

**Introduction:**

**LEA:** Desert Sands Unified

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**LCAP Year:** 2016-17

***Local Control and Accountability plan and Annual Update Template***

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

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

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

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

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education*

*Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

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

### **State Priorities**

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

#### **A. Conditions of Learning:**

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

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

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

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

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

#### **B. Pupil Outcomes:**

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

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

**C. Engagement:**

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

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

Involvement Process	Impact on LCAP

Washington Charter School is located in Riverside County. The school has been a Charter School since 1994 when the initial petition was approved by the Desert Sands Unified School District Board of Education. There have been subsequent five year renewals of our charter, the most recent in 2016.

Washington Charter School currently serves approximately 840 students. Students from throughout the Coachella Valley attend Washington Charter. The school's preferred attendance area was frozen when the first petition was approved in 1994. Approximately 48% of our students reside in the preferred attendance area of Washington Charter School. The grade levels served are TK-5. Washington Charter School is considered a dependent Charter School. Of the 840 students attending Washington Charter 53.8% are Caucasian, 35.5% are Hispanic or Latino, 3.8% multi-racial and 5.1% Asian. In 2015 33.3% of the students at Washington qualified for the free and reduced lunch program. English learners currently comprise 20.3% of our population.

The school is unique in that we have 34 certified staff comprised of teachers, administrators and counselors. There are 10 classified employees providing support in addition to 16 Charter School employees. This dynamic team effectively meets the needs of our students, parents and community.

To the best of our records for 2015-2016 school year, no students have been identified as foster children.

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

Stakeholder engagement was a cornerstone in the writing of our charter petition in 1994. It remains a critical component in the operation of our school. As we developed our LCAP we solicited input from many stakeholders including, but not limited to:

- Teachers
- Parents of second language learners, (ELAC Committee)
- Support Staff
- Charter School Employees

Priorities identified for the LCFF and LCAP are:

- English learners and RFEP students
- Free and reduced lunch students
- Students with disabilities
- Parent engagement
- School climate
- College and career readiness
- Parent and community forum March 17
- LCAP Survey March - April 2016
- Staff input at monthly staff meetings, and at weekly
- Collaboration meetings
- Monthly WCS Governing Board
- ELAC Meeting March 21, 2016
- School website Spring 2016
- Inpromptu meetings with parents throughout the year

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 and 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.

- Members from 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 committee and at ELAC committee meetings. In addition to parent meetings, feedback on the LCAP development was solicited while the LCAP was being written. Feedback was also solicited from many of the groups listed above. WCS staff has discussed LCAP throughout the year in various settings. At these meetings input was solicited. We also identified areas of need. We examined achievement data, existing programs and the needs of the school and came up with a list of outcomes within two focus areas. The areas of focus:

- Academic Achievement
- Safe and Secure Environment

A parent and community forum was held on March 17th. That evening parent feedback was requested. Additionally, a survey was put on our website to further gain input and insight from stakeholders. A letter from the Principal explained LCFF and LCAP prior to parents taking the survey.

At multiple Governing Board meetings LCFF and LCAP were discussed. Our board meetings are open to the public. The LCAP is a public document. Prior to the Governing Board meeting on June 23, 2016 the draft LCAP was put on the WCS webpage. In accordance with legislation, a public hearing for the LCAP is not required so the WCS Governing Board approved the LCAP on June 23, 2016.

The Principal at WCS has an open door policy and encourages feedback from parents and the community. The needs assessment and development of the LCAP aligned with the philosophy of the school and its stakeholders.

<p><b>Annual Update:</b></p> <p>Community Forum, Listening to Learn: April – As noted above LCAP is fluid and input from various entities is solicited throughout the school year. However in the month of April additional emphasis is placed on securing the opinions and thoughts of the community at large in addition to the stakeholders at WCS. At 5:00 pm on Thursday March 17, 2016 a Community Forum was held in the WCS Multi-use room. Prior to the forum a letter from the Principal of the school was posted on the website and sent to parents encouraging attendance at the forum. A reminder phone message by Principal Lehmann about the meeting was also made. Additionally a link to the website was provided so families and the community at large could complete the WCS LCAP survey. Those in attendance at the March 17th meeting were given a comprehensive overview on LCAP including LCFF. A translator was in attendance so the forum was inclusive. Thirteen people attended the forum. Those in attendance included the following stakeholder groups:</p> <ul style="list-style-type: none"> <li>- WCS Parents</li> <li>- WCS Parent Club Foundation</li> <li>- ELAC Committee Members</li> <li>- WCS Staff</li> </ul> <p>At the conclusion of the forum those in attendance were asked to share their thoughts orally or in writing on 2 goals that are in the WCS LCAP.</p>	<p><b>Annual Update:</b></p> <p><u>Impact on LCAP</u></p> <p>After receiving input from parents, staff and students throughout the 2015-2016 school year, there are some themes that are recurring. Common themes included:</p> <p><u>Extra-Curricular Activities</u> – In addition to our current before and after school program parents wanted GATE enrichment opportunities, and longer sessions for SuccessMaker. Additional support for students at risk in primary grades.</p> <p><u>Class Size</u> – As funding is available, continue to reduce class size.</p> <p><u>Technology</u> – Continue to increase access for all students. Upgrade hardware in the technology lab.</p>
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**Section 2: Goals, Actions, Expenditures, and Progress Indicators**

**Instructions:**

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

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer

pursuant to Education Code section 47604.33.

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

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

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

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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

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

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

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



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

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

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

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

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

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

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

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?

- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

<b>GOAL:</b>	<b>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.</b>	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 _7 X 8 Local: N/A
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<b>Identified Need:</b>	<ul style="list-style-type: none"> <li>To annually increase the percentage of all students who are proficient/advanced on the Common Core State Standards (CCSS) for English-Language Arts, Mathematics and Science.</li> <li>To close the achievement gap for the School's lowest performing subgroups by annually increasing the percentage of English Learner, Hispanic, and Socio-economically disadvantaged students who are meeting or exceeding standards in ELA, Math, and Science as measured by SBAC.</li> <li>To maintain/increase the number of English Learners achieving full English language proficiency.</li> <li>To use instructional materials and teaching strategies that push students to think critically and problem solve.</li> <li>To monitor and increase early literacy rates of students in 1st and 2nd grade in order to close the achievement gap.</li> </ul>		
	<p><b>Metrics</b></p> <ul style="list-style-type: none"> <li>Site and/or DSUSD benchmarks, California English Language Development Test (CELDT), Reclassification Rates, Smarter-Balanced Assessment Consortium (SBAC) . Pre and post test data from Oval Reading lab and or before and after school intervention programs. Use of Waterford data as appropriate. Increase percentage of staff that access professional development, Interim Assessments, Williams related elements to show support of desired site programs, staffing, and materials that contribute to student proficiencies.</li> </ul>		
<b>Goal Applies to:</b>	<b>Schools:</b>	Washington Charter School	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			

<b>Expected Annual Measurable Outcomes:</b>	<ul style="list-style-type: none"> <li>• 100% of all core classroom teachers will be “highly qualified” as evidenced by the Title II CMIS and Williams Reports. All students will meet/exceed proficiency rates and have access to academic and educational programs.               <ul style="list-style-type: none"> <li>◦ AMAO 1, 2A and 2B will meet or exceed State targets based on the 2015 CELDT</li> <li>◦ Reclassification Rate 6% EL students.</li> </ul> </li> <li>• Site Benchmarks: ELA Baseline (TBD Spring 2017), Math Baseline (TBD Spring 2017).</li> <li>• 100% of students have access to textbooks and instructional materials as evidenced by Williams Reports and site information.</li> <li>• Maintain current Chromebook: student ratio.</li> <li>• All students will have access to ELA and Math intervention.</li> <li>• Students will apply learning in a real world setting.</li> <li>• Update current technology infrastructure to better handle increased use of technology at the site.</li> <li>• Implement newly adopted math textbook.</li> <li>• Establish criteria for adoption of ELA textbook.</li> <li>• Update hardware in technology lab.</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b><u>Action Area 1: Highly Qualified Staff</u></b> <ul style="list-style-type: none"> <li>• Continue efforts to recruit/maintain highly qualified staff. Maintain compensation for direct services to students. <b>(California Code of Regulations-CCR 15496(a) – funding shall be sued to increase or improve services for unduplicated pupils.)</b></li> <li>• Maintain participation in BTSA and PAR</li> <li>• Teachers will be highly qualified. Those required to hold a credential will possess a valid California credential as defined by CTC.</li> <li>• Provide salary and compensation for all employees that is competitive.</li> </ul>	Washington Charter School  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$167,675 Supplemental

<p><b>Action Area 2: Professional Development</b></p> <p>Continue to provide a structure and culture for continuous improvement by implementing best practices and providing professional development for teachers and staff.</p> <ul style="list-style-type: none"> <li>• Continue to provide continuous Professional Development in all core content area standards, curriculum, and instructional strategies.</li> <li>• Continue to provide Professional Development to teachers.</li> <li>• Continue to provide Professional Development for Guest Teachers on effective instructional strategies, classroom management, Common Core standards, curriculum and technology.</li> <li>• Continue to provide Professional Development for Special Education Para-educators on strategies for working collaboratively in supporting instructional practices and classroom management, part of DSUSD LCAP.</li> <li>• Continue to provide two paid professional development days for teachers and support staff.</li> <li>• Explore hiring an instructional coach who can support classroom teachers and other staff members.</li> </ul>	<p>Washington Charter School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$45,215 Educational Effectiveness</p> <p>\$13,000 Title II</p> <p>\$16,753 Supplemental</p> <p>\$23,247 LCFF Base</p>
<p><b>Action Area 3: Instructional Material/Assessments</b></p> <ul style="list-style-type: none"> <li>• Provide ongoing annual cost of consumable student materials and reasonable replacements of lost core materials.</li> <li>• Purchase ELD consumables.</li> <li>• Purchase K-5 ELA Program.</li> <li>• Provide interim and benchmark assessments.</li> </ul>	<p>Washington Charter School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$48,969 LCFF Base</p> <p>\$25,000 Lottery</p>

<p><b>Action Area 4: Technology</b></p> <ul style="list-style-type: none"> <li>• Maintain 1:1 Chromebook (C-book) ratio grades 1-5. Have funding in place to replace broken, worn, or obsolete C-books.</li> <li>• Replace staff computers and other hardware and software as it is deemed obsolete or is broken beyond repair.</li> <li>• Research benefits and fund when applicable individual and site license of technology programs that enhance student learning.</li> <li>• Evaluate effectiveness of additional site-base technology support.</li> <li>• Continue providing funding for professional development in the use of technology to enhance student learning.</li> </ul>	<p>Washington Charter School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$52,208 LCFF Base</p> <p>\$3,540 Lottery</p>
<p><b>Action Area 5: Interventions</b></p> <ul style="list-style-type: none"> <li>• Explore and establish criteria to determine CCSS Foundational Literacy skills for students in Kindergarten, 1st, and 2nd grades. Provide Professional Development to teachers on the criteria determined.</li> <li>• Provide site-based before/after school intervention programs focusing on closing the achievement gap.</li> <li>• Maintain a six hour Para-educator/Bilingual to assist with the WCS ELD Program.</li> <li>• Continue to fund targeted intervention for students who need extra reading support.</li> <li>• Explore funding a summer school program for kindergarten and continue funding for first grade summer school.</li> <li>• Continue to support Summer Enrichment Class.</li> </ul>	<p>Washington Charter School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$99,668 LCFF Base</p> <p>\$11,689 Title III</p> <p>\$119,325 Supplemental</p>

<p><b>Action Area 6: School Site</b></p> <ul style="list-style-type: none"> <li>• Maintain K-3 class size <ul style="list-style-type: none"> <li>◦ TK and K 20:1</li> <li>◦ 1st Grade 24:1</li> <li>◦ 2nd and 3rd Grade 26:1</li> </ul> </li> <li>• Maintain grades 4 and 5 staffing to achieve class size of 26:1</li> </ul>	<p>Washington Charter School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$109,629 Supplemental</p> <p>\$58,363 LCFF Base</p>
<p><b>Action Area 7: Parent Engagement</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Continue to provide increased opportunities for parents to learn about the Common Core standards at WCS.</li> <li>• Continue funding for a 7-hour library media technician.</li> <li>• Continue funding for a 5-hour person in the front office who is bilingual.</li> <li>• Explore offering parent education classes so parents can more effectively assist their children at home.</li> <li>• Explore hiring an instructional coach who can also be a resource for parents.</li> </ul>	<p>Washington Charter School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$86,667 LCFF Base</p>

LCAP Year 2			
<b>Expected Annual Measurable Outcomes:</b>	<ul style="list-style-type: none"> <li>• 100% of all core classroom teachers will be “highly qualified” as evidenced by the Title II CMIS and Williams Reports.</li> <li>• Students will meet/exceed proficiency rates.</li> <li>• CAASPP: Increase the percentage of students meeting proficiency on the CAASPP by 1% of ELA 2016 ELA and Math proficiency rates.</li> <li>• AMAO 1, 2a, and 2b will meet or exceed State targets based on the 2016 CELDT.</li> <li>• Reclassification Rate: 6% EL students.</li> <li>• Site Benchmarks: Increase the percentage of students scoring proficiency by 2% of ELA and Math Baseline (TBD Spring 2016).</li> <li>• 100% of all students have access to textbooks and instructional materials as evidenced by Williams Reports.</li> <li>• Maintain current Chromebook: student ratio.</li> <li>• Implement newly adopted ELA textbook.</li> <li>• Reviewing History/Social Studies textbooks if there is a state approved list.</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b>Action Area 1: Highly Qualified Staff</b></p> <ul style="list-style-type: none"> <li>• Continue to increase efforts to recruit, select, and maintain highly qualified staff. Maintain compensation for direct services to students. <b>(California Code of Regulations- CCR 15496 (a)-funding shall be to increase or improve services for unduplicated pupils.</b></li> </ul>	<p>Washington Charter School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$172,190 Supplemental</p>



<p><b><u>Action Area 2: Professional Development</u></b></p> <ul style="list-style-type: none"> <li>Continue to provide a structure and culture for continuous improvement by implementing best practices and providing professional development for teachers and staff.</li> <li>Continue to provide continuous Professional Development in all core content area standards, curriculum, and instructional strategies.</li> <li>Continue to provide Professional Development to teachers.</li> <li>Continue to provide Professional Development for Guest Teachers on effective instructional strategies, classroom management, common core standards, curriculum and technology.</li> <li>Continue to provide Professional Development for Special Education Para-educators on strategies for working collaboratively in supporting instructional practices and classroom management, part of DSUSD LCAP.</li> <li>Work toward hiring an instructional coach if the budget can sustain and this did not occur in the 2016-2017 school year.</li> </ul>	<p>Washington Charter School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$13,000 Title II</p> <p>\$16,753 Supplemental</p> <p>\$93,247 LCFF Base</p>
<p><b><u>Action Area 3: Instructional Materials/Assessments</u></b></p> <ul style="list-style-type: none"> <li>Provide ongoing annual cost of consumable student materials and reasonable replacements of lost core materials.</li> <li>Provide interim and benchmark assessments.</li> <li>Purchase ELD consumables (if the adopted ELA textbook does not have ELD embedded).</li> <li>Explore purchasing History/Social Studies State approved textbooks contingent upon material being State Board approved.</li> <li>Explore purchasing science material/program/textbook that is aligned to NGSS.</li> </ul>	<p>Washington Charter School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$23,969 LCFF Base</p> <p>\$25,000 Lottery</p> <p>\$31,347 Supplemental</p>

<p><b>Action Area 4: Technology</b></p> <ul style="list-style-type: none"> <li>• Maintain 1:1 Chromebook (C-book) ratio grades 1-5. Have funding in place to replace broken, worn or obsolete C-books.</li> <li>• Replace staff computers and other hardware and software as it is deemed obsolete or is broken beyond repair.</li> <li>• Research benefits and fund when applicable individual and site license of technology programs that enhance student learning.</li> <li>• Evaluate effectiveness of additional site based technology support.</li> <li>• Continue to provide professional development in the use of technology to enhance student learning.</li> </ul>	<p>Washington Charter School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$52,208 LCFF Base</p> <p>\$3,540 Lottery</p>
<p><b>Action Area 5: Interventions</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Provide site-based before/after school intervention programs focusing on closing the achievement gap.</li> <li>• Maintain a six hour Para-educator/Bilingual to assist with the WCS ELD Program.</li> <li>• Continue to fund targeted intervention for students who need extra reading support.</li> <li>• Extend school year for at risk students in K and 1st grade.</li> <li>• Continue to support Summer Enrichment Class.</li> </ul>	<p>Washington Charter School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$124,668 LCFF Base</p> <p>\$11,689 Title III</p> <p>\$119,325 Supplemental</p>

<p><b>Action Area 6: School Site</b></p> <ul style="list-style-type: none"> <li>Continue to reduce K-3 class size             <ul style="list-style-type: none"> <li>TK and K 20:1</li> <li>1st Grade 24:1</li> <li>2nd and 3rd Grade 26:1</li> </ul> </li> <li>Maintain grades 4 and 5 staffing to achieve class size of 26:1</li> </ul>	<p>Washington Charter School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$109,629 Supplemental</p> <p>\$58,363 LCFF Base</p>
<p><b>Action Area 7: Parent Engagement</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Continue to provide increased opportunities for parents to learn about the Common Core standards at WCS.</li> <li>Continue funding for a 7-hour library media technician.</li> <li>Continue funding for a 5-hour person in the front office who is bilingual.</li> </ul>	<p>Washington Charter School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$25,503 Supplemental</p> <p>\$61,164 LCFF Base</p>
<p><b>LCAP Year 3</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<ul style="list-style-type: none"> <li>100% of all core classroom teachers will be “highly qualified” as evidenced by the Title II CMIS and Williams Reports.</li> <li>Students will meet/exceed proficiency rates.</li> <li>CAASPP: Increase the percentage of students meeting proficiency on the CAASPP by 1% of ELA 2017 ELA and Math proficiency rates.</li> <li>AMAO 1, 2a, and 2b will meet or exceed State targets based on the 2017 CELDT.</li> <li>Reclassification Rate: 6% EL students.</li> <li>Site Benchmarks: Increase the percentage of students scoring proficiency by 2% of ELA and Math Baseline (TBD Spring 2017).</li> <li>100% of all students have access to textbooks and instructional materials as evidenced by Williams Reports.</li> <li>Maintain current Chromebook: student ratio.</li> <li>Explore purchasing Science material/program/textbook that is aligned to NGSS.</li> </ul>		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b><u>Action Area 1: Highly Qualified Staff</u></b></p> <ul style="list-style-type: none"> <li>Continue to increase efforts to recruit, select, and maintain highly qualified staff. Maintain compensation for direct services to students. <b>(California Code of Regulations- CCR 15496 (a)-funding shall be to increase or improve services for unduplicated pupils.</b></li> </ul>	<p>Washington Charter School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$176,795 Supplemental</p>
<p><b><u>Action Area 2: Professional Development</u></b></p> <ul style="list-style-type: none"> <li>Continue to provide a structure and culture for continuous improvement by implementing best practices and providing professional development for teachers and staff.</li> <li>Continue to provide continuous Professional Development in all core content area standards, curriculum, and instructional strategies.</li> <li>Continue to provide Professional Development to teachers.</li> <li>Continue to provide Professional Development for Guest Teachers on effective instructional strategies, classroom management, common core standards, curriculum and technology.</li> <li>Continue to provide Professional Development for Special Education Para-educators on strategies for working collaboratively in supporting instructional practices and classroom management, part of DSUSD LCAP.</li> </ul>	<p>Washington Charter School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$13,000 Title II</p> <p>\$16,753 Supplemental</p> <p>\$93,247 LCFF Base</p>

<p><b>Action Area 3: Instructional Materials/Assessments</b></p> <ul style="list-style-type: none"> <li>• Provide ongoing annual cost of consumable student materials and reasonable replacements of lost core materials.</li> <li>• Provide interim and benchmark assessments.</li> <li>• Purchase ELD consumables(if the adopted ELA textbook does not have ELD embedded).</li> <li>• Explore purchasing science material/program/textbook that is aligned to NGSS if a purchase does not occur in the 2017-2018 school year.</li> </ul>	<p>Washington Charter School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000 LCFF Base</p> <p>\$31,347 Supplemental</p> <p>\$25,000 Lottery</p>
<p><b>Action Area 4: Technology</b></p> <ul style="list-style-type: none"> <li>• Maintain 1:1 Chromebook (C-book) ratio grades 1-5. Have funding on place to replace broken or worn C-books.</li> <li>• Replace staff computers and other hardware and software as it is deemed obsolete or is broken beyond repair.</li> <li>• Research benefits and fund when applicable individual and site license of technology programs that enhance student learning.</li> <li>• Evaluate effectiveness of additional site based technology support.</li> <li>• Continue to provide professional development in the use of technology to enhance student learning.</li> </ul>	<p>Washington Charter School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$52,208 LCFF Base</p> <p>\$3,540 Lottery</p>

<p><b>Action Area 5: Interventions</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Provide site-based before/after school intervention programs focusing on closing the achievement gap.</li> <li>Maintain a six hour Para-educator/Bilingual to assist with the WCS ELD Program.</li> <li>Continue to fund targeted intervention for students who need extra reading support.</li> <li>Extended school year for at risk students in K and 1st grade.</li> <li>Continue to support Summer Enrichment Class.</li> </ul>	<p>Washington Charter School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$124,668 LCFF Base</p> <p>\$11,689 Title III</p> <p>\$119,325 Supplemental</p>
<p><b>Action Area 6: School Site</b></p> <ul style="list-style-type: none"> <li>Continue to reduce K-3 class size <ul style="list-style-type: none"> <li>TK and K 20:1</li> <li>1st Grade 24:1</li> <li>2nd and 3rd Grade 26:1</li> </ul> </li> <li>Maintain grades 4 and 5 staffing to achieve class size of 26:1</li> </ul>	<p>Washington Charter School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$109,629 Supplemental</p> <p>\$58,363 LCFF Base</p>
<p><b>Action Area 7: Parent Engagement</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Continue to provide increased opportunities for parents to learn about the Common Core standards at WCS.</li> <li>Continue funding for a 7-hour library media technician.</li> <li>Continue funding for a 5-hour person in the front office who is bilingual.</li> </ul>	<p>Washington Charter School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$25,503 Supplemental</p> <p>\$61,164 LCFF Base</p>

<b>GOAL:</b>	<b>Maximize student learning and personal growth by having a safe, clean and secure environment.</b>	Related State and/or Local Priorities: X 1 _2 X 3 _4 X 5 X 6 _7 _8 Local: N/A
<b>Identified Need:</b>	<ul style="list-style-type: none"> <li>In order for students to learn, a safe, clean, and secure campus is required.</li> <li>To have an in-seat attendance rate that supports optimal learning.</li> <li>To reduce the number of chronically truant or absent students.</li> <li>Maintain or increase the level of site cleanliness.</li> </ul> <p><b>Metrics</b></p> <ul style="list-style-type: none"> <li>California Healthy Kids Survey (CHKS), Williams Report, Attendance Report, Suspension Data and Annual LCAP Survey.</li> </ul>	
<b>Goal Applies to:</b>	<b>Schools:</b>	Washington Charter School
	<b>Grades:</b>	All
	<b>Applicable Pupil Subgroups:</b>	All
<b>LCAP Year 1</b>		
<b>Expected Annual Measurable Outcomes:</b>	<ul style="list-style-type: none"> <li>Maintain in-seat attendance rate of greater than 95%.</li> <li>Decrease percentage of chronically absent students.</li> <li>Decrease percentage of chronically truant students.</li> <li>Develop action plan to keep site cleanliness a priority.</li> </ul>	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b><u>Action Area 1: Improve Student Attendance</u></b></p> <ul style="list-style-type: none"> <li>Utilize DSUSD attendance facilitators and attendance data to identify chronically truant or absent students.</li> <li>Utilize SRO at PDCMS to meet with families of chronically absent or tardy students.</li> <li>Establish early outreach and prevention strategies to assist families.</li> <li>Continue focus of positive reinforcement for good attendance.</li> <li>Utilize front office staff to outreach to families with attendance concerns.</li> <li>Send out individual attendance report with 1st and 2nd trimester report card in grades 1-5. Provide attendance reports to TK/K parents at report conference in February.</li> </ul>	<p>Washington Charter School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,547 Supplemental</p>
<p><b><u>Action Area 2: Site Base Positive Behavior Support</u></b></p> <ul style="list-style-type: none"> <li>Continue to provide Professional Development to support school in the implementation of positive behavior support/intervention programs.</li> <li>Administer California Healthy Kids Survey (CHKS) to students in grade 5 with the intent of increasing or maintaining student sense of safety in school.</li> <li>Assemblies that focus on making good choices.</li> </ul>	<p>Washington Charter School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,000 Supplemental</p>
<p><b><u>Action Area 3: Counseling Support and Behavioral Health</u></b></p> <ul style="list-style-type: none"> <li>Maintain a .6 FTE School Counselor.</li> <li>Utilize SAP for families in need.</li> </ul>	<p>Washington Charter School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$45,145 Lottery</p>



<p><b><u>Action Area 4: Safety and Security</u></b></p> <ul style="list-style-type: none"> <li>• Maintain Site Safety Committee</li> <li>• Continue to review and revise Comprehensive School Safety Plan.</li> <li>• Maintain or update visitor management system.</li> <li>• Continue Watch Dog Dad program.</li> <li>• Maintain or increase hours allocated for noon yard supervision.</li> <li>• Maintain health office coverage with a trained health professional during lunch hours.</li> <li>• Submit monthly site safety inspection checklist.</li> <li>• Monthly fire drills.</li> <li>• Submit work orders for identified safety hazards.</li> <li>• Continue funding for safety projects and to replace outdated or obsolete disaster supplies.</li> </ul>	<p>Washington Charter School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$54,497</p> <p>LCFF Base</p>
<p><b><u>Action Area 5: Clean and Efficient Environment</u></b></p> <ul style="list-style-type: none"> <li>• Maintain full time day custodian and night cleaning crew.</li> <li>• Summer cleaning and site maintenance to preserve site and its functionality.</li> <li>• Solicit bids for additional painting and maintenance projects if the budget can support expenditure in this area.</li> <li>• Explore purchasing and installing solar arrays.</li> </ul>	<p>Washington Charter School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$147,764</p> <p>LCFF Base</p>

<p><b>Action Area 6: Parent Engagement</b></p> <ul style="list-style-type: none"> <li>Attendance meetings with families twice a year.</li> <li>Share attendance related information with parents at Back to School Night, in the Chatter, through teacher communications, ELAC and WCSPCF meetings.</li> <li>Sent home individual attendance reports.</li> </ul>	<p>Washington Charter School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$0</p>
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**LCAP Year 2**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ul style="list-style-type: none"> <li>Maintain in-seat attendance rate of greater than 95%.</li> <li>Decrease percentage of chronically absent students.</li> <li>Decrease percentage of chronically truant students.</li> <li>Develop action plan to keep site cleanliness a priority.</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p><b>Action Area 1: Improve School Attendance</b></p> <ul style="list-style-type: none"> <li>Continue to utilize DSUSD attendance facilitators and attendance data to identify chronically truant or absent students.</li> <li>Continue to utilize SRO at PDCMS to meet with families of chronically absent or tardy students.</li> <li>Continue and refine early outreach and prevention strategies to assist families.</li> <li>Continue focus of positive reinforcement for good attendance.</li> <li>Utilize front office staff to outreach to families with attendance concerns.</li> <li>Send out individual attendance reports with 1st and 2nd trimester report card in grades 1-5.</li> <li>Provide attendance report to TK//K parents at report card conference in February.</li> </ul>	<p>Washington Charter School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,547 LCFF Base</p>
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<p><b>Action Area 2: Site Based Positive Behavior Support</b></p> <ul style="list-style-type: none"> <li>Continue to provide Professional Development to support school in the implementation of positive behavior support/intervention programs.</li> <li>Administer California Healthy Kids Survey (CHKS) to students in grade 5 with the intent of increasing or maintaining student sense of safety in school.</li> <li>Assemblies that focus on making good choices.</li> </ul>	<p>Washington Charter School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,000 LCFF Base</p>
<p><b>Action Area 3: Counseling Support and Behavioral Health</b></p> <ul style="list-style-type: none"> <li>Maintain at minimum .6 FTE School Counselor.</li> <li>Continue to utilize SAP for families in need</li> </ul>	<p>Washington Charter School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$45,145 Lottery</p>
<p><b>Action Area 4: Safety and Security</b></p> <ul style="list-style-type: none"> <li>Maintain Site Safety Committee.</li> <li>Continue to review and revise Comprehensive School Safety Plan.</li> <li>Maintain or update visitor management system.</li> <li>Continue Watch Dog Dad program.</li> <li>Maintain or increase hours allocated for noon yard supervision.</li> <li>Maintain health office coverage with a trained health professional during lunch hours.</li> <li>Submit monthly site safety inspection checklist.</li> <li>Monthly fire drills.</li> <li>Submit work orders for identified safety hazards.</li> <li>Continue funding for safety projects and to replace outdated or obsolete disaster supplies.</li> </ul>	<p>Washington Charter School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$54,497 LCFF Base</p>

<p><b>Action Area 5: Clean and Efficient Environment</b></p> <ul style="list-style-type: none"> <li>• Maintain full time day custodian and night cleaning crew.</li> <li>• Summer cleaning and site maintenance to preserve site and its functionality.</li> <li>• Solicit bids for additional painting and maintenance projects if budget can support an expenditure in this area.</li> <li>• Purchase and install solar arrays along with other energy efficient projects.</li> </ul>	<p>Washington Charter School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$147,764</p> <p>LCFF Base</p>
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<p><b>Action Area 6: Parent Engagement</b></p> <ul style="list-style-type: none"> <li>• Continue attendance meetings with families twice a year.</li> <li>• Share attendance related information with parents at Back to School Night, in the Chatter, through teacher communications, ELAC and WCSPCF meetings.</li> <li>• Send home individual attendance reports.</li> </ul>	<p>Washington Charter School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$0</p>
<p><b>LCAP Year 3</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<ul style="list-style-type: none"> <li>• Maintain in-seat attendance rate of greater than 95%.</li> <li>• Decrease percentage of chronically absent students.</li> <li>• Decrease percentage of chronically truant students.</li> <li>• Develop action plan to keep site cleanliness a priority.</li> </ul>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p><b><u>Action Area 1: Improve School Attendance</u></b></p> <ul style="list-style-type: none"> <li>• Continue to utilize DSUSD attendance facilitators and attendance data to identify chronically truant or absent students.</li> <li>• Continue to utilize SRO at PDCMS to meet with families of chronically absent or tardy students.</li> <li>• Continue and refine early outreach and prevention strategies to assist families.</li> <li>• Continue focus of positive reinforcement for good attendance.</li> <li>• Utilize front office staff to outreach to families with attendance concerns.</li> <li>• Send out individual attendance reports with 1st and 2nd trimester report card in grades 1-5.</li> <li>• Provide attendance report to TK//K parents at report card conference in February.</li> </ul>	<p>Washington Charter School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$2,547 LCFF Base</p>
<p><b><u>Action Area 2: Site Based Positive Behavior Support</u></b></p> <ul style="list-style-type: none"> <li>• Continue to provide Professional Development to support school in the implementation of positive behavior support/intervention programs.</li> <li>• Administer California Healthy Kids Survey (CHKS) to students in grade 5 to determine baseline of student sense of safety in school.</li> <li>• Assemblies that focus on making good choices.</li> </ul>	<p>Washington Charter School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$2,000 LCFF Base</p>
<p><b><u>Action Area 3: Counseling Support and Behavioral Health</u></b></p> <ul style="list-style-type: none"> <li>• Maintain at minimum .6 FTE School Counselor.</li> <li>• Continue to utilize SAP for families in need</li> </ul>	<p>Washington Charter School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$45,145 Lottery</p>

<p><b>Action Area 4: Safety and Security</b></p> <ul style="list-style-type: none"> <li>• Maintain Site Safety Committee.</li> <li>• Continue to review and revise Comprehensive School Safety Plan.</li> <li>• Maintain or update visitor management system.</li> <li>• Continue Watch Dog Dad program.</li> <li>• Maintain or increase hours allocated for noon yard supervision.</li> <li>• Maintain health office coverage with a trained health professional during lunch hours.</li> <li>• Submit monthly site safety inspection checklist.</li> <li>• Monthly fire drills.</li> <li>• Submit work orders for identified safety hazards.</li> <li>• Continue funding for safety projects and to replace outdated or obsolete disaster supplies.</li> </ul>	<p>Washington Charter School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$54,497 LCFF Base</p>
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<p><b>Action Area 6: Parent Engagement</b></p> <ul style="list-style-type: none"> <li>• Continue attendance meetings with families twice a year.</li> <li>• Share attendance related information with parents at Back to School Night, in the Chatter, through teacher communications, ELAC and WCSPCF meetings.</li> <li>• Send home individual attendance reports.</li> </ul>	<p>Washington Charter School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$0</p>

## Annual Update

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

### Guiding Questions:

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

<b>Original Goal from prior year LCAP:</b>	<b>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.</b>		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:
Goal Applies to:	Schools:	Washington Charter School	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	1.1 100% of all classroom teachers will be highly qualified as evidenced by Title II, Williams Reports and other data that is submitted by WCS and or DSUSD.		Actual Annual Measurable Outcomes: 1.1 100% of WCS teachers in TK-5 classrooms along with music and physical education teachers are highly qualified. 1.2 This goal was achieved.



	<p>1.2 AMAO 1, 2A and 2B will meet or exceed State targets base on the 2017 CELDT</p> <p>1.3 Reclassification Rate 6% EL students.</p> <p>1.4 Site Benchmarks - ELA Baseline Spring 2015, Math Baseline Spring 2015.</p> <p>1.5 100% of students will have access to textbooks and instructional materials as evidenced by Williams Reports and site information.</p> <p>1.6 Maintain current chromebook ratio.</p> <p>1.7 All students will have acces to ELA and Math intervention.</p> <p>1.8 Students will apply learning in real world setting.</p> <p>1.9 Update current technology lab.</p>	<p>1.3 18 students are eligible for reclassification. This equates to 12% of the site's total EL count. The goal was achieved.</p> <p>1.4 We have SBAC baseline data.</p> <p>1.5 This goal was met.</p> <p>1.6 This goal was met. Every child in grade 1-5 has his/her site provided chromebook. Additional chromebooks have been purchased to replace models that the DSUSD technology department no longer support.</p> <p>1.7 All is a lofty goal with additional supplemental dollars additional slots are available for OVAL reading lab. Extra duty time is being paid to teachers who are working with small groups with a focus on enchancing literacy skills in first grade. More days of SuccessMaker is offered to 4th and 5th graders. Technology enhancements have made accessing SuccessMaker for 3rd grade students possible during the school day.</p> <p>1.8 There are many examples of students applying what they have learned at school in a real world setting. This includes discussions and applications involving the race for the Presidency. Students doing Science Fair projects, addressing environmental and community issues. Having action plans on how to best address the water crisis in California, locally and at our school. This is why we are reducing water usage on our playground.</p> <p>1.9 E-rate funding has been delayed. Even though site dollars were allocated for an infrastructure upgrade this goal is yet to be achieved. Funds will remain committed and the project will commence once the e-rate funding is received. The technology lab was upgraded with the purchase of 28 new student computers and a new teacher workstation.</p>
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LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
<p><b>Action Area 1: Highly Qualified Staff</b></p> <ul style="list-style-type: none"> <li>Increase efforts to recruit, select and maintain highly qualified staff. Increase compensation packages contingent upon direct services to students. (<b>California Code of Regulations CCR 15496(A)- funding shall be used to increase or improve services for unduplicated pupils</b>).</li> <li>Teachers required to hold a credential will hold a valid CA teaching credential as defined by commission on Teacher Credentialing and will be appropriately assigned.</li> </ul>		<p>\$140,395 LCFF Base</p>	<p>1.1 Contract negotiations were completed for the 2014-2015 and 2015-2016 school year for both bargaining units and for management employees. WCS teachers and support staff are on loan from DSUSD to WCS. Employees remain part of each respective association (DSTA and CSEA). Charter school employees received a salary increase for the 2015-2016 school year. Increased total compensation helped WCS remain competitive as we looked to fill vacancies for the 2015-2016 school year. Two teachers from other schools in DSUSD transferred to WCS. We also hired a new teacher from Virginia. Contract negotiations have commenced for the 2016-2017 school year. As of this date a tentative agreement has not been reached. As part of the last round of negotiations dollars have been set aside to offer two professional development days for DSTA, CSEA and management employees.</p> <p>1.2 For the 2015-2016 school year five certificated staff were evaluated. Eligible staff also participated in BTSA. There were no non re-elects at WCS for the 2015-2016 school year.</p>		<p>\$159,964 Supplemental</p>
<p><b>Scope of service:</b></p>	<p>Washington Charter School</p> <p>Grades: All</p>		<p><b>Scope of service:</b></p>	<p>Washington Charter School</p> <p>Grades: All</p>	

<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p><b>Action Area 2: Professional Development</b></p> <ul style="list-style-type: none"> <li>Establish a structure and culture for continuous improvement by implementing best practices and providing professional development for teachers and staff.</li> <li>Provide continuous Professional Development in all core content area standards, English Language Development Framework and standards, curriculum, and instructional strategies.</li> <li>Maintain or increase attendance at conferences and Professional Development outside of DSUSD that will assist with transition to CCSS, classroom management, technology integration, grade level proficiency, etc.</li> <li>Provide Professional Development for Guest Teachers on effective instructional strategies, classroom management, common core standards, curriculum and technology.</li> <li>Provide Professional Development for Special Education Para-educators on strategies for working collaboratively in supporting instructional practices and classroom management as part of DSUSD LCAP.</li> </ul>	<p>\$23,383 Title II</p> <p>\$16,885 Supplemental</p>	<p>2.1 During the school year on-going research based professional development was provided to all teachers in grades K-5 in ELA and Math. Training focused on Common Core Standards, integration of technology into instruction, and site focus areas.</p> <p>Special Education teachers participated in Common Core trainings as well as job-alike trainings. Professional development was scheduled during the school day and guest teachers were provided.</p> <p>A number of after school academies were offered by our Charter Granting Agency giving teachers opportunities to attend additional professional development in the areas of mathematics and technology integration.</p> <p>Provided two paid days of professional development before the school year for CCSS alignment.</p> <p>Each teacher had the opportunity to work an additional hour with compensation each week in his/her grade level team to better align, Whole Brain Teaching, MTI and effective instructional strategies.</p> <p>2.2 WCS Staff Members are provided opportunities to attend workshops, conferences, after school academies, onsite PD etc. In July 2015 a team from WCS attended the ILA conference in St. Louis. A team from the school attended the Google Summit in Indio. The Kindergarten teachers attended a conference in Las Vegas and a second grade</p>	<p>\$5,322 Title II</p> <p>\$16,609 Supplemental</p>

			<p>teacher was an attendee at a multi day Singapore Math conference.</p> <p>2.3 Many guest teachers at WCS also work at other DSUSD schools. PD opportunities are provided by the personnel department at DSUSD.</p> <p>2.4 On October 12, 2015 and January 25, 2016 training for all Special Education staff members took place. A variety of topics were discussed. Our RSP teacher has also attended other conferences locally.</p>	
<b>Scope of service:</b>	Washington Charter School Grades: All		Scope of service: Washingotn Charer School Grades: All	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<p><b>Action Area 3: Instructional Materials/Assessment</b></p> <ul style="list-style-type: none"> <li>Continue to provide ongoing annual cost of consumable student materials and reasonable replacements of lost core materials.</li> <li>Purchase ELD consumables.</li> <li>Purchase K-5 Math Program.</li> <li>Research benefit of site level interim and benchmark assessments.</li> </ul>	<p>\$20,000 LCFF Base</p> <p>\$5,000 LCFF Base</p> <p>\$20,000 Supplemental</p>	<p>3.1 Continued to use Go Math. Paid for math consumables. Paid to replace core materials that were lost or in disrepair.</p> <p>3.2 Purchased ELD consumables so the need of our EL students were met.</p> <p>3.3 Funds have been allocated to purchase a K-5 math program. As WCS goes through the adoption process criteria is in place to determine the textbook series that will best meet the needs of the students who attend WCS. Three textbook publishers were considered for adoption. After multiple onsite presentations and a site visit to a school in Chula Vista the WCS staff voted to eliminate Teacher/Parent/Student (TPS) from further consideration. The two series still under consideration are enVision and Go Math. On April 5th the WCS staff reconvened to continue the discussion on the merits and shortcomings of each program. A recommendation was made to the WCS Governing Board as follows:</p> <ul style="list-style-type: none"> <li>enVision for K and 1st grade</li> <li>Go Math for 2nd, 3rd, 4th and 5th grade</li> </ul> <p>3.4 We continue to research site or district interim and benchmark assessments that will yield staff, parents and students beneficial, valid and reliable feedback and information. We do not believe in giving assessments to simply say we assess. First grade is piloting Next Step in Guided Reading Assessment. It was used at the end of the second trimester. The team likes the assessment and has requested purchasing one kit for each first grade teacher. We are also utilizing some of the interim and benchmark assessments that have been developed by TOSA's at DSUSD. WCS also administer SBAC interim assessments.</p>	<p>\$64,781 LCFF Base</p> <p>\$41,925 Lottery</p>
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<b>Scope of service:</b>	Washington Charter School Grades: All		<b>Scope of service:</b>	Washington Charter School Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p><b>Action Area 4: Technology</b></p> <ul style="list-style-type: none"> <li>Maintain 1:1 Chromebook (C-book) ratio grades 1-5. Have funding in place to replace broken or worn C-books.</li> <li>Replace staff computers and other hardware and software as it is deemed obsolete or is broken beyond repair.</li> <li>Research benefits and fund when applicable individual and site license of technology programs that enhance student learning.</li> <li>Provide professional development in technology to enhance student learning and ease anxiety of those staff members who are gaining proficiency.</li> </ul>		<p>\$21,000 PCF Grant</p> <p>\$43,240 LCFF Base</p>	<p>4.1 Enrollment for the 2015-2016 school year was lowered from 870 to 840. For the 2014-2015 school year every 1st - 5th grade student at WCS had a chromebook. With fewer students we have built a cushion. Additionally funds have been set aside to replace broken, worn or no longer supported chromebooks.</p> <p>4.2 Most staff members had teacher workstations running window XP. Since Microsoft no longer supports XP it was deemed necessary and a priority to replace workstations. In all over 40 new HP computers were ordered and installed during the school year.</p> <p>4.3 Site licenses continue to be funded by the school. This includes but is not limited to:</p> <ul style="list-style-type: none"> <li>Waterford Early Reading Program</li> <li>SuccessMaker</li> <li>Discovery Education</li> </ul> <p>Teachers also received an allocation of \$650.00 - \$1,000.00. Many of them bought individual or classroom licenses for programs that they felt enhanced student learning in their classroom.</p> <p>4.4 Professional Development in technology often occurs in weekly grade level collaboration meetings. As an example training and modeling on the effective use of Think Central occurred during the year.</p>	<p>\$24,599 PCF Grant</p> <p>\$6,801 Lottery</p> <p>\$43,704 LCFF Base</p>	
<p><b>Scope of service:</b></p>	<p>Washington Charter School</p> <p>Grades: All</p>		<p><b>Scope of service:</b></p>	<p>Washington Charter School</p> <p>Grades: All</p>	

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<b>Action Area 5: Interventions</b> <ul style="list-style-type: none"> <li>Explore and establish criteria to determine CCSS Foundational Literacy skills for students in Kindergarten, 1st, and 2nd grades. Provide Professional Development to teachers on the criteria determined.</li> <li>Continue funding for intervention programs within the school day.</li> <li>Provide site-based before/after school intervention programs focusing on closing the achievement gap.</li> <li>Maintain a six our Para-educator/Bilingual to assist with the WCS ELD Program.</li> </ul>		\$10,000 Supplemental \$114,111 Supplemental \$44,103 LCFF Base \$15,028 Title III \$27,809 LCFF Base	5.1 This is not an area that has been addressed in earnest to date. We see the assessment component in Next Step Guided Reading Assessment playing a part in setting our Foundational Literacy Skills  5.2 The enrollment for the 2015-2016 school year decreased, however, funding for the Oval Reading Lab increased. The use of supplemental dollars from LCFF has enabled WCS to reach more at risk students.  5.3 Before and after school intervention programs continue and this year we expanded our offerings. More sessions of SuccessMaker were provided. Mr. Lehmann also met with families of students in SuccessMaker in the hope of improving attendance and commitment to the program All first grade teachers are offering reading intervention classes before and after school.  5.4 This has occurred. This year we also had a certificated teacher working with EL students in kindergarten.	\$186,868 LCFF Base  \$17,630 Title III	
<b>Scope of service:</b>	Washington Charter School  Grades: All		<b>Scope of service:</b>	Washington Charter School  Grades: All	



X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
<b>Action Area 6: Site Staffing</b> <ul style="list-style-type: none"> <li>Continue to reduce K-3 class size                         <ul style="list-style-type: none"> <li>TK and K 20:1</li> <li>1st Grade 24:1</li> <li>2nd and 3rd Grade 26:1</li> </ul> </li> <li>Maintain grades 4 and 5 staffing to achieve class size of 26:1</li> </ul>		\$201,964 LCFF Base  \$100,000 Supplemental  \$53,816 Supplemental	6.1 - 6.3 As note earlier enrollment has decreased this year. This was a conscience effort on the part of the WCS Governing Board. This year we have fewer than 20 students in each section of the TK. Kindergarten numbers are at or just above 20. First grade 24:1 or less and 2nd - 5th grade the average is less than 26:1. We are proud that staffing is at the same level as when we ended last year. The result is a lower teacher/student ration. The majority of our LCFF dollars support lower class size. With smaller classes and targeted PD our EL students and students of poverty directly benefit. Services increase for these students and others in the classroom.	\$221,120 LCFF Base  \$154,106 Supplemental
<b>Scope of service:</b>	Washington Charter School  Grades: All		<b>Scope of service:</b>	Washington Charter School  Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<p><b>Action Area 7: Site Based Student Achievement Support</b></p> <ul style="list-style-type: none"> <li>• Hire a 5-hour per day person in the front office who is bilingual.</li> <li>• Expand hours of operation for the library so students have access before and after school daily.</li> <li>• Maintain existing English Learner Advisory Councils (ELAC) to educate parents and solicit input to best meet the needs of low-income students and English Learners.</li> <li>• Provide increased opportunities for parents to learn about rigorous educational options and Common Core Standards at WCS.</li> <li>• Provide opportunity to parents to learn more about the Charter School and how it is governed.</li> <li>• Maintain open door policy so parents can easily access administration.</li> </ul>		<p>\$30,000 Supplemental</p> <p>\$55,073 LCFF Base</p> <p>\$6,839 Supplemental</p>	<p>7.1 We have hired a front office staff person who is bilingual. This compliments our bilingual para-educator who works directly with students. Our front office is enhanced and better able to meet the needs of WCS families. Our bilingual office team member often translates documents and school communications. She can also field calls from families that speak Spanish. She translates and is part of ELAC meetings.</p> <p>7.2 This goal has been met. Feedback from families is positive.</p> <p>7.3 ELAC committee is active at WCS. WCS ELAC president often attended DELAC meetings. ELAC committee also had a active role in development of WCS LCAP.</p> <p>7.4 Most of the communication on CCSS has occurred through written communication. Mr. Lehmann does speak to CCSS when meeting with WCSPCF, WCS Governing Board,ELAC, and when meeting individually with parents and community members.</p> <p>7.5 Information is conveyed through the Principal's newsletter and the annual WCS Open House.</p> <p>7.6 Open door policy has been maintained.</p>	<p>\$86,011 LCFF Base</p>	
<p><b>Scope of service:</b></p>	<p>Washington Charter School</p> <p>Grades: All</p>		<p><b>Scope of service:</b></p>	<p>Washington Charter School</p> <p>Grades: All</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
<p><b>What changes in actions, services, and expenditures</b></p>		

<p><b>Original Goal from prior year LCAP:</b></p>	<p><b>Maximize student learning and personal growth by having a safe, clean and secure environment.</b></p>	<p>Related State and/or Local Priorities: X 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 Local:</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Washington Charter School</p>
		<p>Grades: All</p>
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>

<p>Expected Annual Measurable Outcomes:</p>	<p>1.1 Maintain in-seat attendance rate of greater than 95%.</p> <p>1.2 Decrease percentage of chronically absent students.</p> <p>1.3 Decrease percentage of chronically truant students.</p> <p>1.4 Develop action plan to keep site cleanliness a priority.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>1.1 This goal was achieved Average daily attendance through month 10 is 96.12%.</p> <p>1.2 Chronic absence rate decreased from 7.62% in 2014/2015 to 5.22% in 2015/2016. This equates to a 31% decrease. This far exceeds expectations.</p> <p>1.3 Chronic truancy rate decreased from .71% (6 students) to .49% (4 students). Overall truancy increased slightly from 24.76% to 25.48 %. We will continue efforts to decrease the percent of truant students. This will include outreaching to families. Talking with students and incentivizing coming to school every day on time.</p> <p>1.4 Principal and designated staff meet regularly with cleaning team and landscaping company. Monthly inspections occur.</p>
<p><b>LCAP Year: 2015-16</b></p>			
<p><b>Planned Actions/Services</b></p>		<p><b>Actual Actions/Services</b></p>	

	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p><b>Action Area 1: Improve School Attendance</b></p> <ul style="list-style-type: none"> <li>Utilize DSUSD attendance facilitators and attendance data to identify chronically truant or absent students.</li> <li>Utilize SRO at PDCMS to meet with families of chronically absent or tardy students.</li> <li>Establish early outreach and prevention strategies to assist families.</li> <li>Continue focus of positive reinforcement for good attendance.</li> <li>Utilize front office staff to outreach to families with attendance concerns.</li> </ul>	<p>\$1,300 LCFF Base</p>	<p>1.1 This service was provided to all WCS families this year. Each child received a customized report indicating if his or her attendance was satisfactory or of concern. The information in the report is beneficial for parents. Attendance data is received and reviewed monthly.</p> <p>1.2 This occurred in the fall of 2015. The meeting resulted in improved attendance for some of the students.</p> <p>1.3 We strive to make personal connections with families where attendance is a concern. When staff reaches out it's to strategize ways in which we can work together.</p> <p>1.4 The WCSPCF continues to support positive reinforcement for good attendance.</p> <p>1.5 This has occurred. Our point person is Ellie Weiner WCS Office Registrar.</p> <p>Additionally: Research has shown that students with chronic absences, being late to school, or picked up early do not progress as quickly academically. WCS is proud to have exceeded its LCAP goal of 95% in-seat attendance. Through month 7 the school is above 96%. We still have children with chronic absences. We define chronic absences as a child who has an in-seat attendance rate of 81-90%. To date 30 students are in this category. We have 1 student with in-seat attendance rate below 80%. He has an extenuating medical condition that directly impacts his ability to attend school. In reviewing the data 11 of the 30 students with chronic absences attend TK or Kindergarten. For some of the students they did not attend preschool so we feel they are more susceptible to the "illness of the month."</p>	<p>\$2,248 LCFF Base</p>

<b>Scope of service:</b>	Washington Charter School Grades: All		<b>Scope of service:</b>	Washington Charter School Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
<b>Action Area 2: Site Based Positive Behavior Support</b> <ul style="list-style-type: none"> <li>Continue to provide Professional Development to support school in the implementation of positive behavior support/intervention programs.</li> <li>Administer California Healthy Kids Survey (CHKS) to students in grade 5 to determine baseline of student sense of safety in school.</li> <li>Assemblies that focus on making good choices</li> </ul>		\$2,000 LCFF Base	2.1 Needed PD is provided to staff. PD has occurred formally at grade level and staff meeting and informally in casual conversation and brainstorming amongst staff.  2.2 The California Healthy Kids Survey (CHKS) was administered in the fall of 2015. Results came back in the spring of 2016. The results yielded information for the staff to consider. I am comforted that 89% of our students feel safe at school.  2.3 This goal was met. Assemblies of this nature are researched and recommended by Kathy Cole our School Counselor.	\$0	
<b>Scope of service:</b>	Washington Charter School Grades: All		<b>Scope of service:</b>	Washington Charter School Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
<b><u>Action Area 3: Counseling Support and Behavioral Health</u></b>  <ul style="list-style-type: none"> <li>Maintain a .6 FTE School Counselor.</li> <li>Utilize SAP for families in need.</li> </ul>		\$43,039 Lottery	3.1 Washington Charter School continues to employ a school counselor. Kathy Cole has been at WCS for a number of years. Even though Mrs. Cole works a 60% contract she is on site weekly providing support for families and staff. Kathy meets with students individually and in groups. She is well respected and her voice is impactful.  3.2 On occasion students and families benefit from services that are offered through SAP. We have an excellent working relationship with SAP and refer families as needed.	\$42,000 Lottery
<b>Scope of service:</b>	Washington Charter School  Grades: All		<b>Scope of service:</b>	Washington Charter School  Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<p><b>Action Area 4: Safety and Security</b></p> <ul style="list-style-type: none"> <li>• Maintain Site Safety Committee.</li> <li>• Continue to review and revise Comprehensive School Safety Plan.</li> <li>• Maintain or update visitor management system.</li> <li>• Continue Watch Dog Dad program.</li> <li>• Maintain or increase hours allocated for noon yard supervision.</li> <li>• Maintain health office coverage with a trained health professional during lunch hours.</li> <li>• Submit monthly site safety inspection checklist.</li> <li>• Monthly fire drills.</li> <li>• Submit work orders for identified safety hazards.</li> </ul>		<p>\$45,329 LCFF Base</p> <p>\$7,980 LCFF Base</p>	<p>4.1 WCS has an active site safety committee. Our safety plan was reviewed and updated during the school year.</p> <p>4.2 See 4.1</p> <p>4.3 Our visitor management system remains operational. We have two kiosks when visitors come to the school site. WCS has a contract with Lobbyguard and as enhancements are made to the system we are able to update our software. The school also requires all classroom volunteers to be approved to volunteer. There is a system in place where the applications can be filled out online. This also included watching a video and passing a quiz on mandated reporting. Volunteers who go on field trips or may be alone with a child must be AB346 approved.</p> <p>4.4 We continue to have the Watch Dog Dad program, however, this year there have been fewer volunteers. Working with the WCSPCF efforts will be made to recruit more adults to the program. On site fingerprinting will be offered as an action plan to increase volunteers.</p> <p>4.5 Additional dollars were allocated to student supervision at recess, lunch and before school. With more money WCS was able to hire additional supervisors.</p> <p>4.6 Health office coverage by a trained health professional continued during lunch hours.</p>	<p>\$47,135 LCFF Base</p>	
<p><b>Scope of service:</b></p>	<p>Washington Charter School</p> <p>Grades: All</p>		<p><b>Scope of service:</b></p>	<p>Washington Charter School</p> <p>Grades: All</p>	



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<b>Action Area 5: Clean and Efficient Environment</b> <ul style="list-style-type: none"> <li>Maintain full time day custodian and night cleaning crew.</li> <li>Summer cleaning and site maintenance to preserve site and its functionality.</li> </ul>		\$101,344 LCFF Base  \$20,350 LCFF Base	5.1 WCS continues to have a full time day custodian and night cleaning crew.  5.2 In the summer of 2015 many areas of the school were painted including railings, steps, hallways, fencing and specific highly trafficked areas. Due to drought conditions and the age of some plants and trees some trees and many plants and shrubs were removed. Drought tolerant plants and shrubs were planted.	\$152,469 LCFF Base
<b>Scope of service:</b>	Washington Charter School  Grades: All		Scope of service:	Washington Charter School  Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<b>Action Area 6: Parent Engagement</b> <ul style="list-style-type: none"> <li>Attendance meetings with families twice a year.</li> <li>Share attendance related information with parents at Back to School Night, in the Chatter, through teacher communications, ELAC and WCSPCF meetings.</li> <li>Sent home individual attendance reports.</li> </ul>		\$0	6.1 On October 29, 2015 an all day meeting with families was held to discuss chronic absences and days tardy at school. Individual meeting were schedules throughout the day. The school resource officer assigned to WCS also attended. As needed follow up meetings were scheduled.  6.2 This has been accomplished.	\$0
<b>Scope of service:</b> Washington Charter School  Grades: All			<b>Scope of service:</b> Washington Charter School  Grades: All	
X All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			X All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	
<b>What changes in actions, services, and expenditures</b>				

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

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

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

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

<b>Total amount of Supplemental and Concentration grant funds calculated:</b>	417929
<p>The use of Supplemental/Concentration funds for the principle benefit of supporting our unduplicated students, is budgeted district and school-wide for actions and services to increase student achievement. The actions/services come out of identified needs of our low income, foster youth and English Learner students. Supplemental/ Concentration funds in the amount of \$417,929 (Current year 2016-2017) proportionality) were allocated school-wide to support low income students, foster youth, and English Learner populations and are used to provide increased services to these students. In the 2015/2016 School Year the percentage was \$5.88% and funding was allocated in the amount of \$330,679. In 2016-2017 it will increase by 1.38%.</p> <p>WCS is allocating \$417,929 of its proportionate share on support and services to build and strengthen programs in order to close the achievement gap.</p> <p>Below is a breakdown of expenditures by goal area: For more explanation see Action Area and Support/Services in the LCAP.</p> <hr/> <p>Goal 1</p> <p>Action Area 1: \$167,675</p> <p>Action Area 2: \$16,753</p> <p>Action Area 3: \$0</p> <p>Action Area 4: \$0</p> <p>Action Area 5: \$119,325</p>	

Action Area 6: \$109,325  
 Action Area 7: \$0  
 Total Expenditures for Goal 1: \$413,382  
 Goal 2  
 Action Area 1: \$2,547  
 Action Area 2: \$2,000  
 Action Area 3: \$0  
 Action Area 4: \$0  
 Action Area 5: \$0  
 Action Area 6: \$0  
 Total Expenditures for Goal 2: \$4,547

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

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

7.26

%

As the WCS LCAP was being written Cal PADS data was looked at and it showed WCS has an enrollment of unduplicated pupils at 41.55%. With a school wide percentage above 40% we can expend the funds on a school wide basis. The LCAP was written and LCFF dollars allocated to narrow the achievement gap. WCS does not receive a great deal of supplemental funding. It is the belief of the WCS Governing Board that the educational needs of all students must be met with the additional LCFF dollars that have flowed to WCS. We used these funds in a number of ways. As you can see from the budget portion of our LCAP many expenditures are a combination of base grant funds and supplemental funding. Listed below are examples of how we used our additional supplemental and base funding.

- Reduced class in all classrooms. For the 2015/2016 school year. WCS had 30 fewer students.
- Continued funding 1 additional classroom teacher in comparison to the number of teachers that WCS had at the beginning of the 2014/2015 school year.
- Summer School for at risk first graders.
- Hired a 5 hour bilingual office technician.
- Expanding our before and after school programs that were started in 2014-2015.
- Purchased a new math series.
- These dollars also enabled us to spend money on purchasing bridge materials in ELA and Math that are CCSS aligned.
- Allocated additional hours for playground supervision.
- Chromebook replacement.
- New teacher workstations.
- Purchased 28 computers for the technology lab.
- Additional hours for librarian.
- More OVAL Read lab slots.

## **LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

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

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

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

- (b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

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

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