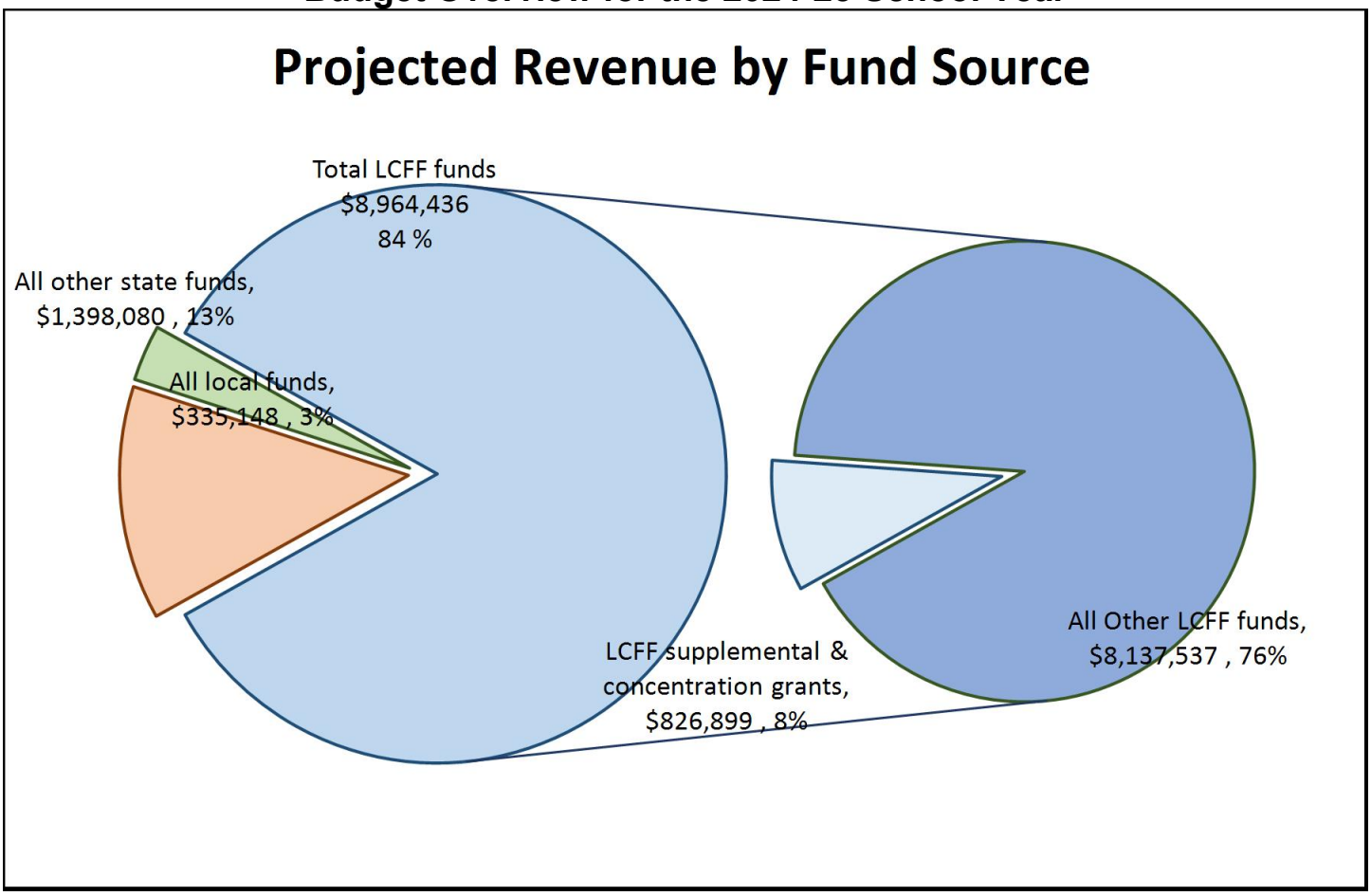
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: WASHINGTON CHARTER SCHOOL
CDS Code: 33-67058-6031959
School Year: 2024-25
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 2024-25 School Year

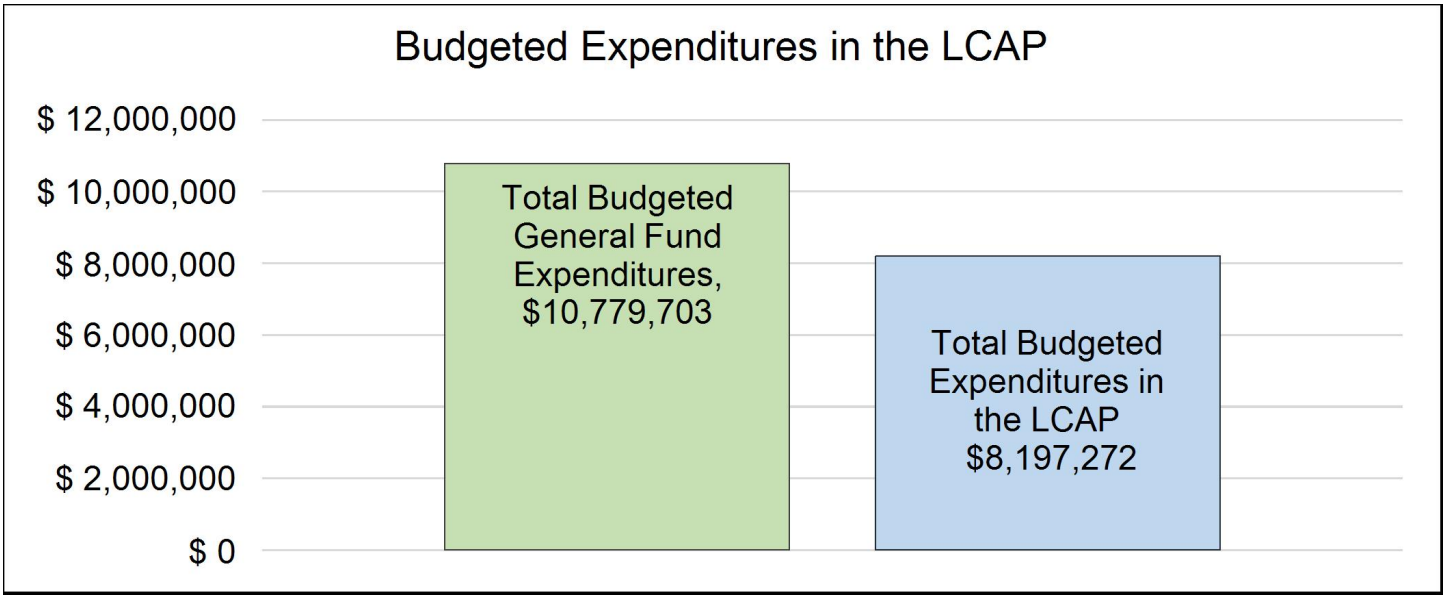


This chart shows the total general purpose revenue WASHINGTON CHARTER SCHOOL expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for WASHINGTON CHARTER SCHOOL is $10,697,664, of which $8,964,436.00 is Local Control Funding Formula (LCFF), $1,398,080.00 is other state funds, $335,148.00 is local funds, and $0.00 is federal funds. Of the $8,964,436.00 in LCFF Funds, $826,899.00 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 2024-25. 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 $10,779,703.00 for the 2024-25 school year. Of that amount, $8,197,272.00 is tied to actions/services in the LCAP and $2,582,431 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

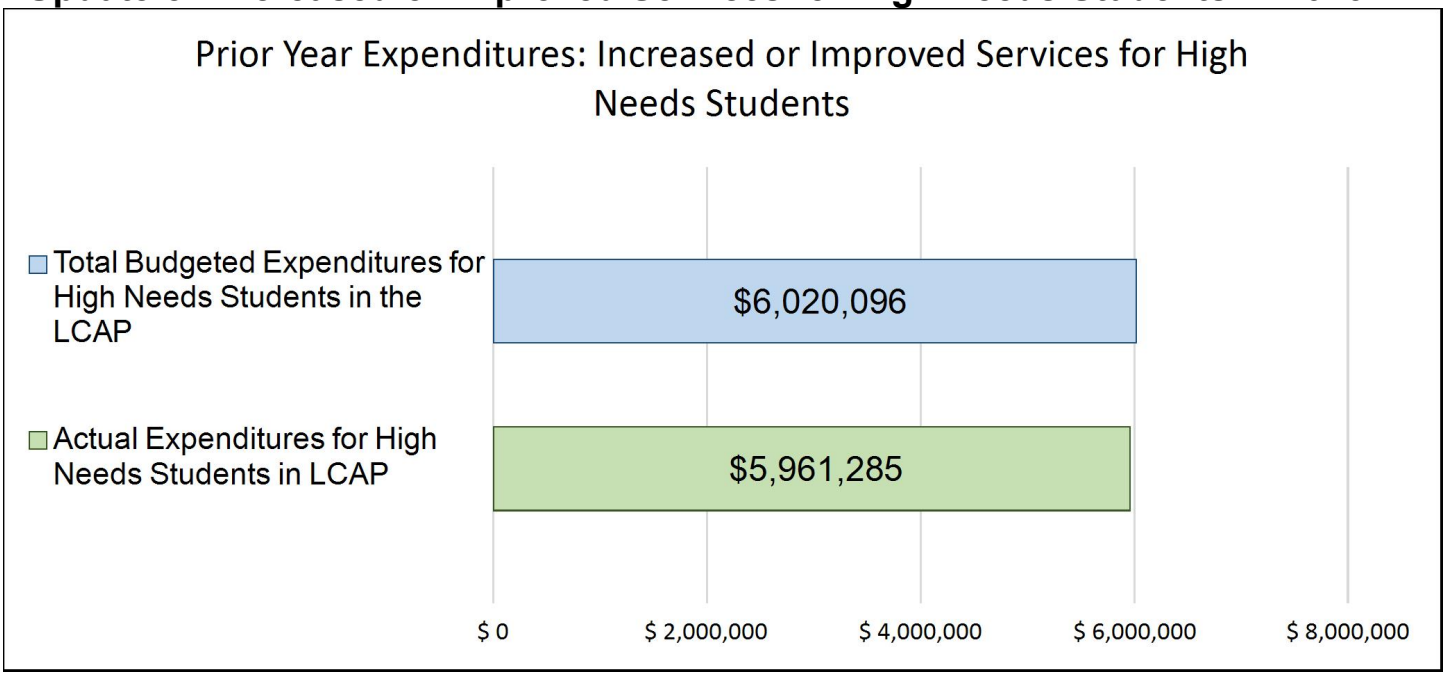
The general fund budgeted expenditures not included in the LCAP, include general operating expenditures (utilities, legal fees, insurance, administrative supplies), STRS on Behalf expenses, indirect costs, and encroachments.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, WASHINGTON CHARTER SCHOOL is projecting it will receive $826,899.00 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 $6,810,260.00 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 2023-24



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 2023-24, WASHINGTON CHARTER SCHOOL's LCAP budgeted $6,020,096.00 for planned actions to increase or improve services for high needs students. WASHINGTON CHARTER SCHOOL actually spent $5,961,285.00 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

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.

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 fully credentialed.	100% of classroom teachers (2022-2023) are appropriately assigned and full credentialed.	100% of classroom teachers (2023-2024) are appropriately assigned and fully credentialed.	100% of all core classroom teachers appropriately assigned and fully credentialed.
All Washington Charter pupils have sufficient access to the standards-aligned instructional materials. Annual Williams/SARC Report	100% of students have access to textbooks and instructional materials.	100% of students have access to textbooks and instructional materials.	100% of students have access to textbooks and materials.	100% of students have access to textbooks and instructional materials.	Continue to have 100% of all students 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	California Dashboard Academic Indicator for ELA (2018-19): Schoolwide 58.2points above level 3 (Standard)	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	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	California Dashboard Academic Indicator for ELA (2022-2023) Schoolwide: 45.7 points above level 3 (Standard) a decrease of 1.9 points. Performance	Maintain student achievement levels and scale scores. Schoolwide performance category of green or blue. EL, SED and SWD performance category of yellow or green.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
for ELA will result in a performance category of yellow, green or blue California Dashboard: Academic Indicators.	Performance category is Blue. EL 17.9 points above level 3. Performance category Green. SED 29.2 points above level 3. Performance category Green. SWD: 21.6 points below level 3 Performance category Yellow. Change 5.6 point increase.	status data in addition to i-Ready data will be included in year 2. Students made 143% median percent progress toward Typical Growth (Goal is to exceed 100%). 75% of students are performing at or above grade level.	High at 47.6 points above standard. EL Status Level: Medium, 2.7 points above level 3. SED Status Level: High, 18.5 points above level 3. SWD: Status Level: Low, -30.6 points below level 3. Students made 134% median progress toward Typical Growth (Goal is to exceed 100%). 79% of students are performing at or above grade level.	Level:Blue EL: 9.8 points above standard. Performance an increase of 7.1 points. Performance Level:Green SED 16.8 points above standard, a decrease of 1.7 points. Performance Level: Green SWD: 58.1 points below standard, a decrease of 27.4 points. Performance Level:Orange Students made 138% median progress toward Typical Growth (Goal is to exceed 100%) 78% of students are performing a or about grade level.	Increase schoolwide scale score above level 3 to 63.2 points above level 3 (Standard). EL 23.9 points above level 3. SED 35.2 points above level 3. SWD 15 points below level 3.

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.	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%) 74% of students are performing at or above grade level.	California Dashboard Academic Indicator for Mathematics (2022-2023): Schoolwide: 25.2 points above standard, an increase of 7.5 points. Performance Level: Green EL: 3.4 points below standard an increase of 15.1 points. Performance Level Green SED: 1.2 points below standard, an increase of 7.9 points. Performance Level Green SWD: 64.6 points below standard, a decrease of 14.9 points. Performance Level Orange Students made 112% median percent progress toward Typical Growth (Goal 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
				73% of students are performing at or above grade level.	
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.	California Dashboard English Learner Progress Indicator (2022-23): Status Level: high with 58.5% of ELs making progress towards English proficiency.	California Dashboard English Learner Progress Indicator (2022-2023) Status Level High with 56.4% of ELs making progress toward 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.	Reclassification rate for 2023-2024 is 15%.	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	46 parents/guardians responded to the 2024 Spring Family-School Relationships Survey conducted through Panorama. 140 parents/guardians responded to the WCS LCAP Survey completed in February 2024. It is likely that	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
			able to disaggregate this information.	members of the WCS community also responded to the DSUSD Survey, but we are not able to disaggregate this information. 8 parents attended the in-person Parent Forum held on 2/6/24 at 6:00pm.	
Professional Development	Two Days (October 2020 and January 2021)	Two Days (October 21 and January 22).	Two days (October 7, 2022 and January 20, 2023).	Two days, October 13, 2023 and January 19, 2024. Additional PD throughout the school year, i.e. i-Ready, After School Academies, Literacy Footprints.	Two or more professional development days.

Goal Analysis

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.

Using our LCAP and the WCS Mission Statement as guides that govern our decisions and actions, Washington Charter School was able to successfully implement a majority of the actions outlined in our LCAP. During the 2023-2024 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.

Staff from WCS were not able to attend conferences budgeted for in the 23-24 LCAP, ie. Solution Tree PLC conference and Plain Talk Reading Conference due to space and guest teacher availability. WCS provided professional development to staff with Dr. Trudy Arriaga on October 13, 2023 and Dr.Tina Boogren from Solution Tree on January 19, 2024.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Looking back through the three-year LCAP cycle, 2021-2022 through 2023-2024, it is impossible to reflect on the effectiveness or ineffectiveness of specific actions taken during the 2023-2024 school year without noting the immense impact that the COVID pandemic had on our educational system, on our school, families, students, and staff. Our first “normal,” in-person school year following virtual and online delivery of instruction, commenced in the Fall of 2021, the first year of the three year cycle upon which we are reflecting. At the time the LCAP was written, it was impossible to know the extent to which students would be affected. WCS has shown itself resilient, flexible, and successful as we have implemented the broad goals of the LCAP, both year to year and within the scope of the three year LCAP cycle.

Maintaining a highly qualified staff is paramount to the success of our students at WCS. To that end, we have continued to avail ourselves of multiple avenues of professional development both through after school offerings by DSUSD, by bringing in outside entities, i.e. Tina Boogren of Solution Tree and conference attendance, i.e., The Reading League, Plain Talk 2023, Solution Tree, 2023. The instructional coach attended district-led Instructional Coach’s meetings to network and develop the skills necessary for effective coaching, as well as participated in Coaching Rounds at other schools to further develop capacity for effective coaching. The WCS Instructional Coach participated with other Instructional Coach’s district wide in the LETRS (Language Essentials for Teachers of Reading and Spelling) program, a two-year (2023-24 and 2024-2025) intensive program designed to “empower teachers to understand the what, why, and how of literacy instruction, based on current scientific research, SoR. The WCS principal attended two days of LETRS training and completed 16 hours of additional PD. 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. Our commitment to the development of highly qualified teachers was demonstrated as we once again hosted two student teachers during the 2023-2024 school year. Our principal participated in recruitment for Desert Sands Unified School District, this year in Tacoma, Washington, as well. Goal 1.1

In order to provide a structure and culture of continuous improvement, multiple opportunities for Professional Development were provided at the school site for teachers, guest teachers, and support staff. Teachers and staff were encouraged and received compensation for attendance at various DSUSD after school academies on topics including, reclassification of SPED students, DIBELS data and interventions, technology, MTSS, etc. The work of our DEI committee was supported by Dr. LaTanya Strange, Coordinator of Diversity, Equity, Parent and Family Engagement for Desert Sands who helped in the development of our DEI Committee Mission Statement, guiding principles and core values. Karen Cangemi of Pioneer Valley Books presented to reading intervention staff, as well as 1st and 2nd grade teachers on August, 31st and September 1st. Other opportunities for professional development also included two full days of training that featured i-Ready

Classroom Math training for teachers working with the program, as well as speakers, Dr. Tina Boogren and Dr. Trudi Arriega who spoke on educator wellness and equity respectively. The music teacher and PE coach regularly network with others in similar capacities in DSUSD. The Instructional Coach participated in meetings with embedded PD on effective coaching in order to impact student achievement and provided PD in small groups and 1:1 settings as solicited. Thirteen teachers K-2, as well as several interventionists participated in a book study, entitled PD and Popcorn using the book, 7 Mighty Moves by Lindsay Kemeny purchased through budgeted funds. Although not able to attend the Plain Talk Reading Conference, two staff members were able to attend the Reading League Conference in Syracuse, NY. The work in PLCs is ongoing to impact student achievement. Time is taken during SAST for vertical articulation to discuss the literacy needs of our students as we seek to continually improve by utilizing the questions: What do we want our 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 reflective work along with the literacy training and the PD we have received has led us to update and enhance our literacy programs and interventions to reflect science based strategies for literacy instruction, SoR, Science of Reading. Goal 1.2

The instructional coach, along with providing PD for teams, teachers, and support staff, continued to oversee the RISE Intervention lab, as well as small group 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. The instructional coach also participated in over 49 hours of professional development through the LETRS program. This led to strategic shifts in delivery of instruction for reading intervention to a more explicit, systematic approach. RISE personnel and other interventionists providing literacy support, were trained and have provided phenomenal support to our at-risk students. Students considered at-risk by teachers or in need of extra support are assessed and placed using multiple measures, including teacher observation, DIBELS and i-Ready results, Quick Spelling and Phonics Assessments, as well as the running records. Goal 1.3

Funds continued to be allocated and spent on consumable student materials and assessments. Licenses were purchased for AR, Seesaw, Mystery Science, Discovery Education, i-Ready, Digital Literacy Footprints grades 1 and 2 and ESGI for Kindergarten. Amplify Science has been fully implemented. “Amplify Science is a K–8 science curriculum that blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists.” A recent LCAP student meeting with 4th and 5th graders proved the statement by Amplify true and validated the decision by WCS to adopt separately from our district despite significant outlay of funds. Fifth grade CAST scores for the 21-22 school year, the year that some of our teachers at each grade level, including 5th grade piloted Amplify Science, indicated that 48.84% of students met or exceeded standards for science. Results for 2022-2023, the first full year of implementation of Amplify Science school wide indicated that 59.32% met or exceeded standards for science. Goal 1.4

Aging technology continued to be replaced as it becomes obsolete or in disrepair. This year many overhead projectors that had been in place since the opening of the school in 2006 were replaced with updated projectors. In addition, this year 28 document cameras were replaced. Although LFD display boards are available and in use, many teachers rely on both to ensure all students have access to the curriculum.

The STEM lab, which opened to all students during the 2022-2023 school year, continues to be an integral part of our school program. Students TK-5 attend STEM class two to six times per month, working on grade level appropriate projects in Science, Technology, Engineering and Math. The STEM lab has continued to offer opportunities for students to work in collaboration with others, a key skill needed for college and career readiness. Academic language development, critical thinking skills, and problem solving are fostered; imaginative thinking and creativity are encouraged. This year 2023-2024, students in 3-5th grades have engaged in Stop Motion Animation,

creating videos that included graphic suspension and sound. New programs have been added, including CLIXO magnetics and Botley, a coding program. 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 the LCAP meeting previously mentioned, 4th and 5th graders touted the importance of the STEM lab to their overall academic life. Several also mentioned that in addition to collaborative projects they would like to work on individual student directed projects within the scope of their STEM experience. During our recent WCS Open House on March 7, 2024, the STEM lab was open to attendees. Students couldn't wait to share with their families all that they have been learning. Students took great pride in showing their parent/guardian the Lab and talking about the activities and projects that they have engaged in as part of their STEM class. Goal 1.5

WCS celebrated with 8 of our English Learners and their families as they were redesignated Reclassified Fluent English Proficient, RFEP, through the reclassification process. Several of these new RFEP students and their families were invited to a celebration at which all students in the district who were reclassified during the 2023-2024 school year were honored for their hard work. An additional 4 students scored a 4 on the summative ELPAC taken in Spring 2024. This achievement along with other criteria enabled them to reclassify prior to the end of the 2023-2024 school year. The number of students reclassified is lower than in previous years, in which our reclassification rate in 2021-2022 was 20% and 2022-2023 28%. In 2021-2022 we were able to reclassify K-3 for the first time which led to a significant increase in the number of students eligible to reclassify. Our reclassification rate for 2023-2024 is 15%. It should be noted when looking at the California Dashboard that our Recently Reclassified English Learners scored 80.7 points above standard in ELA on CAASPP 2023, an increase of 4.6 points. Students continued to be reclassified based on grade level criteria and a process established by Desert Sands using ELLevation, an EL program management tool, that includes ELPAC 2023 Summative Scores, i-Ready scores and CAASPP results. The process also requires teacher and parent input as part of the process. WCS had continued to use i-Ready, a computer-based program first implemented school-wide during the 2021-2022 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 third year using i-Ready, diagnostics were administered K-5, Fall 2023, Winter 2024, and Spring 2024. Following each diagnostic, students received prescriptive lessons designed to fill any existing 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 82% of all students had made that first marker of half their Typical Annual Growth and 56% in math. This represents a slight increase over Diagnostic 2, Winter 2023. Fifty-seven percent of English Language Learners reached at least half their Typical Annual Growth marker in reading and 63% in math. Twenty-two percent of English Learners are on or above grade level mid-year with 16% on or above grade level in math. Data indicates that 51% of students with disabilities made at least half their Typical Growth in reading and 47% in math. Thirty-five percent of students with disabilities are at or above grade level in reading and 24% in math. The final i-Ready assessment of the year, the Spring Diagnostic will be completed in late May 2024. Final i-Ready data from Diagnostic 3, Spring Diagnostic, is still coming in as CAASPP testing takes completion priority and the i-Ready window is not officially closed until June 5, the last day of school. With 99% of reading scores in, Washington Charter school continues to demonstrate high performance, high growth across all grade levels in reading. Seventy eight percent of students scored on or above grade level in reading up from 45% in the fall. Thirty four percent of EL students performed at or above grade level on Diagnostic 3 up from 2% in the fall. English Learners made 127% median percent progress toward annual typical goal up from 110% on the Spring diagnostic 2023. Economically disadvantaged students scoring at or above grade level in reading on Diagnostic 3 increased from 37% in the Fall 2023 on Diagnostic 1 to 70% on the Spring Diagnostic. Students with disabilities scoring at or above grade level on Diagnostic 3 also increased. In Fall 2023, Diagnostic 1, 20% of students with disabilities scored at or above grade level,

increasing to 39% on Diagnostic 3. As in reading, i-Ready results in math indicate students scored in the high performance, high growth category on the Spring diagnostic, Diagnostic 3. Seventy three percent of students scored at or above grade level up from 32% in the fall. Sixty three percent of our economically disadvantaged students scored at or above grade level, up 43 points from the fall diagnostic. Thirty two percent of ELs scored at or above grade level in math. Students with disabilities grew from 13% in the fall at or above grade level to 41% at or above on Diagnostic 3. While our data in reading and math point to the overall effectiveness of the personnel, actions and expenditures and we celebrate the successes, WCS will continue to work diligently to meet the needs of those students who are not making the growth that we had pursued for all of our students. For this reason it is important to continue to use SAST and PLC time during the 2024-2025 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. At each grade level with the exception of 3rd grade, some teachers piloted a supplemental math program called i-Ready Classroom Mathematics. It will be important to analyze the data we receive from the Spring Diagnostic and begin to look at the effectiveness of the program. It should be noted that all of our 5th grade classes piloted the supplemental program so in addition to Spring Diagnostic data, it will also be important to look at how our students perform on CAASPP 2024.

Assisting at-risk students and families remained a sharp focus throughout the 2023-2024 school year. Learning gaps for all student groups remain evident. Narrowing this achievement gap through a multi-pronged approach designed to meet the academic and socio-emotional learning needs of students without neglecting to provide for our students who have mastered the curriculum and need enhanced opportunities for learning continued to be a priority of the WCS 2023-2024 LCAP and will continue to be a priority into the next academic year and the new LCAP cycle. As we continue to recover from the pandemic, it is important to continually monitor and adjust to meet the needs of our students. While CAASPP is certainly an important assessment it is a summative assessment. Ongoing teacher observation, DIBELS screening, i-Ready Diagnostics, as well as the use of measures like Quick Spelling and Quick Phonics screeners, as well as running records have allowed us to be as prescriptive as possible with interventions for students who are struggling. Certificated and classified employees continued to provide this targeted intervention to students in small groups throughout the school day at multiple grade levels. We have continued to utilize our Resident Guest Teacher positioned at WCS to work with small reading and math groups when not covering unfilled teacher positions at our site. Mr. LeDoux, our resident guest teacher, also met with four Newcomers for reading instruction and language development. In addition to our Resident Guest Teacher, WCS hired two additional 6 hour interventionists to work with small groups K-5 in both reading and math. Utilizing assessment data, the intervention team uses materials from UFLI, Flyleaf Decodables, Literacy Footprints Decodables, and Literacy Footprints Intervention Partner materials to provide targeted lessons aimed at filling in gaps that might prevent a student from fluently reading and comprehending grade level text. Math intervention groups have focused on prerequisite or foundational skills, number sense, and math facts, to build fluency and capacity for higher level math concepts.The instructional coach has also continued during the 2023-2024 school year to provide small groups as needed. The RISE lab continues to be a pivotal intervention piece for grades K-3. Funding for this action 1.6, also enables WCS to continue to employ four quality members for the 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 as outlined above. Typically small groups run concurrently with trimesters. At the beginning of each RISE 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, because of deficits in skills, the RISE lab hosted two 12 week sessions and will host a final RISE bootcamp lasting 7 weeks. The first session ran from September 19, 2023-December 20, 2023. Post-tests indicated that 1st graders at the end of the first session grew an average of 3 levels. Running records completed by their teachers indicated that they continued growth post RISE and performed at or above grade level for that time in the year. Second graders grew an average of 4 levels, and 3rd graders showed an average of 2 levels. The second session began

on January 8, 2024 and ended on March 28, 2024. First graders made an average of 2.7 levels of growth, 2nd grade, 3 levels of growth average, and 3rd grade made an average of 2 levels of growth. By using multiple measures to place students within groups in the RISE lab and by targeting missing skills, we hope to see more transference of skills as these students approach grade level text. Data analysis of ORF (Oral Reading Fluency) will be another means of measuring effectiveness and transference. Scores on DIBELS EOY, indicated a 28% increase in the number of 1st grade students performing at grade level in reading fluency, from 58% at the beginning of the year to 86% on the End of Year 2024 DIBELS, an increase in 2nd grade from 80% to 93% performing at grade level on the ORF. Third grade scores indicated a slight decline from 96% meeting the target at the beginning of the year to 91% at the end of the year. It is important to note that the benchmark scores at each grade level increase from the beginning of year to the end of the year reflecting increased text difficulty, As students transitioned out of RISE and back into the classroom for reading instruction, the instructional coach, RISE personnel and interventionists consulted with teachers and offered continued support in small group settings within the classroom as needed. RISE Bootcamp ended on May 23,2024. At the end of Rise Bootcamp, both 1st and 2nd grade students had demonstrated an average of 2 levels of growth. Indications are that implementation of the RISE program in grades 1-3 has contributed to a narrowing of the learning gaps experienced by some of our most vulnerable students. We continued to assess, progress monitor and adjust instruction in our daily RISE/Intervention meetings. This collaborative effort has strengthened the program and its impact on student achievement. We continue to see that many of our previous RISE students benefit from repeated sessions in RISE/interventions to close the gaps. While this could be disheartening, it is consistent with what researchers have found, especially when thinking about students who are working below grade level in 2nd and 3rd grade. These students often require several years of specialized, intensive instruction to make the progress necessary for strong comprehension at grade level. We remain committed to helping every student achieve success. We have continued to implement shifts in the teaching of reading and refining our practice based on SoR evidence-based recommendations.

Interventionists met with small groups to provide classroom support for students in grades 4 and 5, a practice started during the 22-23 school year. Support was provided in math, writing, science and reading. This included helping students under teacher direction with a writing assignment, follow up math lessons in a particular domain, or utilizing i-Ready Tools for comprehension work. Teachers delivering strong Tier1 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. 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. This was something that parents and students alike talked about as part of the survey process. For math, and as part of STEM lab/5th grade reconfiguration, five teachers for math allows for enrichment and/or acceleration as needed. Additionally, teachers have participated in and are adept at utilizing questioning strategies to engage students and extend lessons. While many resources have been put into place to address the needs of our students who are struggling, there is no doubt that more needs to be done for our students who have mastered content. Continuing to explore ways to bring enrichment and acceleration opportunities in additional content areas should be explored.

A WCS Summer Academy complete with STEM lab was held in June 2023. Jumpstart TK and K were provided in August 2023 to acclimate students entering TK and K. We will continue to offer the WCS Summer Academy complete with a STEM component, Summer 2024. Goal 1.6

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, lowered the student/adult ratio allowing 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 allows 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 our Spanish speaking families. These services provided by our bilingual office technician are crucial to building a sense of community and relationship that enables our students to learn and grow. For languages other than Spanish we are able to utilize personnel from the district to help us best meet the needs of our families. In addition to classroom volunteer opportunities, parents/guardians were encouraged to volunteer for a number of events throughout the year, i.e., Water Day and field trips. Parent/guardians are welcome to serve in the Washington Charter School Parent Club Foundation. This dynamic group of volunteers not only raises funds that benefit all students on campus, but also includes hosting and providing manpower for on campus events, i.e., book fairs, Fun Run, Day of Awesomeness etc. which help build the school community. In March 2024, WCS held a very successful evening Open House. Students took initiative and led their parents/guardians in an interactive tour of their classrooms, the STEM lab, RISE Intervention Lab, Music, and PE. Rave reviews were heard from all educational partners following the event. The WatchDog Program was restarted for the first year post-pandemic, with 20 plus parents/guardians committed to being on campus to provide extra eyes and care for the campus. Goal 1.8

ELOP (Expanded Learning Opportunity Grant) funds were utilized in a multi-pronged approach to provide enrichment opportunities for our unduplicated students and families, as well as to all students at WCS. Partnerships continued with Bermuda Dunes Learning Center and the Desert Recreation District with approximately 100 students and families receiving before and after school care. Three sessions of the WCS Afterschool Academy featuring a wide range of classes were held with tremendous success. The first session ran from September 11, 2023 through November 6, 2023 with 197 students attending a myriad of classes that included, choir, soccer, cooking, art, acting and Math Field Day and so much more. The 2nd session ran from November 27-February 26th with 258 students in attendance. Offerings enjoyed by students included, i.e., Let's Feel and Act It Out which was expanded to 1st and 2nd grade students. Sports including volleyball, soccer and street hockey, both co-ed and girls only were offered, as well as art, chemistry and robotics. In one class entitled, "Fork Farm", students learned about hydroponic gardening growing and eating four different kinds of lettuce, as well as basil. Fourth and 5th grade students grew and enjoyed tomatoes, mint and cilantro grown using InBloom Garden hydroponics system In this session interventions and other forms of academic support and enrichment, including a GATE class were offered by invitation. Intervention classes were planned so that students could also take one of the other offerings, as well. Session 3 ran from March 11th-May 31st with 235 students enrolled in classes like Diamond Dotting, volleyball, theater, ukulele, art and science. Running throughout the 3 sessions, 110 students participated in 2 different choirs with 30 on the waiting list. The 5th Grade Honor Choir acted as ambassadors for our school and city, singing at the City of Palm Desert's 50th Anniversary Celebration at Civic Center Park and performing at two senior living centers. In addition they opened for a Firebird's hockey game at the Acrisure Arena. As part of the program, students were also taught the technical aspects of music and performance such as how to run the music computer, sound board, lighting, microphones, video and other backstage jobs.

Additionally, ELOP provided scholarship funding that enabled all 5th grade students to attend science camp. All of these opportunities, funded through ELOP, have provided the means for all students to explore learning pathways and build academic and social-emotional strength, building blocks needed for students to experience personal success in addition to academic success. A robust Summer Academy will take place June 10, 2024-June 26, 2024.Offerings will include STEM and intervention opportunities. An interest list was sent to all

families. Priority enrollment will be given to unduplicated students.Students will be provided breakfast, lunch and “supper”. Desert Recreation District will provide on site extended learning opportunities to 50 students who attend the WCS Summer Academy. A nine hour day of instruction and additional learning opportunities will benefit students and families. Goal 1.9

We believe that it is in the best interest of the students at WCS to continue with our two broad goals into the 2024-2025 school year and the new LCAP cycle which runs from 2024-2027.

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.

Washington Charter School is an elementary school with a large student population, 750+ students. Because we have had strong, consistent leadership with Mr. Allan Lehmann as principal for the past 26 years, an exemplary staff, and strong community support we have experienced great success. Mr. Lehmann will be retiring at the end of the 2023-2024 school year. While we are confident that our next principal will be phenomenal, it will take time to step fully into the position of Washington Charter School Principal. As a school and with the solid support of the Governance Council, we will add a Project Teacher to our staff. This person will add an additional layer of support to the administrator, Instructional Coach, the staff, students, and families at WCS.

WIth the passage of Proposition 28, WCS is expanding its already successful and visual performing arts program. To complement a full time music teacher and all classrooms partnering with McCallum Theatre Education, it is the intent of the Governance Council to hire a full time, certificated art teacher.

As we have reflected on the 2023-2024 school year and over the current LCAP cycle, we continue to be committed to ensuring that all of our students and ALL means all, have every opportunity for academic success. We also acknowledge that the ability to read and comprehend at grade level, K into adulthood, is key to a student’s life success and is built upon foundational reading and writing skills that are laid down in elementary school. Eighteen of our teachers, K-5, desire to be LETRS trained. As noted earlier LETRS (Language Essentials for Teachers of Reading and Spelling) is a nationally recognized, two year program designed to train teachers in all aspects of reading instruction. Although this is a significant monetary outlay in the area of Professional Development, we believe that this will empower and enhance teachers’ ability to deliver explicit, systematic, evidence literacy instruction to all of the students at WCS.

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.

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 in orange or red.	No suspensions to date.	No suspensions to date.	California Dashboard: No suspensions to date. Performance Level Blue.	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 Williams violations. No complaints. 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% (Cal PADS and District Reports)	2019-2020 95.63%.	Due to COVID attendance rate through month 9 is 93.33%.	Attendance rate as reported in DSUSD Data Warehouse as of 5/8/23 is 93.44%.	Attendance rate as reported in Cal PADS and District Data Warehouse: 95.16% as of 4/12/2024.	Improve attendance rate to 96%
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%.	Chronic absenteeism rate as reported in Cal PADS and District Data Warehouse: 10% as of 04/12/2024.	Lower the percentage of students who are deemed chronically absent annually. School chronic

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					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 Grades 3-5 67%.	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%.	2023-2024 Grades 3-5 69%.	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.	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.

Goal Analysis

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 majority of the actions delineated in the 2023-2024 LCAP were fully implemented.

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.

A school health technician was hired with ESSER funds providing services for 3 hours daily.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Washington Charter continued to have a full-time site-based counselor for the 2023-2024 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. This provided for more student access to small group SEL intervention.Individual and crisis counseling was provided as needed. Families were also connected with resources offered by DSUSD and local behavior health providers. In addition to a full time counselor, WCS had a counseling intern for four months during the school year. Additionally WCS received services one day each week from a Student Assistance Counselor who provided Tier 2 and 3 support.The SEL needs of our students remained in sharp focus even though we are four years post pandemic. No one could anticipate the depth of the impact that COVID-19, i.e., loss of relationships, disconnectedness with peers at a formative time in social emotional development and increased time online and on social media, would have on the social emotional well being of our students. As amazing and impactful as our counselor is, as we have delved into our data surrounding chronic absenteeism and the Panorama data for "Sense of Belonging", we realize that we face an increasing number of students who need the resources and support of our counselor to successfully engage academically and social emotionally with the educational process, post-pandemic. When the goals for this current LCAP cycle, 2021-2024, were written the baseline "Sense of Belonging" reported by students on the Panorama Survey was 86% with our goal at the end of the cycle, 90%. In 2021-2022 those students who responded favorably dropped to 69% a 17% decrease. In 2022-2023, we remained at 69%, indicating no change. Students in grades 3-5, responding to the Spring 2024 Panorama Support and Environment Survey indicated that 67% of students felt "that they are valued members of the school community" and additional 2 point decrease. Despite the decrease, we know that the multiple measures put into place, i.e., full-time counselor, etc. have helped to mitigate these effects. When looking at comparison data, we found that the percent decrease and percentile ranking decrease followed a similar trajectory as that experienced by Desert Sands over the course of the current LCAP cycle. The Washington Charter School Governance Council has provided funding for and WCS is in the process of hiring a second full-time counselor in order to best meet the needs of our 750 plus students for the 2024-2025 school year. This focus will continue to be reflected in our actions for the new LCAP cycle. Goal 2.1

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 2023 to review, update and approve both plans. Both plans were presented to the WCS staff and an opportunity was provided for questions and suggestions. The plans were presented to the WCS Governance Council in August 2023 and subsequently approved by the DSUSD BOE on September 19, 2023.

The Diversity and Inclusion committee continued to meet during the 2023-2024 school year, developing a mission statement, guiding principles and values, as well as articulating their commitment and the commitment of WCS to: "fostering a school environment where every child not only feels seen and heard, but also thrives academically, emotionally, and socially. By ensuring our guiding principles, we aim to prepare our students to become compassionate, responsible global citizens. Together as parents, teachers, and administrative staff, we

strive to make George Washington Charter School a beacon of diversity, equity and inclusion, setting an example for our children and the wider community."

Culturally diverse books were added to the school library, as well as to classroom libraries. Fifth grade leadership classes continue to meet weekly. As part of their work, 5th grade students lead the school in the Pledge of Allegiance and announcements that include opportunities to learn about different cultures, impactful people, and that promote a positive school climate. In order for students to focus fully on learning, we know they need to feel safe and secure. On the Panorama Spring Survey, In the area of "School Safety", 69% of students responded favorably, an increase of 2% from the previous year. At the beginning of the LCAP cycle the percentage of students who responded favorably to "sense of safety" was 76%. We did experience a decrease over the next two years to 67% and 65% respectively, but we saw an increase to 69% for the 2023-2024 school year, placing us in the 80-99th percentile in comparison to other schools in the CORE districts data set. A student focus group consisting of randomly selected 4th and 5th grade students was held to obtain feedback for the LCAP Annual Update and the development of this new LCAP cycle. We are committed to educating the whole child and continue to work to increase both their sense of belonging and safety. During this discussion students expressed some concern about school safety in general in light of recent national events, although also mentioned were some of the safety measures taken at the school such as window film and the presence of a full-time security agent and increased area covered by cameras that make some feel more secure.

The number of volunteer approved parents/guardians grew in 2023-2024 to 372 approved parents supporting students and classroom teachers in a variety of ways. The Raptor system continued to be utilized for visitor management. For all of our educational partners, safety at school is paramount. It is clear that the hiring of Mr. Peters in January of 2023, providing a WCS with a full-time security agent dedicated to ensuring that staff, students, and families are safe on campus has been an effective action. He works to build relationships so that students, staff and families feel they can share information. This along with other duties including. monitoring students on the playground, and patrolling the perimeter of the campus before and after school, as well as being a visible presence in the drop off and pick up areas increases the sense of safety for all the educational partners at WCS. Ninety six percent of respondents to the WCS Parent/Guardian LCAP survey rated the safety measures taken by the school favorably, rating the safety measures a 4 or 5 on a 5 point scale. The WatchDog program was reestablished on campus during the 2023-2024 school year. Open to moms, dads, grandparents, etc. participants volunteer on the playground, during morning dropoff and during events, acting as another set of eyes and ears, helping to ensure the safety of our campus. Goal 2.2

Throughout the 2023-2024 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 with additional custodial support budgeted for and provided through site funds. Additional supplies i.e., carpet cleaners, have been purchased. Work orders were submitted in a timely manner. Site inspections, i.e. fire marshal were carried out. WCS continues to contract out for landscaping services in order for these services to be performed when students are not on campus. Ninety seven percent of families responding to the Parent/Guardian LCAP Survey gave the school a 97% satisfaction rating on the cleanliness of the campus, a 4 or 5 out on a 5 point scale. Goal 2.3

School attendance was monitored and reports generated daily by site administration. Monthly attendance reports from RaaWee were reviewed each month.The attendance rate at the time of this writing was 95.16%. Chronic absenteeism has continued to fall; as of April 16, 2024, 10% of students are chronically absent according to the DSUSD Data Warehouse. Various outreach strategies have continued to be

employed to keep students coming to school, as well as to mitigate tardies. Post pandemic, WCS made the decision to forgo offering Independent Study Packets. This decision reflects our belief that students learn best in an in-person, on campus environment with teacher directed instruction. This will continue to be our policy as we write actions and outcomes for the new LCAP cycle. In addition it is important to note that we continue to have the challenge of shifting the mindset of families, especially in our youngest students. TK has the highest percentage of students chronically absent. We anticipate this may increase as our TK enrollment occurs at a younger age. It will be important to continue to work with parents regarding policy surrounding absences. WCS has long placed a high value on building relationships with students and families. Utilizing these relationships, staff, teachers, and administration continued to reach out to families, made home visits where needed and worked to connect students and families with help to support attendance.

In February 2024, we received notice from the RIverside County Office of Education:
“On behalf of the Riverside County Office of Education, we would like to congratulate you and your learning community at George Washington Charter for improving outcomes for your students and families. According to the 2023 California School Dashboard, your school no longer meets the criteria for Additional Targeted Support and Improvement (ATSI), and has exited the ESSA (Every Student Succeeds Act) improvement accountability status.” This was great news for our school community.

A School Health technician was hired, using ESSER funds, providing services on campus for 3 hours daily. It should be noted that for the 2024-2025 school year with the loss of ESSER funds, the school health technician will be funded with discretionary dollars.

The WCS Governance Council met monthly, meeting the objective. Items before the council included curriculum, budget, and as needed school policy items. This year the council has had the daunting task of working with DSUSD to fill Mr. Lehmann’s position as he retires on August 1, 2024 after 26 exceptional years of service to the Washington Charter School Community. In addition to monthly meetings, special meetings of the Council were held to agree on the process and timeline for hiring a new school principal. Goal 2.5

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.

WCS is in the process of hiring a second full time counselor to help meet the SEL needs of our 750+ students. It is anticipated that the new counselor will be hired and in place for the 2024-2025 school 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.

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

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 [2024-25]

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 753 students, approximately 565 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. A large majority of families 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 753 students attending Washington Charter, 50% are Caucasian, 35% are Hispanic or Latino, 6% are multi-racial, 5.6% are Asian, 1.2% are African American and 51% of the students at WCS qualified for the free and reduced lunch program. English Learners currently comprise 6.8% of our population. To the best of our records for the 23-24 school year, 6 students have 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.

The education team at Washington Charter School 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.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

We are encouraged when looking at overall CAASPP data that schoolwide our students in grades 3-5 earned a performance indicator on the California Dashboard of Blue in ELA and Green in Mathematics. Our English Learners in ELA were Green, increasing to 9.8 points above standard in ELA. In Mathematics our ELs also earned a Green on the California Dashboard, increasing 15.1 points to 3.4 points above standard. Although the data on our EL population at first glance indicates continued improvement, when drilling down, we found that our ELs who have recently reclassified had increased to 80.7 points above standard, while current ELs had decreased significantly to 94.8 points below standard. With further analysis, we found that our ELs had received a red indicator on the California Dashboard for Chronic Absenteeism with 23.8% of ELs chronically absent. At WCS we know that if a child is not in attendance, we cannot teach them. For this reason, WCS worked diligently over the course of the 2023-2024 school year to continue to mitigate the negative effects of almost two years of lost in-person instruction that led to learning gaps and mindset shifts regarding education. Parent education, interventions, SEL and student engagement opportunities through counseling and ELOP and other supports designed to boost attendance were a focus in order to address the challenges faced by all of our students and to increase student achievement. In looking at our local indicators, DSUSD Data Warehouse, our current rate of chronic absenteeism among our ELs has decreased. We expect to see this trend continue and be reflected on the 2024 California Dashboard. Economically disadvantaged students (SED) were green in both ELA and Math. Our Students with Disabilities received a performance indicator of Orange in both ELA and Math. As we move into this new LCAP cycle, we have continued actions, i.e., outreach to parents, ELOP/enrichment, interventions and have added additional actions, i.e., second counselor, opportunities for focused PD and coaching targeted at equipping teachers with the knowledge they need to effectively support our EL students and to continue to close the achievement gap and mitigate learning loss for all of our student groups.

In February 2024, we received notice from the Riverside County Office of Education: “On behalf of the Riverside County Office of Education, we would like to congratulate you and your learning community at George Washington Charter for improving outcomes for your students and families. According to the 2023 California School Dashboard, your school no longer meets the criteria for Additional Targeted Support and Improvement (ATSI), and has exited the ESSA (Every Student Succeeds Act) improvement accountability status.” This was great news for our school community.

In May 2024, we made the Educational Results Partnership’s 2023 Honor Roll list of California’s top performing schools. ERP “recognizes top public schools, school districts and charter schools in California that have outperformed their peers in closing achievement gaps, particularly among higher-poverty and historically disadvantaged student populations”. We were honored to be included.

Research indicates that students who are struggling to read at the end of 1st grade rarely catch up without significant research-based interventions; these interventions often span multiple years. WCS employed multiple measures to screen, place students in appropriate interventions, and monitor progress to see if the supports implemented were effective. These include DIBELS screening in grades K-3, i-Ready Diagnostic K-5, and running records in grades 1 and 2. When students are referred for intervention, further screening, i.e. Quick Phonics Assessment and Quick Spelling Assessments are used to further isolate missing foundational skills.

WCS participated with DSUSD in administering DIBELS (Dynamic Indicators of Basic Early Literacy Skills). This screener is designed to identify students that may be at 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. This year, 2023-2024, third grade was added to receive the screening. Students, K-3 were screened at the beginning, middle and end of the year using DIBELS 8. Following each screening, grade levels met to analyze the data and discuss supports those scoring well below might need. Data from the BOY, Beginning of Year, indicated that 30% of Kindergarten students were Well Below benchmark, 34% of 1st graders, 21% of 2nd graders and 12% of 3rd grade students. After MOY (Middle of the Year) data indicated that the percentage of Kindergarten students scoring well below was reduced to 27% even as the scores to reach each benchmark increased to reflect the increasing difficulty of the literacy skills required for grade level success. First grade also showed a slight improvement, dropping from 34% to 33% of students, well below benchmark. In both 2nd and 3rd grade more students fell into the well below with 27% of 2nd graders and 15% of 3rd graders scoring well below. End of year DIBELS Composite scores indicated 25% of Kindergarteners scored well below reflecting a 5 point improvement, 19% of 1st graders scored well below, a 7 point decrease from BOY, and 18% of second graders, a decrease of 9 points from BOY. Third grade saw an increase of 3% with 15% of 3rd graders well below on the EOY (End of Year). Fifty percent of EL students in the grades 1-3 (no EL specific data was available for Kindergarten) scored well below at the beginning of the year, increasing to 52% on MOY. Composite scores on the End of Year assessment indicated that 34% of EL students in grades 1-3 were well below. More analysis of data is needed, that notwithstanding, we know that it will be important to continue the focus on early literacy, especially explicit, systematic phonics instruction, as well as to dig deeper into student data in order to target deficits with specific interventions. It will also be important to examine current practices in literacy instruction and interventions for ELs taking into consideration the unique language acquisition needs of English Language Learners.

WCS had continued to use i-Ready, a computer-based program first implemented school-wide during the 2021-2022 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 third year using i-Ready, the diagnostics were administered K-5, Fall 2023, Spring 2024 and End of Year, May 2024. Following each diagnostic, students received prescriptive lessons designed to fill any existing 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 2024. 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 82% of all students had made that first marker of half their Typical Annual Growth and 56% in math. This represents a slight increase over Diagnostic 2, Winter 2023. Fifty-seven percent of English Language Learners reached at least half their Typical Annual Growth marker in reading and 63% in math. Twenty-two percent of English Learners are on or above grade level mid-year with 16% on or above grade level in math. Data indicates that 51% of students with disabilities made at least half their Typical Growth in reading and 47% in math. Thirty-five percent of students with disabilities are at or above grade level in reading and 24% in math. The final i-Ready assessment of the year, the Spring Diagnostic will be completed in late May 2024. Data from Diagnostic 3, the Spring diagnostic looks promising. With 99% of reading scores in, Washington Charter school continues to demonstrate high performance, high growth across all grade levels in reading. Seventy eight percent of students scored on or above grade level in reading up from 45% in the fall. Thirty four percent of EL students performed at or above grade level on Diagnostic 3 up from 2% in the fall. English Learners made 127% median percent progress toward annual typical goal up from 110% on the Spring diagnostic 2023. Economically disadvantaged students scoring at or above grade level in reading on Diagnostic 3 increased from 37% in the Fall 2023 on Diagnostic 1 to 70% on the Spring Diagnostic. Students with disabilities scoring at or above grade level on Diagnostic 3 also increased. In Fall 2023, Diagnostic 1, 20% of students with disabilities scored at or above grade level, increasing to 39% on Diagnostic 3.We were excited to note that as in reading, i-Ready results in math indicate students scored in the high performance, high growth category on the Spring diagnostic, Diagnostic 3. Seventy three percent of students scored at or above grade level up from 32% in the fall. Sixty three

percent of our economically disadvantaged students scored at or above grade level, up 43 points from the fall diagnostic. Thirty two percent of ELs scored at or above grade level in math. Students with disabilities grew from 13% in the fall at or above grade level to 41% at or above on Diagnostic 3. As noted previously, we celebrate our successes, but recognize and remain committed to the mission of helping every student achieve success at WCS. We will continue to work diligently to meet the needs of those students who are not making the growth that we pursue for all of our students. A comparison of 5th grade math scores indicates a slight decline with 72% of 5th graders scoring at or above on the Spring 2023 diagnostic to 69% at or above on the Spring 2024 diagnostic. For the 2024-2025 school year, we will continue to pilot i-Ready Classroom Mathematics as a supplemental program across 5th grade in an effort to build math competency and fill learning gaps. In addition, all classes at 4th grade will join the pilot. We look forward to digging into the math results of the 2024 CAASPP to review the impact of a full year of i-Ready Classroom Mathematics taught across 5th grade. It will also be important that we continue to use SAST and PLC time during the 2024-2025 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.

Along with DIBELS and i-Ready data, teachers in grades 1-2 use running records to add an additional dimension to the picture of the reader at the beginning of the year. As teachers/interventionists work with students 1:1 they are able to note reading behaviors, i.e., focus, word attack skills, concepts about print, fluency, etc. Along with measures indicated above, running records are used to place students in the RISE intervention lab and other small group interventions.In 3rd grade, interventionists give the running record and with teacher input using data from DIBELS, i-Ready and classroom observation, students are placed into appropriate interventions. This year, because of deficits in skills, the RISE lab hosted two 12 week sessions and a RISE bootcamp lasting 7 weeks. The first session ran from September 19, 2023-December 20, 2023. Post-tests indicated that 1st graders at the end of the first session grew an average of 3 levels Running records completed by their teachers indicated that they continued growth post RISE and performed at or above grade level for that time in the year. Second graders grew an average of 4 levels, and 3rd graders showed an average of 2 levels. The second session began on January 8, 2024 and ended on March 28, 2024. First graders made an average of 2.7 levels of growth, 2nd grade, 3 levels of growth average, and 3rd grade made an average of 2 levels of growth. By using multiple measures to place students within groups in the RISE lab and by targeting these groups, we hope to see more transference of skills as these students approach grade level text. Data analysis of ORF (Oral Reading Fluency) scores on DIBELS EOY will be another means of measuring effectiveness and transference. As students transitioned out of RISE and back into the classroom for reading instruction, the instructional coach, RISE personnel and interventionists consulted with teachers and offered continued support in small group settings within the classroom as needed. RISE Bootcamp ended on May 23,2024. At the end of Rise Bootcamp, both 1st and 2nd grade students had demonstrated an average of 2 levels of growth. Although we were able to see growth over the course of seven weeks, many of these students will need to be monitored and interventions put into place at the beginning of the 2024-2025 school year to continue their trajectory toward grade level proficiency. Indications are that implementation of the RISE program in grades 1-3 has contributed to a narrowing of the learning gaps experienced by some of our most vulnerable students. We continued to assess, progress monitor and adjust instruction in our daily RISE/Intervention meetings. This collaborative effort has strengthened the program and its impact on student achievement. We continue to see that many of our previous RISE students benefit from repeated sessions in RISE/interventions to close the gaps. While this can be disheartening, it is consistent with what researchers have found, especially when thinking about students who are working below grade level in 2nd and 3rd grade; often requiring several years of specialized, intensive instruction to make the progress necessary for strong comprehension at grade level. We remain committed to helping every student achieve success. At WCS we are aware that it will be 5 years until a new ELA curriculum is adopted. We will be upgrading Benchmark Advance from the 2018 version to 2022 for use in the 2024-2025 school year. This version contains a much stronger phonics and word study component that is explicit and systematic, consistent with SoR recommendations. It also has a designated ELD component that is culturally appropriate

and asset based. We have continued to implement shifts in the teaching of reading and to refine our practice based on SoR evidence-based recommendations that are reflected in the 2024-2025 LCAP and into the new cycle.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parent/Guardian	LCAP Parent Meeting: Meeting held 2/6/24, 6pm, English/Spanish translation was available. Eight parents were in attendance with three staff members, including a bilingual staff member. The history and development process for the LCAP was shared with parents/guardians in attendance. The majority of questions and discussion centered around enrichment and programs for extending learning, Although scheduled for 1 hour, parents were encouraged to ask questions and share ideas, extending the meeting to 7:40. LCAP Parent Survey English/Spanish: Survey sent to all parents/guardians via email and Parent View initially on 1/22/24 with an anticipated close date of 2/8/24. A second request for input was sent to parents/guardians via email and Parent View on 2/2/24. In an effort to ensure that our EL families' voices were included, we sent the survey to our EL parents on 2/20 with a close date of 2/26/24. Total responses 140
Washington Charter School Staff which incuded teachers and classified personnel	Staff meetings including but not limited to the dates below: 11/8/2023 1/10/2024 2/7/2024 3/6/2024 4/10/2024

	5/1/2024 During staff meetings feedback was elicited and updates on the process were provided.
PLC Team Collaboration	Met regularly with grade level and department teams where LCAP was discussed as a part of ongoing conversations around curriculum, student growth, etc.
Student Focus Panel	March 11, 2024 18 students, 4th and 5th graders representing a cross section of students at WCS, including students designated EL. Some students were selected by their teachers, others were invited at random. Mr. Lehmann provided a brief explanation of the LCAP and process.
Governance Council Meetings	Because the WCS LCAP is reflective of our focus/resources, time and funds the LCAP is often part of the Principal's comments, always part of budget reports, i.e., Interim Reports, as well as part of discussions surrounding the approval of monthly expenditure reports. Updates on the progress and process of LCAP development are woven in, as well. February 15, 2024 with LCAP Mid Year Update Presentation.
Panorama Surveys	Students 3-5: Fall 2023 Well Being Survey, Winter 2024 Well Being Survey and Equity Survey, Spring 2024 Skills and Competencies Survey and Spring 2024 Support and Environment Survey. Families: Spring 2024 Family-School Relationships Survey 46 respondents. Staff: Fall 2023 Staff Survey, Winter 2024 Staff Survey and Spring 2024 Staff Climate Survey.
Principal's Open Door Policy	Impromptu meetings with parents/guardians throughout the year.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

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 the LCAP we solicited input from many of our educational partners, including, but not limited to:

*Teachers

*Parents with an additional outreach to families of second language learners

*Support staff

*Members of the Washington Charter School Parent Club Foundation

*Members of the WCS Governance Council

*Community Members

*Students

*Desert Sands Personnel

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 the cyclical process helps bring into focus common beliefs and the need to work collaboratively to narrow the achievement gap and to increase student achievement for all 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 surveys inform our goals and validate many successful programs and personnel that are in place. It also informs areas where staff, students, and the perceptions of families might not align. Panorama survey data helps us continue to target resources, materials, and personnel where needed. The data provided allows us to analyze program effectiveness as perceived by our educational partners. WCS has discussed the LCAP throughout the year in various settings. At these meetings input was solicited and areas of need were identified. We examined achievement data, existing programs, the needs of the school and developed a list of outcomes within two focus areas reflected in Goals 1 and 2.

*Academic Achievement

*Safe and Secure Environment

A parent/guardian LCAP survey soliciting feedback occurred in January 2024. In addition, parents/guardians were encouraged to participate in the DSUSD LCAP Thought Exchange and in the Panorama Spring 2024 Family School Relationship Survey. Forty-six families responded to the Panorama Survey with 89% indicating that they had a positive perception of the physical and psychological safety of their student/s at WCS. Eighty-three percent of families noted a positive perception of the overall social and learning environment of the school. One hundred-forty parents/guardians responded to the WCS Parent Survey English/Spanish with 92.1% of parents indicating that they were satisfied with the instructional programs at WCS on a 5 point scale. Asked to rate satisfaction with safety measures, 95.8% of parents/guardians indicated they were satisfied, giving a rating of 4 or 5 on a 5 point scale. School cleanliness also received high satisfaction marks with 97.1% providing a 4 or 5 rating on a 5 point scale. On February 6, 2024, WCS hosted a WCS LCAP parent meeting. Although the number in attendance was small, it should be noted that those in attendance provided valuable feedback on existing programs, as well as what they would like to see at WCS in the future. Whether responding to the survey or attending in person, several themes were echoed, including the desire for an art program, foreign language, GATE, etc. Parents and students alike expressed a desire for more enrichment or accelerated learning opportunities when a student has demonstrated mastery of content. Parents have also expressed a desire for more after school classes and child care opportunities. It was validating to hear from parents and the community, the high regard in which they hold the Washington Charter School educational team. Parents are able to share their thoughts with staff via email or when they come to the campus.

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 17, 2024, the draft LCAP was put on the WCS website. At the June 12, 2024 Governance Council meeting, staff presented a draft of 2024-2027 LCAP. This presented an additional opportunity for our educational partners to share thoughts and suggestions. In accordance with legislation, a public hearing for the LCAP was held, although this is not a requirement. The WCS Governance Council approved the LCAP on June 17, 2024.

Students participated in several Panorama surveys over the course of the 23-24 school year: the Fall 2023 Well Being Survey, the Winter 2024 Equity Survey and the Winter 2024 Well Being Surveys. Students also completed the Spring 2024 Skills and Competencies Survey and the Spring Support and Environment Survey in March 2024. Students in grades 3-5, responding to the Spring 2024 Panorama Support and Environment Survey indicated that 67% of students felt “that they are valued members of the school community,” a 2 point decrease from Spring 2023. In the area of school safety, 3-5 grade students indicated that 69% of respondents felt safe at school, a 4 point increase over Spring 2023 placing us in the 80-99th percentile in comparison to other schools in the CORE districts data set. It is important to use data to inform us, but we find great value in meeting with students face to face. In order to do this, we sat with eighteen students in grades 4 and 5, representative of their peers, and listened to their thoughts centering around our two broad goals. Students were asked about the rigor of the curriculum, pacing and what happens if/when students struggle. Just as in our parent meeting, students were concerned both with resources for students who may be struggling in a given content area, but also with solutions that allow students who have mastered a concept to accelerate. It was gratifying to hear that overwhelmingly students approved of the Amplify Science curriculum and relished the hands-on nature of the curriculum validating our decision as a school to choose a different and yes, more costly curriculum than that chosen by the rest of the school district. Students talked about the benefits of a robust PE program, not only learning to play different sports and games, but sportsmanship and teamwork. They articulated an understanding of the value of academic knowledge, but also the importance of personal character which includes respect, responsibility, and kindness. Students stated that they are being taught these traits by their teachers and others on campus. Students were quick to note the work of Mrs. Pita, our wonderful counselor, lifting up the continued positive impact she has on the well being of our students through her small group sessions and targeted classes for grade levels. Students continue to feel that

the reconfiguration of 5th grade to allow for the creation and continuation of the STEM lab for TK-5 is a positive action for the students of WCS. This year, as a staff, we updated our school mission statement: The Washington Charter School community is dedicated to academic growth and personal excellence for all students. The views shared by students were thoughtful, respectful and solution oriented, reflecting the goals and expectations we have for all students as they leave WCS, equipped for the next phase in their educational career.

The principal at WCS has an open door policy and encourages feedback from parents and the community.

At these meetings input was solicited and areas of need were identified. We examined achievement data, existing programs, the needs of the school and developed a list of outcomes within two focus areas reflected in Goals 1 and 2.

Goals and Actions

Goal

Goal #	Description	Type of 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.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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, even four years post 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 2024-2025 year, encompassing the new LCAP cycle, 2024-2027 are written, we must continue to take into consideration the ramifications of the pandemic and remain flexible, and ready to make adjustments in order to achieve the desired outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	All core classroom teachers are appropriately assigned and fully credentialed. Annual Williams/SARC Report.	100% of classroom teachers (2023-2024) are appropriately assigned and fully credentialed.			100% of classroom teachers are appropriately assigned and fully credentialed.	
1.2	All Washington Charter pupils have sufficient access to the standards-aligned instructional materials. Annual William/SARC Report.	100% of students have access to textbooks and instructional materials.			100% of students have access to textbooks and instruction materials.	
1.3	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.	California Dashboard Academic Indicator for ELA (2022-2023). Schoolwide: 45.7 points above level 3 (Standard) a decrease of 1.9 points. Performance Level: Blue. EL: 9.8 points above standard, an increase of 7.1 points. Performance Level: Green. SED:16.8 points above standard, a decrease of 1.7 points. Performance Level: Green.			Maintain or increase student achievement levels and scale scores. Schoolwide performance category of green or blue. EL, SED and SWD performance category of yellow, green, or blue. Increase school wide scale score above level 3 to 55 points above level 3 (Standard). EL: 30 points above level 3. SED: 35 points	

		SWD: 58.1 points below standard, a decrease of 27.4 points. Performance Level: Orange. Students made 138% median progress toward Typical Growth (Goal is to exceed 100%). 78% of students are performing at or above grade level.			above level 3, SWD: 20 points below level 3.	
1.4	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 Indicators for Mathematics (2022-2023). Schoolwide: 25.2 points above standard, an increase of 7.5 points. Performance Level: Green. EL: 3.4 points below standard an increase of 15.1 points. Performance Level: Green.			Maintain or increase 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 35 points above level 3. EL, 15 points above level 3. SED, 20	

		SED: 1.2 points below standard, an increase of 7.9 points. Performance Level: Green. SWD: 64.6 points below standard, a decrease of 14.9 points. Performance Level: Orange. Students made 112% median percent progress toward Typical Growth (Goal 100%). 73% of students are performing at or above grade level.			points above level 3. SWD 30 points below level 3.	
1.5	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 (2022-2023) Status Level: High with 56.4% of ELLs making progress toward 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.	

1.6	English learners will meet criteria for reclassification CALPADS Fall 1 Report and/or DSUSD Data Warehouse.	Reclassification rate for 2023-2024 is 15%.			Annual reclassification rate will be at/above 11%.	
1.7	Washington Charter will seek parent input in making decisions through the LCAP survey.	46 parents/guardians responded to the 2024 Spring Family-School Relationships Survey 140 parents/guardians responded to the WCS LCAP Survey completed in February 2024. It is likely that members of the WCS community also responded to the DSUSD survey, but we are not able to disaggregate this information.			Increase to 160 the number of parents who respond to the annual LCAP survey.	
1.8	Professional Development	Two Days October 2024 and January 2025.			Two or more Professional Development Days.	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Recruit and maintain highly qualified staff	Continue to recruit and maintain highly qualified staff. Maintain compensation for direct services to students (California Code of Regulations-CCR 15406(a) funding shall be used to increase or improve services for unduplicated pupils. Provide opportunities to student teachers to learn under the supervision of a master teacher. Participate in the DSUSD New Teacher and Peer Assistance Review. Offer access to additional training and certification. Utilize Frontline employee evaluation system to more effectively and efficiently evaluate staff and provide timely feedback and support. Use Edjoin to screen candidates and select highly qualified individuals to interview. Encourage classified staff members to use pathways to secure teaching credentials.	$4,836,665.00	Yes

		Participate in local and out of state job fairs. Provide financial incentives in hard to fill positions. As a recruitment and retention incentive, provide up to 18 years of service credit. Identify excellent local teacher candidates and offer Letters of Intent at district job fairs. Identify and grow partnerships with local universities and community colleges.		
1.2	Professional Development	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. Professional Development in all core content area standards, curriculum, and instructional strategies. Continue to provide PD for Special Education Para-educators on strategies for working collaboratively in supporting instructional practices and classroom management, DSUSD and WCS LCAP. Explore feasibility of additional PD days prior to or during the school year. Fund a full-time instructional coach who will provide PD throughout the year. Access to site and district after school academics. 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 as in additional targeted areas, i.e., social-emotional learning. PD for School Site Monitors and Security Agent.	$390,191.00	Yes

		Training in i-Ready classroom mathematics for piloting teachers in August and designated days throughout the school year. Provide opportunities for staff to pilot textbooks from site selected textbook publishers, i.e. i-Ready Mathematics Literacy Footprints training for 3 days, August 2024. Fund a full-time project teacher to support staff and PD needs. Provide opportunities for staff to complete and be compensated for the LETRS (Language Essentials for Teachers of Reading and A Spelling) program through RCOE and DSUSD. PD from Benchmark Advance 2022 as we upgrade to 2022 version. MindSet Training.		
1.3	Instructional Coach	Continue to fund a full-time instructional coach to support teachers, specialists, support staff, parents and students. Engage in Coaching Cycles with teachers to build capacity in Early Literacy SoR, ELA, i-Ready and i-Ready Classroom Mathematics, etc. Collaborate with teachers, intervention staff/RISE staff, counselors, SPED and parents regarding supports and interventions for at-risk and struggling students. Provide opportunities for SEI classroom teachers to engage in coaching cycles to support improved implementation of integrated and designated ELD instructional strategies to address the needs of English Learners/Multilingual Learners. Provide ongoing PD that builds knowledge and understanding of ELPAC, the reclassification process, ELA/English Language Development (ELD) Framework, ELD standards, integrated and designated ELD, and	$181,757.00	Yes

		evidence-based practices that target and support the needs of EL, Newcomers, and LTEL students.		
1.4	Textbook adoption, consumable student material and assessments.	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. 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. Continue to provide PD as needed for the NGSS aligned science program, Amplify. Continue to fund and purchase materials and curriculum for STEM lab. Continue to fund i-Ready, a universal screening tool used to monitor student learning and provide prescriptive intervention. Continue administering DIBELS assessment to measure acquisition of early reading skills. Fund continued participation in i-Ready Classroom Mathematics pilot. Fund upgrade from Benchmark 2018 edition to Benchmark Advance 2022. Continue to fund Envision and Go Math.	$176,271.00	Yes
1.5	Technology	Purchase a variety of forms of technology in support of student learning and teacher effectiveness 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.	$208,447.00	No

		Additional purchases may include, but will not be limited to LFDs, STEM/STEAM lab, site technology support and staff technology needs. Continue the reconfiguration of 5th grade, capping class size at 30 students. This action provides a full-time certificated STEM lab instructor and further allows for 5 instructors to deliver math instruction; a 24:1 student teacher ratio. Support instructional technology training. Utilize and compensate DSUSD for a menu of technology supports. Evaluate the effectiveness of additional district based technology support.		
1.6	Assisting At Risk students and families	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 the LCAP goals. Provide site-based before/after school intervention programs focusing on closing the achievement gap. Continue to fund targeted intervention for students who need extra reading support. Explore programs for remediation in mathematics. Personnel to assist teachers in meeting the English Language Development needs of English Learners, (i.e., Daily At Will staff, classified staff, intervention and enrichment personnel). Personnel to assist teachers in meeting the needs of unduplicated students,(i.e., Daily At Will staff, classified staff, intervention and enrichment personnel). Extend the school year for at risk students. Target age group will be K-4, but with adequate funding for summer school for grades TK-4.	$491,077.00	Yes

		Support additional at risk students by maintaining increased staffing for RISE Reading Lab. Jumpstart TK/K program prior to the school year. Provide transportation to and from school for unduplicated students. Provide transportation to off site after school care program. Continue to provide an additional site-based Resident Guest Teacher for classroom coverage and intervention. Hire a second full time counselor. Funding for a second adult in the TK classroom allowing for a teacher:student ratio of 1:12.		
1.7	Class Size	Capping class size in grades TK-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. Continue funding for personnel to support primary age students (i.e., kindergarten support). Cap class size in TK at 24 students. One certificated teacher and one paraprofessional per current California State law.	$142,122.00	Yes
1.8	Parent Support and Engagement	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. Maintain site ELAC committee.	$98,770.00	No

		Provide opportunities for parents to learn more about the school programs, curriculum and assessments. Continue to provide translations and interpretation services for families who speak a language other than English. Continue funding for an 8 hour bilingual office technician. Provide opportunities for parents to volunteer.		
1.9	Enrichment	Continued funding for afterschool enrichment classes. MTE, and family learning nights is an important component to the school's success. Continued funding for Afterschool/Enrichment Coordinator and ELOP Liaison. Explore funding programs and personnel to support GATE students. Expand learning opportunities for students and families through ELOP funding.	$30,035.00	Yes
1.10	Specialty Programs	Maintain full time PE teacher. Maintain full time Music teacher. Maintain 8 hour Library Media Specialist. Maintain a full time STEM teacher. Hire a full time Art teacher.	$686,602.00	Yes

1.11	Project Teacher	Fund a full time project teacher to support the administrator, instructional coach, staff, students and families at WCS. Engage in Coaching Cycles with teachers to build capacity in Early Literacy SoR, ELA, i-Ready and i-Ready Classroom Mathematics,etc. Collaborate with teachers, intervention staff/RISE staff, counselors, SPED and parents regarding supports and interventions for at-risk and struggling students. Provide opportunities for SEI classroom teachers to engage in coaching cycles to support improved implementation of integrated and designated ELD instructional strategies to address the needs of English Learners/Multilingual Learners. Provide ongoing PD that builds knowledge and understanding of ELPAC, the reclassification process, ELA/English Language Development (ELD) Framework, ELD standards, integrated and designated ELD, and evidence-based practices that target and support the needs of EL, Newcomers, and LTEL students.	$116,316.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

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 2024-25 school year and the new LCAP cycle.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student Suspension Rate (California Dashboard)	California Dashboard Indicator: No suspensions to date. Performance Level: Blue 2022-2023			Maintain a performance category of green or blue. No student group in orange or red. It should be noted that in any given year a situation may warrant an out of school suspension	

					which could skew the Performance Level.	
2.2	Facility In Good Repair, Maintain a clean campus	No Williams violations. Monthly inspections taking place with any items found resulting in work orders being generated.			No noted issues on monthly safety inspections. Work orders addressed in a timely manner. No Williams violations. No complaints on cleanliness.	
2.3	Student Attendance Rate at or above 96% (Cal PADS and District Reports)	Attendance rate as reported in Cal PADS and District Data Warehouse: 95.16 as of 4/12/2024.			Improve attendance rate to 96%.	
2.4	Chronic Absenteeism Rate will decrease annually (Cal PADS and CWA Reports).	Chronic absenteeism as reported in Cal ADS and District Data Warehouse 10% as of 4/12/2024.			Lower the percentage of students who are deemed chronically absent annually. School Chronic Absenteeism Rate will be 8%.	
2.5	Increase the "Percent Favorable" responses For the Sense of Belonging area of the Panorama Survey to 90% or greater.	2023-2024 Grades Grades 3-5 67%.			Improve the percent favorable responses to 85% for the Sense of Belonging.	
2.6	Increase the "Percent Favorable" responses for the Sense of Safety area of the Panorama Survey to 85% or greater.	2023-2024 Grades 3-5, 69%.			Improve to 85% the favorable responses for students in grades 3-5.	

2.7	Parent Input on Decision Making (Local)	Objective is being met. The 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 the school budget.	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Counseling Support and Services	Washington Charter School will continue to fund a full time site based counselor to meet the needs of students, parents and staff.	$312,715.00	Yes

		Fund an additional full time school counselor due to the ongoing impact of COVID-19 on SEL needs of students. Continue to connect families with resources offered by DSUSD and local behavioral health providers.		
2.2	Positive and Safe Environment	Maintain site safety committee. Review and revise Comprehensive School Safety Plan annually. Provide lanyards to volunteer approved parents. Monitor and adjust as needed the number of school site monitors to maintain a positive and safe learning environment. Annually administer a nationally recognized education survey to measure the sense of school safety and connectedness (i.e., Panorama Survey). PD for School Site Monitors. Maintain full-time Security Agent. Enhance current security mitigation measures. Invest in the school library to ensure that it has a wide range of culturally diverse books that students can checkout. Fund 5th Grade Leadership Class.	$174,311.00	No
2.3	Clean and Efficient Environment	Provide a full-time day and night custodian. Hire as needed additional support for day and night custodian. Fill out work orders in a timely manner based on site inspections and feedback from staff.	$349,175.00	No

		Continue to contract for landscaping services, Landscaping contract will ensure that services are provided when students are not present. If funding is available, continue to employ a 4 hour custodian focused on disinfecting and sanitizing classrooms and campus spaces, that was previously funded through DSUSD ESSER dollars.		
2.4	School Attendance	Participate as applicable in DSUSD professional development in creating school-wide attendance improvement and awareness activities. Continue funding attendance tracking programs so students can be identified early and support provided. Fund programs and incentives that recognize students with excellent or improving attendance. Continue parent meetings and communications to improve in seat attendance rate and lower the percentage of chronically absent students. Explore hiring additional personnel for family outreach to improve student attendance. Hire second school counselor.	$2,818.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$826,899.00	$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
10.162%	0.000%	$$0.00	10.162%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Recruit and maintain highly qualified staff **Need:** English Learners, economically disadvantaged and other unduplicated student populations need rigorous, comprehensive, differentiated, culturally sensitive instruction delivered by	Improving student achievement and closing the achievement gap for our English Learners and low income students is addressed through strategic investment in recruiting, hiring and maintaining a highly qualified staff dedicated to delivering a rigorous curriculum to meet the needs of our unduplicated students, thereby meeting the needs of the entire student population. By targeting	Annual Williams/SARC Report California Dashboard Academic Indicators ELA(Metric1.3) and Math(Metric 1.4) and English Learner Progress Indicator(Metric 1.5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	highly qualified staff that provides opportunities to achieve academic excellence preparing them for success now and into the future. **Scope:** Schoolwide	resources to our at-risk population, we are able to increase and target resources and personnel for all students at WCS.	Reclassification Rate CAL-Pads and DSUSD Data Warehouse (Metric 1.6)
1.2	**Action:** Professional Development **Need:** English Learners and other at-risk student populations need teachers and support staff that have the knowledge, skills and resources to effectively support language development and overall academic and social emotional growth in order to achieve at high levels. Our English Learners, socio-economically disadvantaged students, as well as other unduplicated student populations need culturally responsive systems of intervention for academic and SEL support,teachers committed to continuous improvement through collaborative, data-informed conversations, coaching cycles and PD. **Scope:** Schoolwide	Monthly Structured Academic Support Time (SAST) and PLC time is focused on meeting the needs of unduplicated and underperforming students.Staff meets to analyze data, develop common assessments, and develop action plans to meet the individual needs of students.Targeted and effective PD focused on staff identified needs for student growth, i.e. i-Ready, SEL, technology, PLC growth and implementation of Early Literacy (SoR)CCSS, NGSS, ELD, GATE, technology, the arts with McCallum Theatre Education,as well as creating culturally sensitive and inclusive environments, etc. is provided through consultants, i.e., Pioneer Valley Books and Curriculum Associates, DSUSD After School Academies, the instructional coach and additionally a project teacher. Attending conferences, i.e., Reading League, Plain Talk, Solution Tree and building the capacity of teachers through professional development allows staff to effectively support the needs of unduplicated students, lifting the growth of all students. LETRS training builds the capacity of teachers to provide asset-based,culturally responsive, yet explicit instruction in phonemic awareness and	California Dashboard Academic Indicators ELA (Metric 1.3) and Math(Metric 1.4) and English Learner Progress Indicator(Metric 1.5) Reclassification Rate CAL-Pads and DSUSD Data Warehouse (Metric 1.6)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		phonics, to align instruction with EL proficiency levels providing support and challenge where needed and how to teach academic vocabulary and increase background knowledge for comprehension as they apply their learning for the benefit not only of EL and unduplicated students, but all students at WCS.	
1.3	**Action:** Instructional Coach **Need:** English Learners and other at-risk student populations need teachers and support staff that have the knowledge, skills and resources to effectively support language development and overall academic and social emotional growth in order to achieve at high levels. Our English Learners, socio-economically disadvantaged students, as well as other unduplicated student populations need culturally responsive systems of intervention for academic and SEL support,teachers committed to continuous improvement through collaborative, data-informed conversations, coaching cycles and PD. **Scope:** Schoolwide	By coordinating and facilitating a system of assessments/diagnostics, i.e., i-Ready Diagnostic K-5, DIBELS screening K-3, and running records 1-2, Quick Phonics and Spelling 1-3 to measure acquisition of foundational literacy skill coupled with data analysis and collaborative conversations with teachers, students are placed in appropriate, research based academic supports, including RISE, small groups and 1:1 setting. This action allows for targeted,individualized support for at-risk students and all students at WCS. Additionally, the work done through coaching cycles in various settings provides collaborative support for teachers as they continually develop instructional strategies that meet the needs of our English Learners and all students at WCS.	California Dashboard Academic Indicators ELA (Metric 1.3) and Math(Metric 1. 4) and English Learner Progress Indicator (Metric 1.5) Reclassification Rate CAL-Pads and DSUSD Data Warehouse (Metric 1.6)
1.4	**Action:** Textbook adoption, consumable student material and assessments.	Adopting high quality, evidence based textbooks, programs,interventions, assessments and consumable student materials, i.e., site licenses	California Dashboard Academic Indicators ELA (Metric 1.3) and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: English Learners and multilingual learners often have unique linguistic, academic, and socio-emotional needs. Providing culturally relevant curriculum, resources, materials and intervention systems needed not only by English Learners, but other unduplicated populations, enables students to thrive academically, socially-emotionally and linguistically at WCS. **Scope:** Schoolwide	for programs, i.e., i-Ready, DIBELS, ESGI, etc., addresses the needs of English learners and other unduplicated students by providing equitable access to resources, targeted interventions and support, effective curriculum implementation, and data-informed decision-making to ensure all students have opportunities to succeed academically.	Math(Metric 1.4) and English Learner Progress Indicator(Metric 1.5) Reclassification Rate CAL-Pads and DSUSD Data Warehouse (Metric 1.6)
1.6	**Action:** Assisting At Risk students and families **Need:** English Learners, socio-economically disadvantaged students, as well as other unduplicated student populations need culturally responsive, differentiated systems of intervention for academic and SEL support, in order to narrow the achievement gap and ensure equitable opportunities for student success. **Scope:** Schoolwide	This action designed to narrow the achievement gap, is a focus of the WCS LCAP. The needs of at risk students are a priority. Targeted intervention for English Learners and Multilingual Learners and socioeconomically disadvantaged students will enable WCS to meet or exceed its LCAP goals. These actions include continuing the RISE reading lab to serve 1-3 grade students in need of intensive reading instruction in missing early literacy foundational skills, provision of site-based before/after school intervention programs, and personnel to assist classroom teachers in meeting the needs of EL and unduplicated students. The Jump Start TK and K for incoming students provides the support necessary to help students and families transition into the school setting. Extending the school year for at risk students, targeting K-2 and as funding is available, K-4 provides additional opportunities for filling in learning gaps and extending learning for those who have mastered content. These multi-pronged	California Dashboard Academic Indicators ELA (Metric 1.3) and Math(Metric 1.4) and English Learner Progress Indicator(Metric 1.5) Reclassification Rate CAL-Pads and DSUSD Data Warehouse (Metric 1.6)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		actions are provided on a schoolwide basis to ensure equitable access to resources and support for all student populations, particularly those who are at risk or may be struggling academically. By implementing these actions across the entire school, educators can address the diverse needs of students and work towards improving overall academic outcomes and success for all of our learners.	
1.7	**Action:** Class Size **Need:** This action prioritizes smaller class sizes and additional support personnel in primary grades, which directly benefits English Learners and unduplicated students by providing a more conducive learning environment and tailored support to meet their unique academic and language development needs. **Scope:** Schoolwide	Capping class size in grades 1-5 is a foundational action at WCS in order to benefit our unduplicated students as well as our entire student population. Overall, these actions aim to create a supportive and inclusive learning environment where English learners and unduplicated students can receive the necessary support to reach their full potential academically and linguistically, supporting both at-risk students and benefitting all students at WCS. Maintaining lower class size in first grade allows teachers to work even more closely with students to instruct in whole and small groups,to monitor progress and to reteach when needed, for mastery. Reconfiguring 5th grade and capping class size at 30 students not only provides a certificated teacher for the STEM lab which benefits all students, but it allows for an additional teacher in 5th grade to teach an additional section of math resulting in smaller class sizes in math. Capping class size in TK at 24 students with one certificated teacher and one paraprofessional provides the added support needed for English Learners and other at-risk students to receive increased services to meet their unique needs. The Kindergarten Early Bird and Late Gator structure allows for 105 minutes of targeted instruction in a smaller setting of 13 students.	California Dashboard Academic Indicators ELA (Metric 1.3) and Math(Metric 1.4) and English Learner Progress Indicator(Metric 1.5) Reclassification Rate CAL-Pads and DSUSD Data Warehouse (Metric 1.6)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.9	**Action:** Enrichment **Need:** Overall, these actions aim to address the diverse linguistic, academic, and socio-emotional needs and interests of ELs and other unduplicated students inside and outside the classroom by promoting academic success, language development and social emotional well being **Scope:** Schoolwide	At WCS, our mission is to provide opportunities for all students to grow both academically and personally. Students are afforded opportunities throughout the day. Before and after school care is offered to families providing a safe, structured environment for unduplicated students and when space is available schoolwide. Programs are offered during school breaks and in the summer, as well through partner agencies, i.e., WCS Summer Academy, Desert Recreation District. In addition, ELOP classes before and after school provided further opportunities for our unduplicated students and all students at WCS to explore interests in a safe, language rich, learning environment. All students benefit from collaboration with McCallum Theatre Education Program to explore works of art with teaching artists. Through these programs academic success and overall well-being is fostered in all students at WCS.	California Dashboard Academic Indicators ELA (Metric 1.3) and Math(Metric 1.4) and English Learner Progress Indicator(Metric 1.5) Reclassification Rate CAL-Pads and DSUSD Data Warehouse (Metric 1.6) Students Attendance Rate at or above 96% (Cal PADS and District Reports) (Metric 2.3) Chronic Absenteeism Rate will decrease annually (Cal PADS and CWA Reports (Metric 2.4) Increase the “Percent Favorable” responses for the Sense of Belonging area of the Panorama Survey to 90% or greater. (Metric 2.5)
1.10	**Action:** Specialty Programs **Need:** Overall, these actions aim to address the diverse linguistic, academic, and socio-	At WCS, our mission is to provide opportunities for all students to grow both academically and personally. Providing robust enrichment opportunities, as well as rich instruction in the areas of PE, Music, STEM, Art and Library,provides targeted, equitable, well rounded	California Dashboard Academic Indicators ELA (Metric 1.3) and Math(Metric 1.4) and English Learner Progress Indicator(Metric 1.5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	emotional needs and interests of ELs and other unduplicated students inside and outside the classroom by promoting academic success, language development and social emotional well being. **Scope:** Schoolwide	opportunities for enrichment and engagement meeting the diverse linguistic, academic, and socio-emotional needs of ELs, other at-risk populations. Through these programs academic success and overall well-being is fostered in all students at WCS.	Reclassification Rate CAL-Pads and DSUSD Data Warehouse (Metric 1.6) Students Attendance Rate at or above 96% (Cal PADS and District Reports) (Metric 2.3) Chronic Absenteeism Rate will decrease annually (Cal PADS and CWA Reports (Metroc 2.4) Increase the “Percent Favorable” responses for the Sense of Belonging area of the Panorama Survey to 90% or greater. (Metric 2.5)
1.11	**Action:** Project Teacher **Need:** English Learners and other at-risk student populations need teachers and support staff that have the knowledge, skills and resources to effectively support language development and overall academic and social emotional growth in order to achieve at high levels. Our English Learners, socio-economically disadvantaged students, as well as other unduplicated student populations need culturally responsive systems of intervention for academic and SEL support,teachers committed to continuous improvement through collaborative, data-informed conversations, coaching cycles and PD.	By adding a project teacher to this campus of 753 students, administrative,supports are added for the principal, non-evaluative supports are added for teachers, i.e., PD, classroom management, data analysis, etc. and will allow for additional focus and support for unduplicated students, their families, and all students at WCS. These actions contribute to a comprehensive and multipronged approach to support unduplicated, at-risk students and all students at WCS by providing structured support systems, targeted PD, and opportunities for collaboration and capacity building for staff.	California Dashboard Academic Indicators ELA (Metric 1.3) and Math(Metric 1.4) and English Learner Progress Indicator(Metric 1.5) Reclassification Rate CAL-Pads and DSUSD Data Warehouse (Metric 1.6)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.1	**Action:** Counseling Support and Services **Need:** Overall, these actions recognize the unique socio-emotional needs of ELs and unduplicated students and prioritize providing targeted support services within the school setting. By funding full-time counselors and facilitating connections with external resources, the school aims to create a supportive and inclusive environment where ELs and unduplicated students can thrive academically and socially. **Scope:** Schoolwide	These actions, provided for all students at WCS are strategically designed to provide targeted and comprehensive support to address the identified socio-emotional needs of English Learners and other unduplicated students, fostering a supportive and inclusive school environment conducive to their academic and personal growth.	Students Attendance Rate at or above 96% (Cal PADS and District Reports) (Metric 2.3) Chronic Absenteeism Rate will decrease annually (Cal PADS and CWA Reports (Metric 2.4) Increase the “Percent Favorable” responses for the Sense of Belonging area of the Panorama Survey to 90% or greater. (Metric 2.5)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not applicable

Additional Concentration Grant Funding

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.

Not applicable

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		

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$8,137,537.00	$826,899.00	10.162%	0.000%	10.162%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$7,643,781.00	$518,668.00		$34,823.00	$8,197,272.00	$7,504,835.00	$692,437.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
This table was automatically populated from this LCAP.															
1	1.1	Recruit and maintain highly qualified staff	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter	2024-2025	$4,836,665.00	$0.00	$4,821,729.00	$14,936.00			$4,836,665.00
1	1.2	Professional Development	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter School	2024-2025	$364,191.00	$26,000.00	$380,766.00	$9,425.00			$390,191.00
1	1.3	Instructional Coach	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter School	2024-2025	$181,757.00	$0.00	$146,934.00			$34,823.00	$181,757.00
1	1.4	Textbook adoption, consumable student material and assessments.	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter	2024-2025	$0.00	$176,271.00	$121,854.00	$54,417.00			$176,271.00
1	1.5	Technology	All	No				2024-2025	$0.00	$208,447.00	$208,447.00				$208,447.00
1	1.6	Assisting At Risk students and families	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter School	2024-2025	$355,523.00	$135,554.00	$491,077.00				$491,077.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	**1.7**	Class Size		Yes	Schoolwide		Specific Schools: Washington Charter School	2024-2025	$142,122.00	$0.00	$69,594.00	$72,528.00			$142,122.00
1	**1.8**	Parent Support and Engagement	All	No				2024-2025	$98,770.00	$0.00	$98,770.00				$98,770.00
1	**1.9**	Enrichment		Yes	Schoolwide		Specific Schools: Washington Charter	2024-2025	$30,035.00	$0.00	$30,035.00				$30,035.00
1	**1.10**	Specialty Programs	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter	2024-2025	$686,602.00	$0.00	$567,011.00	$119,591.00			$686,602.00
1	**1.11**	Project Teacher		Yes	Schoolwide		Specific Schools: Washington Charter	2024-2025	$116,316.00	$0.00	$116,316.00				$116,316.00
2	**2.1**	Counseling Support and Services	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter	2024-2025	$309,715.00	$3,000.00	$64,944.00	$247,771.00			$312,715.00
2	**2.2**	Positive and Safe Environment	All	No				2024-2025	$139,505.00	$34,806.00	$174,311.00				$174,311.00
2	**2.3**	Clean and Efficient Environment	All	No				2024-2025	$240,816.00	$108,359.00	$349,175.00				$349,175.00
2	**2.4**	School Attendance	All	No				2024-2025	$2,818.00	$0.00	$2,818.00				$2,818.00

2024-25 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
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
$8,137,537.00	$826,899.00	10.162%	0.000%	10.162%	$6,810,260.00	0.000%	83.689 %	**Total:**	$6,810,260.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$6,810,260.00

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 (%)
This table is automatically generated and calculated from this LCAP.								
1	1.1	Recruit and maintain highly qualified staff	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter	$4,821,729.00	
1	1.2	Professional Development	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter School	$380,766.00	
1	1.3	Instructional Coach	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter School	$146,934.00	
1	1.4	Textbook adoption, consumable student material and assessments.	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter	$121,854.00	
1	1.6	Assisting At Risk students and families	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter School	$491,077.00	
1	1.7	Class Size	Yes	Schoolwide		Specific Schools: Washington	$69,594.00	

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 (%)
						Charter School		
1	1.9	Enrichment	Yes	Schoolwide		Specific Schools: Washington Charter	$30,035.00	
1	1.10	Specialty Programs	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter	$567,011.00	
1	1.11	Project Teacher	Yes	Schoolwide		Specific Schools: Washington Charter	$116,316.00	
2	2.1	Counseling Support and Services	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter	$64,944.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$8,059,544.00	$7,834,578.00

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)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	**1.1**	Recruit and maintain highly qualified staff	Yes	$5,277,914.00	$5,244,894.00
1	**1.2**	Professional Development	Yes	$94,603.00	$80,118.00
1	**1.3**	Instructional Coach	Yes	$170,367.00	$179,919.00
1	**1.4**	Textbook adoption, consumable student material and assessments	Yes	$218,673.00	$136,721.00
1	**1.5**	Technology	No	$362,123.00	$385,098.00
1	**1.6**	Assisting At Risk students and families	Yes	$486,257.00	$503,533.00
1	**1.7**	Class Size	Yes	$0.00	$32,956.00
1	**1.8**	Parenting Support and Engagement	No	$179,853.00	$199,240.00
1	**1.9**	Enrichment	Yes	$605,396.00	$309,754.00

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	**2.1**	Counseling Support and Services	Yes	$173,936.00	$233,705.00
2	**2.2**	Positive and Safe Environment	No	$200,740.00	$232,818.00
2	**2.3**	Clean and Efficient Environment	No	$286,821.00	$292,961.00
2	**2.4**	School Attendance	No	$2,861.00	$2,861.00

2023-24 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)
$786,485.00	$6,020,096.00	$5,961,285.00	$58,811.00	0.000%	0.000%	0.000%

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)
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.1	Recruit and maintain highly qualified staff	Yes	$5,277,914.00	$5,123,080.00		
1	1.2	Professional Development	Yes	$14,603.00	$13,607.00		
1	1.3	Instructional Coach	Yes	$134,703.00	$144,255.00		
1	1.4	Textbook adoption, consumable student material and assessments	Yes	$132,000.00	$126,948.00		
1	1.6	Assisting At Risk students and families	Yes	$369,522.00	$429,356.00		
1	1.7	Class Size	Yes	$0.00	$32,956.00		
1	1.9	Enrichment	Yes	$30,035.00	$30,035.00		
2	2.1	Counseling Support and Services	Yes	$61,319.00	$61,048.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (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)
$7,739,677.00	$786,485.00	0.00	10.162%	$5,961,285.00	0.000%	77.022%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

- Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
- Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
  - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
  - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions
In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only
Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

    For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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