

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: WASHINGTON CHARTER SCHOOL

CDS Code: 33-67058-6031959

School Year: 2023-24

LEA contact information:

Allan Lehmann

Principal

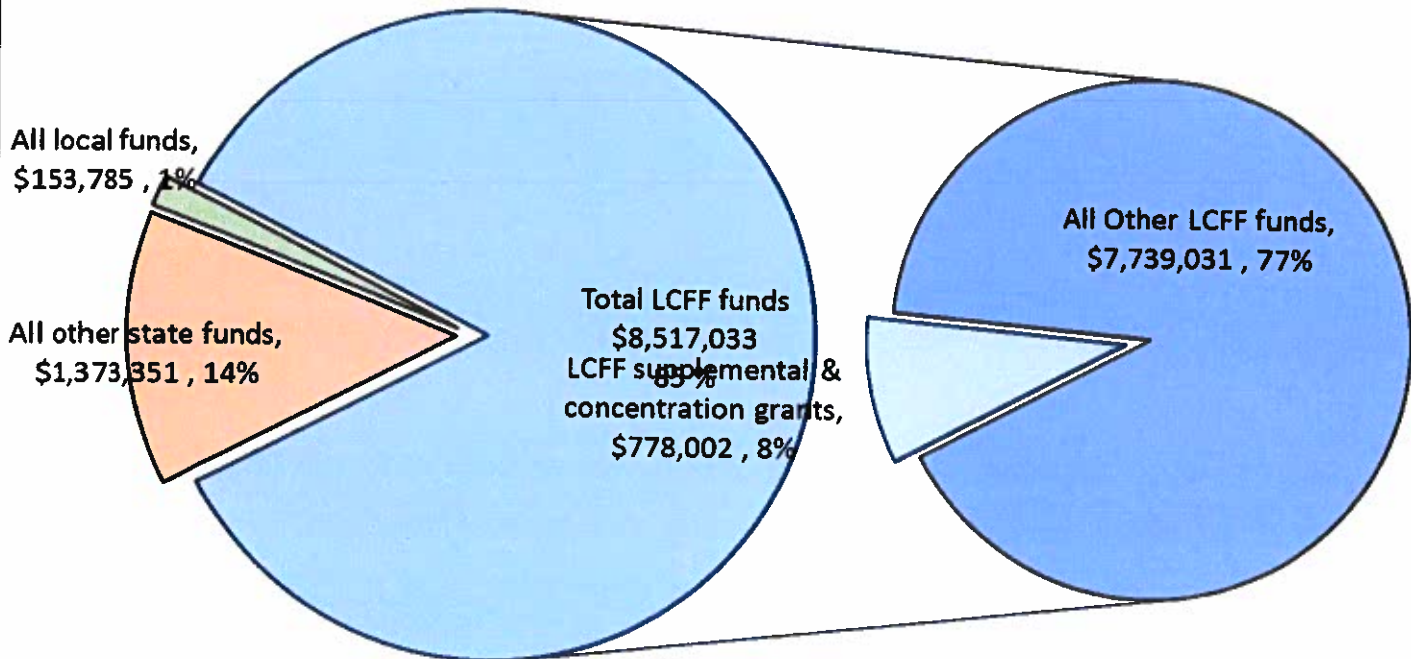
Allan Lehmann

760-862-4350

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

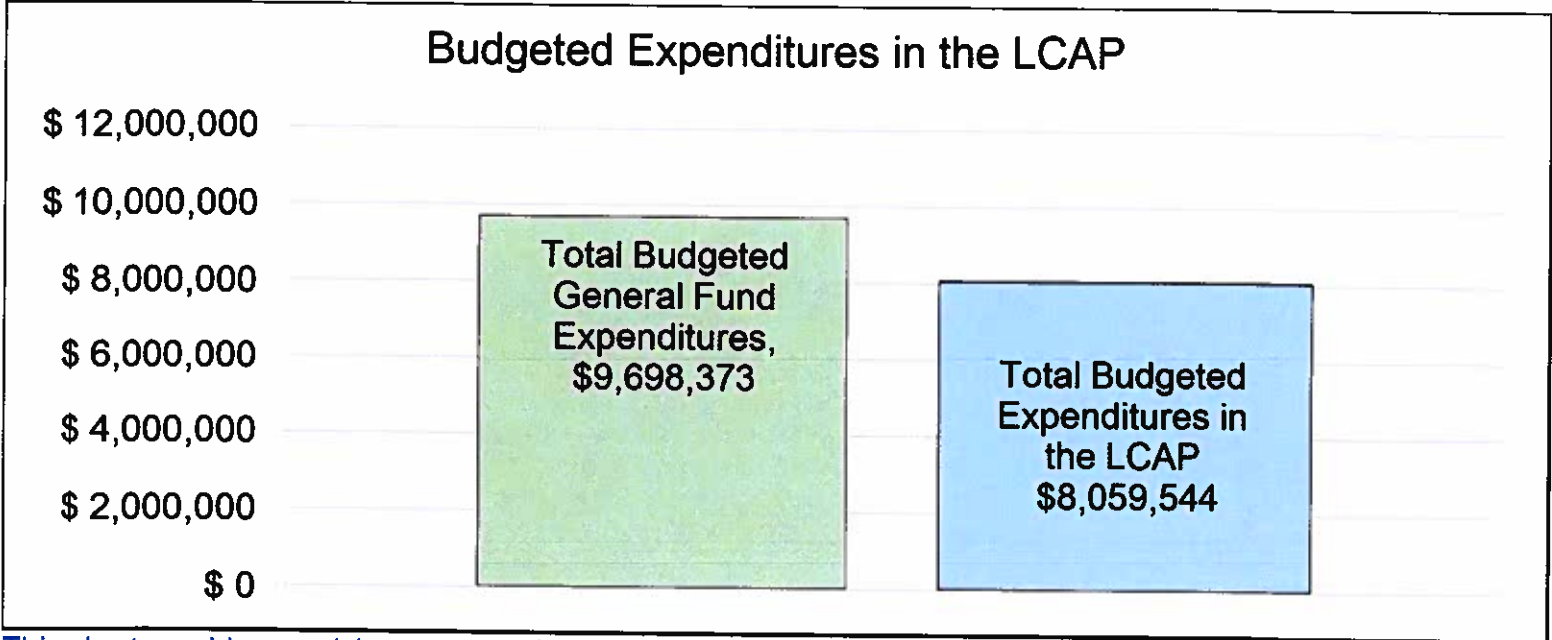


This chart shows the total general purpose revenue WASHINGTON CHARTER SCHOOL expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for WASHINGTON CHARTER SCHOOL is \$10,044,169, of which \$8,517,033 is Local Control Funding Formula (LCFF), \$1,373,351 is other state funds, \$153,785 is local funds, and \$0 is federal funds. Of the \$8,517,033 in LCFF Funds, \$778,002 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much WASHINGTON CHARTER SCHOOL plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: WASHINGTON CHARTER SCHOOL plans to spend \$9,698,373 for the 2023-24 school year. Of that amount, \$8,059,544 is tied to actions/services in the LCAP and \$1,638,829 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

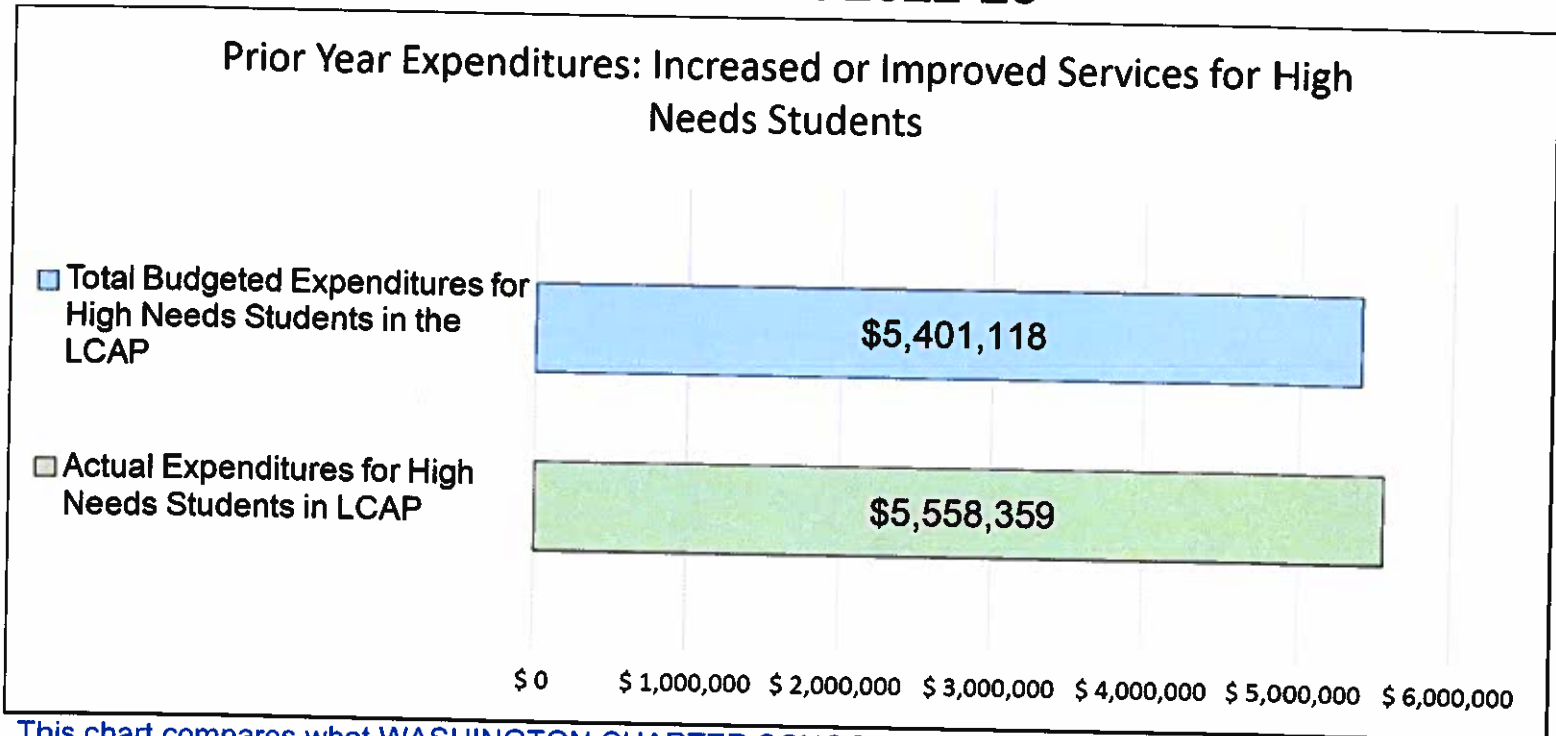
The general fund budgeted expenditures not included in the LCAP, include general operating expenditures (utilities, legal fees, insurance, administrative supplies), STRS on Behalf expenses, indirect costs, and encroachments.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, WASHINGTON CHARTER SCHOOL is projecting it will receive \$778,002 based on the enrollment of foster youth, English learner, and low-income students. WASHINGTON CHARTER SCHOOL must describe how it intends to increase or improve services for high needs students in the LCAP. WASHINGTON CHARTER SCHOOL plans to spend \$6,020,096 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, WASHINGTON CHARTER SCHOOL's LCAP budgeted \$5,401,118 for planned actions to increase or improve services for high needs students. WASHINGTON CHARTER SCHOOL actually spent \$5,558,359 for actions to increase or improve services for high needs students in 2022-23.

2023-24 Total Expenditures Table

Totals		LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals		\$6,975,567.00	\$1,048,313.00		\$35,664.00	\$8,059,544.00	\$6,856,579.00	\$1,202,965.00
Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Recruit and maintain highly qualified staff	English Learners Low Income	\$5,277,914.00				\$5,277,914.00
1	1.2	Professional Development	English Learners Low Income	\$14,603.00	\$80,000.00	\$0.00		\$94,603.00
1	1.3	Instructional Coach	English Learners Low Income	\$134,703.00			\$35,664.00	\$170,367.00
1	1.4	Textbook adoption, consumable student material and assessments.	English Learners Low Income	\$132,000.00	\$86,673.00			\$218,673.00
1	1.5	Technology	All	\$347,449.00	\$14,674.00			\$362,123.00
1	1.6	Assisting At Risk students and families	English Learners Low Income	\$369,522.00	\$116,735.00			\$486,257.00
1	1.7	Class Size		\$0.00				\$0.00
1	1.8	Parenting Support and Engagement	All	\$177,778.00	\$2,075.00			\$179,853.00
1	1.9	Enrichment	English Learners Low Income	\$30,035.00	\$575,361.00			\$605,396.00
2	2.1	Counseling Support and Services	English Learners Low Income	\$61,319.00	\$112,617.00			\$173,936.00
2	2.2	Positive and Safe Environment	All	\$140,562.00	\$60,178.00			\$200,740.00
2	2.3	Clean and Efficient Environment	All	\$286,821.00				\$286,821.00
2	2.4	School Attendance	All	\$2,861.00				\$2,861.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF — Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
6,742,013	\$778,002.00	11.54%	0.00%	11.54%	\$6,020,096.00	0.00%	89.29 %	Total:	\$6,020,096.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$6,020,096.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Recruit and maintain highly qualified staff	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter	\$5,277,914.00	
1	1.2	Professional Development	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter School	\$14,603.00	
1	1.3	Instructional Coach	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter School	\$134,703.00	
1	1.4	Textbook adoption, consumable student material and assessments.	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter	\$132,000.00	
1	1.6	Assisting At Risk students and families	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter School	\$369,522.00	
1	1.7	Class Size	Yes	Schoolwide		Specific Schools: Washington Charter	\$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Enrichment	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter	\$30,035.00	
2	2.1	Counseling Support and Services	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter	\$61,319.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$6,699,266.00	\$6,530,403.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Recruit and maintain highly qualified staff	Yes	\$4,826,548.00	\$4,955,212.00
1	1.2	Professional Development	Yes	\$13,831.00	\$4,506.00
1	1.3	Instructional Coach	Yes	\$156,128.00	\$135,158.00
1	1.4	Textbook adoption, consumable student material and assessments.	Yes	\$295,250.00	\$91,012.00
1	1.5	Technology	No	\$332,961.00	\$302,444.00
1	1.6	Assisting At Risk students and families	Yes	\$337,059.00	\$223,266.00
1	1.7	Class Size	Yes	\$0.00	\$163,987.00
1	1.8	Parenting Support and Engagement	No	\$162,167.00	\$172,792.00
1	1.9	Enrichment	Yes	\$9,382.00	\$1,507.00
2	2.1	Counseling Support and Services	Yes	\$158,221.00	\$34,070.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Positive and Safe Environment	No	\$146,472.00	\$191,396.00
2	2.3	Clean and Efficient Environment	No	\$258,420.00	\$253,507.00
2	2.4	School Attendance	No	\$2,827.00	\$1,546.00

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)	
\$662,633	\$5,401,118.00	\$5,558,359.00	(\$157,241.00)	0.00%	0.00%	0.00%	
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Recruit and maintain highly qualified staff	Yes	\$4,780,030.00	\$4,904,852.00		
1	1.2	Professional Development	Yes	\$13,831.00	\$4,506.00		
1	1.3	Instructional Coach	Yes	\$125,301.00	\$135,159.00		
1	1.4	Textbook adoption, consumable student material and assessments.	Yes	\$102,000.00	\$91,012.00		
1	1.6	Assisting At Risk students and families	Yes	\$337,059.00	\$223,266.00		
1	1.7	Class Size	Yes	\$0.00	\$163,987.00		
1	1.9	Enrichment	Yes	\$9,382.00	\$1,507.00		
2	2.1	Counseling Support and Services	Yes	\$33,515.00	\$34,070.00		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
	\$662,633		0.00%	\$5,558,359.00	0.00%	0.00%	\$0.00	0.00%

Local Control and Accountability Plan

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

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

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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. In June 2021 the DSUSD BOE unanimously approved the WCS Charter renewal petition for an additional seven years. To receive a renewal of seven years a number of metrics and criteria were met by the school.

Washington Charter School currently serves approximately 750 students. approximately 540 families. Students from throughout the Coachella Valley attend Washington Charter. The school's preferred admissions area was frozen when the first petition was approved in 1994. Approximately 53% of our students reside in the preferred admissions area of Washington Charter School. The grade levels served are TK - 5th. Washington Charter School is considered a dependent Charter School. Of the 750 students attending Washington Charter 51% are Caucasian, 31% are Hispanic or Latino, 7% are multi-racial, 6% are Asian, 2% are African American and 51% of the students at Washington qualified for the free and reduced lunch program. English learners currently comprise approximately 7.5% of our population.

The education team is composed of hard working and dedicated teachers, support staff, a full time school counselor, instructional coach, and principal. This dynamic group works in close partnership to effectively meet the needs of students, parents, and community. As a charter school the staff has significant input with regard to curriculum and school operations.

To the best of our records for the 2022-2023 school year, one student has been identified as a foster child. Additional background information and statistics regarding Washington Charter School are located in our SARC and/or the Washington Charter School website.

Engagement with our educational partners 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 of our educational partners, including, but not limited to:

- Teachers
- Parents of second language learners
- Support Staff
- Members of the Washington Charter School Parent Club Foundation
- Members of the WCS Governance Council
- Community Members
- Students

We utilized a number of strategies to engage our educational partners. In addition to parent meetings, feedback on LCAP development was solicited while the LCAP was being written. Washington Charter School continues to have a contract with Panorama Education. Information gleaned from the student, parent, and staff survey informs our goals and validates many successful programs and personnel that are in place. It also informs areas where staff and student perceptions were not aligned. Panorama Survey data will help us to continue to target resources, material, and personnel where needed. Feedback was also solicited from many of the groups listed above. Students participated in three SEL surveys, the Fall 2022 Well Being Survey and the Winter 2023 Well Being Survey. Students and staff also completed the SEL and Climate Survey in March 2023. This data allows us to analyze program effectiveness. WCS has discussed the 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, the needs of the school and developed a list of outcomes within two focus areas:

- Academic Achievement
- Safe and Secure Environment

A parent/guardian LCAP survey soliciting feedback occurred in March 2023. In addition parents/guardians were encouraged to participate in the DSUSD LCAP Thought Exchange and in the Panorama Spring 2023 Family-School Relationship Survey.

At multiple Governance Council meetings LCFF and LCAP were discussed. Our council meetings are open to the public. The LCAP is a public document and can be found in its entirety on the WCS webpage. Prior to the Governance Council meeting on June 12, 2023, the draft LCAP was put on the WCS website. At the June 7, 2023 Governance Council meeting staff presented a draft of the 2023-2024 LCAP. This was another opportunity for educational partners to share thoughts and suggestions. In accordance with legislation, a public hearing for the LCAP is not required so the WCS Governance Council approved the LCAP on June 12, 2023.

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

Priorities identified for the LCFF and LCAP are:

- Socioeconomically Disadvantaged Students
- Students with disabilities
- Homeless and Foster Youth

- Parent engagement
- School climate
- College and career readiness
- Class size
- Early intervention
- Balanced educational program

The following are examples of how information was gathered to identify focus areas and priorities:

- Parent/Guardian WCS LCAP Survey, March 2023 English/Spanish
- Panorama Survey Fall 2022, Winter 2023 and March 2023
- Staff input at staff meetings
- PLC team Collaboration meetings
- Monthly WCS Governance Council Meetings
- Impromptu meetings with parents throughout the year
- LCAP Educational Partner feedback survey

Washington Charter School embraces inclusiveness. Soliciting the participation of our educational partners to gather feedback in order to determine priorities is something we are familiar with. Going through this cyclical process helps bring into focus common beliefs and the need to work collaboratively to narrow the achievement gap and to increase student achievement. The focus has and continues to be a learning environment that is stimulating and encourages critical thinking. Students must be taught by highly qualified teachers as we implement a standards aligned educational program. High quality professional development remains a priority. It was validating to hear from parents and the community the high regard they hold for the Washington Charter School educational team.

Reflections: Successes

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

Washington Charter School takes pride in saying that we educate the whole child. We are passionate about designing an educational program that is balanced. Part of the balance is having a rigorous educational program. Go Math is our textbook of choice in grades 2-5 and Envision Math for grades K and 1. The justification for the split mathematics adoption is, Envision provides students with strong foundational skills and is child friendly. In English Language Arts the school uses Benchmark Advance (Benchmark Education). Pearson/Savvas, My World is the school's History-Social Science textbook. This textbook series is aligned with our ELA textbook. Following an in-depth and rigorous process, Amplify Science was adopted as the NGSS science series for WCS. Curriculum and instructional alignment helps Washington Charter School achieve its goals.

The textbooks and instructional programs at WCS are aligned with national standards. The school has been focused on closing the achievement gap. With the release of the California Dashboard in the fall of 2019, the dedication and commitment of students, staff and parents was validated. We are comforted to know that the overall performance of WCS students in English Language Arts and Mathematics has improved since the inception of CAASPP and LCAP. The dashboard data from the fall of 2019 release for ELA and Math placed WCS at the highest performance level (Blue). The designation reflected that WCS had maintained performance level Blue in ELA and moved up a performance level from Green to Blue in mathematics. At that time, schoolwide and with most of the schools sub groups we experienced an overall increase in the percentage of students meeting or exceeding standards in ELA and Math. Due to school closures there were no CAASPP results to report from the spring of 2020. CAASPP testing was done in the spring of 2021. Some students took CAASPP in-person and others completed it virtually. Administration did not feel results received in the fall of 2022 are reflective of the performance level of our students. A more accurate reflection of performance was i-Ready data from Diagnostic 1, 2 and 3 for the 2021-22 school year. WCS staff continues to analyze CAASPP data and iReady information following each Diagnostic. We continue to see significant improvement in reading and math as measured by i-Ready. CAASPP performance results from the CAASPP taken in spring 2022, were reported as Status. Schoolwide, the ELA performance status level was Very High, 47.6 points above standard, the Math performance level was High, at 17.7 points above standard. As anticipated this CAASPP data from Spring of 2022 showed a decrease in the number of students meeting or exceeding standard. We are heartened that the decrease in ELA was less than anticipated.

I-Ready Diagnostics 1 and 2, taken in 2022-2023 continue to provide actionable data in both ELA and Math. The baseline diagnostic taken in September 2022, indicated that 46% of students were at or above grade level in reading and 28% at or above grade level in math. Results of the Winter Diagnostic 2023 allowed for comparative data, showing 68% at or above grade level in reading and 52% in math. Eighty percent of students made at least half of their Annual Typical growth in reading and 56% in math. Typical growth is the average annual growth for a student at their grade and baseline placement level. The growth of students with disabilities indicated median progress toward Typical Growth of 57% in reading and 59% in math. English learners made 71% median progress toward Typical Annual Growth in reading and 52% in math. Research indicates a strong correlation between .85 in ELA and .86 in math, between i-Ready diagnostic data and SBAC results. I-Ready Diagnostic 3 taken at the end of May indicated that 79% of students are at or above grade level in reading and 74% are at or above grade level in math. One-hundred thirty-four percent of students made median progress toward Typical Annual Growth in reading, with 112% in math. English learners made 112% median progress toward Typical Annual Growth in reading and 109% in math. The growth of students with disabilities indicated median progress toward Typical Annual Growth of 103% in reading and 95% in math. Research indicates a strong correlation between .85 in ELA and .86 in math, between i-Ready diagnostic data and SBAC results. We eagerly anticipate CAASPP scores, 3-5 taken in May of 2023.

The RISE reading program has continued to yield positive results signaling that we are indeed making progress towards closing the achievement gap. Students in grade 1-3 are recommended by their teachers for this intensive reading intervention program. Three sessions were held during the 2022-2023 school year. Approximately nine weeks in duration, students attended daily for one hour of intensive instruction and practice in vocabulary, comprehension, word work, fluency practice and writing. Pretests and posttests were administered by trained personnel. Results from the first session indicated that 1st graders grew an average of 2.6 guided reading levels, 2nd graders 2.9, and 3rd graders an average of 2.3 levels. Second session attendees also showed growth: 1st grade, 3.9 guided reading levels, 2nd grade 1.3 and 3rd grade 1.6. Many of the students who attended the first and second sessions of RISE continued receiving small group intervention in the classroom in an attempt to further narrow the learning gaps, which for many of these students was one to two grade levels below their

current grade level. Following the third session of RISE, first graders showed an average of 2 levels of growth and 3rd grade, 1.2. Second graders made the most significant progress following this last session of RISE. The majority of these students had attended the first session of RISE, received reading instruction in their classrooms, continued to have intervention in the classroom and then returned for the last session of RISE. On average, these second graders made 4.5 levels of growth. Their growth can also be seen reflected in their i-Ready scores, many moving at least one grade level, ex. K to 1, 1 to 2.

Reflections: Identified Need

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

When looking at data, whether from CAASPP data or local assessment data, it remains important to take into account the costs of the pandemic as schools closed in March of 2020 and did not reopen for in person instruction until March 2021. We know learning gaps have widened for many of our students. From data gathered since August 2020 students most impacted by the closure and 100% remote learning for the better part of a school year have been our most vulnerable children. We continue to deal with the ramifications of school closures, i.e., learning gaps and learning loss, as well as social emotional learning needs (SEL) of students. We remain laser focused on closing the gaps and moving our students forward. We continue to fund a full time instructional coach, a 6.5 hour paraprofessional, two 7 hour at will certificated employees and a Resident Guest teacher who assists with intervention and support for at risk students in reading and math. The school also provides counseling services to support students and staff. Just as the negative impacts of almost two years of lost in-person instruction have led to learning gaps, it will take time to close those gaps. The goals and actions within our 2023-2024 LCAP, which support instructional alignment, parent involvement, and strong teaching practices, etc. are designed to address the continued academic and SEL challenges faced by all of our students and to increase student achievement.

WCS, due to the Chronic Absenteeism Status level as reported on the California Dashboard was made eligible for ATSI (Additional Targeted Support and Improvement) for the ethnicity group of multiple races/two or more. WCS is taking measures to connect with families including, but not limited to home visits, phone calls, formal Attendance Meetings attended by administration and teachers. We expect to carry these measures forward during the 2023-2024 school year. The expected result from these interventions is the ethnicity groups noted above will have a chronic absenteeism rate aligned with other Ethnicity groups on the fall 2023 Dashboard. With measures in place and as families become increasingly more comfortable with sending their children to school post pandemic, we will return to pre-pandemic levels.

WCS participated with DSUSD in administering DIBELS (Dynamic Indicators of Basic Early Literacy Skills). This screener is designed to identify students that may be a risk for the acquisition of the critical skills for reading success. DIBELS consists of one-minute fluency measures in key areas, phonemic awareness, the alphabetic principle (the idea that letters and sounds represent spoken words) and oral reading fluency ORF. Students K-2 were screened at the beginning, middle and end of year using DIBELS 8. More analysis of data is needed, that notwithstanding, we know that it will be important to continue to focus on early literacy, especially, phonemic awareness and explicit, systematic phonics instruction, as well as to dig deeper into student data in order to target deficits with specific interventions.

LCAP Highlights

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

Washington Charter School is a high performing school that works diligently to meet the needs of its approximately 750 students. The goals in the 2023-2024 LCAP are as follows:

Goal 1:

All students will have a rigorous curriculum delivered by highly qualified staff that will lead to demonstrated growth as measured by site, state, and federal assessments.

Goal 2:

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

The goals and actions highlighted in our 2023-2024 LCAP, although lofty and ambitious, reflect our belief that ALL students at WCS can learn at high levels. Home, school, and community working as one will positively impact student learning and personal growth. For a child to reach his/her potential they need up to date curriculum, highly qualified teachers, effective support staff, parents committed to lifting the educational experience for all students, reasonable class size, technology, intervention programs, enrichment opportunities, a relentless focus on literacy, and a balanced educational program that includes an emphasis on and funding for the arts, physical education, library skills, etc.

These are but some of the key features in our LCAP. Resources and personnel have been dedicated to lowering class size at all grade levels. Although the school is smaller in comparison to its pre-pandemic size, staffing has not been reduced. In fact in some areas additional staffing is in place to better meet the needs of our educational partners. As an example, in the 2016-2017 school year we hired a 6 hour per day bilingual office technician. This allowed us to more effectively connect with all of our families. This position continues as an 8 hour per day position.

As a result of a one-year school closure, learning gaps have emerged and widened. Some students have been impacted more than others. With additional state and federal dollars, our educational partners, working in a collaborative fashion will continue to dedicate personnel and resources to address learning loss and the SEL needs of students and families. The 2021-2024 LCAP, a multi-year plan, addresses the learning loss as a result of COVID-19. Adequate staffing, early intervention, capped class size, and professional development will continue to be part of the WCS LCAP. Health and safety measures will also continue to be an important component of the 2023-2024 LCAP.

Highlighted in the 2023-2024 LCAP is the RISE lab. In the fall of 2019, Washington Charter School (WCS) launched RISE reading. The reading intervention program provided targeted assistance to 1st grade students struggling with reading. The intense, 50 lesson program with accompanying instruction was extremely successful. Ahead of the program's launch, staff in the lab and first grade teachers received two

days of PD. Prior to school closure on March 13, 2020, 16 students completed the required lab sessions. We were heartened then by the progress participants made. Knowing that learning gaps widened during the pandemic, staff have continued to focus on a multi-pronged approach to assist students and families. As we returned to in-person instruction in 2021, the RISE reading lab relaunched as a 1st-3rd grade program with great success. RISE will continue to be offered during the 2023-2024 school year to students in grades 1-3. RISE personnel will receive PD in the fall to further hone their knowledge of best practices and strategies for teaching foundational literacy skills.

Early intervention designed to close the learning gaps that have emerged and, in some cases, widened continues to be highlighted in our 2023-2024 LCAP by action items that extend the school year for at-risk students through Summer Academy, as well as TK/K Jumpstart held at the beginning of each school year since the fall of 2021. We look forward to once again welcoming incoming TK/K for Jumpstart in August 2023. In the 2023-2024 LCAP interventions in reading and math continue to be funded for students in grades 1-5 utilizing certificated at will staff and our Resident Guest teacher.

The highly successful ELOP program, with all of its components, i.e., after school enrichment, before school care, etc. continues to be an important part of the 2023-2024 LCAP. This program helps enable WCS to meet the academic needs of our families and students and promotes social-emotional wellbeing.

A safe and secure campus remains a priority for our 2023-2024 LCAP. A safe and secure campus provides comfort and assurance to our educational partners that enables students to learn and thrive. Additional resources continue to be allocated for school cleanliness. In addition to an 8-hour day and night custodian, an additional 4 hour night custodian has provided services on an as needed basis with Esser funds. The extra four hours of support allowed for a more thorough cleaning of the campus with emphasis on targeted items to mitigate the spread of COVID-19 at the school site. We hope to continue these mitigation efforts if we continue to receive ESSER dollars from DSUSD. As needed, we bring additional school personnel throughout the school year and in the summer to assist with deep cleaning. We have also hired additional personnel to supervise students before school, at recess and during lunch. This further decreases our adult/student ratio on the playground. Having an environment where our students feel safe is critical. Our school counselor and staff are proactive. Students and families are comfortable reaching out so little issues do not mushroom. When a child and/or parent feels their voice is heard and that the adults care about them, they are more likely to share their thoughts and concerns. During the 2022-2023 school year our in-seat attendance rate dipped from 95.63% (pre pandemic) to 93.33%. Reflected in our LCAP is a multi-pronged approach to further increase our attendance rate and lower the percentage of students who are absent and chronically absent along with being tardy and chronically tardy.

In response to events across the country, the Parent Club Foundation and Washington Charter School Governance Council have continued to earmark funds to enhance school security. In January 2023 we were able to hire a full-time security agent through DSUSD. Chase Peters has quickly become a very important part of our school community. His duties include building relationships so that students, staff and families feel they can share information, monitoring students on the playground and in the cafeteria, etc., all of which ensure an orderly and safe campus. Patrolling the perimeter of the campus before and after school and being a visible presence in the drop off and pick up areas, as well as providing coverage during after school classes will increase the sense of safety for all the educational partners at WCS. The campus security working group, consisting of board members and invited guests was formed by the Washington Charter School Governance Council. This group continues to meet as needed.

Comprehensive Support and Improvement

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

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Staff engagement occurred throughout the school year. We discussed LCAP or components of the LCAP at many of our scheduled staff meetings. Time was allocated at grade level meetings. Additionally components of LCAP were referenced or discussed during professional development. Educational partners provided input through Panorama Education Surveys administered/made available to students in Fall 2022 and Winter 2023. The survey included family responses, Winter 2023. A Washington Charter School Parent/Guardian LCAP survey was also sent out in March 2023 in both English and Spanish. An in-person Parent/Guardian Meeting was held in February 2023 with a small number in attendance. In the various meetings, discussion centered around previous LCAP goals and whether those goals should be maintained, modified or changed for the 2023-2024 LCAP. In compliance with legislation and the need for transparency, the WCS LCAP is on the school's website. It is also available in print form at the office. Parents and other educational partners are encouraged to attend monthly Governance Council meetings. WCS administration and the WCS Governance Council strive to engage and solicit feedback from students, parents, staff, and community members. As a charter school we have a great deal of parent involvement. The principal has an open door policy. Post pandemic we have continued to use social media (Youtube) and other forms of communication to connect with families and encourage feedback and dialogue. As noted previously, due to the Chronic Absenteeism Status level on the California Dashboard WCS is eligible for ATSI (additional targeted support and improvement) for the ethnicity group of multiple races/two or more. School personnel reach out to families by phone or in person meetings. Conversations center around support that school personnel can provide the family. Administration, the school counselor and other designated staff members are part of the school action team. The school registrar prints out a daily attendance report coupled with monthly attendance data so support can be targeted and timely. Parents and the community member comprise a majority of the voting members of the WCS Governance Council. The remaining council members are WCS staff. Information is shared informally with regard to the LCAP and how we are progressing toward meeting our goals. As we reflected on the past and looked to the future, it is important to identify goals and actions moving forward. We will continue with two goals:

Goal 1 - All Students will have a rigorous curriculum delivered by highly qualified staff that will lead to demonstrated growth as measured by site, state and federal assessment.

Goal 2 - Maximize student learning and personal growth by having a safe and secure environment.

A summary of the feedback provided by specific educational partners.

Rarely do we receive feedback from educational partners when looking at and reviewing LCAP goals, although on many occasions, parents have validated the goals, actions and accompanying expenditures that are contained in the WCS LCAP. This validation was also reflected in feedback received from the WCS Parent Survey. Eighty eight parents responded to the survey. Using a linear scale, 71.6% of respondents rate the instructional programs a 5 out of 5, 20.5% 4 out of 5, 8% 3 out of 5. No one gave a lower rating. Satisfaction ratings for safety measured were similar with 75% 5 out of 5, 20.5% 4 out of 5 and 3.4% 3 out of 5. No one gave a lower rating. It was clear from all of our educational partners, communicated in various settings, that the STEM lab has been an overwhelming success. Feedback also indicated that ELOP classes were widely well received with educational partners indicating that they would like to see the program expand for the

coming year especially in the areas of art and foreign language. Parents, students and staff reflected positively on the interventions that are in place, i.e., RISE lab, but more interventions in reading for 4th and 5th grade students, as well as math interventions, both for remediation, as well as enrichment are desired. Overwhelming support for a security agent on campus has been expressed by all educational partners.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Educational partners want students to progress academically, have a balanced educational program, continue to have highly trained and appropriately compensated staff, narrow the achievement gap for at risk youth, while having a safe and secure learning environment. With COVID-19 learning loss still impacting many of our students, educational partners are asking for robust intervention programs, acceleration as appropriate, realistic class size (capped class size), continued investment in technology, early intervention, and a safe, secure environment in which students can learn and grow as well as for WCS to continue as a charter school. As one will see when reading he WCS LCAP the voice of our educational partners comes through in our goals, actions, services and allocation of resources. As noted above in response to input from our educational partners coupled with a reconfiguration of the number of classes and class size at fifth grade, STEM will continue to be funded and personnel allocated, so that STEM continues to be a part of every child's educational journey at Washington Charter. With positive feedback from parents and staff, the RISE lab will continue to serve and meet the needs of first, second and third grade students. Closing the learning gap for students remains an area of focus. A safe and secure environment in which our students can learn academically and grow personally is reflected as an important component of the WCS LCAP and demonstrated in actions taken in Goal 2. Funding will continue to be allocated for a security agent on campus.

Goals and Actions

Goal

Goal #	Description
1	All students will have a rigorous curriculum delivered by highly qualified staff that will lead to demonstrated growth as measured by site, state and federal assessment.

An explanation of why the LEA has developed this goal.

Goal 1 is a broad goal with many components working together to ensure that all students at WCS learn at high levels. At the heart of Goal 1 is the understanding that it is vital that all students at WCS receive instruction and support from highly qualified staff. The charter defines the WCS education team as all staff members. This goal aligns with the WCS charter. Students need to receive a balanced educational program that is rigorous, relevant, and equitable. There are a number of ways in which a child can demonstrate or show growth including non-academic measures. It is evident that the Covid-19 pandemic continues to have an impact on our school community. The social-emotional learning (SEL) needs of our educational partners must continue to be addressed in order for academic growth to be maximized. Efforts to mitigate the learning loss experienced by many of our students as a result of the pandemic will continue to require time and money to remedy. Despite these challenges, we know that when a school has a well-aligned, current, rigorous curriculum, delivered by well-compensated staff, with realistic class size, students thrive. These components, accompanied by targeted interventions, as well as enrichment opportunities will result in growth. Data informs the development and the analysis of implemented action plans, but it is important to note that data should be viewed through multiple lenses. As the actions for the 2023-2024 school year and beyond are written, we must continue to take into consideration the ramifications of the pandemic and remain flexible, ready to make adjustments in order to achieve the desired outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
All core classroom teachers are appropriately assigned and fully credentialed. Annual Williams/SARC Report	100% of classroom teachers (2020-2021) are appropriately assigned and fully credentialed.	100% of classroom teachers (2021-2022) are appropriately assigned and full credentialed.	100% of classroom teachers (2022-2023) are appropriately assigned and full credentialed.		100% of all core classroom teachers appropriately assigned and fully credentialed.
All Washington Charter pupils have	100% of students have access to	100% of students have access to	100% of students have access to		Continue to have 100% of all students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
sufficient access to the standards-aligned instructional materials. Annual William/SARC Report	textbooks and instructional materials.	textbooks and instructional materials.	textbooks and materials.		with access to textbooks and instructional materials.
Achievement in grade-level standards for ELA will result in a performance category of green or blue school wide. EL, SED, and SWD student group achievement in grade level standards for ELA will result in a performance category of yellow, green or blue California Dashboard: Academic Indicators.	<p>California Dashboard Academic Indicator for ELA (2018-19):</p> <p>Schoolwide 58.2points above level 3 (Standard)</p> <p>Performance category is Blue.</p> <p>EL 17.9 points above level 3.</p> <p>Performance category Green.</p> <p>SED 29.2 points above level 3.</p> <p>Performance category Green.</p> <p>SWD: 21.6 points below level 3</p> <p>Performance category Yellow.</p> <p>Change 5.6 point increase.</p>	<p>Due to COVID-19 that resulted in no CAASPP data in the 2019-2020 school year coupled with unreliable data from the Spring of 2021, WCS is including i-Ready data. CAASPP status data in addition to i-Ready data will be included in year 2.</p> <p>Students made 143% median percent progress toward Typical Growth (Goal is to exceed 100%).</p> <p>75% of students are performing at or above grade level.</p>	<p>CAASPPP performance data from Spring 2022 is being reported on the California Dashboard as Status Levels ranging from very high to very low-ELA school-wide: Very High at 47.6 points above standard.</p> <p>EL Status Level: Medium, 2.7 points above level 3.</p> <p>SED Status Level: High, 18.5 points above level 3.</p> <p>SWD: Status Level: Low, -30.6 points below level 3.</p> <p>Students made 134% median progress toward Typical Growth (Goal is to exceed 100%).</p>		<p>Maintain student achievement levels and scale scores.</p> <p>Schoolwide performance category of green or blue. EL, SED and SWD performance category of yellow or green.</p> <p>Increase schoolwide scale score above level 3 to 63.2 points above level 3 (Standard).</p> <p>EL 23.9 points above level 3.</p> <p>SED 35.2 points above level 3.</p> <p>SWD 15 points below level 3.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Achievement in grade-level standards for Math will result in a performance category of green or blue school wide. EL, SED, and SWD student group achievement in grade -level standards for Math will result in a performance category of yellow, green or blue California Dashboard: Academic Indicators.	California Dashboard Academic Indicator for Mathematics (2018-19): Schoolwide 35.1 points above level 3 (Standard) Performance category is Blue. EL 3.3 points above level 3. Performance category Green. SED 7.2 points above level 3. Performance category Green. SWD 29.5 points below level 3. Performance category Yellow. Change 5.7 point increase.	Due to COVID-19 that resulted in no CAASPP data in the 2019-2020 school year coupled with unreliable data from the Spring of 2021, WCS is including i-Ready data. CAASPP status data, in addition to i-Ready data, will be included in year 2. Students made 122% median progress toward Typical Growth (Goal is to exceed 100%). 71% of students are performing at or above grade level.	79% of students are performing at or above grade level. CAASPP performance data from Spring 022 is being reported on the California Dashboard as Status Levels ranging from very high to very low. The Math status level school wide: high at 17.7 points above standard, level 3. EL Status Level: Medium at-18.5 from standard, level 3. SED Status Level: medium, -9.1 from standard, level 3. SWD: Status Level: Low, -49.7 from standard level 3. Students made 112% median percent progress toward Typical Growth (Goal is 100%)		Maintain student achievement levels and scale scores. Schoolwide performance category of green or blue. EL, SED and SWD performance category of yellow or green. Increase schoolwide scale score above level 3 to 38.1 points above level 3. EL 7.3 points above level 3. SED 11.2 points above level 3. SWD 25 points below level 3.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
English Learners will make annual progress toward English proficiency to maintain an English learners progress performance category high or very high. California Dashboard: English Learner Progress Indicator.	California Dashboard English Learner Progress Indicator (2018-19): 63.6% of EL's making progress towards English language proficiency progress level high.	Data not available at this time. Will update in Fall 2022.	74% of students are performing at or above grade level. California Dashboard English Learner Progress Indicator (2022-23): Status Level: high with 58.5% of ELs making progress towards English proficiency.		Increase the percent of English learners demonstrating annual progress in English Language Proficiency by 2% and maintain English learner progress performance level of high or increase to very high.
English learners will meet criteria for reclassification CALPADS Fall 1 Report.	Reclassification rate for 2019-2020 is 12.1%.	Reclassification rate for 2021-22 is 20%. This is the first year we have had criteria that has allowed us to reclassify K-3.	Reclassification rate for 2022-23 is 28%. We reclassified 22 students.		Annual reclassification rate will be at/above 12%.
Washington Charter will seek parent input in making decision through the LCAP survey.	56 parents responded to the 2020-2021 LCAP Survey.	117 parents responded to the 2021-2022 Panorama Survey, a significant increase from baseline.	85 parent/guardians responded to the 2023 Spring Panorama Survey and 88 parents/guardians responded to the WCS LCAP Survey completed in March 2023. WCS also responded to the DSUSD LCAP Survey, but we are not		Increase to 100 the number of parents who respond to the annual parent LCAP survey.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Professional Development	Two Days (October 2021 and January 2022)	Two Days (October 22 and January 23).	Two days (October 13, 2023 and January 19, 2024).		Two or more professional development days.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Recruit and maintain highly qualified staff	<p>Continue efforts to recruit and maintain highly qualified staff. Maintain compensation for direct services to students (California Code of Regulations-CCR 15496(a)-funding shall be used to increase or improve services for unduplicated pupil).</p> <p>Provide opportunities to student teachers to learn under the supervision of a master teacher.</p> <p>Participate in the DSUSD New Teacher Institute and Peer Assistance Review</p> <p>Offer access to additional training and certification.</p> <p>Utilize Frontline employee evaluation system to more effectively and efficiently evaluate staff and provide timely feedback and support.</p> <p>Use Edjoin to screen candidates and select highly qualified individuals to interview.</p> <p>Encourage classified staff members to use pathways to secure teaching credential.</p> <p>Participate in local and out of state job fairs.</p>	\$5,277,914.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Professional Development	<p>Continue to provide a structure and culture for continuous improvement and learning by implementing best practices and providing professional development for teachers, guest teachers, and support staff.</p> <p>Professional Development in all core content area standards, curriculum, and instructional strategies.</p> <p>Continue to provide PD for Special Education Para-educators on strategies for working collaboratively in supporting instructional practices and classroom management, part of DSUSD LCAP.</p> <p>Explore feasibility of additional PD days prior to or during the school year.</p> <p>Fund a full time instructional coach who will provide PD throughout the year.</p> <p>Access to site and district after school academics</p> <p>Continue to improve opportunities for professional growth and development i.e. workshops, trainings, conferences through work with Solution Tree, Plain Talk, Reading League, etc., as well in additional areas targeted, i.e. social-emotional learning.</p> <p>PD for School Site Monitors and security agent.</p> <p>Training in i-Ready classroom mathematics for piloting teachers on August 9 and designated days through out the school year.</p> <p>Literacy Footprints training August 31 and September 1.</p>	\$94,603.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Instructional Coach	Continue to fund a full time instructional coach to support teachers, specialists, support staff, parents, and students.	\$170,367.00	Yes
1.4	Textbook adoption, consumable student material and assessments.	<p>Provide ongoing annual cost of consumable student materials and replacement of lost core materials. Purchase site licenses as another means of meeting the needs of students.</p> <p>Continue to provide intervention materials to support language acquisition for English learners and students not performing at grade level including ELlevation, Footsteps2Brilliance, and Imagine Learning.</p> <p>Continue to provide PD as the new NGSS aligned science program, Amplify is implemented.</p> <p>Continue to fund and purchase materials and curriculum for STEM lab and Makerspace.</p> <p>Continue to fund i-Ready, a universal screening tool used to monitor student learning and provide prescriptive intervention.</p> <p>Consider administering DIBELS assessment to measure acquisition of early reading skills.</p>	\$218,673.00	Yes
1.5	Technology	<p>Purchase technology and replace aging technology. This action includes 1:1 chromebooks K-5. Ongoing funding is in place to replace aging or broken computers, chromebooks, hardware and software. Additional purchases may include, but will not be limited to LFDs, STEM/STEAM lab and site technology support.</p> <p>Continue the reconfiguration of 5th grade, capping class size at 30 students. This action provides a full-time certificated STEM lab</p>	\$362,123.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Assisting At Risk students and families	<p>instructor and further allows for 5 instructors to deliver math instruction; a 24:1 student teacher ratio.</p> <p>Support instructional technology training.</p> <p>Utilize and compensate DSUSD for a menu of technology supports.</p> <p>Evaluate the effectiveness of additional district based technology support.</p>	\$486,257.00	Yes
		<p>Narrowing the achievement gap is a focus of the WCS LCAP. The needs of all at risk students is a priority. Targeted intervention for second language learners and socioeconomically disadvantaged students will enable WCS to meet or exceed its LCAP goals.</p> <p>Provide site-based before/after school intervention programs focusing on closing the achievement gap.</p> <p>Continue to fund targeted intervention for students who need extra reading support.</p> <p>Explore programs for remediation in mathematics.</p> <p>Personnel to assist classroom teacher in meeting needs of EL and unduplicated students.</p> <p>Extend school year for at risk students. Target age group will be K-2, but with adequate funding summer school for grades K-4.</p> <p>Support additional at risk students by hiring more staff for RISE Reading Lab.</p> <p>Jumpstart TK/K program prior to the school year.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Providing transportation to and from school for unduplicated students.</p> <p>Continue to provide an additional site-based Resident Guest Teacher for classroom coverage and intervention.</p>		
1.7	Class Size	<p>Capping class size in grades K-5 will enable teachers to better meet the needs of students in their classrooms. Maintaining lower class size in first grade enables students to acquire and master essential literacy skills.</p> <p>Continue funding for personnel to support primary age students (i.e., kindergarten support).</p> <p>Cap class size in TK at 24 students. One certificated teacher and one paraprofessional.</p>	\$0.00	Yes
1.8	Parenting Support and Engagement	<p>Provide funding for programs and classes that will support parents and families. Having parents as educational partners is key to student success in and out of the classroom.</p> <p>Maintain site ELAC committee.</p> <p>Provide opportunities for parents to learn more about the school, programs, curriculum and assessments.</p> <p>Continue to provide translations and interpretation services for families who speak a language other than English.</p> <p>Continue funding for Loving Solutions Parenting class with facilitators for English and Spanish speaking parents.</p> <p>Continue funding for 8 hour bi-lingual office technician.</p>	\$179,853.00	No

Action #	Title	Description	Total Funds	Contributing
		Funding for family nights.		
1.9	Enrichment	Continued funding for afterschool enrichment classes, MTE and family learning nights is an important component to the school's success. Continue funding stipends for Afterschool/Enrichment Coordinator and ELOP Liaison.	\$605,396.00	Yes

Goal Analysis [2022-23]

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

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

With the LCAP as our guiding document, Washington Charter School was able to successfully implement a majority of the actions outlined in our LCAP. During the 2022-2023 school year, the staff at WCS continued to work diligently to carry forward the actions put into place to ensure that all students at WCS make demonstrable, measurable growth.

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

Professional Development has been an integral part of our DNA at Washington Charter School and is reflected in Goal 1, 1.2 and 1.6 of our LCAP. In order to meet the academic and social-emotional needs of our students as we continue to emerge from the pandemic and with the understanding that we have many new staff members due to retirements over the past several years, we felt it was important to sharpen our focus on strengthening and empowering collaborative teams in order to continue to build a culture of learning that will benefit all of our students at WCS.

In February of 2023, twelve staff members attended a Solution Tree, PLCs at Work conference in Phoenix, AZ. More staff members will be attending in the future as this is ongoing work. Two teachers also attended the Plain Talk conference in New Orleans focused on providing evidence based reading research and strategies for teaching reading.

Adopting our NGSS aligned science curriculum, Amplify, was a multi-year process, starting in mid-year of 2021-2022, culminating in the adoption of the series in late Spring 2022. Purchasing and delivery were not complete until fall of 2022. All materials have since been received and are in use. (Goal 1, Action 4)

Assisting our At Risk students and families is a high priority for Washington Charter School. WCS spends more than our allocation of supplemental dollars on programs and services to increase and improve services to our unduplicated population, as well as all students at WCS. When looking at Planned Expenditures and Estimated Actual Expenditures it should be noted that services and programs continue as planned, dollars to fund these important actions were drawn from other funding sources. (Goal 1, Action 6)

Our ELOP enrichment program was a resounding success. Some expenditures for the program were paid from other funding sources. (Goal 1, Action 9)

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

Maintaining a highly qualified staff is paramount to the success of our students at WCS. To that end, several staff members attended an after school Google Boot camp in pursuit of Google Certification. Several teachers, as well as the instructional coach attended sessions of the Professional Development PD Academy offered by the district throughout the year. Topics included PD for DIBELS, English Language Development, Reclassification and i-Ready Standards Mastery, etc. The instructional coach attended district-led Instructional Coach's meetings to network and develop the skills necessary for effective coaching, as well as attending Instructional Coaching sessions held by RCOE. WCS used Frontline Education for its employee evaluation system. Formal and informal evaluations allowed for timely feedback. All certificated staff who were on the evaluation cycle were formally observed once or twice. Edjoin will continue to be used to prescreen highly qualified teachers to interview as the need arises. Goal 1.1

In order to provide a structure and culture for continuous improvement, multiple opportunities for PD were provided at the school site for teachers, guest teachers, and support staff. These opportunities included two full days of training that featured i-Ready training by Curriculum Associates and Amplify Science implementation training by Amplify held in October 2022 and January 2023. Two full days were also held in August 2022 with consultants from Pioneer Valley Books for 1st and 2nd grade teachers, as well as Literacy Lab instructors who work with students in the RISE program. Professional development opportunities were offered through DSUSD afterschool academies as well. Staff who attended were compensated. The Instructional Coach participated in meetings with imbedded PD on effective coaching in order to impact student achievement and provided PD in small groups and 1:1 settings, as needed. As previously noted, twelve staff members attended the PLCs at Work conferences representing each grade level, as well as department. Through various sessions, the attendees delved into four guiding questions that when answered in a collaborative culture of improvement will impact student achievement: What do we want students to know and do?, How will we know if they have learned it?, What will we do if they have not learned it?, and lastly, What will we do if they already know it? This process represents the ongoing work of continuous improvement that the staff at WCS is engaged in. Work around these questions is ongoing. Goal 1.2

Assisting at-risk students and families remained in sharp focus throughout the 2022-23 school year. Learning gaps for all student groups was evident. Narrowing the achievement gap through a multi-pronged approach designed to meet the academic and social-emotional learning need of students continues to be a priority of the WCS 2021-2024 LCAP.

WCS celebrated with twenty-two of our English learners and their families as they were redesignated Reclassified Fluent English Proficient, RFEF, through the reclassification process. Students were reclassified based on criteria that included ELPAC 2022 Summative scores, i-Ready Diagnostic scores from fall of 2022, as well as teacher and parent input. I-Ready, a computer-based program was implemented school-wide during the 2021-22 school year. The purpose of i-Ready is to provide personalized instruction and support the needs of all learners in both reading and math. Entering our second year using i-Ready, the computer-based diagnostic was administered K-5. Following the diagnostic, students once again received prescriptive lessons designed to fill any existing learning gaps and boost achievement towards mastery of standards in ELA and Math. We continue to be encouraged by the growth made by students overall and by students in some of our smaller subgroups, i.e., English learners, students with disabilities, etc. on the Winter Diagnostic completed in January 2023. At this point in the year, students should reach half their Typical Annual Growth and at least half of their stretch growth. It was encouraging to see that 80% of all students had made that first marker of half their Typical Annual Growth in reading and 56% in math. Sixty eight percent of our students scored at or above grade level in reading with 52% scored at or above grade level in math. Seventy one percent of English Learners reached at least half their Typical Annual Growth marker in reading and 52% in math. Twenty seven percent of English Learners are reading on or above grade level mid-year with 21% on or above grade level in math. Data indicates that 59% of students with disabilities made at least half their Typical Growth in reading and 57% in math. Thirty three percent of students with disabilities are at or above grade level in reading and 22% in math. The final i-Ready assessment of the year, the Spring Diagnostic was completed in late May. It is important to continue to use SAST and PLC time during the 2023-24 school year to further drill down into school, grade level, and classroom data to make strategic instructional decisions that ensure all of our students and subgroups reach grade level proficiency and beyond. I-Ready Diagnostic 3, taken at the end of May, indicated that 79% of students are at or above grade level in reading and 74% are at or above grade level in math. One-hundred thirty-four percent of students made median progress toward Typical Annual Growth in reading, with 112% in math. English learners made 112% median progress toward Typical Annual Growth in reading and 109% in math. The growth of students with disabilities indicated median progress toward Typical annual Growth of 103% in reading and 95% in math.

Certificated specialists continue to provide targeted intervention to students in small groups throughout the school day at multiple grade levels. We are also fortunate to be able to utilize a Resident Guest Teacher positioned at WCS to work with small reading and math groups on a flexible basis when not covering unfilled teacher positions at our site. The instructional coach has also continued to offer support. Funding for this action also enables WCS to hire personnel for the RISE reading lab where 45-48 students in first, second, and third grade receive intense intervention over a 9-12 week period of time to combat learning gaps and learning loss that continue to be evident. Students are referred by teacher recommendation and then assessed using multiple measures, i.e., running records, phonics assessment. At the beginning of each session, parents are asked to attend a Parent Orientation. At these meetings, the program is explained, including the home-school component of rereading the text to work on fluency. This year in the RISE lab we focused strategically on our 3rd grade students in the area of comprehension. PD at the beginning of the year Literacy Footprints focused not only on phonics and vocabulary instruction, but the higher-level comprehension expectations of 3rd graders. In order to further this goal, we purchased high quality texts heavy on high interest nonfiction selections. We continue to get very positive results from this intervention. The first session ran from September 12th through November 4th. Post-tests indicated that 1st graders grew an average of 2.6 levels, 2nd graders 2.9, and 3rd

graders, 2.3 levels of growth. The second session ran from December 12th through March 3rd. 1st graders had an average growth of 2.9 levels, 2nd grade, 1.3 levels and 3rd graders, 1.6 levels of growth. As students transition out of RISE and back into the classroom for reading instruction and instructional coach, RISE personnel and interventionists consult with teachers and offer continued support in small group settings within the classroom as needed. The 3rd session of RISE for the 2022/2023 ended May 19, 2023. First grade students following the third session of RISE made 2 levels of growth on average. Second graders 4.5 and third graders 1.6 average level of growth. There is no doubt that there is more work to be done, but indications are that implementation of the RISE program in grades 1-3 has contributed to narrowing learning gaps experienced by some of our most vulnerable students. We will continue to assess, progress monitor and adjust instruction in our daily RISE meetings. This collaborative effort has strengthened the program and its impact on student achievement. Additionally, as we have sought to analyze the effectiveness of our early intervention programs, predominantly, RISE, we found a noticeable rise in the percentage of students that are referred for assessment who ultimately qualify for special education services after having had intensive remediation in the RISE lab; students who have a learning disability as opposed to those who are struggling with learning loss and learning gaps. In 2018-2019, 38% of students referred, qualified. In 2019-20, our first year of RISE, 50% qualified, even with abbreviated interventions due to school closure in March of 2020. In 2020-2021, 56% of students qualified. As we have noted previously, learning loss and gaps due to the pandemic were significant for many of our students. As we emerged from the pandemic and returned to in person instruction fully in 2021-2022, we saw more referrals with fewer students qualifying, 33% of referrals. This year, 2022-2023, we found that many of our previous RISE students, especially those who were at home due to the pandemic during the critical years for mastery of foundational reading skills, have benefited from repeated sessions to close the gaps. We have had 67% of students who were referred, qualify this 2022-2023 school year. In addition, we have been implementing shifts and refining our practice based on the science of reading.

In response to needs expressed by 4th and 5th grade teachers our interventionists, as well as the instructional coach, met with small groups of students for targeted instruction and/or support within the classroom setting. This might include helping students during a writing assignment, a follow up math lesson in a particular domain, or utilizing i-Ready Tools for Scaffolding Reading Comprehension. We will look at the data following the Spring i-Ready and consult with teachers to analyze the effectiveness of these short term, targeted interventions. Additionally, two 4th grade small groups met daily with interventionists to work specifically on strengthening phonics skills and vocabulary, areas of deficit found on the Winter i-Ready Diagnostic. Following the Winter Diagnostic, students who were recommended for this more intensive intervention were given a pretest, the Core Phonics assessment in an attempt to narrow down areas of difficulty and began meeting daily, 4 days per week for 30 minutes. A post test was administered to determine the effectiveness of this intervention. Some students who participated in the intervention showed growth on their post test in area of difficulty, i.e., phonics, vocabulary, etc. Even more heartening to see was the growth many of these same students made on Diagnostic 3. For example, one student moved from Grade 1 in the area of phonics to "Tested out", moving from Grade 2 to Early Grade 3. Teachers delivering strong Tier 1 classroom instruction with additional support when grade level concepts are not mastered, coupled with intensive intervention like that provided in small intervention groups is making a difference. An additional 4th grade small group met four days per week to focus on math skills, practice, ex. multiplication facts, etc. We know that as part of an effective intervention system, we need to ensure that students who have already mastered a learning target are provided with enrichment opportunities. For math, and as part of our STEM lab/5th grade reconfiguration, five teachers team for math, allowing for enrichment and/or acceleration as needed. Additionally, teachers have participated in training and are adept at utilizing questioning strategies to engage students and extend lessons.

WCS has continued to be extremely successful in filling positions, utilizing long-standing relationships to secure guest teachers and support staff to fill open positions. We have also been fortunate to have had a resident guest teacher placed at our site to be first in line for any unfilled positions. This has enabled other personnel to maintain intervention schedules, etc. and has enabled us to expand our efforts to meet the needs of our students with flexible interventions when available. Goal 1.6

Jumpstart TK and K were provided in August 2022. We will continue to offer the WCS Summer Academy complete with a STEM component in June of 2023. The funding of this action enables us to offset the cost of instructional materials and transportation. Goal 1.6

The instructional coach, along with providing PD for teams, teachers, and support staff, oversaw the RISE intervention lab, as well as other intervention efforts at WCS. Support was provided for teachers, parents, and students in a variety of ways, i.e. classroom coverage, co-teaching, modeling of lessons, parent communication, and reading intervention. Goal 1.3

Funds continued to be allocated and spent on consumable student materials and assessments. Site licenses were purchased for AR, Mystery Science, Discovery Education, i-Ready, Digital Literacy Footprints grades 1 and 2 and ESGI for kindergarten. Following the implementation of Amplify Science, an NGSS aligned science curriculum, materials were delivered in early October of 2022. Goal 1.4

Aging technology continues to be replaced. Teacher Chromebooks which have additional speed and capabilities were purchased for all teachers. The cost of support from DSUSD technology personnel coupled with the rising cost of software licenses resulted in over \$330,000 being allocated in 2022-23.

The STEM lab, which had a soft launch during Summer Academy 2022, opened to all students TK-5 for the 2022-2023 school year. Students attend STEM class once per week working on grade level appropriate projects in Science, Technology, Engineering and Math. TK and Kindergarten students worked on a variety of projects, i.e. LEGOs and Beebots, etc. First through 3rd grades learned about and applied the engineering design process and coded with Ozobots along with other engaging lessons. The STEM lab has offered opportunities for students to work in collaboration with others, a key skill needed for college and career readiness. The Lab offers a strong SEL component, as well, as students learn to persevere, respect the ideas of others and to understand that designs and products can be improved upon, key school and life lessons. In a recent speech written by 5th grade Ambassadors, for a presentation to the Desert Sands School Board's May 2023 meeting, they said, " This year we were excited to have a new STEM lab added to our class specialists. Our STEM lab has been a game changer for the learning of all students. It's an educational space that encourages active learning and problem solving. The STEM lab has helped me develop my science, engineering, and mathematics skills by allowing me to use technology to create, collaborate, and complete projects. This has helped me learn and apply knowledge to find new solutions to problems. We have done so many different and unique activities such as: squishy circuits, Stop Motion, 3D printing, robots, and so much more! It helps my fellow pupils and I prepare for the real world by giving us the boost we need to become a successful engineer, mathematician, or computer programmer." An exciting, engaging addition to the STEM lab is VR, (Virtual Reality). A set of 32 VR Goggles was purchased for use in the STEM lab, as well as for classroom checkout. Professional development is being offered to help teachers make the most effective use of this technology. A STEM Open House was held on February 22, 2023 to provide an opportunity for parents, guardians, and community members to see the lab in action. Approximately 150 parents and their students visited the STEM lab, participating in hands-on activities representative of the activities students engage with in the STEM lab. Goal 1.5

Class size remained capped at all grade levels allowing for more support and individualized instruction. Keeping class size lower in 1st grade, in addition to targeted intervention groups of 1-3 students helps us better address the learning gaps experienced by many of our primary students. Having two 6.5 hour specialists to support TK-K for enrichment and intervention, lowering the student/adult ratio continues to allow us to more effectively differentiate instruction. The reconfiguration of 5th grade, which included capping classes at 30, allowed for the staffing of the STEM lab with a certificated teacher. It also allowed for 5 sections of math, lowering the teacher/student ratios and allowing for more differentiated instruction. Goal 1.7

Our eight-hour bilingual office technician continued to provide translation and interpretation support for families who speak a language other than English. These services provided by our bilingual office technician are crucial to building a sense of community and relationships that enables our students to learn and grow. Goal 1.8

ELOP (Expanded Learning Opportunity Program) funds were utilized in a multi-prong approach to provide enrichment opportunities for our unduplicated students and families, as well as to all students at WCS. Through partnership with Bermuda Dunes Learning Center and the Desert Recreation District, approximately 100 students and families received before and after school care. Two sessions of the WCS Afterschool Academy were held with great success. The fall session ran from October 3rd-December 5th serving 298 students K-5, with a waiting list of 32 students. Two teachers shared the duties of Liaison and Coordinator. Eighteen classes were offered and quickly filed using a randomizer program. Classes included several STEM/STEAM classes, art, games, and problem-solving classes, as well as sports. WCS partnered with First Tee to offer an off-campus golf program. Materials and equipment for classes were purchased i.e., LEGOs, art supplies, etc. A new state of the art kiln was purchased, and staff members were provided in-house PD on its use. One hundred and nineteen additional 3-5 grade students also participated in choir with Mrs. Hushaw and Mrs. Callahan. Responses gleaned from our Parent LCAP Survey indicate that families and students alike deemed the program a success! A second session ran from March 6th through April 21st. One hundred forty-six students participated in nine classes, with anyone on the waitlist from the first session placed first. An additional 116 students in grades 3-5 participated in choir. WCS has also fielded several highly successful sports teams. All of these opportunities, funded through ELOP, have provided opportunities for all students at WCS to explore learning pathways and build academic and social-emotional strength. Goal 1.9

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

We did not make any changes to the goal, metrics, desired outcomes or actions for the coming year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Learning is maximized when students feel safe and secure at school. Having grounds that are well maintained in addition to an aesthetically pleasing campus enhances and enriches a school's educational program. We have an overall student suspension rate status level of very low on the CDE Dashboard. It is our desire and hope, through proactive intervention, to have no out of school suspensions. Based on Panorama student surveys and feedback from parents, there are instances where a child feels bullied at school. This is not acceptable. A student who feels respected and comfortable at school and whose social-emotional needs are met will have a better attendance and learning will be enhanced. School safety remains a priority for our educational partners. With Covid-19, a clean and well maintained school came into sharper focus. This will continue as we move into the 2023-24 school year.

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
(Cal PADS and District Reports)		through month 9 is 93.33%.	Data Warehouse as of 5/8/23 is 93.44%,		
Chronic Absenteeism Rate will decrease annually (Cal PADS and CWA Reports)	2019-2020 4.36%.	Due to COVID, Chronic absenteeism is higher than expected. Through month 9 is 19.7%.	Chronic absenteeism rate a reported in DSUSD Date Warehouse as of 5/8/23 is 17.3%.		Lower the percentage of students who are deemed chronically absent annually. School chronic absence rate will be at or below 4.3%.
Increase the "Percent Favorable" responses For The Sense of Belonging area of the Panorama Survey to 90% or greater.	2020-2021 Grades 3-5 86%	2021-2022 Grades 3-5 69%.	2022-2023 Grades 3-5 69%.		2023-2024 Improve the percent favorable responses to 90% for the sense of belonging.
Increase the "Percent Favorable" responses for the Sense of Safety area of the Panorama Survey to 85% or greater.	2020-2021 Grades 3-5 76%	2021-2022 Grades 3-5, 67%.	2022-2023 Grades 3-5, 65%.		Improve to 85% the favorable responses for students in grades 3-5.
Parent Input on Decision Making (Local)	WCS Governance Council sets school policy for curriculum, oversees and approves school budget.	Objective is being met. The Governance Council meets monthly. Items before the Council include curriculum, budget, and as needed school policy.	Objective is being met. Governance Council meets monthly. Items before the Council include curriculum, budget, and as needed school policy.		WCS Governance Council will continue to set policy for curriculum, oversee and approve school budget.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Counseling Support and Services	<p>Washington Charter School will continue to fund a full time site based counselor to meet the needs of students, parents and staff.</p> <p>Fund Loving Solutions parenting class.</p> <p>Due to impact of COVID-19 on SEL needs of students, add a 1/2 time school counselor funded through DSUSD ESSER dollars.</p> <p>Continue to connect families with resources offered by DSUSD and local behavioral health providers.</p>	\$173,936.00	Yes
2.2	Positive and Safe Environment	<p>Maintain site safety committee.</p> <p>Review and revise Comprehensive School Safety Plan annually.</p> <p>Provide lanyards to volunteer approved parents.</p> <p>Monitor and adjust as needed the number of school site monitors to maintain a positive and safe learning environment.</p> <p>Annually administer a nationally recognized educational survey to measure sense of school safety and connectedness (i.e. Panorama Survey).</p> <p>PD for School Site Monitors.</p> <p>Maintain Full-time Security Agent.</p> <p>Enhance current security mitigation measures.</p> <p>Invest in the school library to ensure that it has a wide range of culturally diverse books that students can check out.</p>	\$200,740.00	No

Action #	Title	Description	Total Funds	Contributing
		Fund 5th Grade Leadership class.		
2.3	Clean and Efficient Environment	<p>Provide a full time day and night custodian.</p> <p>Hire as needed additional support for day and night custodian.</p> <p>Fill out work orders in a timely manner based on site inspections and feedback from staff.</p> <p>Continue to contract for landscaping services. Landscaping contract will ensure that services are provided when students are not present.</p> <p>Due to the impact of COVID-19, hire a 4 hour custodian focused on disinfecting and sanitizing classrooms and campus spaces funded through DSUSD ESSER dollars.</p> <p>Purchase additional supplies and equipment that ensures a safe and clean school campus.</p>	\$286,821.00	No
2.4	School Attendance	<p>Participate as applicable in DSUSD professional development in creating school-wide attendance improvement and awareness activities.</p> <p>Continue funding attendance tracking programs so students can be identified early and support provided.</p> <p>Recognize students with excellent or improving attendance.</p> <p>Continue parent meetings and communication to improve inseat attendance rate and lower the percentage of chronically absent students.</p>	\$2,861.00	No

Action #	Title	Description	Total Funds	Contributing
		Explore hiring additional personnel for family outreach to improve student attendance.		

Goal Analysis [2022-23]

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

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

The SEL needs of our students and families remained in sharp focus as we began our first “traditional” school opening at the beginning of the 2022-23 school year, post pandemic. Students, families, and staff have continued to experience the lingering effects of school closures and changing family dynamics. When the LCAP was written and approved, it was hoped that each DSUSD elementary school would receive an additional half time, site-based counselor. We had also hoped that a school health technician would be assigned to WCS, both funded through ESSER dollars. Due to a reallocation of ESSER dollars to higher priority needs, we had an additional counselor and a health technician on site one day per week. Due to limited parent access, after hours, to the school site, no Loving Solutions classes were offered during the 2022-23 school year. It is hoped that they will resume during the 2023-24 school year.

Meeting the SEL and safety needs of our students, families, and staff is an important component of our LCAP, Goal 2. In January 2023, a full-time security agent was hired by DSUSD and placed at each elementary school to increase safety in response to recent events that have occurred around the country. This action was not in place at the time our LCAP was submitted for approval in July 2022.

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

Washington Charter School continued to have a full time, site-based counselor for the 2022-2023 school year. Expenditures for this action item were met through multiple funding sources. (Goal 2, Action 1)

Enhanced security measures including a full-time security agent, upgrading cameras as well as the installation of privacy fencing to create a visual barrier of the playground from the street required the expenditure of additional dollars. (Goal 2, Action 2)

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

Washington Charter continues to have a full-time, site-based counselor for the 2022-2023 school year. Our school counselor met with multiple counseling groups on a weekly basis. At designated times during the school year, new groups were formed. Individual and crisis counseling was provided as needed. Families were also connected with resources offered by DSUSD and local behavioral health providers. As noted in the previous section, the SEL needs of our students remains in sharp focus even as we return to a "traditional" school year post pandemic. We hoped that we would have an additional half time, site-based counselor. For the 2022-23 school year we had additional services provided one day per week. (Goal 2, Action 1)

WCS continued to maintain a school safety committee who reviewed and updated the Comprehensive School Safety Plan and the School Building Disaster Plan. The committee met in August 2022 to review, update and approve both plans. Both plans were presented to the WCS staff and opportunity was provided for questions and suggestions. The plans were presented to the WCS Governance Council on August 10, 2022, and approved. Approval was also obtained from the DSUSD BOE in March 2023.

A safe and positive learning environment is an important area of focus. As a result of ongoing monitoring, the number of school site monitors was increased to eight in order to provide better supervision and easier access to an adult who could provide assistance. Students in grades 3-5 took the Panorama School Survey in Spring 2023. To "Sense of Belonging, 69% of students responded favorably, indicating no change from the 2021-2022 survey. In the area of "School Safety", 65% responded favorably, a decrease of 2% from the previous year. Focus groups were held with students prior to the end of the 2021-22 school year to determine possible reasons for the decrease in students' sense of belonging and safety, i.e., ongoing effects on the social emotional well-being of students due to COVID-19. Students were thoughtful and articulate. At that time a majority of the students felt that more than academic deficits, although they acknowledge those, they experienced loss of relationships and a sense of disconnectedness with peers, as well as deficits in social-emotional learning that happens from being a part of an in-person classroom and school community. They attributed this largely to school closure and remote learning as well as more time online and social media. We know that an important piece of student engagement is student voice and choice. Although not in response to survey results, but connected to "sense of belonging", the WCS Ambassadors, a group of 20, 5th grade students who represent their peers and Washington Charter School as a whole in the community, established a working subcommittee early in the year, the Multicultural/Diversity committee. Two members of the committee addressed the WCS staff to talk about their passion directed at making sure that the diverse cultures that are represented at WCS are reflected in books and materials in the school library and to talk about a Multicultural Day for WCS. They talked specifically about the need for students to see themselves represented in literature, as well as a way in which students can learn about other cultures through good literature. In addition, students serve on other committees, i.e. Kindness/Character, Green Team, and Community Service. It is evident that we need to continue our efforts to provide opportunities for students to build relationships in their classrooms, as well as across the WCS school community through strong home-school partnerships.

The number of volunteer approved parents/guardians grew in 2022-23 to 335 volunteer approved parents supporting students and classroom teachers in a variety of ways. The Raptor system was utilized for visitor management. For all of our educational partners, safety at school is paramount. In order for students to focus fully on learning they need to feel safe and secure. The hiring of a security agent has been overwhelmingly welcomed by students, parents, and staff as evidenced by 98% of respondents indicating they approved in a recent Parent/Guardian LCAP survey. With the placement of Mr. Peters in January of 2023, WCS now has an individual dedicated to ensuring that staff, students, and families are safe on campus throughout the day. Duties include building relationships so that students, staff and families

feel they can share information, monitoring students on the playground and in the cafeteria, etc., all of which ensure an orderly and safe campus. Patrolling the perimeter of the campus before and after school and being a visible presence in the drop off and pick up areas, as well as providing coverage during after school classes will increase the sense of safety for all the educational partners at WCS. (Goal 2, Action 2)

Throughout the 2022-23 school year, WCS continued to fund both a full-time day and night custodian. An allocation of ESSER funds through DSUSD funded an additional half time night custodian who focused on disinfecting and sanitizing the campus, on an as needed basis, additional custodial support was budgeted for and provided through site funds. Work orders were submitted in a timely manner. Site inspections, (i.e., fire marshal in September 2022) also resulted in work order submissions. WCS continues to contract for landscape services.

School attendance was monitored and reports generated daily by site administration. The attendance rate at the time of this writing was 93.44%. Chronic absenteeism was higher than expected at 17.3% according to the DSUSD Data Warehouse. Various outreach strategies continue to be employed to get students back in school, as well as to mitigate tardies. WCS has long placed a high value on building relationships with students and families. Utilizing these relationships, staff, teachers, and administration reached out to families, made home visits, and worked to connect students and families with help to support their attendance. In person meetings were held with families over the course of two days in March 2023. The principal and teachers sat with parents/guardians to discuss the ramifications of their child not attending school i.e. academic deficits, as students miss key grade level learning opportunities, etc. It was also a time to talk with families about support they might need to alleviate absences. As part of the WCS ATSI emphasis was placed on our targeted sub group. Covid cases spiked on multiple days early in the school year making it difficult to gauge the success of the intervention efforts. A health technician provided through funding by DSUSD enabled all educational partners to navigate the questions and concerns surrounding sending students to school and keeping them in school. WCS sent COVID rapid tests home prior to both Winter and Spring break so that families could test prior to the return to school.

With DSUSD ESSER funds, a school health technician was on campus one day per week to help support the front office. (Goal 2, Action 3)

The WCS Governance Council met monthly, meeting the objective. Items before the council included curriculum budget, and as needed, school policy items. (Goal 2)

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

No changes were made to the planned goals, metrics, desired outcomes, or actions for the coming year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	N/A

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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

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

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

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

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

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A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	N/A

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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

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

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

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

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

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A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	N/A

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023--24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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

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

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

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

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

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A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$778,002.00	N/A

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
11.54%	0.00%	\$0.00	11.54%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

Total estimated expenditures in 2022-2023 for Goals 1 and 2 was \$6,480,043. Supplemental grant funds in the amount of \$595,179 were used to increase or improve services. The dollars were allocated schoolwide. These funds supported low income students, foster youth, and the English learner population.

The projected LCFF Base Grant for 2023-24 is \$6,742,013. The 2023-2024 projected supplemental grant allocation is \$778,002, and the percentage to increase or improve services is 11.54%.

Washington Charter School only receives supplemental dollars even though 51% of the students in attendance at WCS qualify as low income or are identified as English learners. Our commitment to any at risk student is to provide the necessary support and services so they can make academic growth at high levels. Narrowing the achievement gap continues to be a priority for WCS Staff and the Governance Council. Closing the achievement gap is done through a strategic investment in high quality instruction and curriculum, as well as a system of interventions and remediation. The goals in the WCS LCAP provide a blueprint for educational partners. It enables us to target resources and personnel so better student outcomes are achieved.

At the core of Washington Charter School's mission and vision is the involvement and input of our educational partners. Through relentless

engagement, feedback loop, meaningful planning and a welcoming environment, staff and parents are comfortable sharing their thoughts and input. From the dedication and input of a broad spectrum of WCS educational partners our two goals emerged. These goals are rooted in the belief that all students will demonstrate growth at high levels and the need for the campus to be clean and orderly for students to feel safe so they can engage fully in their learning.

All expenditures provided in the LCAP are based on the premise that they will lead to increased and/or improved services for our unduplicated students thereby increasing services for all students. With supplemental funding in the amount of \$778,002, low income students and English learners will receive increased support and/or services by the Minimal Proportionality Percentage (MPP) of 1.54% through increases in professional development opportunities for all staff, intervention programs and systems of support, access to broad and rigorous courses of study, and student support services beginning in Transitional Kindergarten. These supports and services will be increased and improved through systematic implementation and on-going evaluation and data-monitoring, through the support of layered intervention and a consistent model of implementation. WCS will utilize the proportionate share of the total Local Control Funding Formula (LCFF) and Supplemental Grant allocations projected at \$778,002 to ensure our English learners, low income, as well as other identified student groups are provided additional quality opportunities to achieve academic excellence that prepares them for success now and into the future. These funds are principally directed towards and effective in meeting the goals for the unduplicated students in the applicable eight state priorities.

Washington Charter School's two overarching goals direct the actions, services and funding addressed in the WCS LCAP. In addition (as applicable) California's eight state priorities are woven throughout the development process and the resulting document. Various metrics, including those of the California Dashboard, i-Ready, teacher observation, ESGI, and Running Records are used to measure yearly improvement and gauge whether the quality of actions and services have been successful in creating the conditions necessary to meet the ambitious goals and action plans that are contained in the WCS LCAP. The California Dashboard is one indicator of student success and the overall effectiveness of the school program. As previously noted, performance data for the 2022-2023 school year will only display Status data and for this reason, WCS will also utilize i-Ready Diagnostic data and other student data derived from formal and informal assessments to inform our decisions. With any metric the Dashboard, SBAC, or i-Ready, variables and factors do exist. As new programs and personnel are added expectations remain that student performance will increase and the achievement gap will be further narrowed. At times this will occur while at other times the results may be mixed as we continue to recover from the learning gaps and learning loss due to the pandemic. As we write the 2023-2024 LCAP, CAASPP data for 2022-2023 taken in May 2023, is not yet available. As noted in a prior section, CAASPP from 2020-2021 may not be a reliable indicator of student performance in reading and math. We are also waiting for the results of the Summative ELPAC taken in February 2023. The third i-Ready Diagnostic, taken in late May, indicates that overall students at WCS who took the Spring Diagnostic met 134% of the median progress toward annual typical growth goal in reading (100% is the end of year goal) and 112% of median progress towards the annual typical goal in math (100% is the end of year goal). English Learners made 112% of median progress towards typical growth goals in reading and 109% in math. I-Ready Diagnostic scores were used as one of the data points that enabled us to reclassify 16.3% of our English learners in 2022-23. Special Education students made 103% median progress towards their goal in reading and 95% in math. The data for our at risk populations; i.e., English learners, students with disabilities homeless, foster youth and socioeconomically disadvantaged, continues to be a focus and area of analysis. It will always be our goal and commitment to improve student achievement for all students and to continue working to narrow the achievement gap. This validates the programs, personnel, and services that are in place as a result of increased supplemental funding. It should be noted that general fund dollars have also been allocated

to best meet the needs of all student groups. WCS is continuing to narrow the achievement gap.

In an effort to reach all students in need of additional support, the following actions and services are contained in the WCS LCAP. The actions at WCS are intended to close the achievement gap for identified student groups. Data analysis, collaboration, targeted instruction, trained personnel, a robust PD program, an effort to greatly reduce the number of students who are chronically absent, a safe, clean, and orderly campus are the foundation for continued student success at high levels. The two goals and accompanying actions at WCS are integral components of the site's LCAP and provide a plan to staff and the Washington Charter School Governance Council.

- Recruiting and maintaining a highly qualified staff is integral to the success of the school. An excellent way to identify and train new teachers is to welcome student teachers. For the 2023-2024 school year, we will continue to have one or more student teachers. Classrooms with a student teacher and master teacher enable two adults to meet the needs of students.
- WCS will continue to utilize Edjoin to prescreen and select highly qualified teachers to fill positions at WCS. (Goal 1, Action 1)
- Participate in DSUSD New Teacher Institute (Goal 2 Action 1, Goal 1, Action 2)

Professional Development

- Monthly Structured Academic Support Time (SAST) focused on meeting the needs of unduplicated and underperforming students. During SAST meetings data is analyzed within grade levels and as a school. For the 2023-24 school year, all classrooms, K-5 will continue to use i-Ready and diagnostics will continue to be administered throughout the year. This will enable students to receive lessons at their instructional level, allowing for differentiated instruction and intervention. During SAST, as well as grade level meetings, staff will continue to analyze data as we as to design action plans to best meet the individual needs of their students. SAST and PD will continue to focus on identified staff needs (gathered from site administered needs assessment survey). Time is allocated for the staff to meet in Professional Learning Communities (PLCs) to plan and discuss items such as common assessments, the best ways in which to meet the SEL needs of students, etc. Targeted and effective PD is the road map to increased student achievement and meeting the SEL needs of students. This collaborative work coupled with adequate compensation will lead to improved instruction services for students. (Goal 1, Action 2)
- Mc Callum Theatre Education (MTE) will continue to provide workshops in the Fall of 2023 and throughout the 2023-24 school year. (Goal 1, Action 2)
- Attend conferences/PD that builds capacity for continued PLC growth and development, i.e., Solution Tree, PLCs at Work. (Goal 1, Action 2 and 6)
- Attend conferences/PD that builds capacity for continued PLC growth and development, as well as support implementation of CCSS,NGSS, ELD, GATE, technology, i-Ready, etc. (Goal 1, Action 2)
- WCS will continue to fund a site based Instructional Coach (Goal 1, Action 2, Goal 1, Action 3, Goal 1, Action 6)
- Contract with outside consultants (i.e. Pioneer Valley Book and Curriculum Associates) for targeted or school-wide PD (Goal 1, Action 2)
- DIBELS will continue to be used to detect students at risk for acquisition of early literacy skills and to monitor skill development.
- Funding for after school academics and PD pathways (Goal 1, Action 2)

- Continue technology training opportunities. (Goal 1, Action 2)
- Purchase of art materials for visual arts program (Goal 1, Action 4 & 9)
- Purchase of materials, curriculum and provide PD that emphasizes and teaches diversity, equity, and inclusion. (Goal 1, Action 4)

Parent Engagement

- Maintain opportunities for the educational partners of WCS to provide input in decision making at the site. Options include: PCF, Governance Council, WCS Multicultural Committee, ELAC, Panorama Survey or speaking with the principal (Goal 1, Action 8)
- Loving Solutions parenting class. Math, science or other educational nights (Goal 1, Action 8 and Goal 2, Action 1)
- Continue funding for an 8-hour bi-lingual office technician (Goal 1, Action 8)
- Full-time school counselor (Goal 2, Action 1)
- Hire half-time school counselor to specifically address SEL needs of students, if ESSER funds permit. (Goal 1, Action 6 and Goal 2, Action 1)
- Proactive plan to reduce absenteeism to include office personnel to reach out to families when a child is not in school. (Goal 1, Action 6 and Goal 2, Action 4)

Multi-tiered Intervention

- Capped class size at all grade levels (Goal 1, Action 7).
- Continue with daily at will certificated employees who support students in grades 1-5. (Goal 1, Action 6)
- Continue lengthened school day for TK and K students. This will be coupled with blocks of time (up to 105 minutes daily) in which class size will be below 14 students. With one trained para professional. The "early bird, late gator" format will be beneficial for all kids but in particular, unduplicated students.
- Expand TK to include students who will be turning 5 on or before February 2, 2023 (as part of Universal PreK/State Preschool).
- Extend school day and school year for at risk students. Priority for grade K-2, but with continued funding K-4. (Goal 1, Action 6)
- Continue partnering with local, community-based organizations to offer high quality care and supervision to meet the needs of students and families at WCS (Goal 1, Action 6 and 9)
- Summer academy with targeted intervention for students in Grades K-4. (Goal 1, Action 6)
- System of assessment/diagnostics, i.e., DIBELS, i-Ready, Core Phonics Assessment, Running Records to measure acquisition of foundational literacy skills in order to target and plan interventions for students who need to acquire skills from previous years.
- Training for assessment administrators to ensure reliability of data. (Goal 1 Action 2, Goal 1 Action 6)
- Purchase technology to support student learning and teacher growth (Goal 1 Action 5)
- Continue RISE reading lab to serve 1st grade students in need of intensive reading instruction.
- Continue RISE reading lab for 2nd and 3rd grade students who are missing foundational reading skills. (Goal 1, Action 6)
- Explore programs and resources for expanding reading and math intervention to meet the needs of 4th and 5th graders.
- Maintain 1:1 Chromebooks (K-5) (Goal 1 Action 5)
- Jumpstart program for incoming TK and K students (Goal 1 Action 6)

Safe, Secure and Clean Campus

- Hire additional custodial staff as needed. (Goal 2 Action 3)
- Continue with a full time day and night custodian. (Goal 2 Action 3)
- Continue to fund 4 hour custodian to assist with site needs if ESSER funding from DSUSD continues. (Goal 2 Action 2)
- Utilize Watch Dog Dads* and pay for fingerprinting as needed. (Goal 2 Action 2)
- Fund additional security enhancements. (Goal 2 Action 2)
- Continue lanyard policy for volunteers and those who desire to access the school site. (Goal 2 Action 2)
- Hire additional school site monitors, as needed. (Goal 2 Action 2 and Action 3)
- Purchase additional cleaning supplies and machinery as needed. (Goal 2 Action 3)

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

Washington Charter School (WCS), using the SBE formula calculator is projected to receive \$778,002 in supplemental grant funding. This is an increase of \$182,823 over last year's allocation. WCS is committed to meeting the needs of English learners, Foster youth, and students of families that qualify as low income. As one can see, the amount of funding relative to the overall budget of the school results in the allocations of the entire supplemental grant and the use of general fund dollars to adequately meet the needs of the noted student groups. The investment of supplemental grant dollars and other school resources is done to narrow the achievement gap and provides opportunities to all WCS students.

As noted throughout the LCAP, WCS is committed to early intervention. The RISE reading lab will continue to serve approximately 144 students next year, 2023-2024 in grades 1-3. (Goal 1, Action 6) Approximately 17% of those students who attended the RISE lab in 2022-2023 were English learners, foster youth or homeless. By funding the RISE lab, WCS provides at risk students with intensive remediation. Students attend the lab daily for 1 hour, working in small groups, 1:4, on targeted skills in all of the foundational areas: phonemic awareness, phonics, high frequency words, vocabulary, fluency, and comprehension. As students rotate through 4 stations, Book Intro/Vocabulary, Word Work, Comprehension and Writing, students are learning and practicing skills in all four language domains, reading, writing, speaking and listening. Students are selected using an assessment system, DIBELS, i-Ready, Core Phonics Assessment and running record drilling down to areas of deficit. The instructional coach provides oversight, working with personnel to provide training, model strategies, debrief, and plan differentiated and targeted lessons. The instructional coach also helps assess students and provides coverage so that the lab is always covered with qualified staff. In addition, the instructional coach provides an added level of support to staff, students and families. (Goal 1, Action 3 and 6) Support for at risk students is also provided in reading and math to 1-5th grade students four days per week, approximately 30 minutes per day by certificated guest/intervention teachers. This work is also coordinated in collaboration with the Instructional Coach and

classroom teachers to ensure targeted support is provided. Sixty-six percent of students served by the RISE lab and/or supported by our certificated guest/intervention teachers and instructional coach, are unduplicated students. (Goal 1 Actions 1.3, 1.6)

We know that meeting the SEL needs of our students is paramount for engagement and learning at high levels, for all students, but especially for our most at risk children. A full-time counselor supports the needs of our at-risk students and all students at WCS through whole group classroom lessons, small "friendship" groups, and EL Reclassification workshops. She also works with students and families within the SST (Student Support Team) system to provide needed support for student success. (Goal 2, Action 1)

With supplemental grant money projected at \$778,002 for the upcoming school year, low-income students, English learners, foster youth and socio-economically disadvantaged students will receive increased services and support. High quality teachers working within a PLC framework of continuous improvement, timely and targeted PD, class sizes capped to ensure smaller student to teacher ratios allowing for more opportunity to differentiate instruction, strong standards based instructional materials, as well as systems for providing intervention when needed, and opportunities for enrichment, directly benefit the unduplicated students of WCS.(Goal 1, Actions 1.1, 1.2, 1.3, 1.4, 1.6, 1.7) As a result of school closure for one year and some students not returning to in-person instruction when school reopened in March 2021, we realize the continued need for additional SEL services, access to meals, a safe and clean learning environment, realistic class size, access to behavioral health services, an extended school day or year, parent education, etc. These needs are ongoing. In order to provide our most at risk students with the greatest opportunity for success, personnel and resources will continue to be allocated. This multi-pronged effort will enable WCS to better meet the needs of our educational partners. Parent surveys indicated the need for a clean and safe campus. WCS will continue utilizing funds to hire additional custodial staff, fund the Watch Dog Dad* program and purchase additional cleaning supplies and machinery. Parents and staff continue to note the need for additional counseling support. It is still our hope to fund a half- time counselor in order to best meet the SEL needs of students. Even with an lower overall ADA, of 701, WCS remains strongly committed to keeping class size smaller (in comparison to other school districts) at grades 4 and 5. The STEM lab, designed to serve the needs of all students K-5, the continuation of a longer TK/K school day, the hiring of an additional Kindergarten teacher in 2021-2022, the continued funding of two additional paraeducators to support TK/K allows us to focus more sharply on the needs of our unduplicated population, thus benefiting all students at WCS. WCS knows the importance of school connectedness. We will continue to reach out to families when a child is absent. Our bi-lingual technician will continue to spearhead the effort with support from the school counselor and administration. (Goal 1, Action 8 and Goal 2, Action 4)

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		