

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Washington Charter School
CDS Code:	33-67058-6031959
LEA Contact Information:	Name: Allan Lehmann Position: Principal Email: Allan Lehmann Phone: 760-862-4350
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$6,863,810
LCFF Supplemental & Concentration Grants	\$506,429
All Other State Funds	\$633,462
All Local Funds	\$119,895
All federal funds	\$0
Total Projected Revenue	\$7,617,167

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$8,029,731
Total Budgeted Expenditures in the LCAP	\$6,429,502
Total Budgeted Expenditures for High Needs Students in the LCAP	\$506,429
Expenditures not in the LCAP	\$1,600,229

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$229,536
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$351,215

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$0
2020-21 Difference in Budgeted and Actual Expenditures	\$121,679

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Washington Charter School

CDS Code: 33-67058-6031959

School Year: 2021-22

LEA contact information:

Allan Lehmann

Principal

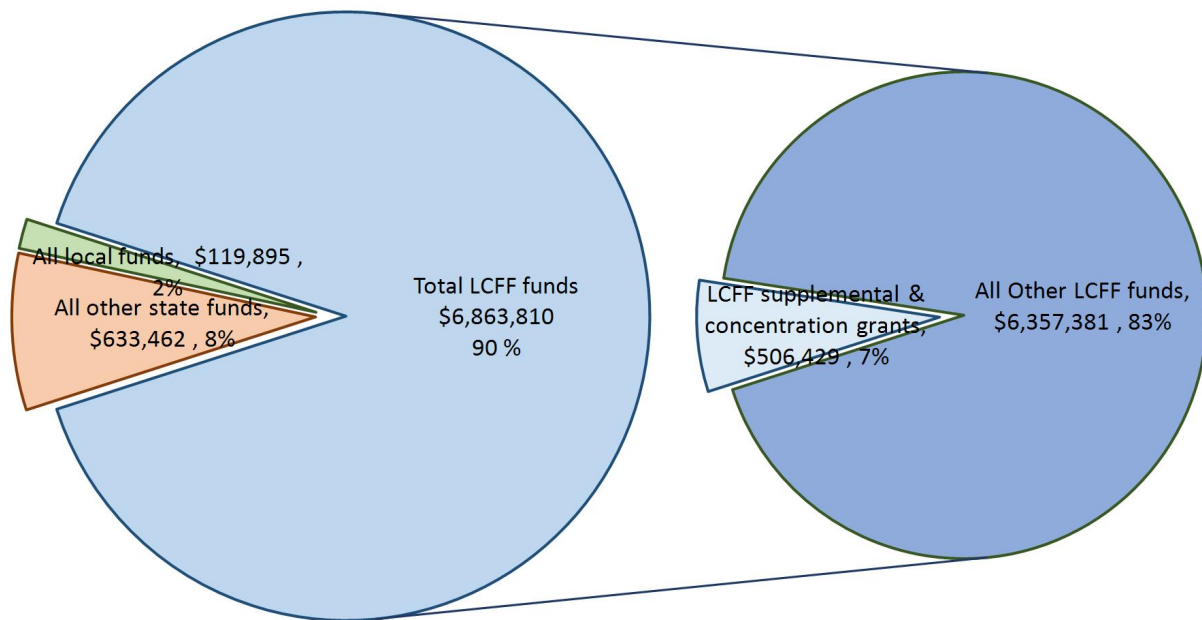
Allan Lehmann

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 2021-22 School Year

Projected Revenue by Fund Source



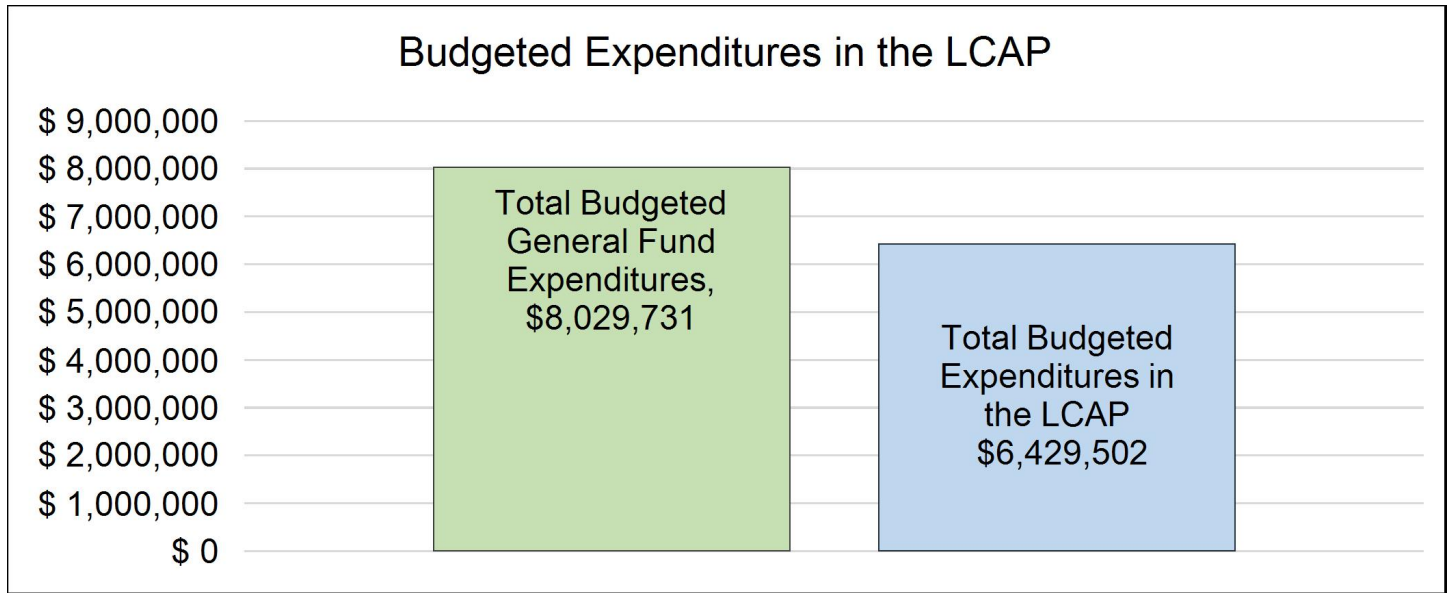
This chart shows the total general purpose revenue Washington Charter School expects to receive in the coming year from all sources.

The total revenue projected for Washington Charter School is \$7,617,167, of which \$6,863,810 is Local Control Funding Formula (LCFF), \$633,462 is other state funds, \$119,895 is local funds, and \$0 is federal

funds. Of the \$6,863,810 in LCFF Funds, \$506,429 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Washington Charter School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

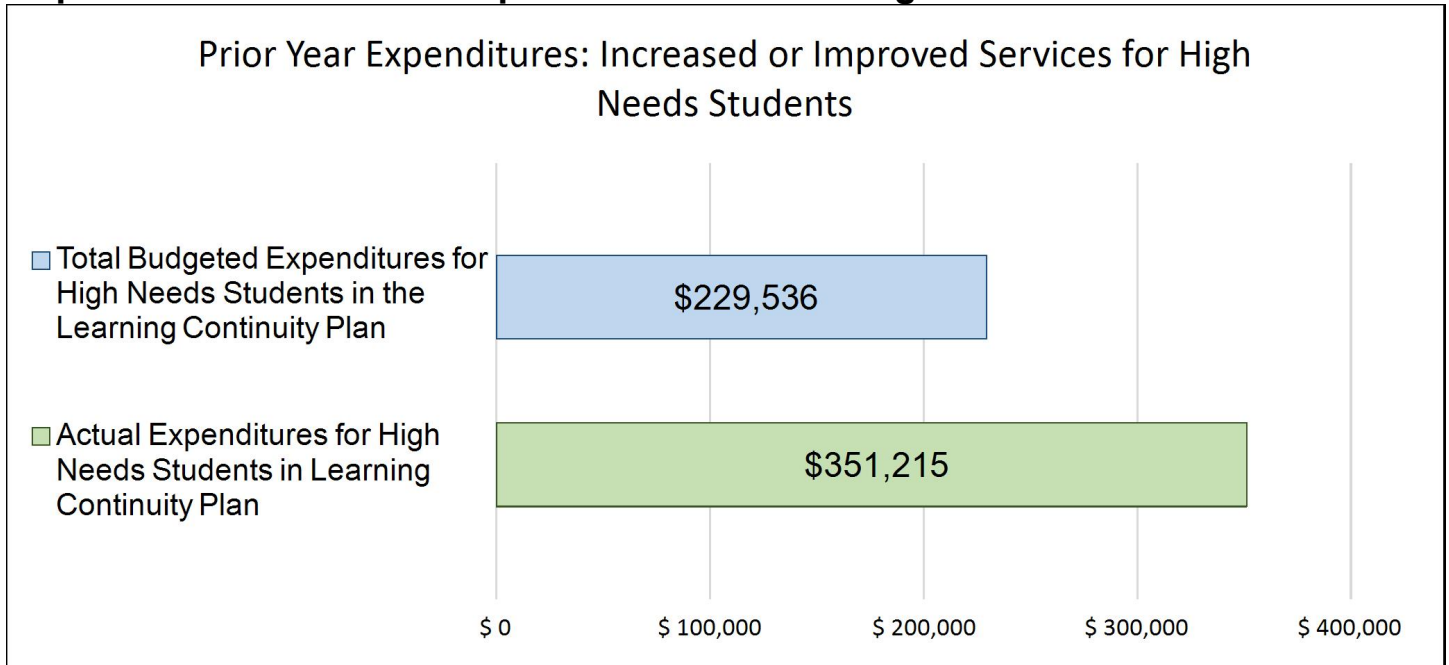
Washington Charter School plans to spend \$8,029,731 for the 2021-22 school year. Of that amount, \$6,429,502 is tied to actions/services in the LCAP and \$1,600,229 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Washington Charter School is projecting it will receive \$506,429 based on the enrollment of foster youth, English learner, and low-income students. Washington Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Washington Charter School plans to spend \$506,429 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



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

In 2020-21, Washington Charter School's Learning Continuity Plan budgeted \$229,536 for planned actions to increase or improve services for high needs students. Washington Charter School actually spent \$351,215 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Washington Charter School	Allan Lehmann Principal	allan.lehmann@desertsands.us 760-862-4350

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator All core classroom teachers are appropriately assigned and fully credentialed. Annual Williams/SARC Report</p> <p>19-20 Continue to have 100% of all core classroom teachers appropriately assigned and fully credentialed.</p> <p>Baseline 100% of all classroom teachers (2016--2017) are appropriately assigned and fully credentialed.</p>	<p>All classroom teachers are fully credentialed and assigned appropriately.</p>
<p>Metric/Indicator All Washington Charter pupils have sufficient access to the standards- aligned instructional materials. Annual Williams/SARC Report</p> <p>19-20 Continue to have 100% of all students with access to textbooks and instructional materials.</p> <p>Baseline</p>	<p>100% of students have access to textbooks and instructional materials.</p>

Expected	Actual																		
<p>100% of all students have access to textbooks and instructional materials.</p> <p>Metric/Indicator 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.</p> <p>19-20 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.</p> <p>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</p>	<p>Using data from the California Dashboard the overall level of performance of WCS students in language arts is blue. The upward trend continues with a 5.6 point scaled score increase. Overall WCS is 58.2 points above standard. From the baseline (2015-2016) the overall increase is 13.2 point. Of note is the performance of our English Learners (EL) who are 17.9 points above level 3. Our Students with Disabilities (SWD) had a 52.5 point increase in one year. Socioeconomically disadvantaged students are 29.2 points above standard 3 and made a one year increase of 13.3 points. Performance levels are as follows:</p> <table data-bbox="1056 662 1906 878"> <tr> <td>SWD</td> <td>Yellow</td> <td>+52.5 points</td> </tr> <tr> <td>EL</td> <td>Green</td> <td>- 2.8 points</td> </tr> <tr> <td>Hispanic</td> <td>Green</td> <td>+ 3.4 points</td> </tr> <tr> <td>Socioeconomically Disadvantaged</td> <td>Green</td> <td>+13.3 points</td> </tr> <tr> <td>White</td> <td>Blue</td> <td>+ 8.1 points</td> </tr> <tr> <td>Overall</td> <td>Blue</td> <td>+ 5.6 points</td> </tr> </table>	SWD	Yellow	+52.5 points	EL	Green	- 2.8 points	Hispanic	Green	+ 3.4 points	Socioeconomically Disadvantaged	Green	+13.3 points	White	Blue	+ 8.1 points	Overall	Blue	+ 5.6 points
SWD	Yellow	+52.5 points																	
EL	Green	- 2.8 points																	
Hispanic	Green	+ 3.4 points																	
Socioeconomically Disadvantaged	Green	+13.3 points																	
White	Blue	+ 8.1 points																	
Overall	Blue	+ 5.6 points																	
<p>Metric/Indicator 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.</p> <p>19-20 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.</p>	<p>Using data from the California Dashboard the overall performance level of WCS students in Mathematics is blue. Similar to ELA the upward trend continues with a 5.7 point increase. Overall performance is 35.1 points above standard (level 3). From baseline data (2015-2016) the overall increase is 15 points. Performance levels are as follows:</p> <table data-bbox="1056 1292 1955 1507"> <tr> <td>SWD</td> <td>Yellow</td> <td>+ 56.7</td> </tr> <tr> <td>points</td> <td></td> <td></td> </tr> <tr> <td>EL</td> <td>Green</td> <td>+ 2.0</td> </tr> <tr> <td>points</td> <td></td> <td></td> </tr> <tr> <td>Hispanic</td> <td>Green</td> <td>+ 1.9</td> </tr> <tr> <td>points</td> <td></td> <td></td> </tr> </table>	SWD	Yellow	+ 56.7	points			EL	Green	+ 2.0	points			Hispanic	Green	+ 1.9	points		
SWD	Yellow	+ 56.7																	
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EL	Green	+ 2.0																	
points																			
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points																			

Expected	Actual		
<p>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.</p>	Socioeconomically Disadvantaged points	Green	+ 4.4
	White points	Blue	+ 8.1
	Overall points	Blue	+ 5.7
<p>Metric/Indicator English learners will make annual progress toward English proficiency to maintain an ELPI performance category of Orange. California Dashboard: English Learner Progress Indicator.</p> <p>19-20 Increase the percent of English learners demonstrating annual progress in English Language Proficiency by 2% and maintain an ELPI performance category of green.</p> <p>Baseline 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.</p>	English learner progress indicator data was reported in a different fashion in comparison to previous years. 63.6% of our students were making progress towards English language proficiency. The performance level is high.		
<p>Metric/Indicator English learners will meet criteria for reclassification CALPADS Fall I Report.</p> <p>19-20 Annual reclassification rate will be at/above 9.7%.</p> <p>Baseline Reclassification rate for 2016--1027 is 8.8%.</p>	The annual reclassification rate at WCS for the 2019/2020 school year is 16%. This exceeds the goal of 9.7%.		
<p>Metric/Indicator Washington Charter will seek parent input in making decision through the LCAP Survey.</p> <p>19-20</p>	Input by parents and stakeholder groups is important in the LCAP process. There were 203 responses to our Parent/Family Panorama Education Survey. This far exceeded results from 2018/2019 when 97 responses were logged. A parent forum was		

Expected	Actual
<p>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.</p> <p>Baseline 26 parents responded to the 2016--2017 LCAP Survey. This represents 3% of unduplicated pupil count.</p>	<p>held in February 2020. Staff also provides input via surveys and staff meetings.</p>
<p>Metric/Indicator Professional Development Local Metric</p> <p>19-20 Two Days (August 19, 2019 and January 24, 2020).</p> <p>Baseline Two Days (October 2016 and January 2017)</p>	<p>WCS staff participated in two professional development. One in June 2019 and the second on August 19, 2019.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> • Continue efforts to recruit/maintain highly qualified staff. Maintain compensation for direct services to students. (California Code of Regulations--CCR 15496(a) - funding shall be used to increase or improve services for unduplicated pupils.) 	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental Grant \$285,372</p> <p>2000-2999: Classified Personnel Salaries LCFF Base \$2,978,760</p> <p>3000-3999: Employee Benefits EPA \$1,113,908</p>	
<ul style="list-style-type: none"> • 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. 	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental Grant \$4,461</p> <p>2000-2999: Classified Personnel Salaries LCFF Base \$35,517</p> <p>3000-3999: Employee Benefits</p>	

<p style="text-align: center;">Planned Actions/Services</p>	<p style="text-align: center;">Budgeted Expenditures</p>	<p style="text-align: center;">Actual Expenditures</p>
<ul style="list-style-type: none"> • 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 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. 	<p>5000-5999: Services And Other Operating Expenditures</p>	
<ul style="list-style-type: none"> • Provide ongoing annual cost of consumable student materials and reasonable replacements of lost core materials. • Provide interim and benchmark assessments. • 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. 	<p>4000-4999: Books And Supplies LCFF Base \$174,113 Lottery (Restricted) \$38,266</p>	
<ul style="list-style-type: none"> • 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. 	<p>2000-2999: Classified Personnel Salaries LCFF Base \$399,123 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures</p>	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> Purchase components including furniture for STEM /STEAM lab. 		
<ul style="list-style-type: none"> Explore and establish criteria to determine CCSS Foundational Literacy skill for students in Kindergarten, 1st, and 2nd grades. Provide Professional Development to teachers on the criteria determined. Provide site--based before/after school intervention programs focusing on closing the achievement gap. Maintain 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. 	<p>1000-1999: Certificated Personnel Salaries LCFF Base \$322,222</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental Grant \$87,052</p> <p>3000-3999: Employee Benefits Title III \$12,678</p> <p>5000-5999: Services And Other Operating Expenditures</p>	
<ul style="list-style-type: none"> Continue to reduce K--3 class size -- TK and K <p>20:1</p> <ul style="list-style-type: none"> 1st Grade 24:1 2nd and 3rd Grade 26:1 Maintain grades 4 and 5 staffing to achieve class size of 26:1 	<p>1000-1999: Certificated Personnel Salaries Governors CTE Initiative: California Partnership Academies \$104,914</p> <p>3000-3999: Employee Benefits Title II \$23,724</p>	
<ul style="list-style-type: none"> Maintain existing English Learner Advisory Council (ELAC) to educate parents and solicit input to best meet the needs of low--income students and English Learners. Continue to provide increased opportunities for parents to learn about the Common Core standards at WCS. Continue funding for a 7--hour library media technician. 	<p>2000-2999: Classified Personnel Salaries LCFF Base \$134,628</p> <p>3000-3999: Employee Benefits</p>	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> 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. 		
<ul style="list-style-type: none"> 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. 	2000--2999 Classified Personnel 3000--3999 Employee Benefits 1000-1999: Certificated Personnel Salaries LCFF Base \$13,385	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

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: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Student Suspension Rate (Calif. Dashboard)</p> <p>19-20 Performance category of green or blue. No student group in orange or red.</p> <p>Baseline 2014--2015 Status 1% - low Change -.1% maintained. Performance category Green</p>	
<p>Metric/Indicator Facility In Good Repair (Local)</p> <p>19-20 No noted issues on monthly safety inspections. Work orders addressed in a timely manner. No Williams violations.</p> <p>Baseline No noted issues on monthly safety inspections. Work orders addressed in a timely manner. No Williams violations.</p>	
<p>Metric/Indicator</p>	

Expected	Actual
<p>Student Attendance Rate (Cal PADS and District Reports)</p> <p>19-20 2018--2019 Month 1--7 96.69% 2019--2020 Month 1--7 96.90%</p> <p>Baseline 2015--2016 Month 1--7 96.24% 2016--2017 Month 1--7 96.78% (+.49%)</p>	
<p>Metric/Indicator Chronic Absenteeism Rate (Cal PADS and CWA Reports)</p> <p>19-20 Month 1--7 5.15%</p> <p>Month 1--7 5.18%</p> <p>Baseline 2015--2016 Month 1--7 5.7% 2016--2017 Month 1--7 5.22% (-.49%)</p>	
<p>Metric/Indicator CHKS Survey/Panorama Survey</p> <p>19-20 N/A</p> <p>Baseline 2015--2016 94% Feel Safe at School 89% Treated with Respect</p>	
<p>Metric/Indicator Parent Input on Decision Making (Local)</p>	

Expected	Actual
<p>19-20 WCS Governing Board sets school policy.</p> <p>Baseline WCS Governing Board sets school policy.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> • Continue to utilize DSUSD attendance facilitators and attendance data to identify chronically truant or absent students. • Continue to utilize SRO at PDCMS 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. • 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 	<p>2000-2999: Classified Personnel Salaries LCFF Base \$2,888</p> <p>3000-3999: Employee Benefits</p>	
<ul style="list-style-type: none"> • Continue to provide Professional Development to support school in the implementation of positive behavior support/intervention programs. • Administer California Healthy Kids Survey (CHKS) to students in grade 5 with the intent of increasing or maintaining student sense of safety in school. • Assemblies that focus on making good choices. 	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental Grant \$0</p>	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> Administer Panorama Education Survey to age appropriate students. 		
<ul style="list-style-type: none"> Maintain a 1.0 FTE School Counselor. Utilize SAP for families in need. Utilize outside agencies for families in need. 	<p>1000-1999: Certificated Personnel Salaries Lottery (Unrestricted) \$109,022</p> <p>3000-3999: Employee Benefits LCFF Supplemental Grant \$28,716</p> <p>4000-4999: Books And Supplies LCFF Base \$2,000</p>	
<ul style="list-style-type: none"> Maintain Site Safety Committee Continue to review and revise Comprehensive School Safety Plan. Maintain or update visitor management system. Continue Watch Dog Dad program. Maintain or increase hours allocated for noon yard supervision. Maintain health office coverage with a trained health professional during lunch hours. 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 	<p>2000-2999: Classified Personnel Salaries LCFF Base \$252,122</p> <p>3000-3999: Employee Benefits LCFF Supplemental Grant \$15,000</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>6000-6999: Capital Outlay</p>	
<ul style="list-style-type: none"> Maintain full time day custodian and night cleaning crew. Summer cleaning and site maintenance to preserve site and its functionality. Increase hours for night cleaning crew if necessary. 	<p>2000-2999: Classified Personnel Salaries LCFF Base \$200,312</p> <p>3000-3999: Employee Benefits</p> <p>4000-4999: Books And Supplies</p>	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> Solicit bids for painting and maintenance projects. If the budget can support an expenditure in this area proceed accordingly. 	5000-5999: Services And Other Operating Expenditures	
<ul style="list-style-type: none"> Attendance meetings with families twice a year. Share attendance related information with parents at Back to School Night, in the Chatter, through teacher communications, ELAC and WCSPCF meetings. Sent home individual attendance reports. 	Not Applicable Not Applicable \$0	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 3

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Overall Analysis

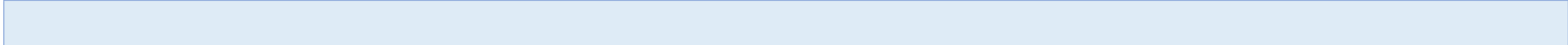
An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.



Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	6,338,183.00	0.00
EPA	1,113,908.00	0.00
Governors CTE Initiative: California Partnership Academies	104,914.00	0.00
LCFF Base	4,515,070.00	0.00
LCFF Supplemental Grant	420,601.00	0.00
Lottery (Restricted)	38,266.00	0.00
Lottery (Unrestricted)	109,022.00	0.00
Not Applicable	0.00	0.00
Title II	23,724.00	0.00
Title III	12,678.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	6,338,183.00	0.00
	38,266.00	0.00
1000-1999: Certificated Personnel Salaries	839,376.00	0.00
2000-2999: Classified Personnel Salaries	4,090,402.00	0.00
3000-3999: Employee Benefits	1,194,026.00	0.00
4000-4999: Books And Supplies	176,113.00	0.00
Not Applicable	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	6,338,183.00	0.00
	Lottery (Restricted)	38,266.00	0.00
1000-1999: Certificated Personnel Salaries	Governors CTE Initiative: California Partnership Academies	104,914.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	335,607.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Grant	289,833.00	0.00
1000-1999: Certificated Personnel Salaries	Lottery (Unrestricted)	109,022.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Base	4,003,350.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Grant	87,052.00	0.00
3000-3999: Employee Benefits	EPA	1,113,908.00	0.00
3000-3999: Employee Benefits	LCFF Supplemental Grant	43,716.00	0.00
3000-3999: Employee Benefits	Title II	23,724.00	0.00
3000-3999: Employee Benefits	Title III	12,678.00	0.00
4000-4999: Books And Supplies	LCFF Base	176,113.00	0.00
Not Applicable	Not Applicable	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	5,728,123.00	0.00
Goal 2	610,060.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

The Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary section is in development and will be updated as soon as it becomes available.

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Washington Charter School	Allan Lehmann Principal	allan.lehmann@desertsands.us 760-862-4350

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

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. In June 2021 the DSUSD BOE will vote on the school's most recent renewal petition.

Washington Charter School currently serves approximately 680 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 680 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 2020 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 education team is comprised of hard working and dedicated teachers, support staff, a full time school counselor and principal. This dynamic group works in unison to effectively meet the needs of our students, parents and community. As a charter school the staff has significant input with regard to curriculum and school operations.

To the best of our records for 2020-2021 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
- 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 2020-2021 LCAP students and staff completed the SEL and Climate survey in the fall and winter 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 survey soliciting feedback was done in Spring 2021. A letter from the Principal explained LCFF and LCAP was sent out 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 23, 2021 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 23, 2021.

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 survey
- Panorama Survey January - February, 2021

- Staff input at staff meetings
- Collaboration meetings
- Monthly WCS Governing Board Meetings
- School Website Spring 2021
- 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.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

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. Go Math is our textbook of choice in grades 2-5 and Envision Math for grades K and 1. The justification for a split mathematics adoption is Envision provides students strong foundational skills and is child friendly. In English Language Arts the school uses Benchmark Advance (Benchmark Education). During the 2019-2020 school year staff at WCS piloted History - Social Studies textbooks. After presentations by three publishers staff overwhelmingly selected Pearson/Savvas My World. Professional development was delivered virtually in the fall of 2020. The history - social science series is aligned with our ELA textbook. Curriculum and instructional alignment helps the school achieve its goals.

The textbooks and instructional programs at WCS are aligned with national standards. The school has been focused on closing the achievement gap. With the release of the California Dashboard in the fall of 2019 the dedication and commitment of students, staff and parents was validated. We are comforted to know that the overall performance of WCS students in English Language Arts and Mathematics has improved since the inception of CAASPP and LCAP. The most current dashboard data (2019) for ELA and Math places WCS at the highest performance level (Blue). When comparing the 2018 dashboard to the 2019 dashboard WCS maintained performance level blue in ELA and moved up a performance level (green to blue) in mathematics. Schoolwide and with most of the schools sub groups we experienced an overall increase in the percentage of students meeting or exceeding standards in ELA and Math. When looking at ELA and Math scaled scores the results are equally gratifying. WCS scores 58.3 points above level 3 in ELA and 35 points above level 3 in mathematics. When one looks at scaled scores over time the results are equally impressive. With these results it is also important to compare WCS with other California schools with similar demographics and other contributing factors. As a school, WCS has a ranking of 8 or 9 within the comparison band.

As data is more closely scrutinized and disaggregated the growth of our Economically Disadvantaged students was significant over time and from the 2018-2019 CAASPP. In ELA WCS saw an increase of the percentage of students meeting or exceeding standards in ELA go from 53.57% (2018) to 59.24% (2019). Math was even better 48.22% (2018) to 50.71% in 2019. The growth of our students with disabilities was staggering. In 2018 the percentage of students meeting or exceeding standards in ELA as measured by CAASPP was 12.9% in 2019 it was 42.42%. In mathematics the increase was 13.33% to 30.30% . School personnel recognize that this is a small sub group, but it is a significant and targeted sub group. WCS stakeholders celebrated as the results of our students with disabilities and economically disadvantaged students was made public in the fall of 2019. CAASPP results were one of many validations of the schools hard work, dedication and focused intervention. Feedback from parents, students and staff reinforced that the execution of our LCAP goals translated into an overall increase in student performance coupled with the narrowing of the achievement gap.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

When looking through the lens of CAASPP data it is important to recognize that the data released in the fall of 2019 was taken from a Spring 2019 administration. A lot has occurred over the past two years. Even though we have local data, the fact that WCS like many schools in California abruptly closed in March 2020 and did not reopen for in person instruction until March 2021 learning gaps have most certainly widened for many of our students. From data gathered since August 2020 students most impacted by the closure and 100% remote learning for the better part of the school year have been our vulnerable children. As we return to in person instruction time, personnel and resources will need to be dedicated to our students who have experienced the greatest learning loss.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Washington Charter School is a high performing school that works diligently to meet the needs of its 675 students. The goals in the 2020-2021 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 an 8 hour per day position. In the fall of 2019 Washington Charter School (WCS) launched RISE reading. The reading intervention program provided targeted assistance to 1st grade students struggling with reading. The intense 50 lesson program with accompanying instruction was extremely successful. Prior to the programs launch staff in the lab and first grade teachers received two days of PD. Prior to the school closure on March 13, 2020 16 students completed the required lab sessions. We are heartened by the progress participants made. As the school reopened for in person instruction in March 2021 we are relaunching RISE in a modified fashion in compliance with health and safety regulations.

As a result of a one year school closure learning gaps have emerged. Some students have been impacted more than others. With additional state and federal dollars stakeholders working in a collaborative fashion will be dedicating personnel and resources to address learning loss and the SEL needs of students and families. The 2021-2024 LCAP will reflect addressing learning loss as a result of COVID-19. Adequate staffing, early intervention, capped class size, and professional development will be part of the WCS LCAP. Health and safety measures will also need to be a component of the 2021-2022 LCAP.

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. WCS moved away from a night cleaning crew and hired an 8 hour night custodian. As needed we bring in additional school personnel to assist with deep cleaning. We have also hired additional personnel to supervise students 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 are comfortable reaching 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. In August 2020 the school was focused on getting students engaged in learning. For some students and families this presented challenges. Office personnel, our school counselor and administration reached out to students who were not attending Zoom meetings. We were successful with some families and continue to work with others. It is anticipated for the 2021-2022 school years chronic absences may still exist for an increasing number of students. Outreach and support will continue to be important. When we get students to re-engage we see positive results.

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 900 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 as needed. 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. With COVID-19 school cleanliness came into sharper focus. Our entire school was cleaned, disinfected and sanitized in preparation for students returning in March 2021. The appearance and cleanliness of the school campus will remain a priority. Backpack sprayers and floor machines were ordered so that staff can clean, disinfect and sanitize the school thoroughly and more quickly. AC units have MERV 13 filters, air purification units were installed on air conditioners and ionizer machines are in all classrooms. PPE is in stock and used as needed. As the 2021-2022 school year begins site cleanliness and safety will remain a priority for the school. It is anticipated that additional resources and personnel will be allocated to addressing site safety and cleanliness.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Staff engagement occurred throughout the school year. We discussed LCAP or components of the LCAP at many of our scheduled staff meetings. Time was also allocated at grade level meetings. Additionally, components of LCAP were referenced or discussed during professional development. Stakeholders provided input through Panorama Education Surveys administered/made available in the fall and winter of 2020. In meetings discussion centered around the previous LCAP goals and whether those goals should be maintained, modified or changed for the 2021-2024 LCAP. In compliance with legislation and the need for transparency the WCS LCAP is on the school's website. It is also available in print form at the office. Parents and other stakeholder groups are encouraged to attend monthly Governing Board meetings. WCS administration and the WCS Governing Board strive to engage and solicit feedback from students, parents, staff and community members. As a Charter School we have a great deal of parent involvement. The principal has an open door policy with COVID-19 and safety protocols in place that has been impacted a bit but we have used social media (YouTube) and other forms of communication to connect with families and encourage feedback and dialogue. Parents and the community comprise a majority of the voting members of the WCS Governing Board. The remaining board members are WCS staff. Information is shared informally with regard to the LCAP and how we are progressing toward meeting our goals. As we reflected on the past and looked for the future it is important to identify goals and actions moving forward. We will continue with two goals, 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. Goal 2 - Maximize student learning and personal growth by having a safe and secure environment.

A summary of the feedback provided by specific stakeholder groups.

Rarely do we receive feedback from stakeholder groups. This year was no different. It may have been exacerbated by COVID. On many occasions parents have validated the goals, actions, and accompanying expenditures that are contained in the WCS LCAP.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Stakeholders want for students to progress academically, have a balanced educational program, continue to have highly trained and appropriately compensated staff, narrow the achievement gap for at risk youth in a safe and secure learning environment. With COVID-19 and the accompanying learning loss stakeholders are asking for robust intervention programs, acceleration as appropriate, realistic class size (capped class size), continued investment in technology, early intervention, safety and health measures in place so that school can reopen in August 2020 in a "traditional" fashion and the ability for WCS to continue as a charter school. As one will see when reading the WCS LCAP the voice of our stakeholders comes through in our goals, actions, services and allocation of resources.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

Goal 1 is a broad goal with many components. The components working in unison will enable WCS to meet the overall goal. For students to excel academically and reach their potential it is vital that they receive instruction and support from highly qualified staff. The WCS education team is comprised of all staff members. The goal aligns with the WCS charter. Students need to receive a balanced educational program that is rigorous and relevant. There are a multitude of ways in which a child can show/demonstrate growth. Not all of the growth measures need to be academic. As a result of COVID-19 and a school closure of one year educating the whole child has come into sharper focus. The SEL needs of stakeholders must first be met for academic growth to be maximized. When a school has a well aligned, rigorous curriculum, delivered by well compensated highly qualified staff, with realistic class size, sufficient textbooks, targeted intervention and enrichment, student growth will result. COVID-19 has resulted in new ways in which to teach and learn. Additional technology was purchased when all WCS students were learning remotely. As goals and actions are written for the 2021-2022 school year and beyond taking students from where they are to where we would like for them to be in the future will take time, effort, personnel, and money. Data is beneficial in the development and analysis of implemented action plans, but it's also important to know that data should be viewed through multiple lenses. With the extended period of school closure and remote learning as the actions for the 2021-2022 school year and beyond are written we will need to be nimble and ready to make adjustments as needed in order to achieve desire results.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All core classroom teachers are appropriately assigned and fully credentialed. Annual Williams/SARC Report	100% of classroom teachers (2020-2021) are appropriately assigned and fully credentialed.				100% of all core classroom teachers appropriately assigned and fully credentialed.
All Washington Charter pupils have sufficient access to	100% of students have access to				Continue to have 100% of all students with access to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the standards-aligned instructional materials. Annual William/SARC Report	textbooks and instructional materials.				textbooks and instructional materials.
Achievement in grade-level standards for ELA will result in a performance category of 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.	<p>California Dashboard Academic Indicator for ELA (2018-19):</p> <p>Schoolwide 58.2points above level 3 (Standard)</p> <p>Performance category is Blue.</p> <p>EL 17.9 points above level 3. Performance category Green.</p> <p>SED 29.2 points above level 3. Performance category Green.</p> <p>SWD: 21.6 points below level 3 Performance category Yellow.</p> <p>Change 5.6 point increase.</p>				<p>Maintain student achievement levels and scale scores. Schoolwide performance category of green or blue. EL, SED and SWD performance category of yellow or green.</p> <p>Increase schoolwide scale score above level 3 to 63.2 points above level 3 (Standard).</p> <p>EL 23.9 points above level 3.</p> <p>SED 35.2 points above level 3.</p> <p>SWD 15 points below level 3.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Achievement in grade-level standards for Math will result in a performance category of green or blue school wide. EL, SED, and SWD student group achievement in grade -level standards for Math will result in a performance category of yellow, green or blue California Dashboard: Academic Indicators.	<p>California Dashboard Academic Indicator for Mathematics (2018-19):</p> <p>Schoolwide 35.1 points above level 3 (Standard)</p> <p>Performance category is Blue.</p> <p>EL 3.3 points above level 3. Performance category Green.</p> <p>SED 7.2 points above level 3. Performance category Green.</p> <p>SWD 29.5 points below level 3. Performance category Yellow.</p> <p>Change 5.7 point increase.</p>				<p>Maintain student achievement levels and scale scores. Schoolwide performance category of green or blue. EL, SED and SWD performance category of yellow or green.</p> <p>Increase schoolwide scale score above level 3 to 38.1 points above level 3.</p> <p>EL 7.3 points above level 3.</p> <p>SED 11.2 points above level 3.</p> <p>SWD 25 points below level 3.</p>
English Learners will make annual progress toward English proficiency to maintain an English learners	California Dashboard English Learner Progress Indicator (2018-19): 63.6% of EL's making progress				Increase the percent of English learners demonstrating annual progress in English Language Proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
progress performance category high or very high. California Dashboard: English Learner Progress Indicator.	towards English language proficiency progress level high.				by 2% and maintain English learner progress performance level of high or increase to very high.
English learners will meet criteria for reclassification CALPADS Fall 1 Report.	Reclassification rate for 2019-2020 is 12.1%.				Annual reclassification rate will be at/above 12%.
Washington Charter will seek parent input in making decision through the LCAP survey.	56 parents responded to the 2020-2021 LCAP Survey.				Increase to 100 the number of parents who respond to the annual parent LCAP survey.
Professional Development	Two Days (October 2021 and January 2022)				Two or more professional development days.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Recruit and maintain highly qualified staff	<p>Continue efforts to recruit and 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 service for unduplicated pupils.)</p> <p>Provide opportunities to student teachers to learn under the supervision of a master teacher.</p> <p>Participate in the DSUSD New Teacher Institute and Peer Assistance Review.</p>	\$4,652,234.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Offer access to additional training and certification.</p> <p>Utilize online employee evaluation system to more effectively and efficiently evaluate staff and provide timely feedback and support.</p>		
2	Professional Development	<p>Continue to provide a structure and culture for continuous improvement by implementing best practices and providing professional development for teachers, guest teachers, and support staff.</p> <p>Professional Development in all core content area standards, curriculum, and instructional strategies.</p> <p>Continue to provide PD for Special Education Para-educators on strategies for working collaboratively in supporting instructional practices and classroom management, part of DSUSD LCAP.</p> <p>Explore feasibility of additional PD days prior to or during the school year.</p> <p>Fund a full time instructional coach who will provide professional development throughout the school year.</p> <p>Access to site and district after school academics.</p> <p>Continue to provide opportunities for professional growth and development (i.e. workshops, trainings, conferences).</p>	\$25,466.00	Yes
3	Instructional Coach	Hire an instructional coach to support teachers, specialists, support staff, parents and students.	\$149,579.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Textbook adoption, consumable student material and assessments.	<p>Provide ongoing annual cost of consumable student materials and replacement of lost core materials. Purchase site licenses as another means for meeting the needs of students.</p> <p>Continue to provide intervention materials to support language acquisition for English learners and students not performing at grade level.</p> <p>Explore and purchase NGSS material.</p> <p>Purchase material and curriculum for STEM lab and Makerspace.</p> <p>Purchase universal screening tool to monitor student learning and provide prescriptive intervention.</p>	\$165,600.00	Yes
5	Technology	<p>Purchase technology and replace aging technology. This action includes 1:1 chromebooks at grades K-5. Funding will be in place to replace aging or broken computers, chromebooks, hardware and software. Additional purchases may include but will not be limited to LFDs, STEM/STEAM lab and site technology support. A goal is to have a full-time STEM lab instructor.</p> <p>Support instructional technology training.</p> <p>Utilize and compensate DSUSD for a menu of technology supports.</p> <p>Evaluate effectiveness of additional based technology support.</p>	\$203,300.00	No
6	Assisting At Risk students and families	<p>Narrowing the achievement gap is a focus of the WCS LCAP. The needs of all at risk students is a priority. Targeted intervention for second language learners and low income students will enable WCS to meet or exceed its LCAP goals.</p>	\$514,974.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Provide site-based before/after school intervention programs focusing on closing the achievement gap.</p> <p>Continue to fund targeted intervention for students who need extra reading support.</p> <p>Staff person(s) to assist classroom teacher in meeting needs of EL Students.</p> <p>Extend school year for at risk students. Target age group will be K-2, but with adequate funding summer school for grades K-5.</p> <p>Support additional at risk students by hiring more staff for RISE Reading Lab.</p> <p>Jumpstart TK/K program prior to the school year.</p> <p>Providing transportation to and from school for unduplicated students.</p>		
7	Class Size	Capping class size in grades K-5 will enable teachers to better meet the needs of students in their classrooms. Lower class size in first grade will further enable students to acquire and master essential literacy skills.	\$112,177.00	Yes
8	Parenting Support and Engagement	<p>Provide funding for programs and classes that will support parents. Having parents as educational partners is key to student success in and out of the classroom.</p> <p>Maintain site ELAC committee.</p> <p>Opportunities for parents to learn more about the school, programs, curriculum and assessments.</p>	\$146,061.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Continue to provide translations and interpretation services for families who speak a language other than english.</p> <p>Continue funding for Loving Solutions Parenting class. Facilitators for English and Spanish speaking parents.</p> <p>Continue funding for 8 hour bi-lingual office technician.</p>		
9	Enrichment	<p>Continued funding for afterschool enrichment classes, MTI and family learning nights is an important component to the schools success.</p> <p>Funding for Odyssey of the Mind coordinator stipend and registration fees.</p> <p>Funding for MTI coordinator stipend.</p> <p>Funding for afterschool/enrichment coordinator stipend.</p>	\$7,696.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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 educational program. We continue to have an overall student suspension performance category of blue on the CDE dashboard. It is our desire and hope through proactive intervention to have no out of school suspensions. Based on Panorama student surveys and feedback from parents there are instances when a child feels bullied at school. This is not acceptable. A student who feels respected and comfortable at school will have better attendance and learning will be enhanced. School safety remains a priority for WCS stakeholders. With COVID-19 a clean and well maintained campus came into sharper focus. This will continue as we move into the next academic year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Suspension Rate (California Dashboard)	Performance category of green or blue. No student group orange or red.				Maintain performance category of green or blue. No student group in orange or red.
Facility In Good Repair, Maintain a clean campus	No noted issues on monthly safety inspections. Work orders addressed in a timely manner. No Williams violations. No complaints on cleanliness.				No noted issues on monthly safety inspections. Work orders addressed in a timely manner. No Williams violations. No complaints on cleanliness.
Students Attendance Rate at or above 96%	2019-2020 95.63%				Improve attendance rate to 96%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Cal PADS and District Reports)					
Chronic Absenteeism Rate will decrease annually (Cal PADS and CWA Reports)	2019-2020 4.36%.				Lower the percentage of students who are deemed chronically absent annually. School chronic absence rate will be at or below 4.3%.
Increase the "Percent Favorable" responses For The Sense of Belonging area of the Panorama Survey to 90% or greater.	2020-2021 Grades 3-5 86%				2023-2024 Improve the percent favorable responses to 90% for the sense of belonging.
Increase the "Percent Favorable" responses for the Sense of Safety area of the Panorama Survey to 85% or greater.	2020-2021 Grades 3-5 76%				Improve to 85% the favorable responses for students in grades 3-5.
Parent Input on Decision Making (Local)	WCS Governance Council sets school policy for curriculum, oversees and approves school budget.				WCS Governance Council will continue to set policy for curriculum, oversee and approve school budget.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Counseling Support and Services	Washington Charter School will continue to fund a full time site based counselor to meet the needs of students, parents and staff.	\$149,758.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Fund Loving Solutions parenting class.</p> <p>Due to impact of COVID-19 on SEL needs of students add a 1/2 time school counselor.</p> <p>Continue to connect families with resources offered by DSUSD and local behavioral health providers.</p>		
2	Positive and Safe Environment	<p>Maintain site safety committee.</p> <p>Review and revise Comprehensive School Safety Plan annually.</p> <p>Provide lanyards to volunteer approved parents.</p> <p>Monitor and adjust as needed the number of school site monitors to maintain a positive and safe learning environment.</p> <p>Annually administer a nationally recognized educational survey to measure sense of school safety and connectedness (i.e. Panorama Survey).</p>	\$59,379.00	No
3	Clean and Efficient Environment	<p>Provide a full time day and night custodian.</p> <p>Hire as needed additional support for day and night custodian.</p> <p>Fill out work orders in a timely manner based on site inspections and feedback from staff.</p> <p>Continue to contract for landscaping services. Landscaping contract will ensure that services are provided when students are not present.</p>	\$242,079.00	No

Action #	Title	Description	Total Funds	Contributing
4	School Attendance	<p>Participate as applicable in DSUSD professional development in creating school-wide attendance improvement and awareness activities.</p> <p>Continue funding attendance tracking programs so students can be identified early and support provided.</p> <p>Recognize students with excellent or improving attendance.</p>	\$1,199.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.97%	506,429

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Total expenditures in 2019/2020 for Goals 1 and 2 is \$6,894,822 Supplemental grant funds in the amount of \$526,399 was 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 2020/2021 the projected supplemental grant allocation is \$508,908 and the percentage to increase or improve services declines to 7.97%. This is primarily due to the reduction in enrollment. The 2020/2021 projected expenditures designated to increase and improve services for student are \$351,215.

Washington Charter School only receives supplemental dollars even though 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 the California Dashboard are used to measure yearly improvement and gauge whether the quality of actions and 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 blue 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. Our EL's are now only 17.9 points above standard. Reclassified English Learners showed 1.5 points of growth and are 85.7 points above level 3. Socioeconomically disadvantaged students are 29.2 points above standard. The performance level for English Learners is green 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 fund dollars have also been allocated to best meet the needs of all student groups. WCS is narrowing the achievement gap. The EL progress indicator on the dashboard is in transition. Results are promising with over 63.6% of the students making progress towards English proficiency. It is expected the cut-points will be adjusted before performance levels are in place. WCS continues to have 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 \$526,399, 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, through the support of 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 \$526,399 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 effective 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.

The actions at WCS are intended to close the achievement gap for identified student groups. Data analysis, collaboration, targeted instruction, trained personnel, a robust PD program, excellent student attendance, a safe, clean and orderly campus are the foundation for student success. The two goals and accompanying actions at WCS are integral components of the sites LCAP and provides a plan to staff and the Washington Charter School Governance Council.

- Recruiting and maintaining a highly qualified staff is integral to the success of the school. An excellent way to identify and train new teachers is to welcome student teachers. For the 2021-2022 school year WCS will have one or more student teachers. Classrooms

with a student teacher and master teacher enables two adults to meet the needs of students. WCS hired many new teachers for the 2021-2022 due to retirement, growth (revamping of TK/K program) and the hiring of an instructional coach (Goal 1 Action 1).

- Participate in DSUSD New Teacher Institute (Goal 2 Action 1, Goal 1 Action 2).

Professional Development

- Structured Academic Support Time (SAST) is held monthly with a focus on meeting the needs of unduplicated and under-performing students. During SAST meetings data is analyzed within grade levels and as a school. For the 2021-2022 school year WCS will be using I-Ready. Multiple staff members piloted I-Ready in the spring of 2021. Professional development was provided to staff piloting the program. School personnel concluded that the I-Ready diagnostic was accurate and the lessons assigned to students were at the child's instructional level. For the 2021-2022 school year all classrooms will be using I-Ready. Diagnostics will be administered throughout the school year. Professional development (PD) will be offered in August and September (prior to the first diagnostic). Additional PD will take place after the first diagnostic. Staff will have an opportunity to review data, learn how to interpret it, and design an action plan to best meet the individual needs of their students. SAST and PD will continue to focus on identified staff needs (gathered from site administered needs assessment survey). Time is allocated for the staff to meet in Professional Learning Communities (PLCs), discuss common assessments, dialog as to the best ways in which to meet the SEL needs of students. WCS has identified the need to revise our current report card. Targeted and effective PD is the roadmap to increased student achievement and meeting the SEL needs of students. This collaborative work coupled with adequate compensation will lead to improved instructional services for students (Goal 2 Action 2).
- More pressing site needs have resulted in a reallocation of site funds and personnel. Equipment in the technology/STEM lab will be used in Summer School (June 8-24, 2021) and will be available for check out during the 2021-2022 school year.
- MTI Training during the school year. Attendance at Summer Institute in 2022 (Goal 1 Action 2)
- Attend Conferences/PD that supports implementation of CCSS, NGSS, ELD, GATE, technology, I-Ready etc. (Goal 1 Action 2)
- WCS will hire a site based instructional coach (Goal 1 Action 2, Goal 1 Action 3).
- Contract with outside consultants (i.e. Pioneer Valley Books) for targeted or school-wide PD (Goal 2 Action 2).
- Funding for after school academics and PD pathways (Goal 1 Action 2).
- Continue with Technology training (Goal 1 Action 2).
- Purchase of art material for visual arts program.
- Purchase materials, curriculum and PD that emphasizes and teaches diversity, equity and tolerance.
- Purchase NGSS material (Goal 1 Action 4).

Parent Engagement

- Maintain opportunities for parents, community members and other stakeholders to provide input in decision making at the site. Options include: PCF, Governance Council, Multi-Culturalism Committee, ELAC, Panorama Survey or speaking with principal (Goal 1 Action 8).
- Loving Solutions parenting class. Math, science or other educational nights (Goal 1 Action 8).
- Continue funding for 8-hour bi-lingual office technician (Goal 1 Action 8).

- Full-time school counselor.
- Hire ½-time school counselor to specifically address SEL needs of students (Goal 1 Action 6).
- Office personnel to reach out to families when a child is not in school (Goal 1 Action 6).

Multi-tiered Intervention

- Capped class size at all grade levels (Goal 1 Action 7).
- Lengthen school day for TK and K students. This will be coupled with blocks of time (up to 105 minutes daily) in which class size will be at or below 15 students. The “early bird, late gator” format will be beneficial for all kids but in particular unduplicated students.
- Extended school day and school year for at risk students. Priority for grades K-2, but with continued funding K-5 (Goal 1 Action 6).
- Assessment to measure acquisition of basic early literacy skills to identify students in grade K-2 experiencing reading difficulties. Training for those who need it (Goal 1 Action 2, (Goal 1 Action 6).
- Purchase technology to support student learning and teacher growth (Goal 1 Action 5).
- Provide additional para-educators for classroom support and RISE reading lab (Goal 1 Acton 6).
- Expand RISE reading lab for 2nd and 3rd grade students who are missing foundational reading skills.
- Maintain 1:1 chromebooks (K-5).
- Jumpstart program for incoming TK and K students (Goal 1 Action 6).

Safe, Secure and Clean Campus

- Hire additional custodial staff as needed (Goal 2 Action 3).
- Continue with a full time day and night custodian (Goal 2 Action 3).
- Hire an additional 4-hour custodian to assist with site needs (Goal 2 Action 2).
- If permitted under current health protocols utilize Watch Dog Dads[®] and pay for fingerprinting as needed (Goal 2 Action 2).
- Fund additional security enhancements (Goal 2 Action 2).
- Continue with lanyard policy for volunteers and those who desire to access school site (Goal 2 Action 2).
- Hire additional school site monitors (Goal 2 Action 2 and Action 3).
- Purchase additional cleaning supplies and machinery (Goal 2 Action 3).

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

Washington Charter School (WCS), using the SBE formula calculator is projected to receive \$506,429 in supplemental grant funding. This is an decrease of .49% over last year's allocation. WCS is committed to meeting the needs of English learners, Foster youth and students of families that qualify as low income. As one can see, the amount of funding relative to the overall budget of the school results in the allocation of the entire supplemental grant and use of general fund dollars to adequately meet the needs of the noted student groups. The investment

of supplemental grant dollars and other school resources is done to narrow the achievement gap and provide opportunities to all WCS students. As noted through the LCAP WCS is committed to early intervention. The RISE reading lab will serve additional students next year. The hiring of a full time instructional coach to support staff, students and families is a welcome addition to WCS. With supplemental grant money projected at \$506,429 for the upcoming school year low income students, English learners and Foster youth will receive increased services and support. As a result of a school closure of one year and some students not returning to in-person instruction we realized the need for additional SEL services, access to meals, a safe and clean learning environment, realistic class size, access to behavioral health services, an extended school day or year, parent education, etc. For these reasons and to provide our most at risk students the greatest opportunity for success, personnel and resources will be allocated. This multi pronged effort will enable WCS to better meet the needs of its stakeholders. Parent surveys indicated the need for a clean and safe campus. WCS is using funds to hire additional custodial staff, fund the Watch Dog Dad program, and purchase additional cleaning supplies and machinery. Parents and staff noted the need for additional counseling support. This will now be a reality. Even with an overall lower ADA WCS is hiring an additional kindergarten teacher, going to a longer TK/K school day and keeping class size smaller (in comparison to other school districts) at grades 4 and 5. WCS knows the importance of school connectedness. We will continue to out reach to families when a child is absent. Our bi-lingual office technician will spearhead the effort with support from the school counselor and administration.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$5,770,469.00	\$659,033.00			\$6,429,502.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$5,916,922.00	\$512,580.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Low Income	Recruit and maintain highly qualified staff	\$4,548,661.00	\$103,573.00			\$4,652,234.00
1	2	English Learners Low Income	Professional Development	\$15,466.00	\$10,000.00			\$25,466.00
1	3	English Learners Low Income	Instructional Coach	\$104,886.00	\$44,693.00			\$149,579.00
1	4	English Learners Low Income	Textbook adoption, consumable student material and assessments.	\$102,000.00	\$63,600.00			\$165,600.00
1	5	All	Technology	\$183,300.00	\$20,000.00			\$203,300.00
1	6	English Learners Low Income	Assisting At Risk students and families	\$201,898.00	\$313,076.00			\$514,974.00
1	7		Class Size	\$112,177.00				\$112,177.00
1	8	All	Parenting Support and Engagement	\$146,061.00				\$146,061.00
1	9	English Learners Low Income	Enrichment	\$7,696.00				\$7,696.00
2	1	English Learners Low Income	Counseling Support and Services	\$45,667.00	\$104,091.00			\$149,758.00
2	2	All	Positive and Safe Environment	\$59,379.00				\$59,379.00
2	3	All	Clean and Efficient Environment	\$242,079.00				\$242,079.00
2	4	All	School Attendance	\$1,199.00				\$1,199.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$5,138,451.00	\$5,777,484.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$5,138,451.00	\$5,777,484.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Recruit and maintain highly qualified staff	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter	\$4,548,661.00	\$4,652,234.00
1	2	Professional Development	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter School	\$15,466.00	\$25,466.00
1	3	Instructional Coach	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter School	\$104,886.00	\$149,579.00
1	4	Textbook adoption, consumable student material and assessments.	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter	\$102,000.00	\$165,600.00
1	6	Assisting At Risk students and families	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter School	\$201,898.00	\$514,974.00
1	7	Class Size	Schoolwide		Specific Schools: Washington Charter	\$112,177.00	\$112,177.00
1	9	Enrichment	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter	\$7,696.00	\$7,696.00
2	1	Counseling Support and Services	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter	\$45,667.00	\$149,758.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.