchmarks: ELA Baseline (TBD Spring 2017), Math Baseline (TBD Spring 2017).

3. 100% of students have access to textbooks and instructional materials as evidenced by Williams Reports and site information.

4. Maintain current Chromebook: student ratio.

5. All students will have access to ELA and Math intervention.

6. Students will apply learning in a real world setting.

7. Update current technology infrastructure to better handle increased use of technology at the site.

8. Implement newly adopted ELA textbook.

9. Update hardware in technology lab.

Actual

at WCS in Language Arts is blue and mathematics is green. Many student groups were performance level blue or green. Of particular note EL students in ELA attained a performance level blue. The reclassification rate from EL to RFEP 10.8% far above the goal of 6%. AMAO 1, 2A and 2B exceeded state targets based on 2015 CELDT.

2. We continue to work on site baselines for ELA and Math. WCS used Benchmark Interim Assessments and Performance Task Assessments for the 2018-2019 school year. The assessments enable staff to see the growth that each child makes over the course of the school year. We are also determining what is essential at each grade level in ELA and Math.

3. This goal was achieved.

4. This goal was achieved and exceeded. 100 additional chromebooks were purchased to replace aging and broken units.

5. ELA and Math interventions is available at all grade levels. Successmaker, Dreambox, Waterford Early Reading program, Reading Detectives along with before and after school classes are offered.

6. Students on a regular basis apply what they have learned in real work settings. As an example second grade ...students apply information and knowledge that has been acquired in a shopping mall setting.

7. WCS is received an infrastructure upgrade from Desert Sands Technology Department. Some upgrades off site were completed in the

Expected

Actual

winter. Funds continue to be set aside once E-Rate projects commence.

8. This goal has been addressed. All Students are using Benchmark Advance.

9. All hardware in the technology lab is current and functional.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action Area 1: Highly Qualified Staff

1.1 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.)

1.1 Contract negotiations were completed for the 2018-2019 school year for both bargaining units and for management employees. WCS teachers and support staff are on loan from DSUSD to WCS. Employees remain part of each respective association (DSTA and CSEA). Charter school employees received a salary increase for the 2017-2018 and 2018-2019 school year. Increased total

2018-19
\$257,065
LCFF Supplemental Grant

2018-19
\$4,113,111
LCFF Base

\$284,195
LCFF Supplemental Grant

\$4,220,231
LCFF Base

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

compensation helped WCS remain competitive as we filled vacancies for the 2018-2019 school year. WCS had a tandem teaching team retire. A fifth grade teacher moved to Kindergarten. After reviewing a number of applications multiple candidates interviewed for the vacant fifth grade position. A highly qualified applicant was selected. She had a successful school year and has added value to the WCS team. WCS also hired a full time counselor. The addition of a FT counselor has resulted in increased services for students, staff and parents. For the 2019/2020 staffing has not been finalized. If a position opens WCS is confident that the total compensation package offered will yield excellent applicants which will result in a qualified hire. Dollars have been set aside for increased staffing costs. Contract negotiations from recent years have resulted in

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

money being placed in the budget to offer two professional development days for DSTA, CSEA and management employees.

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action Area 2: Professional Development

2.1 Continue to provide a structure and culture for continuous improvement by implementing best practices and providing professional development for teachers and staff.

2.2 Continue to provide continuous Professional Development in all core content area standards, curriculum, and instructional strategies.

2.3 Continue to provide

2.1-2.2 On going and meaningful professional development (PD) is key for collaboration, curriculum enhancement, instructional alignment, and consistency from one classroom to the next. WCS staff members are given the opportunity to attend workshops, conferences, after school academics and paid onsite PD. Washington Charter School is in a cycle of continuous improvement. On the January 25, 2019 PD day we discussed a number of topics. Staff looked at what change in an organization looks like, why individuals may be resistant to

2018-2019
\$5,014
LCFF Supplemental Grant

\$21,085 LCFF Base

\$4,445
LCFF Supplemental Grant

\$62,934
LCFF Base

\$14,820
Low Performing Student Block Grant

\$1,795 Classified Employee Professional Development Block Grant

Planned Actions/Services

Professional Development to teachers.

2.4 Continue to provide Professional Development for Guest Teachers on effective instructional strategies, classroom management, Common Core standards, curriculum and technology.

2.5 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.

2.6 Work toward hiring an instructional coach if the budget can sustain.

2.7 Explore feasibility of additional PD days prior to the school year or during the school year.

Actual Actions/Services

change, why some organizations that did not embrace change are no longer in existence along with why innovation is good. Teams discussed and reported out if WCS was innovative. The day also focused on the strength of staff and how being a charter school better positions us to innovate, change and decide what is essential. A team from the site attended PLC training in February 2019. The highlights of the workshop have been shared at staff meetings and SAST. This will propel WCS to the next level. It will also provide the foundation for our charter renewal. In June 2019 18 staff members will be attending ISTE training. The ISTE conference will better prepare staff to utilize technology and LFDs in classroom. Staff at various grade levels and departments attended workshops and conferences. Math and ELA trainings put on by

Budgeted Expenditures**Estimated Actual Expenditures**

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

consultants and DSUSD staff were attended by staff at WCS. A team from the school attended the Google Summit in Indio in February 2019. Kindergarten and first grade teachers attended a conference in February 2019 that was geared to TK-1st grade teachers.

2.3 As noted above our teachers/staff attended various training on site, at the district office and in neighboring cities. Two paid PD days occurred this year. This included McCallum Theatre Summer Institute workshops, and a professional development day in January 2019 on the importance of being innovative and embracing change if it's good for the organization. The January PD day is putting in place the foundation for the WCS Charter Renewal petition. In addition monthly SAST sessions provided staff in-servicing on

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

meeting the needs of Students With Disabilities and the importance of collaboration and professional learning communities. SAST is also used to analyze student data on SBAC and to review the Fall release of the California Dashboard.

2.4 Many guest teachers at WCS also work at other DSUSD schools. PD opportunities are provided by the personnel department at DSUSD. On-site support is also given to our guest teachers. When a guest teacher is in a long term assignment he/she participates in weekly grade level collaboration meetings along with being invited to monthly staff meetings.

2.5 In October 2018 and January 2019 training for all Special Education Staff members took place. A variety of topics were

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

covered including compliance.

2.6 An instructional coach is still at the formative stage. It will continue to be part of our 2019/2020 LCAP.

2.7 No additional PD was offered. WCS is sending 18 staff members to ISTE conference in June 2019.

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action Area 3: Instructional Material/Assessments

3.1 Provide ongoing annual cost of consumable student materials and reasonable replacements of lost core materials.

3.2 Provide interim and benchmark assessments.

3.3 Explore purchasing

3.1 Washington Charter School went through an ELA adoption in the 2016-2017 School Year. New material was purchased in the summer of 2017. As part of the ELA and Math adoption consumable student material is provided free of charge. There are additional material and assessments that are ordered through Graphic Services. Any enrollment growth that exceeds

2018-2019
\$232,660
LCFF Base

\$35,696
Lottery (Restricted)

\$181,302
LCFF Base

\$0
Lottery (Restricted)

\$275
Exxon Mobile Educational Alliance

\$250
DSUSD Educational Foundation

Planned Actions/Services

History/Social Studies State approved textbooks contingent upon material being State Board approved.

3.4 Explore site license for Dream Box.

Actual Actions/Services

our initial order numbers is paid with site funds. WCS often has replacement material on site for WISH students and unforeseen circumstances.

3.2 Benchmark Advance has weekly and unit assessments in addition to three interim assessments and up to three performance task assessments. Weekly tests are optional. Staff is administering the unit assessments, interim assessments and one or two performance task assessments.

3.3 No further action has occurred.

3.4 A site license for 2018/2019 was purchased. Usage has increased and PD has been provided.

Budgeted Expenditures

Estimated Actual Expenditures

Action 4

Planned Actions/Services

Action Area 4: Technology

4.1 Maintain 1:1 Chromebook (C-book) ratio grades 1-5. Have funding in place to replace broken, worn, or obsolete C-books.

4.2 Replace staff computers and other hardware and software as it is deemed obsolete or is broken beyond repair.

4.3 Research benefits and fund when applicable individual and site license of technology programs that enhance student learning.

4.4 Evaluate effectiveness of additional site-base technology support.

4.5 Continue providing funding for professional development in the use of technology to enhance student learning.

Actual Actions/Services

4.1 Enrollment for the 2017-2018 school year was 840. Beginning the 2014-2015 school year every 1st - 5th grade student at WCS had a chromebook. Funds have been set aside to replace broken, worn or no longer supported chromebooks. Every teacher received at least 3 new chromebooks.

4.2 Teacher work stations were replaced in the spring of 2016. If a work station is broken beyond repair it will be replaced. WCS is using Synergy as its new Student Information System. Printers are beginning to fail. When this occurs they are replaced.

4.3 Site licenses continue to be funded by the school. This includes but is not limited to:

- Waterford Early Reading Program
- SuccessMaker

Budgeted Expenditures

2018-2019

\$137, 287
LCFF Base

Estimated Actual Expenditures

\$234,304
LCFF Base

\$14,820
Low Performing Student Block Grant

Planned Actions/Services

4.6 Continue to add Large Format Display (LFD) in the classrooms.

Actual Actions/Services

- Discovery Education
- Dream Box

Teachers also received an allocation of \$650.00 - \$1,000.00. Many of them bought individual or classroom licenses (i.e. Read Naturally) for programs that they felt enhanced student learning in their classroom.

4.4 At this point funds are not available for additional site technology support. WCS will continue to use DSUSD personnel.

4.5 Professional Development in technology often occurs in weekly grade level collaboration meetings. WCS staff continue to be in-serviced in our new Student Information System. The site also has a staff member who has received additional Synergy training. They serve as a site mentor.

Budgeted Expenditures**Estimated Actual Expenditures**

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

4.6 The WCS Governing Board set aside \$100,000 to place LFDs in classrooms along with training teachers. Ten LFD classroom set ups have been ordered. Additionally 18 staff members are attending ISTE training in June 2019.

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action Area 5: Interventions

5.1 Explore and establish criteria to determine CCSS Foundational Literacy skills for students in Kindergarten, 1st, and 2nd grades. Provide Professional Development to teachers on the criteria determined.

5.2 Provide site-based before/after school intervention programs focusing on closing the achievement gap.

5.1 We see the assessment component in Next Step Guided Reading Assessment playing a part in setting our Foundational Literacy Skills. Benchmark unit and interim assessments have been administered. At this point no PD has been provided on the criteria determined.

5.2 Before and after school intervention programs remain in place and small group tutoring is offered by multiple first grade teachers. Students are identified

2018-2019
 \$288,328
 LCFF Base
 \$96,381
 LCFF Supplemental Grant
 \$14,365
 Title III

\$274,109
 LCFF Base
 \$89,215
 LCFF Supplemental Grant
 \$17,974
 DSUSD Title III Allocation

Planned Actions/Services

5.3 Maintain a 6.5 hour Para-educator/Bilingual to assist with the WCS ELD Program.

5.4 Continue to fund targeted intervention for students who need extra reading support.

5.5 Extended school year for at risk students in K, 1st and 2nd grade.

5.6 Continue to support Summer Enrichment Class.

5.7 Additional sessions of SuccessMaker.

5.8 Explore additional spots in Reading Lab.

5.9 Utilize 7 hour certificated staff member to assist classroom teachers in meeting the needs of EL students.

Actual Actions/Services

by their teacher. Additional slots are available in the OVAL Reading Lab. SuccessMaker is part of in-school intervention for 3rd and 4th grade students. Successmaker sessions offered before and after school were increased in 2017/2018 and remained at that level in 2018/2019. A charter school employee also works with EL students at multiple grade levels.

5.3 The hours have been increased to 8 hours effective 08/23/2018. WCS continues to use a certificated teacher to work with EL students. ELD is a component of Benchmark. This enables us to more effectively meet our student's needs. Our bilingual paraeducator works with one of our kindergarten teachers. This allows for early intervention.

5.4 Even though our overall school enrollment decreased by

Budgeted Expenditures**Estimated Actual Expenditures**

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

a few students this year we continue to offer a robust intervention program for students who are not reading at grade level, have been retained or struggle with English acquisition. Funding for the OVAL Reading Lab continues to be a priority. The use of supplemental dollars from LCFF has enabled WCS to reach more students.

5.5 Summer School was offered to kindergarten, first and second grade students in the summer of 2018 and is planned for June, 2019.

5.6 A summer enrichment class took place in 2018 and is planned for 2019.

5.7 This goal was met. We now have 3rd-5th grade students enrolled in SuccessMaker for the entire school year. This allows for up to (94) 1 hour sessions.

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

This is an increase from previous year.

5.8 Additional personnel and hours for existing staff were put in place. Reading lab had 126 spots reading lab personnel saw 109 students in the 2018-2019 school year.

5.9 This is in place and it is effective.

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action Area 6: Site Staffing

6.1 Continue to reduce K-3 class size
TK and K 20:1
1st Grade 24:1
2nd and 3rd Grade 26:1

6.2 Maintain grades 4 and 5 staffing to achieve class size of 26:1

6.1-6.2 As noted earlier enrollment has decreased this year. This was a conscience effort on the part of the WCS Governing Board. This year we have 20 or fewer students in each section of the TK. Kindergarten numbers are at or slightly above 20. First grade 24:1 or less and 2nd - 5th grade the average is close to 26:1.

2018-2019
\$92,927
LCFF Supplemental Grant

\$24,960
Title II

\$101,677
LCFF Supplemental Grant

\$28,592
DSUSD Title II Allocation

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Unfortunately class size in 2nd grade is above 27:1. We are proud that staffing is at the same level as when we ended last year. The result is a lower teacher/student ratio. The majority of our LCFF dollars support lower class size. With smaller classes and targeted PD our EL students and students of poverty directly benefit. Services increase for these students and others in the classroom. With increased costs for operations, staffing, STRS, PERS, technology, and district fees there is an increasing reliance on supplemental funding from LCFF along with foundation support and Governing Board priorities to keep class size at its current level.

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action Area 7: Parent

7.1 Washington Charter School

2018-2019

\$93,385

Planned Actions/Services

Engagement

7.1 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.

7.2 Continue to provide increased opportunities for parents to learn about the Common Core standards at WCS.

7.3 Continue funding for a 7-hour library media technician.

7.4 Explore increased funding for the current 6 hour person in the front office who is bilingual.

7.5 Explore offering parent education classes so parents can more effectively assist their children at home.

Actual Actions/Services

has an active ELAC Committee. Parents and/or officers of our ELAC committee often attend the DSUSD DELAC meetings in order to gather and share additional information and insight. A minimum of 4 meetings are scheduled during the school year.

7.2 Throughout the school year Mr. Lehmann and staff discuss and reference the new national standards and the impact those standards have in the classroom and for us as a school. The principal often discusses standards when meeting with the parent club foundation (WCSPCF) at Governing Board meetings, ELAC meetings, Back to School Night, Chatter, etc.

7.3 Funding remains in place for a 7 hours Library Media Technician.

7.4 In the 2016-2017 school year

Budgeted Expenditures

\$95,557

LCFF Base

\$17,104

LCFF Supplemental Grant

Estimated Actual Expenditures

LCFF Base

\$22,052

LCFF Supplemental Grant

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

the decision was made to increase the hours for our office technician bi-lingual from 5 to 6 hours per day. This has continued for the 2017-2018 year as well. She has a multitude of job responsibilities including translating documents and school communications, interfacing with our bilingual community, reaching out when students are absent, attending ELAC and LCAP meetings. WCS increased the hours of our Office Technician Bilingual during the school year to respond to community needs. For the 2018/2019 school year the WCS Governing Board supported increasing our bilingual office technician to 8 hours.

7.5 WCS is scheduling parenting classes in the Spring of 2019. If there is interest a session in Spanish will be offered. Facilitators will be WCS staff

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

members. There is still limited interest in a class to improve English skills so no class was offered in 2018/2019. We are also outreaching with Math (October 30) and Science (April 2 and May 21) nights. This year math night was broken into two sessions. We also doubled the number of Science Nights.

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action Area 8: Enrichment Opportunities:

8.1 Additional funding for afterschool enrichment classes.

8.2 Family nights.

8.3 Continue participation in MTI.

8.4 Funding support for Odyssey of the Mind stipend and registration fees.

8.1 Funding is in place for after school enrichment classes. It can be difficult to find enough teachers. With direction from the WCS Governing Board administration is reaching out to parents and community to submit course proposals. We have more remedial offerings just not enrichment.

8.2 This goal was met. A math night was held on October 30.

2018-2019
\$22,462
LCFF Base

\$15,092
LCFF Base

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

The event was at capacity with 150 in attendance. Two Science Nights were held on April 2 and May 21. Staff offered two sessions for attendees at Math and Science Night. This was significantly more than what was offered in 2017/2018.

8.3 We continue to have 100% participation in MTI.

8.4 WCS funded the stipend and registration fees for OM teams. This year additional teams are participating.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Goal 1 for WCS (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) is broad and encompasses many facets of how WCS operates and delivers instruction. The school and its stakeholders worked diligently to meet all aspects of goal 1. In most areas we met or exceeded our expectations, but as with any goal there are opportunities for continued growth. In order to implement a plan with the intent of achieving the goal one must share the goal. This was done by discussing the approved LCAP with staff, parents and to a degree, students. Throughout the year in grade level meetings, PD days, SAST time, staff meetings, etc. the WCS staff discussed the need for a rigorous and relevant curriculum that is delivered by well trained staff. WCS continues to build on the work started with the ICLE consultant. The school is looking at all facets and asking difficult questions. We want to be on the road of continuous improvement. This year staff attended PLC workshops. We also want to embrace innovation and be open to change.

WCS analyzed data from SBAC in the summer and fall to see if our instruction and delivery of curriculum was in alignment with the new accountability measures. Staff, especially in grades 2-5, looked at modifying the pacing and lesson design for Go Math. After piloting Dream Box and looking at the data it was decided to purchase a site license for the 2018/2019 school year. We monitored usage and student growth. Both were positive. It is anticipated that a site license will also be bought for 2019/2020. All eight action areas under this goal are important and play a role in the overall effectiveness of the school. Where in the past our scope was more narrow on how we measured success (API) we look at multiple measures in assessing whether or not a goal had been partially or fully met (surveys, attendance, SBAC, discipline, staff retention, site developed assessments, SST data). In the Spring of 2017 with staff recommendation the WCS Governing Board approved purchasing Benchmark Advance as the schools new ELA series. After implementing in the 2017/2018 school year and reflecting after the initial year we discussed and then modified pacing and assessments. Year two with Benchmark has flowed more smoothly. We analyzed data that was taken formally and informally. Data analysis assisted in adjusting pacing. Having ELD intervention woven into Benchmark Advance is beneficial. It allows for a more seamless delivery of content.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The key to success for goal 1 is a superior educational team. That is in place at WCS! Many staff members have been at the school since it became a charter school in 1994. They are accomplished educators who have high expectations for their students, families, and themselves. To complement our seasoned staff in the past few years WCS has also hired teachers new to the profession. They provide balance along with new and innovative ideas. Keeping excellent staff requires adequate compensation and working conditions. The site also allocates money for general maintenance and cleaning. Two PD days are part of the school calendar in addition to opportunities for individual specific workshops/conference attendance (i.e. Google Summit, ISTE, Solution Tree, CCEE, safety training, Waterford, etc.). Having a robust intervention program, parent engagement, up to date technology and training and reasonable class size all lay a foundation for student success. SBAC data confirmed that the good work the school is doing would translate into increased student achievement. SBAC is one of the multiple measures that WCS uses to measure success. High expectations, a rigorous curriculum, committed parents and staff WCS attained a performance level of blue in ELA and green in Math. Furthermore when reviewing and analyzing data from the California Dashboard for ELA our status and change data is encouraging. We experienced a significant increase (12.1 points) overall in English Language Arts. Overall our students are in the very high category 52.6 points above level 3. As we further analyze the data by student group our students with disabilities maintained the performance level of orange but did experience a decline overall of 2.6 points. Our white students continue to have a status level of very high. Coupled with an increase of 18.6 points this group on average performs at 66.1 points above level 3. This significant growth more than made up for the slight decrease that occurred last year. Another group in performance level blue for ELA was our English Learners. This group experienced growth of 15.6 points and is 20.7 points above level 3. We feel this is due to our redoubled efforts and new reading series. The two remaining groups Socioeconomically Disadvantaged Students and Hispanic Students attained a status of high 15.9 and 18.3 points above level 3. Our Hispanic students experienced slight growth of 1.9 points while our socioeconomically disadvantaged students declined an ever so slight 0.7 points. When looking at the 5 by 5 grid for change each of these groups maintained as did our students with disabilities. Our white and English Learners landed in the category of increased. It is impressive that the performance of our significant groups yielded the following.

Students with Disabilities (orange)

Hispanic and Socioeconomically Disadvantaged (green)

English Learners (blue)

White (blue)

The actions and services provided to all WCS students last year led to the significant growth overall in ELA.

The results for math remain strong and held the gains from previous years. Our status remains in the high category 29.4 points above level 3. Change was an increase of 3.8 points. As we analyze the group data for math we see some similarities and differences to the ELA data. Our students with disabilities experienced a decline of 13.4 points. Our Hispanic students declined 4.2 point. English Learners increase by 0.6 point while

socioeconomically disadvantaged students increased by 0.9 point. The most significant increase was white students 8.9 points. As one can see the change data is a mixed bag. Even though the overall growth was 3.8 points this was due to the fact that the largest group is white students who experienced an increase of 8.9 points. Three of the five groups did have growth. WCS achieved the following performance level by group.

Students with Disabilities (orange)

Hispanic (yellow)

English Learners (green)

Socioeconomically Disadvantaged Students (green)

White (blue)

Our focus of narrowing the achievement gap for both ELA and Math through intervention programs, curriculum and personnel is working when looking at data over multiple years. We are heartened by the growth of English Learners and Socioeconomically Disadvantaged Students especially in the area of ELA. What we are seeing from these results is the supplemental funds in addition to general fund dollars is making a difference.

With a switch from CELDT to ELPAC one is not able to draw any clear conclusions, however from informal and formal data garnered by classroom teachers our English Learners are making progress. When looking at the English Learner Progress (ELP) 80.5% of WCS students are at level 3 or 4. The school is proud and encouraged by these results. The textbook series are more rigorous. There was a period of acclimation for parents, students, and staff. We have targeted instruction for EL students. Our actions and services have been effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 1 reflects increased expenditures in the amount of \$207,466. This is due to the hiring of full time staff, additional afterschool interventions, the additional LFDs purchased from base as well as the new Low Performing Block Grant expenditures for professional development and LFDs.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

WCS did not make any changes to the original goal. We have had some variations to what was written and approved in June 2018. We are offering additional intervention classes, we have a certificated teacher working directly with small groups of EL students. Additionally WCS increased the hours of our bilingual office technician. The results are better service to WCS families.

Goal 2

GOAL 2

Maximize student learning and personal growth by having a safe and secure environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected

1. Maintain in-seat attendance rate of greater than 95%.
2. Decrease percentage of chronically absent students.
3. Decrease percentage of chronically truant students.
4. Develop action plan to keep site cleanliness a priority.

Actual

1. As of the writing of the LCAP attendance data is available for attendance months 1-7. The school wide average daily attendance (ADA) is 96.69%. This is an increase of .08% in comparison to the previous school year. WCS exceeded its goal of 95%. Administration believes a contributing factor to the slight decrease in the in-seat attendance rate is the severity of this seasons' influenza strain.
2. Unfortunately the new student information system does not provide this data as of this writing of the LCAP. Administration has spoken with the district personnel about the desire to develop a way in which

Expected

Actual

accurate data can be extracted. WCS does have California Dashboard data that was reported in the fall of 2018 that showed a 4.9% chronic absence rate. This is a significant decrease (6.0% to 4.9%) from the previous school year.

3. Unfortunately the new student information system does not provide this data as of this writing of the LCAP. Administration has spoken with the district personnel about the desire to develop a way in which accurate data can be extracted. WCS does have California Dashboard data that was reported in the fall of 2018 that showed a 4.9% chronic absence rate.

4. As noted in the 2016-2017 LCAP WCS signed a contract with a new cleaning company. As the 2018/2019 school year progressed we identified a number of areas of deficiency with regard to site cleanliness. In February 2019 a new cleaning company was hired. To date we are able to document a higher level of training and oversight, as a result the school looks better. The manner and frequency in which classrooms and other highly trafficked areas are cleaned was addressed. Additional cleaning hours were also part of the contract. Our day custodian is meticulous and receives compliments from staff, parents, and students on a regular basis. Communication between all parties is ongoing. In the fall of 2017 to further address site and in particular bathroom cleanliness two additional pieces of cleaning equipment were purchased. The impact was immediate. Our bathrooms were all cleaned using the new machine. A window washing machine is now used by site personnel to further beautify the campus. In the summer of 2017 WCS put out an RFP for landscaping services. A contract was signed with a local

Expected

Actual

landscaping company. Additional dollars were put aside for plant and shrub replacement along with irrigation line upgrades. The site has never looked better. We received immediate positive feedback from staff, parents, and even students. At designated times throughout the school year additional personnel are brought in to address specific site items that are not part of the cleaning contract.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action Area 1: Improve Student Attendance

1.1 Utilize DSUSD attendance facilitators and attendance data to identify chronically truant or absent students.

1.2 Utilize SRO at PDCMS to meet with families of chronically absent or tardy students.

1.3 Establish early outreach and

1.1 This was partially met because the new Student Information System does not provide easy to interpret reports. From the data generated this year we are able to identify students who meet the state definition of chronically absent and or tardy. On March 4, 2019 the WCS attendance committee met with multiple families.

1.2 This occurred on March 4,

2018-2019
\$3,237
LCFF Base

\$2,346
LCFF Base

Planned Actions/Services

prevention strategies to assist families.

1.4 Continue focus of positive reinforcement for good attendance.

1.5 Utilize front office staff to outreach to families with attendance concerns.

1.6 Send out individual attendance report with 1st and 2nd trimester report card in grades 1-5. Provide attendance reports to TK/K parents at report conference in February.

Actual Actions/Services

2019. WCS convened its attendance panel. We did not utilize the services of the SRO.

1.3 We strive to make personal connections with families where attendance is a concern. When staff reaches out it's to strategize ways in which we can work together. Our eight hour bilingual Office Technician and school Registrar dedicated time to this outreach.

1.4 The WCSPCF continues to support positive reinforcement for good attendance.

1.5 This has occurred. Our point person is Ellie Weiner WCS Office Registrar and Monica Mcllroy our bi-lingual Office Technician. Attendance reports are run on a regular basis.

Additionally: Research has shown that students with chronic absences, being late to school,

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

or picked up early do not progress as quickly academically. WCS is proud to have exceeded its LCAP goal of 95% in-seat attendance.

1.6 This planned action was achieved when a parent receives a more comprehensive attendance report it often results in an “ah ha” moment, a call to the office and a teachable moment.

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action Area 2: Site Based Positive Behavior Support

2.1 Continue to provide Professional Development to support school in the implementation of positive behavior support/intervention programs.

2.1 Needed PD is provided to staff. PD has occurred formally at grade level and staff meetings and informally in casual conversation and brainstorming amongst staff. Additional meetings were held this year with noon yard personnel. A focus was to help and empower students when conflict arises.

2018-2019
\$1,700
LCFF Supplemental Grant

\$0

Planned Actions/Services

2.2 Administer California Healthy Kids Survey (CHKS) to students in grade 5 to determine baseline of student sense of safety in school.

2.3 Assemblies that focus on making good choices

Actual Actions/Services

Having a full time counselor has also been beneficial.

2.2 The California Healthy Kids Survey (CHKS) was last administered in the fall of 2017. The next administration will occur in the fall of 2019 or Spring of 2020. This year our 3rd - 5th grade students took the Panorama Education Survey. 89% of our students feel safe at school. This is an increase of 5% from the survey results in 2017-18. Even though these results are trending positive we want to probe more deeply as to why 11% of our 3rd-5th graders do not feel safe.

2.3 This goal was met. Assemblies of this nature are researched and recommended by Morgan Pita our School Counselor. Mr. Lehmann also met with individual grade levels the first week of school to discuss classroom and

Budgeted Expenditures**Estimated Actual Expenditures**

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

playground expectations.
Throughout the year, as needed
follow-up sessions occur.

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action Area 3: Counseling Support and Behavioral Health

3.1 Hire a 1.0 FTE School Counselor.

3.2 Utilize SAP for families in need.

3.1 A priority of the LCAP was to increase the school counselor to a 1.0 FTE. This has been achieved for the 2018/2019 school year. Having a full time counselor has impacted students, staff and parents positively in so many ways. Mrs. Pita offers small group counseling for multiple groups of students, attends SST and IEP meetings, planned college day activities, facilitated Loving Solutions Parenting class and is a resource for parent and staff.

3.2 On occasion students and families benefit from services that are offered through SAP. We have an excellent working relationship with SAP and refer families as needed.

2018-2019
\$93,200
Lottery (Unrestricted)

\$41,212
LCFF Supplemental Grant

\$114,223
Lottery (Unrestricted)

\$19,991
LCFF Supplemental Grant

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action Area 4: Safety and Security

4.1 WCS has an active site safety committee. Our safety

2018-2019
\$119,205

\$119,592
LCFF Base

Planned Actions/Services

- 4.1 Maintain Site Safety Committee
- 4.2 Continue to review and revise Comprehensive School Safety Plan.
- 4.3 Maintain or update visitor management system.
- 4.4 Continue Watch Dog Dad program.
- 4.5 Maintain or increase hours allocated for noon yard supervision.
- 4.6 Maintain health office coverage with a trained health professional during lunch hours.
- 4.7 Submit monthly site safety inspection checklist.
- 4.8 Monthly fire drills.
- 4.9 Submit work orders for identified safety hazards.

Actual Actions/Services

- plan was reviewed and updated during the school year. In addition to the site safety committee the Washington Charter School Governing Board formed a Security Working Group in the fall of 2017. The committee comprised of board members and school stakeholder groups met on multiple occasions. Initial recommendations have been made to the WCS Governing Board. New signage has been affixed to exterior gates. Additional security enhancements that occurred in 2018/2019 include the installation of a magna lock door in the administration building. Additional security cameras were installed in March 2019. DSUSD upgraded some existing cameras. The result is WCS is better monitored.
- 4.2 See 4.1

Budgeted Expenditures

LCFF Base

Estimated Actual Expenditures

\$6,746
LCFF Supplemental Grant

Planned Actions/Services

4.10 Continue funding for safety projects and to replace outdated or obsolete disaster supplies.

Actual Actions/Services

4.3 Our visitor management system remains operational. We have one kiosk when visitors come to the school site. WCS has a contract with Lobbyguard and as enhancements are made to the system we are able to update our software. The school also requires all classroom volunteers to be approved to volunteer. There is a system in place where the application can be filled out online. This also included watching a video and passing a quiz on mandated reporting. Volunteers who go on field trips or who may be alone with a child must be AB346 approved. In the fall of 2017 WCS purchased an ID machine we are now able to issue visitor badges to our volunteers. The badges are color coded based on the level of clearance the individual has. The new system along with an emphasis on parents getting volunteer or AB346 approved has resulted in

Budgeted Expenditures**Estimated Actual Expenditures**

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

additional volunteers this year. For the 2018/2019 school year more than 800 individuals are volunteer approved.

4.4 We continue to have the Watch Dog Dad (WDD) program. It is a beneficial program and is well received. Our WDD coordinator is excellent. Under his direction and leadership more families are aware of the program. At selected events throughout the year WDD have a large presence. We also had a cadre of WDD who come to school on a more regular basis. On site fingerprinting was offered in the fall of 2018 in an effort to increase the number of fingerprinted parents. Through the dedication of our WDD coordinator and recent events that have raised the profile of school safety we had additional participants in the WDD program. A new system is in

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

place for special events.
Attendees who do not possess a school lanyard must enter the school through a designated gate. They also exit through that gate.

4.5 Additional dollars were allocated to student supervision at recess, lunch and before school. With more money WCS was able to hire additional supervisors. This year WCS has nine part time School Site Monitors.

4.6 Health office coverage by a trained health professional continued during lunch hours.

4.7 Monthly site safety report are filled out by the site custodian and signed by the Principal.

4.8 Monthly fire drills are scheduled and a reflection sheet is filled out at the conclusion of the drill. There have been 1-2

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

occasions when a scheduled fire drill had to be cancelled.

Students and staff are well versed on fire drill procedures. In addition to monthly fire drills the school holds quarterly earthquake drills. Twice a year we have active shooter drills. A full school lockdown is part of active shooter drills.

4.9 This goal has been achieved.

4.10 Funding remains in place for replacement of disaster supplies and/or identified site safety projects. A working group of WCS Governing Board is looking at ways to identify, prioritize and fund safety projects. The WCS Governing Board allocated an additional \$25,000 for school safety.

Additional security cameras were installed in March 2019. DSUSD personnel also cleaned and or updated three cameras. The new surveillance cameras

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

will greatly enhance student safety.

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action Area 5: Clean and Efficient Environment

5.1 Maintain full time day custodian and night cleaning crew.

5.2 Summer cleaning and site maintenance to preserve site and its functionality.

5.3 Install solar arrays.

5.4 Increase hours for night cleaning crew.

5.1 WCS continues to have a full time day custodian and a night time cleaning crew.

5.2 Summer cleaning in 2018 was much greater in scope in comparison to previous school years. A carpet cleaning company was onsite cleaning classroom, office and department rugs. All flooring was stripped waxed and buffed over the summer. A new cleaning company was hired in February 2019. Our landscaping company continues to do excellent work.

5.3 New solar arrays were installed in the fall of 2017. A permit to operate was obtained on December 12, 2017. Energy

2018-2019
\$184,228
LCFF Base

\$211,461
LCFF Base

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

consumption has been reduced significantly. WCS also saved in excess of \$69,000 since the solar arrays were installed.

5.4 With a new cleaning company the amount of hours in the contract has not been changed. There may be occasions when additional hours are necessary to address specific site needs. The new cleaning company has an in-house carpet cleaner, stripping and waxing team. This company also has a quality control supervisor who oversees the work of the cleaning crew.

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action Area 6: Parent Engagement

6.1 Attendance meetings with families twice a year.

6.2 Share attendance related information with parents at Back to School Night, in the Chatter, through teacher communications, ELAC and WCSPCF meetings.

6.3 Sent home individual attendance reports.

6.1-6.2 At this point in the year WCS held attendance meeting with families on March 4, 2019. Our Registrar and Bilingual Office Technician in addition to the school principal outreach to families where attendance is a concern. Whenever possible we make personal calls when a child is not in school.

6.3 Individual attendance reports have been generated by DSUSD for WCS.

2018-2019
\$0

No \$0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Goal #2 (Maximize student learning and personal growth by having a safe, clean, and secure environment). When students, staff and parents feel safe at school learning is maximized. A campus where stakeholders do not feel secure or is in disrepair impacts how students perform, their behavior, and interactions with their peers and staff. There are 6 action areas incorporated into goal 2. Attaining the goal begins with the school's Average Daily Attendance (ADA). If a child is not in school they are unable to access the curriculum and ultimately fall behind academically. At WCS we have a program that recognizes attendance and being on time. The school counselor focuses on having students at school every day and on-time. She is accessible to families, meets individually and with small groups of students weekly. The counselor is accessible and has a great relationship with all stakeholder groups. Families feel comfortable approaching her. This allows for minor problems to be addressed immediately. When issues are more serious in nature students, parents and staff members know they can speak with the principal or counselor and their concern will be addressed. As noted earlier in-seat attendance is approaching 97% (96.69%) a slight increase of .08% through attendance month 7.

Students coming to school is also linked to them having a connection/relationship with their teacher. We put effort forth and time into positive relationships. WCS's Panorama Education survey results confirm that students feel valued, appreciated, and have a positive connection with staff. Training is provided to all staff on how to de-escalate conflict. This is important in the classroom, on the playground and when students are riding the bus to school. We are not perfect. Students and parents still share that bullying occurs at WCS. Our response is to take all concerns seriously which includes conducting an investigation. Often the result is positive and learning on the part of the individual who is being mean or hurtful occurs and is not replicated. There are instances when this is not the case and additional measures are warranted. Hiring a full time counselor has enabled WCS to be more proactive. Mrs. Pita (school counselor) has maintained effective programs and services along with bringing in new programs and a fresh perspective.

School safety has come into sharper focus this year due to school shootings across the country. With support of parents and the WCS Governing Board WCS is safer. In the 2018/2019 school year entrance and exit points have new signage, exterior window film has been installed, more lock down drills have occurred on campus, security working group is in place and has made specific recommendations to the WCS Governing Board. More

parents are AB346 approved and WCS has a lanyard system. In the 2018/2019 school year more than 825 parents have been issued a lanyard. This system requires additional staff time especially at the beginning of the school year, but positive results are worth the extra time and effort put forth by all parties. We have seen a marked decrease in parent issues. An incentive program remains in effect to get parents volunteer approved. There were concerns with the quality of our night cleaning crew. A decision was made to switch the night cleaning company in February 2019. On occasion WCS has brought in additional personnel to deep clean bathrooms, desktops, and sections of the campus. If necessary WCS will solicit bids from other cleaning companies if the new cleaning company does not meet the expectations of required service.

We realize that we have high expectations for school cleanliness. The appearance of the school is important for school pride. A clean classroom will also prevent illness thus increasing the schools attendance rate. No Williams Report Complaints were filed regarding the safety and cleanliness of the school.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services contained in the LCAP directly correlate to achieving the goal(s) that were set. Attendance is above 96% at WCS. Our full time school counselor provides services and support for those connected to WCS. Our school counselor has had a profound positive impact on the school. She is proactive, caring, compassionate and has earned the trust and respect of staff, parents and students. Mrs. Pita runs multiple counseling groups, each month she visits classrooms and delivers a lesson. She chairs our SST panel, serves on the attendance committee, co-chaired college and career day, is a facilitator for our Loving Solutions Parenting classes, put out a monthly counseling newsletter and so much more. WCS is proactive when it comes to safety. Work orders indicate when a safety item is in need of being addressed. Restroom cleanliness is important. After a demonstration from one of our vendors a decision was made to purchase a floor and wall disinfecting and cleaning machine in 2017. The results have been astonishing. Our bathroom floors and walls are significantly cleaner. Additionally, we purchased a window washing machine. Our windows can now be serviced by site personnel on a more regular basis. The school continues to have daily support in the health office by an RN. This provides an additional level of comfort for medically fragile students, parents, and staff. It also leads to improved attendance because parents trust the judgement of the school's health office team. The LCAP recognized the need of maintaining or increasing the number of NYS hours. Having more personnel out at recess and lunch along with a buddy bench allows for issues to be dealt with before they escalate. Suspensions at WCS are low. To date only 1 incident has occurred that warranted a suspension. If these numbers hold WCS will once again attain a performance level of blue. This does not mean that behavior issues do not surface at the school. What has changed is the manner in which it is dealt with. Solar carports have been operational since December 2017. Our KW use has decreased significantly. Over \$69,000 in savings has also been achieved. The dollars saved are used to support programs and personnel at the site. This year we had our panels professionally cleaned. Production has increased, but it is yet to be determined if the cost of cleaning the panels will be offset by increased production.

The installation of the magna lock system on the front doors of the administration building has resulted in better site security. We are able to see all individuals who wish to gain entry through the front office doors. The doors are locked and visitors must be granted access. A system is also in place when the school has special events. The result is we have a much better handle on who is on the campus. As noted earlier new surveillance cameras were installed in March 2019.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 2 reflects increased expenditures in the amount of \$32,577. This is due to the increased cost of a full time counselor hired for the 2018-2019 school year and additional expenses in Goal 2, Action 4 to make the campus more secure and safe for the WCS students.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to the goal.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Staff engagement occurred throughout the school year. We discussed LCAP or components of the LCAP at many of the scheduled monthly staff meetings. We also allocated time at the January 25, 2019 professional development day. LCAP is also a part of monthly site leadership meetings. Staff members were invited to attend the February 21, 2019 Community Forum.

ELAC Committee

LCAP was referenced at 4 meetings scheduled during the school year. ELAC members were also invited to attend February 21 Parent and Community Forum

Parents and Community

LCAP is on our website. Parents are encouraged to attend monthly Governing Board meetings. WCS administration and the WCS Governing Board strive to engage and solicit input and feedback from students, parents, community members and staff. Last year WCS entered into a contract with Panorama Education to have access to a robust item bank of questions in order to survey stakeholders. It is hoped that this will lead to more respondents on the annual survey. To be proactive links were sent so parents and community members could fill out the survey. Additionally, a robo call was done for the February 21 community forum. As a Charter School we have a great deal of parent involvement with an open door policy and on-going interfacing with stakeholders. Administration feels that if there were areas of concern with regard to LCAP a parent would express it. Parents serve on WCS Governing Board and the campus security working group. WCS also has an active Parent Club Foundation. Administration shares with parents progress toward meeting LCAP goals at various meetings throughout the school year. Information is also shared informally and through the principal's newsletter.

Governing Board

The WCS Governing Board is an active participant in the LCAP process. The board also approves the LCAP in June.

WCS Stakeholders have been and will continue to be engaged. This is a cornerstone of our original charter petition that was approved in 1994 and continues today. The input received at a community forum (February 21) and on-line survey (February, 2019), monthly governing board meetings, staff forums, grade level collaborative planning, student feedback, etc. was considered as the LCAP was developed. The LCAP is enhanced when meaningful engagement exists. The policy setting arm of the school and entity that approves the LCAP is the WCS Governing Board. Board members represent three critical stakeholder groups, parents, staff and the community at large. Students also have an opportunity through their interactions with school personnel to share their opinion, suggestions and validations. This year 3rd - 5th grade students completed an on-line survey in the fall of 2018 and winter of 2019. This data yielded valuable information for next steps.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

After reviewing survey data from staff and parents those who responded felt that even more resources and personnel should be spent on student supervision. Comments from some parents, staff and students did note a concern with bullying at the school. In the 2016/2017 school year we launched the Great Kindness Challenge. It was well received and the program will continue. The LCAP for the upcoming year will remain focused on site safety, cleanliness, student and staff morale, behavior intervention, proactive attendance approaches. Money will continue to be allocated for a school counselor. Currently the site has a full time counselor. Funds are budgeted for this to continue. If personnel can be found the school will further increase the number of NYS hours. As needed, safety and school appearance items may receive additional allocations. Our school counselor in collaboration with staff, parents, students and community members will further focus on connectedness. When a child feels a connection he/she is more likely to feel safe and comfortable. Having a full time counselor has enabled the school to be more proactive in a number of areas. Our counselor has multiple small group counseling sessions throughout the week. She is able to deliver classroom lessons and chair our SST panel. Her impact is profound.

The campus security working group will continue to meet and make recommendations to the WCS Governing Board. Staff and student safety will remain a priority. This year a magna lock system was installed so the administration building front door is locked. Visitors are granted entry by office personnel. In the spring of 2019 security camera enhancements were done by DSUSD to some of the existing surveillance cameras. The WCS Governing Board approved a contract with a local vendor to install additional security cameras in designated areas of the campus.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 1

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 assessment.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 8

Local Priorities:

Identified Need:

On the surface when reviewing SBAC/CAASPP data, California Dashboard and site assessments Washington Charter School continues to perform

well. As noted in previous areas of the LCAP (annual update) in Language Arts the overall performance level is blue. In Mathematics the overall performance level is green. We further analyzed the data of the sub groups. We are heartened and proud of the performance of our EL students in ELA. Their performance level is blue. On the equity report of the dashboard WCS has five student groups. Four of the five have a performance level of green or blue. Our Students With Disabilities (SWD) have a performance level of orange. The performance level is unchanged from the previous year. Our SWD group also has a performance level of orange in mathematics. It is our hope to increase the performance of this student group. With a rigorous curriculum, frequent formal and informal assessments, excellent teachers and support staff, collaboration, engaged students and involved parents.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All core classroom teachers are appropriately assigned and fully credentialed. Annual Williams/SARC Report	100% of all classroom teachers (2016-2017) are appropriately assigned and fully credentialed.	100% of all classroom teachers will be appropriately assigned and fully credentialed.	Continue to have 100% of all core classroom teachers appropriately assigned and fully credentialed.	Continue to have 100% of all core classroom teachers appropriately assigned and fully credentialed.

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

All Washington Charter pupils have sufficient access to the standards-aligned instructional materials.
Annual Williams/SARC Report

100% of all students have access to textbooks and instructional materials.

Continue to have 100% of all students with access to textbooks and instructional materials.

Continue to have 100% of all students with access to textbooks and instructional materials.

Continue to have 100% of all students with access to textbooks and instructional materials.

Metrics/Indicators

Achievement in grade-level standards for ELA will result in a performance category of yellow, green or blue school wide. EL, SED, and SWD student group achievement in grade-level standards for ELA will result in a performance category of yellow, green or blue

California Dashboard:
Academic Indicators.

Baseline

California Dashboard Academic Indicator for ELA (2015-16):
Schoolwide 45 points above level 3 (Standard Met): Performance Category is Blue.
EL: (Green)
SED: (Green)
SWD: (Yellow)
Change: 18.9 point increase

2017-18

Maintain student achievement levels and scale scores. Significant scale score growth occurred in the baseline year. This may be difficult to maintain for 2017-2018
Level for ELA will be high (10-45 points above level 3) or very high (45+ points) above level 3

2018-19

Maintain student achievement levels and scale scores. Schoolwide performance category of green or blue. EL, SED and SWD performance category of yellow or green. Increase scale score above level 3 by at least 5 points.

2019-20

Maintain student achievement levels and scale scores. Schoolwide performance category of green or blue. EL, SED and SWD performance category of yellow or green. Increase scale score above level 3 by at least 5 points.

Metrics/Indicators

Achievement in grade-level standards for mathematics will result in a performance category of yellow, green, or blue. EL, SED, and SWD student group achievement in grade level standards for mathematics will result in a performance category of yellow, green or blue.
California Dashboard: Academic Indicators.

Baseline

California Dashboard Academic Indicator for Mathematics (2015-2016): Schoolwide 20+ points above level 3 (Standard Met): Performance Category is Blue.
Change: 12.6 point increase.

2017-18

Maintain Student achievement levels and scale scores Schoolwide performance category of green or blue. EL, SED and SWD performance category of yellow or green. Increase scale score above level 3 by at least 5 points.

2018-19

Maintain Student achievement levels and scale scores Schoolwide performance category of green or blue. EL, SED and SWD performance category of yellow or green. Increase scale score above level 3 by at least 5 points.

2019-20

Maintain Student achievement levels and scale scores Schoolwide performance category of green or blue. EL, SED and SWD performance category of yellow or green. Increase scale score above level 3 by at least 5 points.

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

English learners will make annual progress toward English proficiency to maintain an ELPI performance category of Orange. California Dashboard: English Learner Progress Indicator.

California Dashboard English Learner Progress Indicator (2015-2016): 71.7 of ELs in 2014-2015 evidenced progress in acquiring English fluency or were reclassified as fluent. Performance Category is orange.

Increase the percent of English learners demonstrating annual progress in English Language Proficiency by 2% and improve an ELPI performance category to yellow.

Increase the percent of English learners demonstrating annual progress in English Language Proficiency by 2% and maintain an ELPI performance category of yellow or increase ELPI to green.

Increase the percent of English learners demonstrating annual progress in English Language Proficiency by 2% and maintain an ELPI performance category of green.

English learners will meet criteria for reclassification CALPADS Fall I Report.

Reclassification rate for 2016-1027 is 8.8%.

Annual reclassification rate will be at/above 9%.

Annual reclassification rate will be at/above 9.5%.

Annual reclassification rate will be at/above 9.7%.

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Washington Charter will seek parent input in making decision through the LCAP Survey.

26 parents responded to the 2016-2017 LCAP Survey. This represents 3% of unduplicated pupil count.

Maintain representation of parents respond to annual survey (s) equal to or above the unduplicated pupil percentage. Increase by 5 the number of parents/guardians of unduplicated pupils providing input through annual survey (s) and/or attending parent engagement activities.

Maintain representation of parents respond to annual survey (s) equal to or above the unduplicated pupil percentage. Increase by 5 the number of parents/guardians of unduplicated pupils providing input through annual survey (s) and/or attending parent engagement activities.

Maintain representation of parents respond to annual survey (s) equal to or above the unduplicated pupil percentage. Increase by 5 the number of parents/guardians of unduplicated pupils providing input through annual survey (s) and/or attending parent engagement activities.

Professional Development Local Metric

Two Days (October 2016 and January 2017)

Two Days (August 21 and October 9, 2017)

Two Days (August 19, 2019 and January 24, 2020).

Two Days (August 19, 2019 and January 24, 2020).

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools, Washington Charter School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

• 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.)

• 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.)

• 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.)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$270,460 \$3,520,022	\$257,065 \$4,113,111	\$285,372 \$2,978,760 / \$1,113,908
Source	Supplemental LCFF Base	LCFF Supplemental Grant LCFF Base	LCFF Supplemental Grant LCFF Base / EPA
Budget Reference	Resources: 0707/0001/1400 Objects: 1100/3XX1/1304	1000-1999 Certificated Personnel 2000-2999 Classified Personnel 3000-3999 Employee Benefits	1000-1999 Certificated Personnel 2000-2999 Classified Personnel 3000-3999 Employee Benefits

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

Specific Schools, Washington Charter

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

- Continue to provide a structure and culture for continuous improvement by implementing best practices and providing professional development for teachers and staff.
- 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

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

- Continue to provide a structure and culture for continuous improvement by implementing best practices and providing professional development for teachers and staff.
- 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

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

- Continue to provide a structure and culture for continuous improvement by implementing best practices and providing professional development for teachers and staff.
- 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 PD for Special Education Para-educators on strategies for working collaboratively in supporting

collaboratively in supporting instructional practices and classroom management, part of DSUSD LCAP.

- Work toward hiring an instructional coach if the budget can sustain and this did not occur in the 2016-2017 school year.
- Additional PD day prior to school starting (August 18). All staff members are invited and will be compensated.
- Implement new ELA series.

collaboratively in supporting instructional practices and classroom management, part of DSUSD LCAP.

- Work toward hiring an instructional coach if the budget can sustain this. This was not achieved for the 2017-18 or 2018-19 LCAP.
- Explore feasibility of additional PD days prior to the school year or during the school year.

instructional practices and classroom management, part of DSUSD LCAP.

- Explore feasibility of additional PD days prior to or during the school year.
- Continue to explore feasibility of a part time or full time instructional coach. Literacy Committee with support of administration desires an instructional coach for the 2019-20 school year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$43,847 \$8,013 \$5,578	\$5,014 \$21,085	\$4,461 \$35,517
Source	Educator Effectiveness Supplemental LCFF Base	LCFF Supplemental Grant LCFF Base	LCFF Supplemental Grant LCFF Base

Year	2017-18	2018-19	2019-20
Budget Reference	Resources: 6264/0707/0001 Objects: 120/1130/1140/1350/2420/ 2440/3XXX/5200	1000-1999 Certificated Personnel 2000-2999 Classified Personnel 3000-3999 Employee Benefits 5000-5999 Services and Other Operating Expenditures	1000-1999 Certificated Personnel 2000-2999 Classified Personnel 3000-3999 Employee Benefits 5000-5999 Services and Other Operating Expenditures

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Low Income	Schoolwide	Specific Schools, Washington Charter Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

- Provide ongoing annual cost of consumable student materials and reasonable replacements of lost core materials.
- Provide interim and benchmark assessments.
- Explore purchasing History/Social Studies State approved textbooks contingent upon material being State Board approved.
- Explore site license for Dream Box.

2018-19 Actions/Services

- Provide ongoing annual cost of consumable student materials and reasonable replacements of lost core materials.
- Provide interim and benchmark assessments.
- Explore purchasing History/Social Studies State approved textbooks contingent upon material being State Board approved.
- Explore site license for Dream Box.

2019-20 Actions/Services

- Provide ongoing annual cost of consumable student materials and reasonable replacements of lost core materials.
- Provide interim and benchmark assessments.
- Explore and or purchase History/Social Studies State approved textbooks contingent upon material being State Board approved.
- Maintain site license for Dream Box.
- Explore and or purchase NGSS material.
- Purchase material and curriculum for STEM lab and Makerspace.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$143,969 \$25,000	\$232,660 \$35,696	\$174,113 \$38,266
Source	LCFF Base Lottery	LCFF Base Lottery (Restricted)	LCFF Base Lottery (Restricted)

Year	2017-18	2018-19	2019-20
Budget Reference	Resources: 0001/1100/6300 Objects: 4100/4300	4000-4999 Books and Supplies	4000-4999 Books and Supplies

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	Specific Schools, Washington Charter School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services

- Maintain 1:1 Chromebook (C-book) ratio grades 1-5. Have funding in place to replace broken, worn or obsolete 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.

2018-19 Actions/Services

- Maintain 1:1 Chromebook (C-book) ratio grades 1-5. Have funding in place to replace broken 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.

2019-20 Actions/Services

- Maintain 1:1 Chromebook (C-book) ratio grades 1-5. Have funding in place to replace broken 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.
- Purchase additional LFDs for use in classrooms.
- Purchase components including furniture for STEM /STEAM lab.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$18,100 \$28,800	\$137,287	\$399,123

Source	LCFF Base Lottery	LCFF Base	LCFF Base
Budget Reference	Resource: 0001/1100 Objects: 4300/4400/5200/5850	2000-2999 Classified Personnel 3000-3999 Employee Benefits 4000-4999 Books and Supplies 5000-5999 Services and Other Operation Expenditures	2000-2999 Classified Personnel 3000-3999 Employee Benefits 4000-4999 Books and Supplies 5000-5999 Services and Other Operating Expenditures

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners

Schoolwide

Specific Schools, Washington Charter School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

- 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.
- Continue to fund targeted intervention for students who need extra reading support.
- Extended school year for at risk students in K, 1st and 2nd grade.
- Continue to support Summer Enrichment Class.
- Additional sessions of SuccessMaker.
- Explore additional spots in Reading Lab.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

- 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.
- Continue to fund targeted intervention for students who need extra reading support.
- Extended school year for at risk students in K, 1st and 2nd grade.
- Continue to support Summer Enrichment Class.
- Additional sessions of SuccessMaker.
- Explore additional spots in Reading Lab.

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

- 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 an 8 hour Para-educator/Bilingual if current personnel is still at WCS to assist with the WCS ELD Program.
- Continue to fund targeted intervention for students who need extra reading support.
- Extended school year for at risk students in K, 1st and 2nd grade.
- Continue to support Summer Enrichment Class.
- Additional sessions of SuccessMaker.
- Explore additional spots in Reading Lab.
- Staff person(s) to assist classroom teacher in meeting needs of EL Students.

- Jumpstart TK/K class in August 2019.
- Explore possibility of expanding Jumpstart to first and or second grade.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$181,447 \$139,333 \$14,640	\$288,328 \$96,381 \$14,365	\$322,222 \$87,052 \$12,678
Source	LCFF Base Supplemental Title III	LCFF Base LCFF Supplemental Grant Title III	LCFF Base LCFF Supplemental Grant Title III
Budget Reference	Resources: 0001/0707/4203 Objects: 1110/1120/1140/2100/2110/ 3XXX	1000-1999 Certificated Personnel 2000-2999 Classified Personnel 3000-3999 Employee Benefits 5000-5999 Services and Other Operating Expenditures	1000-1999 Certificated Personnel 2000-2999 Classified Personnel 3000-3999 Employee Benefits 5000-5999 Services and Other Operating Expenditures

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

Schoolwide

Specific Schools, Washington Charter School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- 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

- 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

- 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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$57,323 \$136,311 \$24,345	\$92,927 \$24,960	\$104,914 \$23,724
Source	Supplemental LCFF Base Title II	LCFF Supplemental Grant Title II	LCFF Supplemental Grant Title II
Budget Reference	Resources: 0707/0001/4035 Objects: 1100/3XXX/8000	1000-1999 Certificated Personnel 3000-3999 Employee Benefits	1000-1999 Certificated Personnel 3000-3999 Employee Benefits

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

Specific Schools, Washington Charter

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

- 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 a 7-hour library media technician.
- Continue funding for a 6-hour person in the front office who is bilingual.
- Explore parenting class or a class for parents to improve their English skills.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

- 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 a 7-hour library media technician.
- Continue funding for a 6-hour person in the front office who is bilingual.
- Explore parenting class or a class for parents to improve their English skills.

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

- 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 a 7-hour library media technician.
- Continue funding for a 8-hour person in the front office who is bilingual.
- Funding for Loving Solutions Parenting class. Facilitators for English and Spanish speaking Parents.
- Continue quarterly ELAC Meetings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$63,766 \$33,882	\$95,557 \$17,104	\$134,628
Source	LCFF Base Supplemental	LCFF Base LCFF Supplemental Grant	LCFF Base
Budget Reference	Resources: 0001/0707 Objects: 2400/2410/3XX2	2000-2999 Classified Personnel 3000-3999 Employee Benefits	2000-2999 Classified Personnel 3000-3999 Employee Benefits

Action #8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

Specific Schools, Washington Charter School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

- Additional funding for afterschool enrichment classes.
- Family nights
- Continue participation in MTI

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

- Additional funding for afterschool enrichment classes.
- Family nights
- Continue participation in MTI

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

- Additional funding for afterschool enrichment classes.
- Increased funding for Math and Science Family Nights (including coordinator stipend).
- Continue participation in MTI. Funding for coordinator stipend.
- Funding for Odyssey of the Mind stipend and registration fees.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$22,462	\$13,385
Source	LCFF Base	LCFF Base	LCFF Base

**Budget
Reference**

Resource: 001
Objects: 1120/2110/3XXX

1000-1999 Certificated Personnel
2000-2999 Classified Personnel
3000-3999 Employee Benefits

1000-1999 Certificated Personnel
2000-2999 Classified Personnel
3000-3999 Employee Benefits

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 2

Goal 2

Maximize student learning and personal growth by having a safe and secure environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 3, 5, 6

Local Priorities:

Identified Need:

Learning is maximized when students feel safe and secure at school. Having grounds that are well maintained in addition to an aesthetically pleasing campus enhances and enriches a school's overall educational program. We have an overall student suspension performance category of blue. It's our hope and desire through proactive intervention to further reduce suspensions. As noted in the LCAP and from responses to the annual survey there are instances when a child feels bullied at school. This is simply not acceptable. Even though attendance rates at WCS remain high we can do better. School safety is also on the minds of WCS stakeholders. Parents and staff welcomed the formation of the campus security working group.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student Suspension Rate (Calif. Dashboard)	2014-2015 Status 1% - low Change -.1% maintained. Performance category Green	Maintain performance category of green. No student group in orange or red.	Performance category of green or blue. No student group in orange or red.	Performance category of green or blue. No student group in orange or red.
Facility In Good Repair (Local)	No noted issues on monthly safety inspections. Work orders addressed in a timely manner. No Williams violations.	No noted issues on monthly safety inspections. Work orders addressed in a timely manner. No Williams violations.	No noted issues on monthly safety inspections. Work orders addressed in a timely manner. No Williams violations.	No noted issues on monthly safety inspections. Work orders addressed in a timely manner. No Williams violations.
Student Attendance Rate (Cal PADS and District Reports)	2015-2016 Month 1-7 96.24% 2016-2017 Month 1-7 96.78% (+.49%)	2015-2016 Month 1-7 96.24% 2017-2018 Month 1-7 96.61% (-.17%)	2017-2018 Month 1-7 96.61% 2018-2019 Month 1-7 96.69%	2018-2019 Month 1-7 96.69% 2019-2020 Month 1-7 96.90%
Chronic Absenteeism Rate (Cal PADS and CWA Reports)	2015-2016 Month 1-7 5.7% 2016-2017 Month 1-7 5.22% (-.49%)	Unable to ascertain accurate information due to new student information system.	Month 1-7 5.20% Month 1-7 5.19%	Month 1-7 5.15% Month 1-7 5.18%

CHKS Survey/Panorama Survey	2015-2016 94% Feel Safe at School 89% Treated with Respect	83% Feel Safe at School (most or all of the time) 86% Treated with respect	89% Feel Safe at School 89% Treated with respect	N/A
Parent Input on Decision Making (Local)	WCS Governing Board sets school policy.	WCS Governing Board sets school policy.	WCS Governing Board sets school policy.	WCS Governing Board sets school policy.

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

Schoolwide

Specific Schools, Washington Charter School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

- 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.
- Send out individual attendance report with 1st and 2nd trimester report card in grades 1-5. Provide attendance reports to TK/K parents at report conference in February.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

- 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.
- Send out individual attendance reports with 1st and 2nd trimester report card in grades 1-5.
- Provide attendance report to TK//K parents at report card conference in February.

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

- Continue to utilize DSUSD attendance facilitators and attendance data to identify chronically truant or absent students.
- Continue to utilize SRO at PDCMS and or WCS attendance panel 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.
- Send out individual attendance reports with 1st and 2nd trimester report card in grades 1-5.
- Provide attendance report to TK//K parents at report card conference in February.

- Hire full time counselor
- Increase hours of bilingual Office Technician.

- Counselor to work with families who have a child that is chronically absent or tardy.
- Continue parent and community safety forums.
- Maintain FT bilingual Office Technician

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,670	\$3,237	\$2,888
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Resource: 0001 Objects: 2410/3XX2	2000-2999 Classified Personnel 3000-3999 Employee Benefits	2000-2999 Classified Personnel 3000-3999 Employee Benefits

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools, Washington Charter School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- 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 with the intent of increasing or maintaining student sense of safety in school.
- Assemblies that focus on making good choices.

- Continue to provide Professional Development to support school in the implementation of positive behavior support/intervention programs.
- Administer Panorama Education Survey to 3rd-5th grade students.
- Establish a team that focuses on student behavior and school wide expectations.
- Assemblies/incentives that focus on making good choices.

- 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 with the intent of increasing or maintaining student sense of safety in school.
- Assemblies that focus on making good choices.
- Administer Panorama Education Survey to age appropriate students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$1,700	\$0
Source	WCS-PCF	LCFF Supplemental Grant	LCFF Supplemental Grant
Budget Reference	N/A	4000-4999 Books and Supplies	1000-4999 Book and Supplies

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

Specific Schools, Washington Charter School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

- Maintain a .6 FTE School Counselor.
- Utilize SAP for families in need.
- Utilize outside agencies for families in need.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

- Hire a 1.0 FTE School Counselor.
- Utilize SAP for families in need.
- Utilize outside agencies for families in need.

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

- Maintain a 1.0 FTE School Counselor.
- Utilize SAP for families in need.
- Utilize outside agencies for families in need.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$47,108	\$93,200 \$41,212	\$109,022 \$28,716 \$2,000
Source	Lottery	Lottery (Unrestricted) LCFF Supplemental Grant	Lottery (Unrestricted) LCFF Supplemental Grant LCFF Base

Budget Reference

Resource: 1100
Objects: 1210/3XX1

1000-1999 Classified Personnel
3000-3999 Employee Benefits

1000-1999 Classified Personnel
3000-3999 Employee Benefits
4000-4999 Books and Supplies

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools, Washington Charter School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

- 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.
- Submit monthly site safety inspection checklist.
- Monthly fire drills.
- Submit work orders for identified safety hazards.
- Continue funding for safety projects and to replace outdated or obsolete disaster supplies.

2018-19 Actions/Services

- 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.
- Submit monthly site safety inspection checklist.
- Monthly fire drills.
- Submit work orders for identified safety hazards.
- Continue funding for safety projects and to replace outdated or obsolete disaster supplies.
- Continue Campus Security Working Group.
- Quarterly earthquake drills.
- Twice a year active shooter drills and or training.
- Install wireless intercom and video surveillance system at front office doors. Also magna lock system on front doors.

2019-20 Actions/Services

- 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.
- Submit monthly site safety inspection checklist.
- Monthly fire drills.
- Submit work orders for identified safety hazards.
- Continue funding for safety projects and to replace outdated or obsolete disaster supplies. Continue Campus Security Working Group.
- Quarterly earthquake drills.
- Twice a year active shooter drills and or training.
- Maintain Agreement with DSUSD to provide home to school transportation to ensure students are safely transported beyond walking distances

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$70,490	\$119,205	\$252,122 \$15,000
Source	LCFF Base	LCFF Base	LCFF Base LCFF Supplemental Grant
Budget Reference	Resource: 0001 Objects: 2210/2910/3XX2/4300/5755	2000-2999 Classified Personnel 3000-3999 Employee Benefits 5000-5999 Operating and Other Operating Expenditures 6000-6999 Capital Improvements	2000-2999 Classified Personnel 3000-3999 Employee Benefits 5000-5999 Operating and Other Operating Expenditures 6000-6999 Capital Improvements

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

Specific Schools, Washington Charter School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

- Maintain full time day custodian and night cleaning crew.
- Summer cleaning and site maintenance to preserve site and its functionality.
- Install solar arrays.
- Increase hours for night cleaning crew.

2018-19 Actions/Services

- 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 if budget can support an expenditure in this area.
- Purchase additional cleaning machinery for enhanced campus appearance and cleanliness.

2019-20 Actions/Services

- Maintain full time day custodian and night cleaning crew.
- Summer cleaning and site maintenance to preserve site and its functionality.
- Increase hours for night cleaning crew if necessary.
- Solicit bids for painting and maintenance projects. If the budget can support an expenditure in this area proceed accordingly.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Amount	\$1,061,149	\$184,228	\$200,312
Source	LCFF Base CA Clean Energy Jobs Act	LCFF Base	LCFF Base
Budget Reference	Resource: 0001/6230/2201/3XX2/5800/6200	2000-2999 Classified Personnel 3000-3999 Employee Benefits 4000-4999 Books and Supplies 5000-5999 Services and Other Operating Expenditures	2000-2999 Classified Personnel 3000-3999 Employee Benefits 4000-4999 Books and Supplies 5000-5999 Services and Other Operating Expenditures

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

Specific Schools, Washington Charter

School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- 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.
- Sent home individual attendance reports.

- 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.
- Sent home individual attendance reports.

- 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.
- Sent home individual attendance reports.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	N/A	N/A	N/A

**Budget
Reference**

N/A

N/A

N/A

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$469,355

Percentage to Increase or Improve Services

7.83%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

Total expenditures for Goals 1 and 2 is \$469,355. Supplemental Concentration funds in the amount of \$469,355 (Current year Proportionality) were allocated school wide to support low income students, foster youth, and English learner populations and are used to provide increased services to those students. In the 2017/2018 school year the percentage was 7.83% and funding was allocated in the amount of \$469,355. In 2018/2019 it will increase by 8.3%. WCS is allocating \$511,402 of its proportionate share on support and services to build and strengthen programs in order to close the achievement gap.

Based on the State Board of Education calculator, Washington Charter School's (WCS) 2018-2019 Supplemental Grant is projected to be \$511,402. This is an increase of approximately 8.3% over last year's LCFF Supplemental Grant allocation of \$469,355. The funds are used to support the education of the over 830 students in TK through fifth grade. Currently 34.4% of students qualify as low income and 156 are English learners. No students are identified as foster youth.

Washington Charter School only receives supplemental dollars even though over 40% of the students in attendance at WCS qualify as low income or are identified as English learners. Our commitment to any at risk student is to provide the necessary support and services so they can make academic growth. Narrowing the achievement gap continues to be a priority for the WCS Staff and Governing Board. Closing the achievement gap is done through a strategic investment in high quality instruction and curriculum. The goals in the WCS LCAP provide a blue print for stakeholders. It enables us to target resources and personnel so better student outcomes are achieved.

At the core of Washington Charter School's mission and vision is the involvement and input of stakeholders. Through relentless engagement, a feedback loop, meaningful planning and a welcoming environment staff, students and parents are comfortable sharing their thoughts and input. From the dedication and input of a broad spectrum of WCS Stakeholders two goals emerged. This is rooted in the belief that all students will demonstrate growth and the need for the campus to be clean, orderly and for students to feel safe.

Washington Charter School's two overarching goals direct the actions, services and funding addressed in the WCS LCAP. In addition (as applicable) California's eight state priorities are woven throughout the document. Various metrics including those of California Dashboard are used to measure yearly improvement and gauge whether the quality of actions and quantity of services have been successful in creating the conditions necessary to meet the ambitious goals and action plans that are contained in the WCS LCAP. It should be noted that the California Dashboard is one indicator of student success and the overall effectiveness of the school program. As new programs and personnel are added the expectation is that student performance will increase and the achievement gap is narrowed. At times this will occur while at other times the results may be mixed. For the current LCAP, growth, as measured by the California Dashboard was achieved in Math. Increased or improved services for unduplicated pupils may have led to this. With an increased number of EL students we are heartened that the dashboard indicator that measures EL progress improved from orange to yellow. WCS has an increasing number of students who have reclassified in the past school year. As with any metric like the Dashboard or SBAC variables and factors do exist. It will always be our goal and commitment to improve student achievement for all students and to narrow the achievement gap.

All expenditures provided in the LCAP are based on the premise they increase and/or improve services to students, especially in the unduplicated category. With supplemental funding in the amount of \$469,355, low income students and English learners will receive increased support and/or services by the Minimal Proportionality Percentage (MPP) of 7.83% through increases in professional development opportunities for all staff, intervention programs/systems/support, access to broad and rigorous courses of study, and student support services beginning in Transitional Kindergarten. These supports and/or services will be increased and improved through systematic implementation of on-going evaluation and data-monitoring and through the support of a layered intervention and a consistent model of implementation. WCS utilized the proportionate share of the total Local Control Funding Formula (LCFF) and Supplemental Grant allocations projected at \$469,355 to ensure our English learners, low income, as

well as other identified student groups are provided additional quality opportunities to achieve academic excellence that prepares them for success now and into the future. These funds are principally directed towards and effectively in meeting the goals for the unduplicated students in the applicable eight state priorities.

In an effort to reach all students in need of additional support, the following actions and services are contained in the WCS LCAP.

Highly Qualified Staff

- WCS actively recruited to fill two open teaching positions for the 2017-2018 school year. A competitive salary schedule, excellent working conditions, collaboration time, BTSA mentoring all led to excellent experiences for the newly hired staff and the students they worked with. (Goal 1, Action 1)

Professional Development

- Structured Academic Support Time (SAST) is focused on meeting the needs of unduplicated and under-performing students. Starting 2016-2017 with the focus on English Learners, Long-Term English Learners (LTELs) and those at risk of becoming LTELs through understanding the structure of Integrated and Designated English Language Development, it continued with the focus of ELD integration in all content areas in particular ELA with a new reading series. Support centers on under-performing students to ensure all students have the opportunity to reach their full potential. In the 2017-2018 school year professional development was provided by ICLE. A focus on the rigor/relevance framework was provided to staff along with the importance of relationships. SAST for 2017-2018 focused on professional learning communities. This collaborative work and the associated 3% salary increase were negotiated with the teacher's union to improve instructional services for students. (Goal 1 Action Area 2)
- Training and Support in English Language Development, content standards, lesson planning, instructional strategies and assessment. Training for administrators (2016-2017) and teachers (2017-2018) on the Rigor/Relevance Framework to ensure high student-engagement in learning rigorous standards is provided. (Goal 1 Action Area 2)

Increased or Improved Services

- For the 2017-2018 school year WCS used Benchmark Advance as its TK-5 ELA program. Benchmark has ELD embedded into the program. From classroom observations and speaking with teachers having ELD in the approved textbook allowed for seamless instruction, better use of instructional time and increased student learning. Training provided by Benchmark consultants in the fall of 2017 and spring of 2018 was beneficial for staff. (Goal 1, Action 1) (Goal 1, Action 2) (Goal 1, Action 3)

Multi-tiered Interventions

- Reduced class size and instructional specialist in kindergarten and transitional kindergarten (TK). (Goal 1 Action Area 6)

- Summer school opportunities are provided for kindergarten through second grade students. (Goal 1 Action Area 5)
- Providing site-based before/after/during school intervention programs focusing on closing the achievement gap. (Goal 1 Action Area 5)

Parent Engagement

- Increasing opportunities to provide input and to participate in decision making at the school level through participation in ELAC, DELAC, SEPAC, LCAP Advisory Committee. Expand methods of survey data collection and analysis to optimize stakeholder input. (Goal 1 Action Area 7)
- Translation/interpretation is provided for Spanish speaking families to provide access to school information and community resources. (Goal 1 Action Area 7)
- Increase hours of bilingual office technician to better meet the needs of Spanish speaking families. (Goal 1 Action Area 7)

Improving School Attendance

- Continuing an attendance facilitation team to work with families on improving school attendance. (Goal 2 Action Area 1)

Counseling Support and Behavioral Health

- Providing counseling services, connections to health and wellness resources, and support to students and their families through the Student Assistance program and school counselor. (Goal 2 Action Area 3)

Create a Positive, Safe, Clean and Efficient Environment

- Continue Watch Dog Dad Program. (Goal 2 Action Area 4)
- Maintain or increase hours of night cleaning crew. (Goal 2 Action Area 5)
- Maintain .6 FTE school counselor. Allocate funds for a full time counselor beginning in school year 2018-2019 (Goal 2 Action Area 3)
- Purchased additional machinery (window washer and deep cleaning cart) to more thoroughly address site cleanliness. (Goal 2, Action 5)
- Hired a new landscape company. (Goal 2, Action 5) The feedback is overwhelmingly positive. When a site is clean and well kept parents proudly send their children to school.
- School security enhancements including a lanyard machine, additional emphasis on parents being approved as classroom volunteers or AB346 approved. Window reinforcement. (Goal 2, Action 4)

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$511,402

8.2%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

Total expenditures in 2018/2019 for Goals 1 and 2 is \$528,322. Supplemental grant funds in the amount of \$511,402 representing 8.2% increase in dollars were used to increase or improve services. The dollars were allocated school wide. These funds support low income students, foster youth, and the English learner population.

In 2019/2020 the projected Supplemental grant allocation is \$514,775 and the percentage to increase or improve services declines to 8.18%. This is primarily due to the reduction in enrollment. The 2019/2020 projected expenditures designated to increase and improve services for student are \$525,514.

Washington Charter School only receives supplemental dollars even though over 40% of the students in attendance at WCS qualify as low income or are identified as English learners. Our commitment to any at risk student is to provide the necessary support and services so they can make academic growth. Narrowing the achievement gap continues to be a priority for the WCS Staff and Governing Board. Closing the achievement gap is done through a strategic investment in high quality instruction and curriculum. The goals in the WCS LCAP provide a blue print for stakeholders. It enables us to target resources and personnel so better student outcomes are achieved.

At the core of Washington Charter School's mission and vision is the involvement and input of stakeholders. Through relentless engagement, a feedback loop, meaningful planning and a welcoming environment staff, students and parents are comfortable sharing their thoughts and input. From the dedication and input of a broad spectrum of WCS Stakeholders our two goals emerged. This is rooted in the belief that all students will demonstrate growth and the need for the campus to be clean, orderly and for students to feel safe.

Washington Charter School's two overarching goals direct the actions, services and funding addressed in the WCS LCAP. In addition (as applicable) California's eight state priorities are woven throughout the document. Various metrics including those of California Dashboard are used to measure

yearly improvement and gauge whether the quality of actions and quantity of services have been successful in creating the conditions necessary to meet the ambitious goals and action plans that are contained in the WCS LCAP. It should be noted that the California Dashboard is one indicator of student success and the overall effectiveness of the school program. As new programs and personnel are added the expectations are that student performance will increase and the achievement gap is further narrowed. At times this will occur while at other times the results may be mixed. For the current LCAP student growth as measured by the California Dashboard was achieved in Math and ELA. As a school Washington Charter attained a performance level of green in math and a performance level of blue in ELA. Increased or improved services for unduplicated pupils may have led to this. We are heartened by the progress of our EL students in ELA as measured by CAASPP and reported on the CDE dashboard. Reviewing the most current dashboard data shows a staggering increase of 41.7 points in ELA. Our EL's are now only 7.4 points below standard. Reclassified English Learners showed 20.7 points of growth and are 84.2 points above level 3. Socioeconomically disadvantaged students are 15.9 points above standard. The performance level for English Learners is blue and for socioeconomically disadvantaged students green. One word can be used to describe the performance of these groups: fantastic. This validates the programs, personnel and services that are in place as a result of increased supplemental funding. It should be noted that general funds dollars have also been allocated to best meet the needs of all student groups. WCS is narrowing the achievement gap. The EL progress indicator is the dashboard is in transition. Results from the initial administration of ELPAC were promising with over 80% of the students scoring at level 3 or 4. It is expected the cutpoints will be adjusted before performance levels are in place. WCS has an increasing number of students who have reclassified in the past school year. As with any metric like the Dashboard or SBAC variables and factors do exist. It will always be our goal and commitment to improve student achievement for all students and to narrow the achievement gap.

All expenditures provided in the LCAP are based on the premise they increase and/or improve services to students, especially in the unduplicated category. With supplemental funding in the amount of \$511,402, low income students and English learners will receive increased support and/or services by the Minimal Proportionality Percentage (MPP) of 8.2% through increases in professional development opportunities for all staff, intervention programs/systems/support, access to broad and rigorous courses of study, and student support services beginning in Transitional Kindergarten. These supports and/or services will be increased and improved through systematic implementation of on-going evaluation and data-monitoring and through the support of a layered intervention and a consistent model of implementation. WCS utilized the proportionate share of the total Local Control Funding Formula (LCFF) and Supplemental Grant allocations projected at \$511,402 to ensure our English learners, low income, as well as other identified student groups are provided additional quality opportunities to achieve academic excellence that prepares them for success now and into the future. These funds are principally directed towards and effectively in meeting the goals for the unduplicated students in the applicable eight state priorities.

In an effort to reach all students in need of additional support, the following actions and services are contained in the WCS LCAP.

Highly Qualified Staff

- WCS will actively recruit to fill any open teaching positions for the 2019-2020 school year. A competitive salary schedule, excellent working conditions, collaboration time, BTSA mentoring all led to excellent experiences for the newly hired staff and the students they worked with. (Goal 1, Action 1)

Professional Development

- Structured Academic Support Time (SAST) is focused on meeting the needs of unduplicated and under-performing students. Starting 2016-2017 with the focus on English Learners, Long-Term English Learners (LTELS) and those at risk of becoming LTELS through understanding the structure of Integrated and Designated English Language Development. It continued with the focus of ELD integration in all content areas in particular ELA with a new reading series. Support centers on under-performing students to ensure all students have the opportunity to reach their full potential. In the 2018-2019 school year professional development was provided by an onsite PD committee. WCS staff did a deep dive into what it means to be innovative and what is essential at each grade level. The foundation that was laid at the January 25, 2019 PD day. Professional Development along with SAST time will provide a detailed roadmap for the charter renewal petition, report card revamping, assessments, and instructional design. SAST for 2018-2019 focused on professional learning communities. This collaborative work and the associated 3% salary increase negotiated with the teacher's union and CSEA will lead to improve instructional services for students. (Goal 1 Action Area 2)
- Training and Support in English Language Development, content standards, lesson planning, instructional strategies and assessment. Training for administrators (2016-2017) and teachers (2017-2018) on the Rigor/Relevance Framework to ensure high student-engagement in learning rigorous standards is provided. (Goal 1 Action Area 2)
- WCS is also looking at refreshing its technology lab. A new lab with a different focus will emerge in the coming months. There will be an increased focus on hands on activities. Professional Development will be provided by DSUSD personnel including teachers on special assignment to the technology office.

Increased or Improved Services

- For the 2018-2019 school year WCS used Benchmark Advance as its TK-5 ELA program. Benchmark has ELD embedded into the program. From classroom observations and speaking with teachers having ELD in the approved textbook allowed for seamless instruction, better use of instructional time and increased student learning. Training provided by Benchmark consultants in the fall of 2017 and spring of 2018 was beneficial for staff. (Goal 1, Action 1) (Goal 1, Action 2) (Goal 1, Action 3)

Multi-tiered Interventions

- Reduced class size and instructional specialist in kindergarten and transitional kindergarten (TK). (Goal 1 Action Area 6)
- Summer school opportunities are provided for kindergarten through second grade students. (Goal 1 Action Area 5)

- Providing site-based before/after/during school intervention programs focusing on closing the achievement gap. (Goal 1 Action Area 5)

Parent Engagement

- Increasing opportunities to provide input and to participate in decision making at the school and district level through participation in ELAC, DELAC, SEPAC, LCAP Advisory Committee. Expand methods of survey data collection and analysis to optimize stakeholder input. (Goal 1 Action Area 7)
- Translation/interpretation is provided for Spanish speaking families to provide access to school information and community resources. (Goal 1 Action Area 7)
- Increase hours of bilingual office technician to better meet the needs of Spanish speaking families. (Goal 1 Action Area 7)
- Loving Solutions parenting class was offered in the spring of 2019 in English and Spanish and was facilitated by WCS staff.

Improving School Attendance

- Continuing an attendance facilitation team to work with families on improving school attendance. (Goal 2 Action Area 1)

Counseling Support and Behavioral Health

- Providing counseling services, connections to health and wellness resources, and support to students and their families through the Student Assistance program and school counselor. (Goal 2 Action Area 3)
- Full time counselor was hired (Goal 2 Action Area 3)

Create a Positive, Safe, Clean and Efficient Environment

- Continue Watch Dog Dad Program. (Goal 2 Action Area 4)
- Maintain or increase hours of night cleaning crew. (Goal 2 Action Area 5)
- Maintain 1.0 FTE school counselor. (Goal 2 Action Area 3)
- Purchased additional machinery (window washer and deep cleaning cart) to more thoroughly address site cleanliness. (Goal 2, Action 5)
- Hired a new landscape company in 2017. (Goal 2, Action 5) The feedback is overwhelmingly positive. When a site is clean and well kept parents proudly send their children to school.
- School security enhancements including a lanyard machine, magna lock system in administration building, and additional emphasis on parents being approved as classroom volunteers or AB346 approved. Installation of additional Security Cameras. (Goal 2, Action 4)
- Hired a new cleaning company in February 2019. (Goal 2, Action Area 4)

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

\$514,775

Percentage to Increase or Improve Services

8.18%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The 2019/2020 projected expenditures for Goal 1 and 2 designated to increase and improve services for students are \$525,514. Supplemental grant funds estimated in the amount of \$514,775 representing 8.18% to increase or improve services will be allocated school wide.

Supplemental grant funds are funded based on the percent of unduplicated count of students eligible for Free and Reduced Price Meals and those identified as English Learners. Historically over 40% of WCS students have qualified as high needs students.

Supplemental dollars in addition to base grant monies are used and targeted so that the achievement gap is narrowed for low income and English learners.

Closing gaps in achievement and student outcomes is done through a strategic investment in high-quality curriculum, teacher training, recruitment of school personnel, intervention programs, reduced class size, and quality professional development. This is supported by working in a safe and secure environment.

Our LCAP is rooted in the extensive stakeholder engagement. Many hours have been invested by parents, teachers, administrators, community leaders and students. Two goals emerged and remain the lighthouse for guidance to this day as we continually strive to be responsive in meeting the unique needs of Washington Charter School.

1. All Students will demonstrate growth as measured by Federal, State and District assessments.

2. Maximize student learning and personal growth by having a safe, clean and secure environment.

Washington Charter School's two overarching goals direct the actions, services and funding addressed in the LCAP. In addition, California's eight state priorities are woven throughout. Various metrics including those of the California Dashboard are used to measure yearly improvement and gauge whether the quality of actions and quantity of services have been successful in creating the conditions necessary to meet our ambitious shared goals.

All expenditures provided in the LCAP are based on the premise they increase and/or improve services to students, especially in the unduplicated category. With supplemental funding in the amount of \$514,775 low income students, foster youth, and English learners will receive increased support and/or services by the Minimally Proportionality Percentage of 8.18%. This will occur by way of increased professional development opportunities for all staff, intervention programs/systems/support, access to broad and rigorous courses of study, and student support services beginning in preschool. These supports and/or services will be increased and improved through systematic implementation of on-going evaluation and data-monitoring and through the support of a layered intervention and a consistent model of implementation. WCS utilizes the proportionate share of the total Local Control Funding Formula (LCFF) Supplemental grant allocations projected at \$514,775 to ensure our English learners, low income, foster/homeless youth as well as all other identified student groups are provided additional quality opportunities to achieve academic excellence that prepares them for success now and in the future. These funds are principally directed towards and effective in meeting the goals for the unduplicated students in the eight state priorities.

In an effort to reach all students in need of additional support, the following actions and services contained in the WCS LCAP are in place.

School Leaders

- Washington Charter School nurtures and supports new staff members. This includes professional journals, articles and books, BTSA mentors, grade level collaborations, time with colleagues and administration (Goal 1, Action 1)

Professional Development

- Structured Academic Support Time (SAST) is focused on meeting the needs of unduplicated and under-performing students. Training in maximizing and organization for and effectiveness of Professional Learning Communities (PLC) continues for administrators and staff. Planning for best first instruction, data-based monitoring, and appropriate placement for a range of interventions support all students with an intentional focus on under-performing students to ensure all have the opportunity to reach their full potential. Site representation to an English Learner Leadership Team reinforce the focus on the acquisition of proficiency in English for our English learners, long-term English learners (LTEL), and those at risk of becoming LTELs. (Goal 1, Action 1)

- The Special Education Project Facilitator works with the Educational Services professional development team to address inclusive practices, especially those to support students with disabilities who are also English learners, economically disadvantaged or in foster-care. (Goal 1, Action 1)
- Yearly training at McCallum Theatre Institute (MTI). Training occurs in the summer and throughout the school year. MTI teaching artists along with university professors conduct workshops for staff. Critical thinking, higher order thinking skills, brain research, and curriculum integration are covered during workshops and the five-day introductory course. (Goal 1, Action 2)

Multi-tiered Interventions

- Kindergarten, including Transitional Kindergarten (TK) with capped class size, continues at WCS (Goal 1, Action 5)
- An assessment to measure acquisition of basic early literacy skills identifies children in grade K-2 experiencing reading difficulties. Training and collaborative learning sessions in understanding the results as a proactive means to minimize later learning gaps is ongoing. (Goal 1, Action 3) (Goal 1, Action 5)
- Summer school opportunities are provided for K-2 students who are at risk in both mathematics and ELA/ELD. (Goal 1, Action 5)
- Providing site-based before/after/during school intervention programs focusing on closing the achievement gap. (Goal 2, Action 5)
- Instructional Coach and research based foundational and early literacy program. (Goal 1, Action 3)

Academic Opportunities

- Maintaining class size of 20 in TK, K, 24 in first grade and 26 in second-fifth grade. (Goal 2, Action 5)
- Offer before and after school classes that are remedial and enrichment. (Goal 2, Action 5) (Goal 2, Action 8)
- Summer School grades K-2. (Goal 2, Action 5)
- 1:1 Chromebooks (Grades 1-5) and iPads in TK and K. Connect Initiative. (Goal 1, Action 4)
- Jumpstart TK and K. (Goal 2, Actions)

Parent Engagement

- Increase or maintain opportunities to provide input in decision making at the site. Parents can be involved through participation in PCF, Governing Board meetings, ELAC, Panorama Survey participation, and visiting with Mr. Lehmann. (Goal 1, Action 7)
- Loving Solutions Parenting Class (Goal 1, Action 7)

School Attendance

- Bilingual Office Technician and /School Registrar who reach out to families when a child is not in school. (Goal 2, Action 1)

- Full-time School Counselor. (Goal 2, Action 1) (Goal 2, Action 2) (Goal 2, Action 3)
- Focus on relationships with students and families. Continue to refine what we learned in ICLE training in August 2017 and from attending ICLE model schools conference. (Goal 2, Action 2)

Safe, Secure and Clean Campus

- Hire additional custodial staff as needed. (Goal 2, Action 5)
- Utilize Watch Dog Dads. Pay for fingerprinting as needed. (Goal 2, Action 5)
- Fund additional security enhancements. (Goal 2, Action 5)
- Implement School Lanyard Policy. (Goal 2, Action 5)
- Purchase additional cleaning supplies. (Goal 2, Action 5)