

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: WASHINGTON CHARTER SCHOOL

CDS Code: 33-67058-6031959

School Year: 2025-26

LEA contact information:

Lisa Longoria Ph.D.

Principal

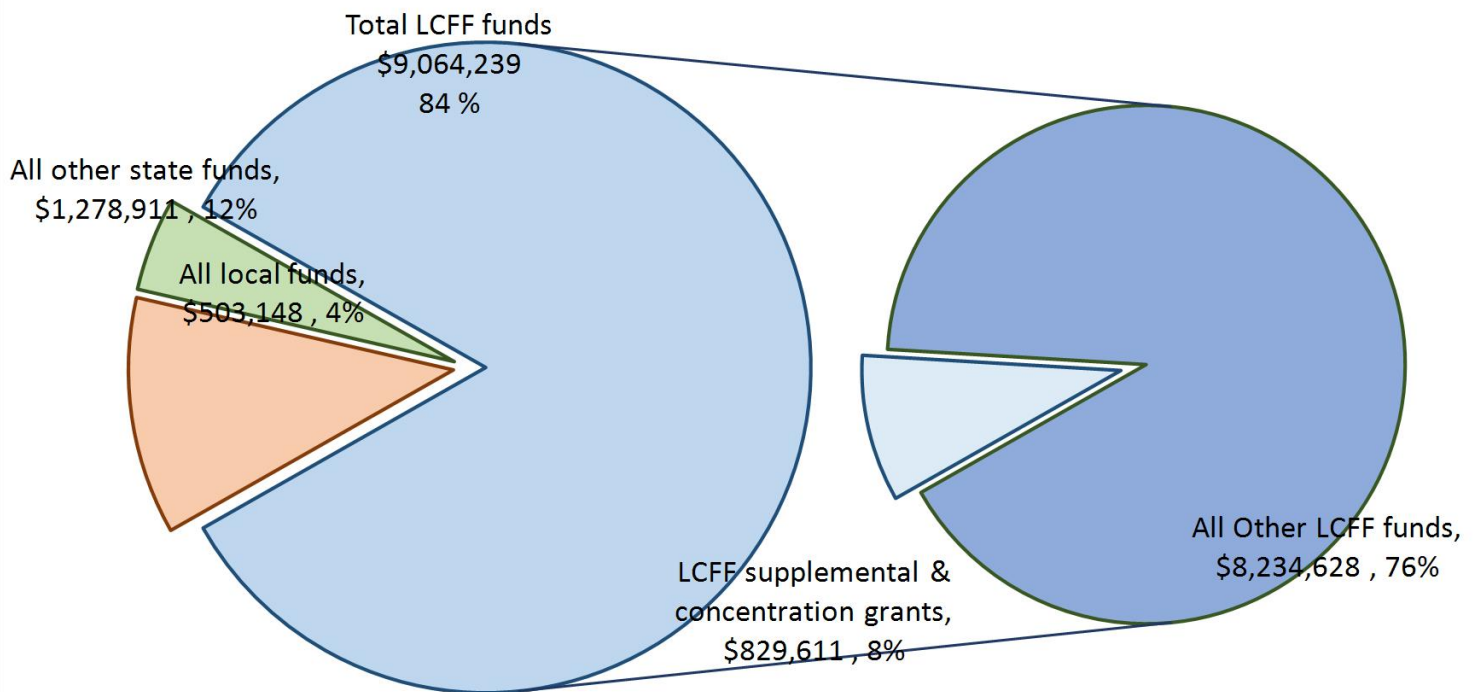
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760-862-4350

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 2025-26 School Year

Projected Revenue by Fund Source



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

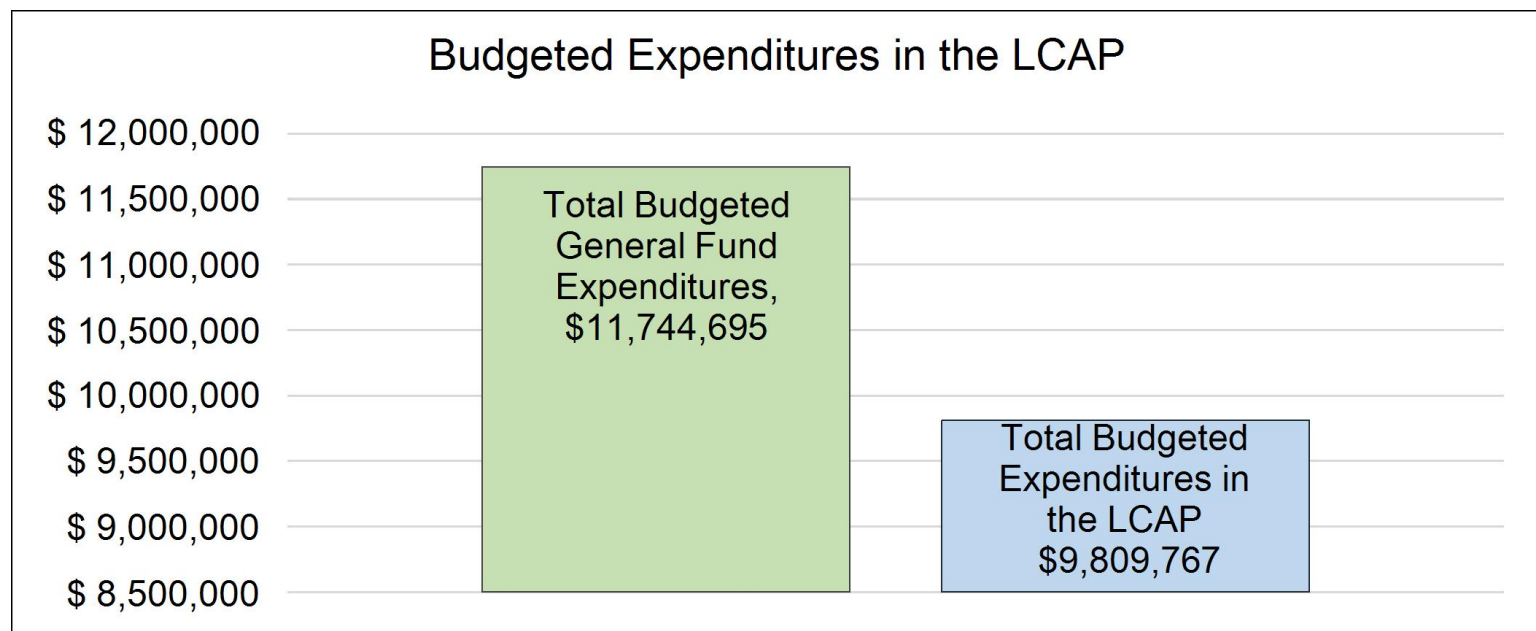
The text description for the above chart is as follows: The total revenue projected for WASHINGTON CHARTER SCHOOL is \$10,846,298, of which \$9,064,239.00 is Local Control Funding Formula (LCFF), \$1,278,911.00 is other state funds, \$503,148.00 is local funds, and \$0 is federal funds. Of the \$9,064,239.00 in LCFF Funds, \$829,611.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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 2025-26. 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 \$11,744,695.00 for the 2025-26 school year. Of that amount, \$9,809,767.00 is tied to actions/services in the LCAP and \$1,934,928 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

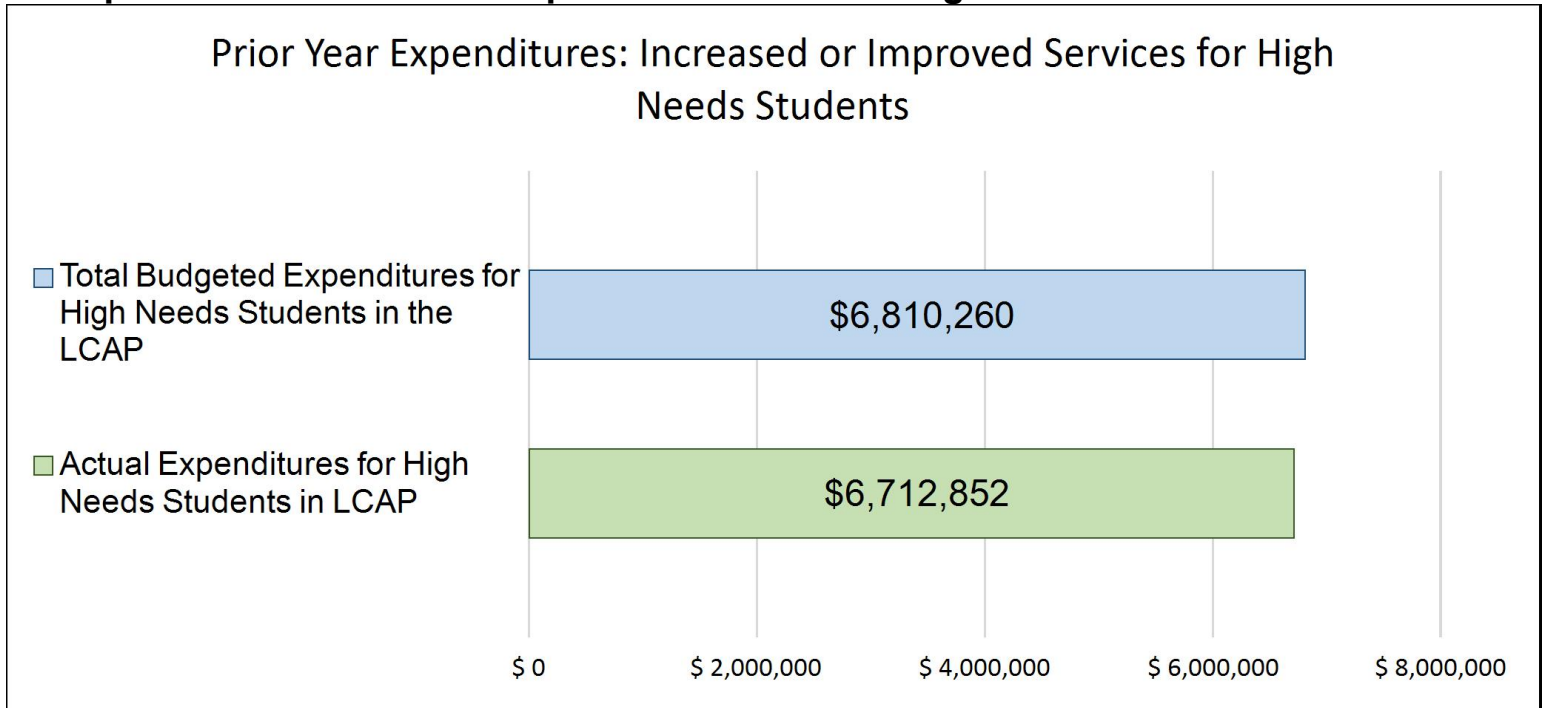
Budget expenditures not included in the LCAP include utilities, encroachments and STRS On Behalf.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, WASHINGTON CHARTER SCHOOL is projecting it will receive \$829,611.00 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 \$6,814,259.00 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 2024-25



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 2024-25, WASHINGTON CHARTER SCHOOL's LCAP budgeted \$6,810,260.00 for planned actions to increase or improve services for high needs students. WASHINGTON CHARTER SCHOOL actually spent \$6,712,852.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$97,408 had the following impact on WASHINGTON CHARTER SCHOOL's ability to increase or improve services for high needs students:

The 2024-25 actual expenditures for high needs students was less than total budgeted and planned expenditures. The planned actions associated with reduced expenditures did not impact a reduction in the services or supports provided within the action.

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	Lisa Longoria Ph.D. Principal	lisa.longoria@desertsands.us 760-862-4350

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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. Due to Covid, this renewal timeline was extended to 2028. Washington Charter School currently serves 746 students, approximately 543 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 746 students attending Washington Charter, 49% are Caucasian, 37% are Hispanic or Latino, 6.7% are multi-racial, 4.4% are Asian, 1% are African American and 51% of the students at WCS qualify for the free and reduced lunch program. English Learners currently comprise 6% of our population. To the best of our records for the 24-25 school year, 2 students have been identified as foster children. 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, two full time school counselors, instructional coach, project teacher, 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.

Goal 1: Conditions of Learning & Pupil Outcomes

Washington Charter School maintained 100% of teachers being fully credentialed and appropriately assigned (1.1) and continued to ensure 100% of students had access to standards-aligned instructional materials (1.2), demonstrating sustained success in foundational educational quality. These achievements reflect the strength of Action 1.1 (recruitment and retention strategies) and Action 1.4 (instructional materials and resources), and have helped establish an equitable instructional base for all students. The successful implementation of specialty programs, including the addition of a new Art class, further enriched the student experience and positively impacted engagement across the campus.

However, academic outcomes in ELA and Math revealed a more complex picture. While schoolwide performance in both subjects remained in the green performance category, there was a noticeable decline in scale scores, especially among English Learners (ELs) and Students with Disabilities (SWDs). ELA saw a drop in EL performance from green to yellow, and SWDs dropped further within the orange band. Similarly, Math outcomes for ELs and SEDs dropped from green to yellow, while SWDs remained in the orange performance level. These shifts suggest that although instructional coaching, additional SEL and behavioral supports, intervention services (Actions 1.3, 1.6, and 1.7), and textbook adoptions (1.4) were robust, they were not yet sufficient to address the growing needs of our most vulnerable populations.

It is important to note that this was the first year Washington Charter School implemented the Project Teacher role (Action 1.12). While this position has already begun to support teacher capacity through coaching, collaboration, and targeted professional development, the current academic results do not yet reflect its full impact. The school anticipates that student performance data from the 2025–26 school year will provide clearer insight into the effectiveness of the Project Teacher in strengthening instructional quality and addressing subgroup needs.

The decline in English Learner progress (1.5), which dropped by 11.1% and moved from Yellow to Orange, further highlighted the need for strengthened systems of support, particularly in designated and integrated ELD instruction. The progress of reclassified EL students remains a bright spot, demonstrating that targeted, sustained supports can lead to positive outcomes. Reclassification data (1.6) is pending, though projections suggest the school is on track to meet or exceed the 11% goal. On a positive note, parent engagement through the LCAP survey (1.7) nearly doubled from the previous year, with 230 respondents, indicating a growing trust and partnership between families and the school. Professional development (1.8) continued to focus on literacy, math, and EL strategies, with expanded investments such as sending additional teachers to LETRS to further strengthen Tier I instruction. In addition, to better meet the developmental and academic needs of upper-grade students, the school will reconfigure fifth grade to five classrooms for the 2025–26 school year, enabling smaller class sizes and more individualized support.

Goal 2: Engagement & School Climate

School climate and safety remained areas of strength. The school sustained a Blue rating in suspension rate (2.1), reflecting a positive behavioral culture supported by strong counseling services and proactive SEL strategies. Custodial staffing and facility maintenance (2.3)

continued to receive high satisfaction ratings from families, contributing to a clean and safe learning environment. These successes were further complemented by intentional work around cultural inclusion, student leadership, and staff collaboration.

Despite these gains, chronic absenteeism rose from 10% to 11.4%, and attendance rates declined slightly, particularly in Transitional Kindergarten (2.4), pointing to persistent barriers in daily attendance. Furthermore, Panorama Survey results reflected mixed perceptions: while students' sense of belonging improved slightly (from 67% to 69%), their reported sense of safety declined from 69% to 66% (2.5, 2.6). These indicators suggest a need for deeper relational supports and targeted climate-building efforts, especially in upper grades where behavioral and emotional needs are more pronounced.

To proactively address these concerns, WCS has planned strategic leadership and outreach expansions for the 2025–26 school year. The addition of an Assistant Principal (2.5) will increase campus leadership presence, supervision, and SEL coordination, while the addition of a Bilingual Community Technician (2.6) will provide intensive outreach to chronically absent students and their families. These roles are expected to deepen student connectedness, improve communication, and strengthen the school's multi-tiered system of support for attendance, safety, and school climate. Overall, while the school has demonstrated strong systems and foundational successes, key challenges remain in closing achievement gaps and reducing absenteeism, especially among our most at-risk students.

Learning Recovery Emergency Block Grant (LREBG) Funds – Status and Rationale

As of the most recent financial review, the LEA has an unexpended balance in Learning Recovery Emergency Block Grant (LREBG) funds. These funds are being utilized strategically to support Action 1.7: Assisting At-Risk Students and Families, and partially fund Action 2.1: Counseling and Support Services, with an expanded scope that now includes partial funding at 12% of the total LREBG for a second school counselor to address ongoing needs in academic recovery, social-emotional support, and student engagement.

Action 1.7 – Assisting At-Risk Students and Families, 2.1 Counseling & Support Services

Goal and Action Number:

Goal 1, Action 1.7, Goal 2, Action 2.1

Rationale for Funding Selection:

This action directly supports students identified as at risk of academic failure, particularly English Learners and unduplicated students. By funding daily At-Will Interventionists and contributing to the salary of a second school counselor, the LEA is ensuring both academic and social-emotional support are in place to support engagement and success among these student groups. The personnel funded through LREBG are focused on:

1. Meeting the English Language Development (ELD) needs of English Learners through daily support.
2. Assisting teachers with differentiated strategies and supports for unduplicated students (Foster Youth, English Learners, and Low-Income students).
3. Providing additional counseling capacity to support students' mental health, address trauma-related needs intensified by the pandemic, and assist with academic planning and progress monitoring.

Alignment to Allowable Use of Funds:

This action aligns with allowable uses of the LREBG by providing instructional support and academic services that directly contribute to learning recovery. Specifically, intervention services increase mental health support, and staff support for English Learners and unduplicated students are permissible expenditures under the grant's guidelines.

Addressing the Area of Need from the Needs Assessment:

The LEA's needs assessment identified persistent gaps in academic performance, engagement, and social-emotional well-being among English Learners and other unduplicated students, exacerbated by the COVID-19 pandemic. Action 1.7 and partial funding in Action 2.1 are designed to address these needs by delivering targeted academic intervention, bolstering teacher capacity and ensuring that adequate counseling services are available to meet the comprehensive needs of at-risk students, the continued presence of interventionist, alongside enhanced counseling support, helps ensure on-going academic recovery and equitable access to vital supports.

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	<p>“Popcorn with the Principal” yearly prior to the beginning of school, “Coffee with the Principal” three times per year, and monthly Parent Club Foundation meetings Parent/Guardian Survey January 2025 ELAC Meeting January 2025 LCAP Parent Meeting February 4th at 6:00pm. The principal presented the Mid-Year LCAP update to parents and families. Families had the opportunity to attend in person or via Google Meet. Also, an opportunity for Q&A was provided after the presentation. LCAP Parent Survey English/Spanish: Survey sent to all parents/guardians via email and Parent View initially on 1/15/25 with an anticipated close date of 1/31/25 Total responses: 230</p>
Washington Charter School Staff which included teachers and classified personnel	<p>Staff meetings included but not limited to the dates. During the staff meetings input, and feedback were solicited. Also, updates were given on the LCAP.</p> <p>10/2/24 11/6/24 12/4/24 1/22/25 2/5/25 3/5/25 4/2/25 5/21/25</p>

Educational Partner(s)	Process for Engagement
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	On February 7, 2025 based on the demographics of the CA Dashboard we invited students across the 4th & 5th grade student body to have an open discussion on topics such as after school programs, student well being, and academic support.
Governance Council Meetings	Because the WCS LCAP is reflective of our focus, resources, and time the LCAP is often a part of the Principal's comments, always a 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. LCAP Mid Year Update Presentation February 20, 2025
Panorama Surveys	Fall 2024: Students 3-5 completed the Fall Equity Survey and Fall Well Being Survey, Teachers and Staff completed the Fall Staff Survey Spring 2025: Students 3-5 completed the Skills and Competencies and Support and Environment Surveys, Staff completed the Climate Survey, Families completed the School Relationships Survey

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

The development of the George Washington Charter Elementary School LCAP was directly shaped by the feedback and participation of a wide range of educational partners, including parents, students, and staff. Through surveys, a parent Q&A session, ELAC meetings, and a student focus group, we ensured that all voices were heard and considered when identifying priorities and actions for the upcoming years.

Parent Engagement and Input

Fourteen parents attended the mid-year update presentation, where they provided critical feedback on school programs, student support services, and site infrastructure. One of the major influences from this session was the desire for expanded enrichment opportunities through the ELOP program, including after-school language classes, GATE offerings, art, and Odyssey of the Mind. As a result, the LCAP includes actions that explore vendor expansion and scheduling flexibility to allow more students to access multiple after-school activities. Additionally, parents voiced appreciation for the early opening of the school for breakfast and raised concerns about lunch period timing, which prompted a review of the existing lunch schedule and cafeteria flow to ensure students have adequate time to eat.

Safety was another key area discussed, with parents noting the effectiveness of current measures such as security personnel, fencing, and gate monitoring. Their feedback led to the inclusion of continued investment in campus safety infrastructure and personnel, and a commitment to review items like classroom visibility (tinted windows) and parent drop-off procedures.

Survey Feedback

The LCAP Parent Survey, which saw more than double the number of responses from the previous year, further confirmed the need for expanded academic support, differentiated instruction, and enhanced communication. Specifically, parents expressed a desire for more targeted learning interventions for both struggling and advanced learners, leading to actions focused on increased differentiation, tutoring supports, and exploration of GATE-like enrichment. Survey feedback also emphasized the importance of campus cleanliness and beautification. In response, the LCAP includes maintenance-focused actions and potential aesthetic improvements that support a more welcoming school environment. In alignment with feedback from educational partners, the LCAP includes outcome goals informed by the Panorama Student Survey, particularly in the areas of school climate and student well-being. The school aims to increase the percentage of favorable responses in the area of Sense of Belonging from 67% in 2023–24 to 85% or greater by the 2025–26 school year. Additionally, after observing a 3% decline in the most recent results, the school is committed to improving the Sense of Safety metric from 66% back up to 85% or higher. These targets will serve as key indicators for monitoring the impact of actions designed to enhance student connection, inclusivity, and safety across the campus.

Focus Group: Student Survey & Panorama Survey Findings

Student feedback played a vital role in refining LCAP priorities. A cross-section of 4th and 5th graders emphasized the value of after-school tutoring, hands-on learning, and a desire for clubs and activities like robotics, cooking, and gardening. Their suggestions resulted in an LCAP action to expand the types of after-school and club offerings in partnership with community providers and staff.

Students also shared candid insights about feeling supported by adults on campus and highlighted the importance of clear and fair behavioral expectations. This feedback directly influenced actions related to improving clarity and consistency in school-wide behavior systems such as Patriot Cares and Patriot Reflections, ensuring these programs are more inclusive, transparent, and meaningful for all students.

The focus group also brought attention to structural concerns like campus navigation between buildings (e.g., connecting Hope to the main campus), as well as requests for more transitional time after lunch. These observations are being explored further through school site planning and have informed long-term considerations under the district's facilities modernization discussions.

Conclusion

The engagement of educational partners deeply influenced the direction of the adopted LCAP. By listening to our community, we were able to prioritize safety, access to enrichment, academic differentiation, communication, and student wellness. The LCAP reflects a shared vision developed through authentic dialogue and demonstrates our continued commitment to a school environment where all students thrive academically, socially, and emotionally.

Teacher Feedback and Its Influence

Staff voice played a central role in shaping the final LCAP. Through the staff survey, teachers called for:

- A structured, schoolwide SEL curriculum
- Improved intervention programs for academic and behavioral challenges
- Relevant, teacher-driven professional development
- Targeted support for English Learners and students with disabilities
- Upgraded technology and instructional materials
- Improved communication and collaboration

In response, the LCAP now includes actions to adopt a formal SEL curriculum, increase support personnel, and strengthen professional learning aligned to teacher priorities such as behavior management, differentiation, and special education strategies. Additional investments in technology and instructional resources were prioritized based on staff-reported needs for reliable Chromebooks, updated materials (e.g., vocabulary tools), and improved tech infrastructure.

Furthermore, teacher concerns around inconsistent intervention systems led to LCAP actions aimed at establishing clear, measurable sitewide protocols for academic and behavior support. Staff also requested more structured collaboration time and increased voice in decision-making. As a result, the plan calls for ongoing feedback loops, planning time, and opportunities for teacher leadership in school wide initiatives.

Conclusion

The engagement of educational partners meaningfully shaped every section of the adopted 2025-2026 LCAP. From expanding after-school opportunities and strengthening SEL to refining behavior systems and investing in technology, the input of parents, students, and staff directly influenced the actions and investments reflected in our plan. We are proud that this LCAP is not just a compliance document, but a shared vision co-developed with our educational community—ensuring that every student at George Washington Charter Elementary has access to a safe, engaging, and supportive learning environment.

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. The social-emotional learning (SEL) needs of our educational partners must continue to be addressed in order for academic growth to be maximized. 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 2025-2026 year, encompassing the new LCAP cycle, 2024-2027 are written, we must continue to 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	100% of classroom teachers (2023-2024) are appropriately	100% of classroom teachers (2024-2025) are		100% of classroom teachers are appropriately	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and fully credentialed. Annual Williams/SARC Report.	assigned and fully credentialed.	appropriately assigned and fully credentialed.		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 instructional materials.		100% of students have access to textbooks and instruction materials.	No change
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.	<p>California Dashboard Academic Indicator for ELA (2022-2023).</p> <p>Schoolwide: 45.7 points above level 3 (Standard) a decrease of 1.9 points. Performance Level: Blue.</p> <p>EL: 9.8 points above standard, an increase of 7.1 points. Performance Level: Green.</p> <p>SED: 16.8 points above standard, a decrease of 1.7 points. Performance Level: Green.</p>	<p>California Dashboard Academic Indicator for ELA (2023-2024)</p> <p>Schoolwide: 41.5 points above level 3 (Standard) a decrease of 4.2 points. Performance Level: Green</p> <p>EL: 3.6 points below standard, a decrease of 13.5 points. Performance Level: Yellow</p> <p>SED: 16.5 points above standard, a decrease of .4 points.</p>		<p>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.</p> <p>Increase school wide scale score above level 3 to 55 points above level 3 (Standard).</p> <p>EL: 30 points above level 3. SED: 35 points above level 3,</p>	<p>ELA Scores Schoolwide decreased 4.2 from 45.7 points above standard to 41.5 points above standard moving from Blue to Green.</p> <p>EL: Decreased from 9.8 points above standard to 3.6 points below standard, a decrease of 13.5 points moved from Green to Yellow</p> <p>SED: Decreased .4 points with no change in performance level Green.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>SWD: 58.1 points below standard, a decrease of 27.4 points. Performance Level: Orange.</p> <p>Students made 138% median progress toward Typical Growth (Goal is to exceed 100%).</p> <p>78% of students are performing at or above grade level.</p>	<p>Performance Level: Green SWD: 67.5 points below standard, a decrease of 9.5 points. Performance Level: Orange</p> <p>Students made 142% median progress toward Typical Growth (Goal is to exceed 100%).</p> <p>79% of students are performing at or above grade level.</p>		SWD: 20 points below level 3.	SWD: Decreased 9.5 points from 58.1 points below standard to 67.5 points below standard. Performance Level remained Orange
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.	<p>California Dashboard Academic Indicators for Mathematics (2022-2023).</p> <p>Schoolwide: 25.2 points above standard, an increase of 7.5 points. Performance Level: Green.</p> <p>EL: 3.4 points below standard an increase of 15.1 points.</p>	<p>California Dashboard Academic Indicators for Mathematics (2023-2024) Schoolwide: 26.9 points above standard, maintained 1.87 points. Performance Level: Green. EL: 9 below standard, a</p>		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	<p>Math School wide Scores: Increased 1.87 points to 26.9 points above standard. Performance Level Maintained Green</p> <p>EL: Decreased 5.5 points from 3.4 points below standard to 9 points below standard.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Performance Level: Green.</p> <p>SED: 1.2 points below standard, an increase of 7.9 points.</p> <p>Performance Level: Green.</p> <p>SWD: 64.6 points below standard, a decrease of 14.9 points.</p> <p>Performance Level: Orange.</p> <p>Students made 112% median percent progress toward Typical Growth (Goal 100%). 73% of students are performing at or above grade level.</p>	<p>decrease of 5.5 points.</p> <p>Performance Level: Yellow</p> <p>SED: 1 point below standard, maintained 0.2 points.</p> <p>Performance Level: Yellow</p> <p>SWD: 64.9 points below standard, maintained -0.3 points.</p> <p>Performance Level: Orange</p> <p>Students made 107% median percent progress toward Typical Growth (Goal is to exceed 100%). 73% of students are performing at or above grade level.</p>		<p>above level 3. EL, 15 points above level 3. SED, 20 points above level 3. SWD 30 points below level 3.</p>	<p>Performance Level Green to Yellow.</p> <p>SED: Minimal movement from 1.2 points below standard to 1 point below.</p> <p>Performance Level moved Green to Yellow.</p> <p>SWD: Decreased .3 points from 64.6 points below standard to 64.9 points below.</p> <p>Performance Level Maintained Orange</p>
1.5	English Learners will make annual progress toward English proficiency to maintain an English learners progress performance	California Dashboard English Learner Progress Indicator (2022-2023) Status Level: High with 56.4% of ELLs making	California Dashboard English Learner Progress Indicator (2023-2024)		Increase the percent of English Learners demonstrating annual progress in English Language	Decrease of 11.1% with 42.2% making progress. Performance Level change, Yellow to Orange.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	category high or very high. California Dashboard: English Learner Progress Indicator.	progress toward proficiency.	Status Level: 45.2% making progress with a Decline of 11.1% Performance Level: Orange		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%.	Reclassification rate for 2024-2025 is 20%.		Annual reclassification rate will be at/above 11%.	Exceeded by 9%
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.	42 Parents/Guardians responded to the 2025 Winter Family-School Relationships Survey. 230 parents/guardians responded to the WCS LCAP Survey completed in February 2025. It is likely that members of the WCS community also responded to the DSUSD survey, but we are not able to		Increase to 160 the number of parents who respond to the annual LCAP survey.	Parents responding to the WCS Parent LCAP survey increased by 90.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			disaggregate this information			
1.8	Professional Development	Two Days October 2024 and January 2025.	Two Days, October 2024 and January 2025		Two or more Professional Development Days.	Maintained 2 Professional Development Days

Goal Analysis [2024-25]

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.

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 2024-2025 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.

In response to a need for a more robust early literacy program to support small group instruction across 1st grade. The In-Tandem program, published by Pioneer Valley Books was purchased for all 1st grade classrooms. The materials purchased provide decodables paired with authentic text to differentiate instruction and practice in foundational skills.

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

Goal 1.1

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 for professional development through after-school offerings by DSUSD, as well as through partnerships with outside entities including i-Ready, Literacy Footprints, Kagan Strategies, LETRS, and Mindset Training. The instructional coach and project teacher attended district-led Instructional Coach meetings to network and develop the skills necessary for effective coaching, and they also participated in Coaching Rounds at other schools to further build their capacity.

In addition to the WCS Instructional Coach, thirteen additional teachers (K-5) began the LETRS program—an intensive initiative designed to “empower teachers to understand the what, why, and how of literacy instruction based on current scientific research (SoR).” The WCS principal is currently attending Administrator modules. WCS utilized Frontline Education for its employee evaluation system, which, through

both formal and informal evaluations, allowed for timely feedback. All certificated staff on the evaluation cycle were observed once or twice. Edjoin will continue to be used to prescreen highly qualified teachers as interview needs arise.

Goal 1.2

In order to provide a structure and culture of continuous improvement, multiple professional development opportunities were offered on-site for teachers, guest teachers, and support staff. Teachers and staff were encouraged to attend various DSUSD after-school academies—covering topics such as the reclassification of SPED students, DIBELS data and interventions, technology, and MTSS—and were compensated for their participation. Our DEI committee, supported by Dr. Oron Jackson (Coordinator of Diversity, Equity, Parent and Family Engagement for Desert Sands), has continued to refine its mission statement, guiding principles, and core values. Under the leadership of Dr. Longoria, the committee expanded to include additional teachers, staff, and families. A calendar of events and significant dates was established, and display boards were installed around campus to highlight awareness initiatives (e.g., Black History Month and Autism Awareness in April). During morning announcements, 5th-grade Ambassadors also incorporated these highlights and contributions. Additionally, Karen Cangemi of Pioneer Valley Books presented to our reading intervention staff, as well as to 1st- and 2nd-grade teachers from August 22–26. Other PD opportunities included two full days of i-Ready Classroom Math training for teachers working with the program. The music teacher, PE coach, and art teacher continue to network regularly with counterparts in DSUSD. The instructional coach participated in meetings with embedded PD focused on effective coaching to impact student achievement and provided PD in small-group and one-on-one settings as needed. Thirteen teachers (K-2) and several interventionists also participated in a book study entitled “Ruthless Equity,” funded through budgeted funds. Time is allocated during SAST for vertical articulation to discuss our students’ literacy needs by addressing critical 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 what will we do if they already know it? This reflective work, together with our literacy training and PD, 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 1.3

The instructional coach, in addition to providing PD for teams, teachers, and support staff, continued to oversee the RISE Intervention Lab and small-group intervention efforts at WCS. Support was provided for teachers, parents, and students through classroom coverage, co-teaching, lesson modeling, parent communication, and reading intervention. The instructional coach also participated in over 49 hours of professional development through the LETRS program, leading to strategic shifts toward a more explicit, systematic approach to reading intervention. RISE personnel and other interventionists, trained to deliver literacy support, have provided phenomenal assistance to our at-risk students. Students identified by teachers as at-risk 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, and running records.

Goal 1.4

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 (for grades 1 and 2), and ESGI for Kindergarten. Amplify Science has now been fully implemented. The Benchmark upgrade from 2018 to 2022 version has been implemented as well.

Goal 1.5

Aging technology has been replaced as it becomes obsolete or falls into disrepair. The STEM lab, which opened to all students during the 2022-2023 school year, remains an integral component of our school program. Students from TK through 5th grade attend STEM classes two to six times per month, working on grade-level projects in science, technology, engineering, and math. The STEM lab provides

opportunities for collaborative work—a key skill for college and career readiness—while fostering academic language development, critical thinking skills, and problem-solving. During our recent WCS Open House on April 16, 2025, the STEM lab was showcased to attendees, with students eagerly sharing their learning experiences with their families.

Goal 1.6

Looking at the California Dashboard, our recently reclassified English Learners scored 62.8 points above the standard in ELA on the CAASPP 2024, a decrease of 17.9 points. Students continue to be reclassified based on grade-level criteria and a process established by Desert Sands using ELlevation—an EL program management tool that incorporates ELPAC 2024 Summative Scores, i-Ready scores, and CAASPP results, along with teacher and parent input.

WCS has continued to use i-Ready, a computer-based program first implemented school-wide during the 2021-2022 school year, to provide personalized instruction in reading and math. Now entering our third year using i-Ready, diagnostics were administered for K-5 in Fall 2024, Winter 2025, and Spring 2025. Following each diagnostic, students received prescriptive lessons to address gaps and boost achievement toward mastery of ELA and math standards. We are encouraged by the overall growth observed, as well as by improvements among subgroups such as English Learners and students with disabilities on the Winter diagnostic completed in January 2024. At this point, students are expected to reach half of their Typical Annual Growth and at least half of their stretch growth. For instance, 86% of all students reached the half-growth marker in reading (up from 45% in the fall), while 54% did so in math. Seventy-six percent of English Learners reached at least half of their Typical Annual Growth marker in reading and 62% in math, though only 28% were at or above grade level in reading mid-year, with 14% meeting this standard in math. Data indicate that 75% of students with disabilities achieved at least half of their Typical Growth in reading and 55% in math, with 67% of students with disabilities reading at or above grade level and 51% in math. The final i-Ready Spring Diagnostic will be completed in late May 2025.

With 98% of reading scores in, Washington Charter School continues to demonstrate high performance and high growth across the majority of grade levels.. On the Spring Diagnostic, 79% of students scored on or above grade level in reading (up from 43% in the fall), and 37% of English Learners performed at or above grade level (up from 3% in the fall). English learners made 142% median progress toward their annual typical goal, up from 138% on the Spring diagnostic in 2024. Economically disadvantaged students scoring at or above grade level in reading increased from 37% in Fall 2024 (Diagnostic 1) to 70% on the Spring diagnostic. Similarly, students with disabilities improved from 14% Fall 2024 (Diagnostic 1) to 50% on the Spring diagnostic 2025. With 98% of math diagnostics complete across grade levels, i-Ready results on Diagnostic 3 showed that 79% of students scored at or above grade level (up from 42% in the fall) with 74% of economically disadvantaged students meeting or exceeding grade level (an increase from 34% on the fall diagnostic. Students with disabilities increased from 14% met or exceeded in the fall to 50% in the Spring diagnostic in 2025. English Learners also showed an increase from 3% in Math diagnostic 1 to 37% on the final diagnostic, Spring 2025.

While our data indicate overall effectiveness in our personnel, actions, and expenditures, resulting in notable successes, we continue to work diligently to meet the needs of students who have not yet achieved the targeted growth. For this reason, it is crucial to continue using SAST and PLC time during the 2025-2026 school year to further analyze school, grade, and classroom-level data and make strategic instructional decisions that ensure all students and subgroups reach proficiency and beyond. It should be noted that all 5th-grade classes piloted the supplemental program; therefore, in addition to Spring Diagnostic data, it will be important to review our students' performance on CAASPP 2025 to further evaluate its effectiveness.

Assisting at-risk students and families remained a sharp focus throughout the 2024-2025 school year. Although learning gaps for all student groups persist, we continue to narrow this gap through a multi-pronged approach that addresses both academic and socio-emotional needs, while also providing enhanced opportunities for students who have mastered the curriculum. While CAASPP provides an important summative assessment, our ongoing teacher observations, DIBELS screenings, i-Ready Diagnostics, and measures such as Quick Spelling and Phonics screeners have enabled us to be as prescriptive as possible with interventions for struggling students.

Certificated and classified staff continued to provide targeted intervention to students in small groups throughout the day. The intervention team employs materials from UFLI, Flyleaf Decodables, Literacy Footprints Decodables, Literacy Footprints Intervention Partner, and phonics for reading to deliver targeted lessons designed to fill gaps that may hinder fluent reading and comprehension of grade-level texts. Math intervention groups have focused on prerequisite skills, number sense, and math facts to build fluency and prepare students for higher-level concepts. To provide a systematic, explicit math intervention, Jayme Mackiniki, Math TOSA at DSUSD, supported us in implementing Problem Strings. The RISE Lab remains a pivotal intervention resource for grades K-3. Funding for this initiative also enables WCS to maintain a highly qualified team in the lab, where 45-48 students in 1st, 2nd, and 3rd grades receive intensive intervention over a 9- to 12-week period to address learning gaps and loss.

Students who score below or well below on DIBELS screenings are assessed using multiple measures, and small groups are formed concurrently with trimester cycles. At the beginning of each RISE session, parents attend a Parent Orientation during which the program is explained, including the home-school component of rereading texts to improve fluency. By using multiple measures to group students and by targeting missing skills, we aim to see greater transference of skills as students approach grade-level texts. Data analysis of Oral Reading Fluency (ORF) is another indicator of the effectiveness of these interventions. For example, DIBELS End-of-Year scores showed that 1st-grade reading fluency increased from 49% to 76%, reading at or above grade level, and 2nd-grade ORF improved from 65% to 88% at or above grade level. Fluency rates increased slightly in 3rd grade from 69% to 73%. We continue to assess, monitor, and adjust instruction during our daily RISE/Intervention meetings. Many previous RISE students have benefited from repeated sessions, a finding consistent with research on students who work below grade level and require several years of specialized, intensive instruction for strong comprehension.

Teachers providing strong Tier 1 classroom instruction, supplemented by targeted intervention through small groups, are making a significant difference. Equally important, we recognize the need for enrichment opportunities for students who have mastered a learning target. This need was echoed by both parents and students in recent surveys. Additionally, teachers have demonstrated proficiency in utilizing questioning strategies to engage students and extend lessons. While considerable resources have been allocated to assist students who struggle, more must be done for those who have mastered the content. We will continue to explore additional avenues for enrichment and acceleration in other content areas.

A WCS Summer Academy, complete with a STEM lab, was held in June 2024. Additionally, Jumpstart TK and K were provided in August 2024 to support students entering TK and K. We will continue to offer the WCS Summer Academy with a STEM component in Summer 2025.

Goal 1.8

Class sizes remained capped at all grade levels, allowing for more individualized instruction and support. In 1st grade, smaller class sizes combined with targeted intervention groups of 1-3 students have helped address learning gaps among primary students. Having two 6.5-hour specialists to support TK-K for enrichment and intervention has lowered the student-to-adult ratio, allowing for more effective differentiation. The reconfiguration of 5th grade, which included capping classes at 30, enabled the staffing of the STEM lab with a certificated teacher and

allowed for five sections of math, thereby reducing teacher-student ratios and increasing differentiated instruction.

Goal 1.9

Our eight-hour bilingual office technician continued to provide translation and interpretation support for our Spanish-speaking families. These services are crucial to building a strong community and fostering relationships that support student learning and growth. For languages other than Spanish, we collaborate with district personnel to best meet family needs. In addition to classroom volunteer opportunities, parents and guardians were encouraged to volunteer at various events, such as Water Day and field trips. They are also welcome to serve in the Washington Charter School Parent Club Foundation—a dynamic group that not only raises funds benefiting all students but also provides manpower and support for campus events like book fairs, Fun Run, and Day of Awesomeness. In April 2025, WCS hosted a very successful evening Open House, during which students led interactive tours of their classrooms, the STEM lab, the RISE Intervention Lab, music, and PE, earning rave reviews from all educational partners.

Goal 1.10

ELOP (Expanded Learning Opportunity Grant) funds were used in a multi-pronged approach to provide enrichment opportunities for both our unduplicated students and families, as well as for all students at WCS. Partnerships with Bermuda Dunes Learning Center and the Desert Recreation District supported approximately 100 students and families in 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, from September 9, 2024, to November 15, 2024, had 197 students attending classes that included choir, soccer, cooking, art, acting, and Math Field Day, among others.
- The second session, from December 9 to February 28, saw 258 students participating. Offerings included “Let’s Feel and Act It Out” (expanded to 1st and 2nd grades), sports (volleyball, soccer, and street hockey, both co-ed and girls-only), as well as art, chemistry, and robotics classes—with intervention classes arranged so that students could participate in additional offerings.
- The third session, from March 10 to May 30, enrolled 235 students in classes such as Diamond Dotting, volleyball, theater, art, and science.

Throughout the sessions, 110 students participated in two different choirs, with an additional 30 students on the waiting list. As part of the program, students also learned the technical aspects of music and performance, including running the music computer, sound board, lighting, microphones, video, and other backstage roles. Additionally, ELOP provided scholarship funding that enabled all 5th-grade students to attend science camp. These opportunities have allowed students to explore various learning pathways and build both academic and social-emotional strengths, foundations for personal as well as academic success. A robust Summer Academy is scheduled from June 9 to June 26, 2025, featuring STEM and intervention opportunities. An interest list has been sent to all families, with priority enrollment provided to unduplicated students. Students attending the Summer Academy will receive breakfast, lunch, and “supper,” while the Desert Recreation District will provide on-site extended learning opportunities to 50 students during a nine-hour day of instruction and additional programming.

Goal 1.11

Washington Charter School successfully launched a new Art class this year, expanding access to a well-rounded curriculum that fosters creativity, expression, and engagement for all students, particularly those identified as at-risk. The class has been well-received, culminating in a campus-wide Art Day that drew strong family participation and positive feedback. In collaboration with the Parent Club, the Art teacher also supports the “Art in the Classroom” initiative and promotes student involvement in local and regional Art & Essay contests throughout the Coachella Valley and Riverside County. This enrichment opportunity not only strengthens school connectedness and student voice, critical components for at-risk learners, but also reinforces cultural identity, self-confidence, and motivation, aligning directly with LCAP

priorities around student engagement, equitable access to enrichment, and positive school climate.

Goal 1.12

The introduction of the Project Teacher role has been a promising development, building capacity through coaching and collaboration. In parallel, the school has strengthened its efforts to promote a safe, inclusive, and emotionally supportive environment through expanded counseling services, schoolwide behavior systems, and active safety and diversity committees.

We believe it is in the best interest of the students at WCS to continue pursuing our two broad goals into the 2025-2026 school year and throughout the new LCAP cycle (2024-2027).

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.

As we have reflected on the 2024-2025 school year and the current LCAP cycle, our commitment to ensuring that all of our students—ALL, without exception—have every opportunity for academic success remains unwavering. We recognize that reading and comprehension at grade level, from kindergarten through adulthood, are essential to a student’s lifelong success. These skills begin with the foundational reading and writing strategies taught in elementary school. Based on our reflections, we have made a key change to the planned actions for the coming year: we will expand our professional development initiatives by training additional K-5 teachers in LETRS (Language Essentials for Teachers of Reading and Spelling). LETRS is a nationally recognized, two-year program that equips teachers with comprehensive strategies for reading instruction. Although this represents a significant monetary investment in professional development, we firmly believe it will empower our teachers to deliver explicit, systematic, evidence-based literacy instruction to every student at WCS. In direct response to student performance data and classroom capacity concerns, we will add an additional 5th-grade teacher to further reduce class sizes at that grade level. This strategic staffing adjustment will allow for more individualized attention, improved student-teacher interaction, and better support for differentiated instruction, especially important as 5th-grade students prepare for the transition to middle school.

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.

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.	\$5,215,167.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Provide opportunities to student teachers to learn under the supervision of a master teacher.</p> <p>Participate in the DSUSD New Teacher and Peer Assistance Review.</p> <p>Offer access to additional training and certification.</p> <p>Utilize Frontline employee evaluation system to more effectively and efficiently evaluate staff and provide timely feedback and support.</p> <p>Use Edjoin to screen candidates and select highly qualified individuals to interview.</p> <p>Encourage classified staff members to use pathways to secure teaching credentials.</p> <p>Participate in local and out of state job fairs. Provide financial incentives in hard to fill positions.</p> <p>As a recruitment and retention incentive, provide up to 18 years of service credit.</p> <p>Identify excellent local teacher candidates and offer Letters of Intent at district job fairs.</p> <p>Identify and grow partnerships with local universities and community colleges.</p>		
1.2	Professional Development	<p>Continue to provide a structure and culture for continuous improvement and learning by implementing best practices and providing professional development for teachers, guest teachers, and support staff.</p> <p>Professional Development in all core content area standards, curriculum, and instructional strategies.</p>	\$99,444.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>Explore feasibility of additional PD days prior to or during the school year.</p> <p>Fund a full-time instructional coach who will provide PD throughout the year.</p> <p>Access to site and district after school academies.</p> <p>Continue to improve opportunities for professional growth and development, i.e. workshops, trainings, conferences through Charter Conferences, ISTE Math Conferences, etc., as well as in additional targeted areas, i.e., social-emotional learning, Character Strong Conference.</p> <p>PD for School Site Monitors and Security Agent.</p> <p>Training in i-Ready classroom mathematics for piloting teachers in August and designated days throughout the school year.</p> <p>Provide opportunities for staff to pilot textbooks from site selected textbook publishers, i.e. i-Ready Mathematics</p> <p>Literacy Footprints training for 2 days, August 2025.</p> <p>Fund a full-time project teacher to support staff and PD needs.</p> <p>Provide opportunities for additional staff to complete and be compensated for the LETRS (Language Essentials for Teachers of Reading and A Spelling) program through RCOE and DSUSD.</p> <p>PD from Benchmark Advance 2022 as we upgrade to the 2022 version.</p> <p>MindSet Training.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Additional training for Kagan Strategies</p> <p>Utilize District Project Facilitators for additional support and PD opportunities.</p>		
1.3	Instructional Coach	<p>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.</p> <p>Collaborate with teachers, intervention staff/RISE staff, counselors, SPED and parents regarding supports and interventions for at-risk and struggling students.</p> <p>Provide opportunities for SAI 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.</p> <p>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.</p>	\$146,194.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Textbook adoption, consumable student material and assessments.	<p>Provide ongoing annual costs of consumable student materials and replacement of lost core materials. Purchase site licenses as another means of meeting the needs of students.</p> <p>Continue to provide intervention materials to support language acquisition for English Learners and students not performing at grade level including ELlevation, and Imagine Learning.</p> <p>Continue to provide PD as needed for the NGSS aligned science program, Amplify.</p> <p>Continue to fund and purchase materials and curriculum for the STEM lab.</p> <p>Continue to fund i-Ready, a universal screening tool used to monitor student learning and provide prescriptive intervention.</p> <p>Continue administering DIBELS assessment to measure the acquisition of early reading skills</p> <p>Fund continued participation in i-Ready Classroom Mathematics pilot.</p> <p>Continue to fund Benchmark 2022 ELA</p> <p>Fund Benchmark Steps to Advance to support our SAI teachers and students.</p> <p>Continue to fund Envision and Go Math (under contract).</p>	\$207,635.00	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	\$290,200.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>includes 1:1 chromebooks K-5. Ongoing funding is in place to replace aging or broken computers, chromebooks, hardware and software.</p> <p>Additional purchases may include, but will not be limited to LFDs, STEM/STEAM lab, site technology support and staff technology needs.</p> <p>Support instructional technology training.</p> <p>Utilize and compensate DSUSD for a menu of technology supports.</p> <p>Evaluate the effectiveness of additional district based technology support</p>		
1.6	Assisting At Risk students and families	<p>Narrowing the achievement gap is a focus of the WCS LCAP. The needs of all at-risk students are a priority. Targeted intervention for the unduplicated student population will enable WCS to meet or exceed the LCAP goals.</p> <p>Provide site-based before/after school intervention programs focusing on closing the achievement gap.</p> <p>Continue to fund targeted intervention for students who need extra reading support.</p> <p>Provide mathematical intervention programs</p> <p>Extend the school year for unduplicated students and/or at-risk students. The target age group will be K-4, but with adequate funding for summer school for grades TK-4.</p> <p>Support additional at-risk students by maintaining increased staffing for RISE Reading Lab.</p> <p>Jumpstart TK/K & 1st grade program before the school year.</p>	\$297,967.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Provide transportation to and from school for unduplicated students.</p> <p>Provide transportation to off-site after-school care program.</p> <p>Continue to provide an additional site-based Resident Guest Teacher for classroom coverage and intervention.</p> <p>Maintain a second full-time counselor.</p> <p>Maintain funding for a second adult in the TK classroom, allowing for a teacher: student ratio of 1:10.</p> <p>Explore evidence-based materials and instructional strategies to support SAI students.</p>		
1.7	LREGB At-Risk Students and Families	<p>Personnel to meet the English Language Development needs of English Learners (i.e., Daily At Will Interventionists).</p> <p>Personnel to assist teachers in meeting the needs of unduplicated students (i.e., Daily At Will Interventionists).</p> <p>LREGB Action in the amount of \$100,388.</p>	\$154,940.00	No
1.8	Class Size	<p>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.</p> <p>Add an additional fifth grade teacher to lower class size.</p>	\$345,375.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Continue funding for personnel to support primary age students (i.e., kindergarten support).</p> <p>Cap class size in TK at 20 students. One certificated teacher and one paraprofessional per current California State law.</p>		
1.9	Parent Support and Engagement	<p>Distribute and share information of district programs and classes that will support parents and families. Having parents as educational partners is key to student success in and out of the classroom.</p> <p>Maintain site ELAC committee.</p> <p>Maintain parent involvement in DEI (Diversity, Equity & Inclusion) committee</p> <p>Provide opportunities for parents to learn more about the school programs, curriculum and assessments.</p> <p>Continue to provide translations and interpretation services for families who speak a language other than English.</p> <p>Continue funding for an 8 hour bilingual office technician.</p> <p>Provide opportunities for parents to volunteer.</p>	\$83,085.00	No
1.10	Enrichment	<p>Continued funding for after school enrichment classes, McCallum Theatre Education, and family learning nights are an important component to the school's success.</p> <p>Continued funding for Afterschool/Enrichment Coordinator and ELOP Liaison.</p>	\$790,228.00	

Action #	Title	Description	Total Funds	Contributing
		<p>Explore funding programs and personnel to support GATE students.</p> <p>Expand learning opportunities for students and families through ELOP funding</p>		
1.11	Specialty Programs	<p>Maintain full time PE teacher.</p> <p>Maintain full time Music teacher.</p> <p>Maintain 8 hour Library Media Specialist.</p> <p>Maintain a full time STEM teacher.</p> <p>Maintain a full time Art teacher.</p>	\$776,859.00	
1.12	Project Teacher	<p>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.</p> <p>Collaborate with teachers, intervention staff/RISE staff, counselors, SPED, and parents regarding supports and interventions for at-risk and struggling students.</p> <p>Offer SAI classroom teachers coaching cycles to enhance their implementation of integrated and designated ELD strategies, ensuring better support for English Learners/Multilingual Learners.</p>	\$110,661.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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		

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 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We believe that both physical safety and emotional well-being are foundational to effective learning; when students feel secure and respected at school, their ability to focus and learn is significantly enhanced. A well-maintained, aesthetically pleasing, and safe campus enriches the educational experience by contributing to a positive atmosphere that supports learning and personal growth. Our current student suspension rate is very low, as shown on the CDE Dashboard, and we aim to proactively eliminate out-of-school suspensions by addressing behavior issues before they escalate, ensuring that every student remains engaged in learning. Additionally, feedback from Panorama student surveys and parents indicates that bullying still occurs, which is unacceptable; by ensuring that students feel respected and supported, we can improve attendance and enhance learning outcomes, as students who feel valued are more likely to succeed. Our commitment to maintaining a clean and orderly environment is unwavering; we believe that a pristine, well-organized campus not only reflects our pride in our school but also creates an inviting space where students can thrive academically and personally. As we move into the 2025-26 school year, and we will continue to prioritize these elements to meet both current and future challenges.

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	California Dashboard Indicator 2024: Performance Level Blue		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	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					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 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.	No Change
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.	Attendance rate as reported in CalPads and District Warehouse: 94.78 as of 3/24/25		Improve attendance rate to 96%.	Decrease of 1%
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.	Chronic absenteeism as reported in CAIPADS and District Data Warehouse: 11.4% as of 3/24/25		Lower the percentage of students who are deemed chronically absent annually. School Chronic Absenteeism Rate will be 8%.	This represents a 1.4 percent increase in students chronically absent.
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%.	2024-2025 Grades 3-5 Spring 2025: 69%		Improve the percent favorable responses to 85% for the Sense of Belonging.	Increase of 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%.	2024-2025 Grades 3-5 Spring 2025: 66%		Improve to 85% the favorable responses for students in grades 3-5.	Decrease of 3%
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.	The objective was met.		The WCS Governance Council serves as the school's primary decision-making body, responsible for acting in the best interest of students by setting school policy, monitoring implementation of the charter and LCAP, overseeing and adjusting the budget, maintaining communication with key school groups, managing Council membership, and facilitating annual elections.	No Change
2.8	School Climate Panorama Survey Data:	Baseline 24-25 Data 68%	Baseline 24-25 Data 68%			

Goal Analysis [2024-25]

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.

The majority of the actions delineated in Goal 2 of the 2024-2025 LCAP were fully implemented. WCS applied for a grant to underwrite two additional AED machines. These have been ordered and will be placed in strategic areas on campus, increasing our ability for quick deployment.

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.

NA

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

Goal 2.1
A second full-time, site-based counselor was added to meet the SEL needs of our students. Our school counselors met with multiple groups on a weekly basis, and at designated times during the year, new groups were formed to expand access to small-group SEL interventions. Individual and crisis counseling was provided as needed, while families were connected with DSUSD and local behavioral health resources, including one session per week with an ERMHS counselor. Additionally, WCS received services one day per week from a Student Assistance Counselor who provided Tier 2 and Tier 3 support. Even four years post-pandemic, the SEL needs of our students remain a sharp focus. No one could have anticipated the profound impact of COVID-19—loss of relationships, peer disconnectedness during critical developmental periods, and increased screen time—on our students’ social-emotional well-being. Despite the impact, the admirable work of our counseling team, analysis of chronic absenteeism data, and Panorama Survey results for “Sense of Belonging” reveal an increasing number of students needing support to engage both academically and socially/emotionally post-pandemic. When the last LCAP cycle (2021–2024) was written, the baseline “Sense of Belonging” reported by students was 86%, with a goal of 90% by the cycle’s end. However, in 2021–2022 the favorable response rate dropped to 69%, the height of the pandemic—a decrease of 17 percentage points—and remained at 67% at the end of the 2024-2025 school year. The Spring 2025 survey indicates an increase of 2 points, with students in grades 3–5 reported feeling “valued members of the school community” at a rate of 69%. Although the increase is slight, we know that the multiple measures implemented, such as funding 2 full-time counselors and utilizing ERMHS and SAP counselors, are helping to mitigate these challenges. We look forward to our Panorama results in this area for 2025-2026 school year.

Goal 2.2
WCS continues to maintain a school safety committee responsible for reviewing and updating the Comprehensive School Safety Plan, School Building Disaster Plan, and the Instructional Continuity Plan (ICP). The committee met in August 2024 to review, update, and approve both plans, which were then presented to WCS staff for feedback and to the WCS Governance Council in August 2024. Subsequently, the DSUSD BOE approved the plans in September 2024. The Diversity and Inclusion Committee also expanded to include parents and staff during the 2024–2025 school year. They developed a mission statement, guiding principles, and values, articulating WCS’s commitment 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.” In addition, culturally diverse books were added to both the school and classroom libraries, and fifth-grade leadership classes have continued to meet weekly. Fifth-grade students now lead the school in the Pledge of Allegiance and in announcements that highlight opportunities to learn about different cultures, influential figures, and promote a positive school climate.

On the Panorama Spring Survey, 66% of students responded favorably in the area of “School Safety”—a decrease of 3% from the previous year. A student focus group, consisting of randomly selected 4th- and 5th-grade students, was held to gather feedback for the development of the 2025-2026 LCAP. Students also shared candid insights about feeling supported by adults on campus and highlighted the importance of clear and fair behavioral expectations. This feedback directly influenced actions related to improving clarity and consistency in school-wide behavior systems such as Patriot Cares and Patriot Reflections, ensuring these programs are more inclusive, transparent, and meaningful for all students. The A Patriot C.A.R.E.S. program is Washington Charter School’s positive behavior support system designed to promote a safe, respectful, and inclusive school culture. Through this program, students are encouraged to Choose Kindness, Act Responsibly, Remain Safe, Engage in Learning, and Show Respect in all areas of campus. Staff members recognize students who demonstrate these values by awarding CARES slips, which are entered into a weekly prize drawing to celebrate positive behavior. When students need a reminder to follow expectations, they receive a Patriot Reflection, which serves as an opportunity to pause, reflect, and refocus. We believe that together, these practices reinforce a consistent, schoolwide commitment to nurturing character and community, as well as foster a positive sense of belonging. We look forward to our Panorama results in this area for 2025-2026 school year. The number of parents responding to the WCS Parent Survey more than doubled to 230 respondents. In the area of school safety, 92% of respondents indicated that they were either satisfied or very satisfied with the safety measures that had been implemented at WCS over the 24-25 school year. Our security officer, whose duties include monitoring students on the playground, patrolling the campus perimeter before and after school, and maintaining a visible presence in the drop-off and pick-up areas, has continued to enhance overall campus safety. In addition, through the WatchDog program, parents and guardians have helped to monitor playground areas, morning drop-off, and school events.

Goal 2.3

Throughout the 2024–2025 school year, WCS continued to fund both a full-time day custodian and a full-time night custodian. An allocation of through ELOP funds additionally supported a half-time night custodian whose role focused on supporting custodial staff with the extra student population of ELOP students, and disinfecting and sanitizing the campus. Regular site inspections, including those by the fire marshal, were conducted. WCS continues to contract landscaping services to be performed when students are not on campus. Due to our outstanding custodial staff, 98% of respondents to the survey in the area of school cleanliness indicated that they were satisfied or very satisfied with the cleanliness of the WCS campus.. School attendance was monitored daily by site administration, with monthly attendance reports from RaaWee reviewed each month. At the time of this writing, the attendance rate was 94.83%, with 11.4% of students chronically absent according to the DSUSD Data Warehouse. Various outreach strategies continue to be employed to improve student attendance and reduce tardiness. It is also important to note that shifting the mindset of families, particularly for our youngest students, remains a challenge. Transitional Kindergarten has the highest rate of chronic absenteeism, and we anticipate that this may increase as enrollment occurs at younger ages. We will continue to work closely with parents regarding attendance policies.

Goal 2.4

A School Health Technician provided on-campus services is three hours daily during the 2024-2025 school year. This will increase for the 2025-2026 school year, with funding for this position will be provided through discretionary dollars.

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.

Goal 2.5 Due to the large student population and feedback from educational partners, it was decided that to ensure more individualized attention to student needs and build upon our leadership capacity, an Assistant Principal would be added for the 25-26 school year to improve overall effectiveness, as measured by Panorama data (2.8) on sense of belonging, sense of safety, and overall school climate. Additionally, based on the reflection of our chronic absenteeism data and engagement efforts, we added Action 2.6 to expand our outreach capacity by adding a Bilingual Community Technician. This role will be critical in providing intensive, culturally responsive support to students and families who are chronically absent or at risk of disengagement. The technician will help bridge communication gaps, strengthen school-home partnerships, and address barriers to consistent attendance. This action is directly tied to improving our attendance metrics and ensuring equitable access to a positive school experience for all students, particularly those in underserved populations.

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.

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. 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. Partially funded through LREGB in the amount of \$45,770.	\$384,708.00	Yes
2.2	Positive and Safe Environment	Maintain site safety committee.	\$220,435.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Review and revise Comprehensive School Safety Plan with inclusion of the Instructional Continuity Plan (ICP) annually</p> <p>Provide lanyards to volunteer approved parents.</p> <p>Monitor and adjust as needed the number of school site monitors to maintain a positive and safe learning environment.</p> <p>Annually administer a nationally recognized education survey to measure the sense of school safety and connectedness (i.e., Panorama Survey).</p> <p>PD for School Site Monitors.</p> <p>Maintain full-time Security Agent.</p> <p>Enhance current security mitigation measures.</p> <p>Invest in the school library to ensure that it has a wide range of culturally diverse books that students can checkout.</p> <p>Fund 5th Grade Leadership Class.</p>		
2.3	Clean and Efficient Environment	<p>Provide a full-time day and night custodian.</p> <p>Hire as needed additional support for day and night custodian.</p> <p>Fill out work orders in a timely manner based on site inspections and feedback from staff.</p> <p>Continue to contract for landscaping services, The Landscaping contract will ensure that services are provided when students are not present.</p> <p>If funding is available, continue to employ a 4-hour custodian focused on disinfecting and sanitizing classrooms and campus spaces with ELOP funding.</p>	\$353,572.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	School Attendance	<p>Participate as applicable in DSUSD professional development in creating school-wide attendance improvement and awareness activities.</p> <p>Continue funding attendance tracking programs so students can be identified early and support provided.</p> <p>Fund programs and incentives that recognize students with excellent or improving attendance.</p> <p>Continue parent meetings and communications to improve in-seat attendance rate and lower the percentage of chronically absent students.</p> <p>Hire additional personnel for family outreach to improve student attendance.</p> <p>Continue funding a second school counselor.</p> <p>Fund a health technician</p>	\$44,302.00	No
2.5	Assistant Principal	<p>Hire an Assistant Principal to ensure a safe, supportive, and well-managed school environment conducive to student learning and personal growth. With a growing student body, the additional leadership will strengthen our capacity to respond to student needs, increase supervision, and foster a culture of high expectations and safety for all learners.</p>	\$203,405.00	Yes
2.6	Community Tech Bilingual	<p>Provide Support Engagement Specialist (Bilingual Community Technician) to support school sites to meet the needs of disengaged students/high absenteeism by providing intensive support to students and families in the 2025-2026 school year.</p>	\$85,590.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Not applicable	

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Goal Analysis [2024-25]

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.

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

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.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
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Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Not applicable	

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Goal Analysis [2024-25]

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Actions

Action #	Title	Description	Total Funds	Contributing
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Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Not applicable	

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Goal Analysis [2024-25]

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Actions

Action #	Title	Description	Total Funds	Contributing
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Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Not applicable	

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Goal Analysis [2024-25]

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.

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

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.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$829,611.00	\$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
10.075%	0.000%	\$0.00	10.075%

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	<p>Action: Recruit and maintain highly qualified staff</p> <p>Need: English Learners, economically disadvantaged, and other unduplicated student populations need rigorous, comprehensive, differentiated, culturally sensitive instruction delivered by highly qualified staff that provides opportunities to</p>	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 resources to our at-risk population, we are able to increase and target resources and personnel for all students at WCS	Annual Williams/SARC Report California Dashboard Academic Indicators ELA(Metric1.3) 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
	<p>achieve academic excellence, preparing them for success now and into the future.</p> <p>Scope: Schoolwide</p>		
1.2	<p>Action: Professional Development</p> <p>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.</p> <p>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</p> <p>Scope: Schoolwide</p>	<p>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.</p> <p>Attending conferences to build the capacity of teachers through professional development allows staff to effectively support the needs of unduplicated students, lifting the growth of all students.</p> <p>LETRS training builds the capacity of teachers to provide asset-based, culturally responsive, yet explicit instruction in phonemic awareness and phonics, to align instruction with EL proficiency providing support and challenge where needed.</p>	<p>California Dashboard Academic Indicators ELA (Metric 1.3) and Math (Metric 1.4) and English Learner Progress Indicator (Metric 1.5)</p> <p>Reclassification Rate CAL-Pads and DSUSD Data Warehouse (Metric 1.6)</p>

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
1.3	<p>Action: Instructional Coach</p> <p>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.</p> <p>Scope: Schoolwide</p>	<p>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.</p> <p>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.</p>	<p>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)</p>
1.4	<p>Action: Textbook adoption, consumable student material and assessments.</p> <p>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</p>	<p>The adoption of high quality, evidence based textbooks including Benchmark Express and Benchmark Steps to Advance, interventions, assessments and consumable student materials, i.e., site licenses 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</p>	<p>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)</p>

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
	<p>English Learners, but other unduplicated populations, enables students to thrive academically, socially-emotionally and linguistically at WCS.</p> <p>Scope: Schoolwide</p>	<p>decision-making to ensure all students have opportunities to succeed academically.</p>	
1.6	<p>Action: Assisting At Risk students and families</p> <p>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.</p> <p>Scope: Schoolwide</p>	<p>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 enables 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 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</p>	<p>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)</p>

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
		academic outcomes and success for all of our learners.	
1.8	<p>Action: Class Size</p> <p>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.</p> <p>Scope: Schoolwide</p>	<p>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. Add an additional 5th grade teacher to reduce class sizes at that grade level. This strategic staffing adjustment will allow for more individualized attention, improved student-teacher interaction, and better support for differentiated instruction—especially important as 5th grade students prepare for the transition to middle school. Capping class size in TK at 20 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.</p>	<p>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)</p>
1.11	<p>Action: Specialty Programs</p>	<p>At WCS, our mission is to provide opportunities for all students to grow both academically and personally. Providing robust enrichment</p>	<p>Reclassification Rate CALPads and DSUSD Data Warehouse (Metric</p>

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
	<p>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.</p> <p>Scope:</p>	opportunities, as well as rich instruction in the areas of PE, Music, STEM, Art and Library, provides targeted, equitable, well rounded 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.	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)
1.12	<p>Action: Project Teacher</p> <p>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.</p> <p>Scope:</p>	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
	Schoolwide		
2.1	<p>Action: Counseling Support and Services</p> <p>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.</p> <p>Scope: Schoolwide</p>	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.	<p>Students Attendance Rate at or above 96% (Cal PADS and District Reports) (Metric 2.3)</p> <p>Chronic Absenteeism Rate will decrease annually (Cal PADS and CWA Reports (Metric 2.4)</p> <p>Increase the “Percent Favorable” responses for the Sense of Belonging area of the Panorama Survey to 90% or greater. (Metric 2.5)</p>
2.5	<p>Action: Assistant Principal</p> <p>Need: Unduplicated students, including English Learners, low-income students, and foster youth, often require targeted academic, behavioral, and socio-emotional supports to access learning and achieve success. They benefit from consistent implementation of school-wide systems and additional leadership capacity to monitor, intervene, and support at-risk students.</p>	The Assistant Principal supports the implementation of behavior systems, intervention structures, and parent engagement efforts that directly serve the needs of unduplicated students. This position also allows for real-time response to student needs and increased oversight of restorative, mindset, and discipline practices. It is provided schoolwide to ensure access and equity across all classrooms while focusing on students requiring the most support.	<p>Suspension CA Dashboard (Metric 2.1)</p> <p>Chronic absenteeism CalPADS & CWA Reports (Metric 2.4)</p> <p>Improve the percent favorable responses to 75%</p>

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		for School Climate (Metric 2.8)
2.6	<p>Action: Community Tech Bilingual</p> <p>Need: English Learners and Low-Income families often face language, technological, and systemic access barriers that impact their ability to engage in school-related communication, monitor student progress, or access digital learning platforms. Stakeholder engagement feedback shows a clear need for bilingual tech support and culturally responsive outreach to increase equitable access and engagement for these families.</p> <p>Scope: Schoolwide</p>	The Community Tech Bilingual Liaison provides families with direct bilingual assistance in navigating technology tools and communicating with the school. Though available to all families, this position is principally directed to those who face access barriers due to language or limited tech proficiency. It is provided schoolwide to ensure equitable communication and engagement across the community.	<p>WCS LCAP Parent Survey (Metric 1.7)</p> <p>English Language Progress Indicator CA Dashboard (Metric 1.5)</p> <p>English Learner Reclassification Rate CALPADS, DSUSD DATA Warehouse (Metric 1.6)</p> <p>Chronic absenteeism CalPADS & CWA Reports (Metric 2.4)</p>

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
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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		

2025-26 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 %)
Totals	\$8,234,628.00	\$829,611.00	10.075%	0.000%	10.075%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$9,275,168.00	\$509,320.00	\$0.00	\$25,279.00	\$9,809,767.00	\$9,097,636.00	\$712,131.00

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	Planned Percentage of Improved Services
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	\$5,215,167.00	\$0.00	\$5,215,167.00	\$0.00			\$5,215,167.00	
1	1.2	Professional Development	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter School	2024-2025	\$61,178.00	\$38,266.00	\$89,179.00	\$10,265.00			\$99,444.00	
1	1.3	Instructional Coach	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter School	2024-2025	\$146,194.00	\$0.00	\$120,915.00			\$25,279.00	\$146,194.00	
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	\$207,635.00	\$152,000.00	\$55,635.00			\$207,635.00	
1	1.5	Technology	All	No			All Schools Specific Schools: Washington Charter	2024-2025	\$0.00	\$290,200.00	\$290,200.00				\$290,200.00	
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	\$223,059.00	\$74,908.00	\$297,967.00				\$297,967.00	
1	1.7	LREGB At-Risk Students and Families	Students with Disabilities English Learners & Students With Disabilities	No					\$154,940.00	\$0.00	\$54,552.00	\$100,388.00			\$154,940.00	
1	1.8	Class Size		Yes	Schoolwide		Specific Schools: Washington Charter	2024-2025	\$345,375.00	\$0.00	\$345,375.00	\$0.00			\$345,375.00	

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	Planned Percentage of Improved Services
							School									
1	1.9	Parent Support and Engagement	All	No			Specific Schools: Washington Charter	2024-2025	\$83,085.00	\$0.00	\$83,085.00				\$83,085.00	
1	1.10	Enrichment					Specific Schools: Washington CharterWashington Charter	2024-2025	\$790,228.00	\$0.00	\$790,228.00				\$790,228.00	
1	1.11	Specialty Programs	English Learners Low Income			English Learners Low Income	Specific Schools: Washington CharterWashington Charter School	2024-2025	\$776,859.00	\$0.00	\$624,535.00	\$152,324.00			\$776,859.00	
1	1.12	Project Teacher		Yes	Schoolwide		Specific Schools: Washington Charter	2024-2025	\$110,661.00	\$0.00	\$110,661.00				\$110,661.00	
2	2.1	Counseling Support and Services	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter	2024-2025	\$384,708.00	\$0.00	\$194,000.00	\$190,708.00			\$384,708.00	
2	2.2	Positive and Safe Environment	All	No			Specific Schools: Washington Charter	2024-2025	\$207,035.00	\$13,400.00	\$220,435.00				\$220,435.00	
2	2.3	Clean and Efficient Environment	All	No			Specific Schools: Washington Charter	2024-2025	\$266,600.00	\$86,972.00	\$353,572.00				\$353,572.00	
2	2.4	School Attendance	All	No			Specific Schools: Washington Charter	2024-2025	\$43,552.00	\$750.00	\$44,302.00				\$44,302.00	
2	2.5	Assistant Principal	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			\$203,405.00	\$0.00	\$203,405.00				\$203,405.00	
2	2.6	Community Tech Bilingual	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			\$85,590.00	\$0.00	\$85,590.00				\$85,590.00	

2025-26 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
\$8,234,628.00	\$829,611.00	10.075%	0.000%	10.075%	\$6,814,259.00	0.000%	82.751 %	Total:	\$6,814,259.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$6,814,259.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Recruit and maintain highly qualified staff	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter	\$5,215,167.00	
1	1.2	Professional Development	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter School	\$89,179.00	
1	1.3	Instructional Coach	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter School	\$120,915.00	
1	1.4	Textbook adoption, consumable student material and assessments.	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter	\$152,000.00	
1	1.6	Assisting At Risk students and families	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter School	\$297,967.00	
1	1.8	Class Size	Yes	Schoolwide		Specific Schools: Washington Charter School	\$345,375.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.10	Enrichment				Specific Schools: Washington Charter	\$790,228.00	
1	1.11	Specialty Programs			English Learners Low Income	Specific Schools: Washington Charter	\$624,535.00	
1	1.12	Project Teacher	Yes	Schoolwide		Specific Schools: Washington Charter	\$110,661.00	
2	2.1	Counseling Support and Services	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter	\$194,000.00	
2	2.5	Assistant Principal	Yes	Schoolwide	English Learners Foster Youth Low Income		\$203,405.00	
2	2.6	Community Tech Bilingual	Yes	Schoolwide	English Learners Foster Youth Low Income		\$85,590.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$8,197,272.00	\$8,550,222.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Recruit and maintain highly qualified staff	Yes	\$4,836,665.00	\$4,825,108.00
1	1.2	Professional Development	Yes	\$390,191.00	\$379,857.00
1	1.3	Instructional Coach	Yes	\$181,757.00	\$186,717.00
1	1.4	Textbook adoption, consumable student material and assessments.	Yes	\$176,271.00	\$193,448.00
1	1.5	Technology	No	\$208,447.00	\$284,515.00
1	1.6	Assisting At Risk students and families	Yes	\$491,077.00	\$532,764.00
1	1.7	Class Size	Yes	\$142,122.00	\$188,086.00
1	1.8	Parent Support and Engagement	No	\$98,770.00	\$65,503.00
1	1.9	Enrichment	Yes	\$30,035.00	\$13,774.00
1	1.10	Specialty Programs	Yes	\$686,602.00	\$744,887.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Project Teacher	Yes	\$116,316.00	\$102,569.00
2	2.1	Counseling Support and Services	Yes	\$312,715.00	\$375,589.00
2	2.2	Positive and Safe Environment	No	\$174,311.00	\$277,989.00
2	2.3	Clean and Efficient Environment	No	\$349,175.00	\$376,598.00
2	2.4	School Attendance	No	\$2,818.00	\$2,818.00

2024-25 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)
\$783,776.00	\$6,810,260.00	\$6,712,852.00	\$97,408.00	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)
1	1.1	Recruit and maintain highly qualified staff	Yes	\$4,821,729.00	\$4,807,418.00		
1	1.2	Professional Development	Yes	\$380,766.00	\$359,618.00		
1	1.3	Instructional Coach	Yes	\$146,934.00	\$151,895.00		
1	1.4	Textbook adoption, consumable student material and assessments.	Yes	\$121,854.00	\$155,067.00		
1	1.6	Assisting At Risk students and families	Yes	\$491,077.00	\$375,083.00		
1	1.7	Class Size	Yes	\$69,594.00	\$115,558.00		
1	1.9	Enrichment	Yes	\$30,035.00	\$13,774.00		
1	1.10	Specialty Programs	Yes	\$567,011.00	\$570,862.00		
1	1.11	Project Teacher	Yes	\$116,316.00	\$102,569.00		
2	2.1	Counseling Support and Services	Yes	\$64,944.00	\$61,008.00		

2024-25 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)
\$7,612,431.00	\$783,776.00	0%	10.296%	\$6,712,852.00	0.000%	88.183%	\$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 and Senate Bill 153, Chapter 38, Statutes of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) 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\(d\)](#) 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](#);
 - **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](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **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\(b\)\(1\)](#) 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.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• 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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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:

- 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 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).

California Department of Education
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2025-26 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2024-2025	36	36	0	0	0	0	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA’s progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

- Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education						N/A
Health Education Content Standards			3			
Physical Education Model Content Standards					5	
Visual and Performing Arts				4		
World Language						N/A

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			3		
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Building relationships is at the core of who we are and what we believe in. Washington Charter School is committed to providing families a welcoming and nurturing school. When a parent calls the school they are greeted with a welcoming and respectful voice. The staff at Washington Charter School focuses on providing excellent customer service to each person we come in contact with. When a parent or student is valued, appreciated, and feels that their voice is heard, optimal learning occurs and educational partners are comfortable sharing their thoughts and opinions. As a Charter School, parents and staff are integral to the success of the school. Administration and staff have an open door policy. WCS has built trusting and respectful relationships by regularly communicating with parents, making it possible to volunteer on campus and in the classroom, greeting educational partners with a can do attitude, translating communication that is sent home, doing videos on important topics for families, responding to phone calls and emails in a timely manner and showing students and parents through our actions how much we care about their child. Parents have an opportunity to be involved at the school in a number of ways including:

- Serving on Governance Council
- Attending PCF meetings or serving on the board
- Implementing an ELAC committee
- Volunteering in the classroom or other school settings

The 2024-2025 school year continued to build on the successes of previous years Building meaningful relationships has been key as educational partners have navigated through the school year. Building, nurturing and sustaining trust has been important this year. Staff and families continue to face many challenges. Having open lines of communication is so important. As a school we still have room for growth. This year, we are keenly aware of the need to reach out to families, community members along with school and district personnel as we strive for a more diverse and inclusive school that embraces individuality and tolerance.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

For the 2024-2025 school year an increased number of parents were approved to volunteer on campus and or go on fieldtrips with fingerprint clearance. Washington Charter kept in place a policy that was implemented previously that required parents to be approved volunteers to be on campus. This year, to allow for a smooth transition from the playground to the classroom at the beginning and end of the school day the school continued its policy of welcoming volunteers in the classroom at 9 am and having them complete their volunteering in the classroom by 2:30 pm. We felt it was important for teachers to have time at the beginning and end of the school day to build relationships with their students and have closure. The Governance Council and staff know the importance of families feeling connected to the school so there are times throughout the school year that individuals who have not been volunteer approved can participate in school activities.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Having a multitude of opportunities for families to be involved will translate into a higher level of engagement. It is also important to survey families as to what they are interested in and would like to be a part of. Having events where there is little to no cost is important. It is also important that documents are translated and questions can be answered when a call comes in or an email arrives. Having a variety of activities is also beneficial when working toward a higher level of parent involvement and engagement. This year, we had a multitude of activities that allowed for parents to be onsite. Having a welcoming front office team is also beneficial.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

TEAM - Together Everyone Achieves More

The collaborative spirit at WCS enables us to best meet the academic and SEL needs of our students. We effectively work together so that student success is maximized. Policies and procedures are in place so students can learn in a safe and secure environment. The WCS handbook is available on the school website and in print (if requested). The first week of school the principal meets with each class to review school expectations. At the initial staff meeting in August and throughout the school year we discuss the importance of relationships and ways in which home and school can work together. The school regularly communicates with families. We include information and resources to support student learning. An example is the letter from our school counselors posted to our website. The principal's monthly newsletter and informational videos often has links for families. WCS staff and administration use data from Panorama Education Surveys to guide decision making. Surveys continue to show a high level of parent satisfaction. Parents and staff comprise the majority of the WCS Governance Council.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Home and school working as one will yield favorable results. Some of our families are not engaged. It is important that we connect with these families and provide support and or services as needed. Once this occurs our educational partners will be more engaged which will lead to a favorable student outcome. The school continues to strive to provide excellent customer service. Ensuring that all communication for the school is translated has been helpful. If information presented via video was translated, it would be beneficial.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

As noted previously, we need to break down barriers. Doing so successfully will lead to desired student outcomes. For the 2024-2025 school year WCS will continue its outreach to underrepresented families. One example will be to reach out in a variety of ways to families so they have an opportunity to provide input with regard to school operations, student performance and ways to close existing learning gaps.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

As a Charter school this is an area of strength for WCS. Parents and staff are active participants in the decision making process. It begins with engagement. Parents have multiple ways and opportunities to share their thoughts, opinions and ideas. Administration has an open door policy and welcomes feedback from parents, community members, and staff. Students and parents are encouraged to let Dr. Longoria know how they feel. Dr. Longoria makes it a priority to return emails and phone calls in a timely manner. The decision making body of WCS is the Governance Council. Parents are members of the council. They serve a two-year term and comprise three of the voting members. The Council meets monthly or as needed. As a governmental agency the council follows all provisions of the Brown Act, as such parents and community member are encouraged and have an opportunity to address board members on any topic in open session. Having warm and welcoming personnel opens up dialogue between families and staff. With bi-lingual staff members we are able to engage and meet the needs of families who speak a language other than English. School surveys, greeting families at exterior gates, being visible and approachable are ways in which underrepresented groups are more comfortable sharing their thoughts and viewpoints.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Gathering information and input from educational partners is important and necessary. Parents feeling welcome on campus, opens lines of communication and an open door policy all contribute to stakeholder input. With COVID this was more challenging. Panorama surveys are also key. Our goal is to see 75% or more of our families respond to the LCAP survey in late Winter. Multiple outreach efforts were made so that parents would respond to the Panorama Education Parent Survey.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Engaging underrepresented families can be tough. It is important to have a multitude of options for families to provide input and share their thoughts. As noted above parents do respond to surveys, but there is always room for improvement. One option being considered for next year is an incentive for participation.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Based on the provided data, the local climate survey in the Spring of 2025, reveals varying perceptions of school climate across different student groups. The overall positive perception of school climate, if calculated as an average of the provided percentages, would be approximately 71.1%. However, a closer look at the disaggregated data highlights significant differences:

English Learners: This group reports a positive climate perception of 76%, which is above the potential overall average.

Socio-economically Disadvantaged: This group indicates a lower positive climate perception at 67%, suggesting potential disparities in their experiences.

Special Education Students: This group reports the lowest positive climate perception at 61%, indicating a need for focused attention and support to improve their school environment.

Females: Females report a positive climate perception of 73%, slightly higher than males.

Males: Males report a positive climate perception of 65%, lower than females.

Asian Students: This group reports the highest positive climate perception at 79%.

Hispanic Students: This group reports a positive climate perception of 70%.

Multiethnic Students: This group also reports a positive climate perception of 70%.

White Students: This group reports a positive climate perception of 68%.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Analysis of the Data:

The data suggests that while a majority of students generally perceive the school climate positively, certain student groups experience it less favorably. Notably, socio-economically disadvantaged students and special education students report significantly lower positive perceptions. The difference between Asian students (highest) and special education students (lowest) is a substantial 18 percentage points, indicating a considerable disparity in their experiences of the school environment. There is also a notable difference between female and male students, with females reporting a more positive climate.

Further analysis could involve examining specific items within the local climate survey to pinpoint the areas where these disparities are most pronounced. For example, questions related to safety, respect from peers and adults, feeling connected to the school, or the fairness of disciplinary practices could reveal specific challenges faced by these groups.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Building upon the previously outlined actions, the LEA will implement the following specific additions:

Personnel Allocation: Adding an Assistant Principal:

Decision: The LEA will allocate resources to hire an additional assistant principal at the school site.

Rationale: This additional administrative support will provide increased capacity for focused attention on school climate initiatives, student support services, and the implementation of targeted interventions identified through the climate survey data. The assistant principal can dedicate time to working with specific student groups, overseeing the positive behavior system, and fostering stronger relationships with educational partners.

Community Engagement: Hiring a Bilingual Community Technician:

Decision: The LEA will create and fund a position for a bilingual community technician.

Rationale: This role will be crucial in bridging the gap between the school and families, particularly English Learner families and socio-economically disadvantaged communities. The bilingual community technician will facilitate communication, provide resources and support to families, and actively engage them in school events and decision-making processes, thereby fostering a stronger sense of partnership and belonging.

Proactive Climate Initiatives: Implementing a Positive Behavior Intervention:

Policy Change: The LEA will adopt and implement a Positive Behavior Intervention school-wide.

Procedures: This will involve establishing clear behavioral expectations, teaching these expectations to all students, consistently acknowledging positive behaviors, and implementing a tiered system of support for students who need additional behavioral guidance. Data on behavior incidents will be collected and analyzed to monitor the effectiveness of the PBIS system and identify areas for adjustment.

Rationale: A proactive and consistent system can contribute significantly to a more positive and predictable school climate for all students, particularly benefiting those who reported lower positive perceptions, such as special education students and socio-economically disadvantaged students.

These additions will be integrated into the LEA's continuous improvement cycle through the following mechanisms:

Regular Data Review: The administrative team will regularly review data with school counselors related to the impact of the additional assistant principal, the bilingual community technician's outreach efforts, and the implementation of positive behavior supports.

Feedback Loops: Multiple feedback loops will be established, including surveys and focus groups with students, staff, parents, and educational partners, to gather qualitative data on the effectiveness of these new initiatives.

Annual Review and Adjustment: The LEA will conduct an annual review of the school climate data and the implementation of these changes, making necessary adjustments to plans, policies, and procedures based on the evidence gathered.

Professional Development: Ongoing professional development will be provided to staff to support the effective implementation of PBIS, strategies for engaging families and educational partners, and best practices for creating an inclusive and supportive school climate.

By implementing these changes and embedding them within a continuous improvement framework, the LEA can proactively address the identified needs and work towards creating a more positive, equitable, and supportive learning environment for all students.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

All students attending WCS have access to and are enrolled in a broad course of study. TK-5 students receive instruction and services in the least restrictive environment.

IEP teams ensure the best placement and support to best meet the needs of our Students with Disabilities.

Student Success Teams and 504 teams support students to ensure they have the best supports in place to ensure student success.

Students are provided with Chromebooks to use at school and at home.

All students have access to the internet at home. Desert Sands built its own LTE network to provide access for all.

Number/percentage of students with access to their own copies of standards-aligned instructional materials for use at school and at home, 100%.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

The beginning of the 2024-2025 school year was welcomed by parents, students and staff. As a charter school families in the Coachella Valley and beyond have a choice in the education they choose for their child. In addition to WCS there are additional choices of programs at other DSUSD schools.

Our English learners and students with disabilities are offered full access to standards-aligned curriculum through inclusion, with support as needed. Our students with IEPs are enrolled in the least restrictive environment.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

There are no identified barriers and challenges in accessing a broad course of study at the school site.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

SEL emphasis to keep students engaged and provide support as needed

Purchase new technology for students and staff

Multiple after school classes offered through the Expanded Learning Opportunity Program

Robust summer school program in June 2025

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					



WASHINGTON CHARTER SCHOOL 2025-2026 ADOPTED BUDGET

June 16, 2025



DESERT SANDS UNIFIED SCHOOL DISTRICT
Washington Charter School
2025/2026 ADOPTED BUDGET

The 2025/2026 Budget is formed using a set of assumptions and historical factors. The assumptions used for this budget were provided by School Services of California, May Revision report, and developed utilizing various public agency information and projections.

The May Revise projects a 2.3% statutory COLA. The COLA applies to the Local Control Funding Formula per grade span base grants and the Mandate Block Grant. The Washington Charter Adopted Budget will be adjusted to align with differences between the May Revise projections and the enacted state budget and will be presented to the Board for the 45 day report in August.

Enrollment Projections

For the 2025/2026 school year, Washington Charter School is projecting an enrollment of 776 TK-5 students. The actual enrollment will be collected and verified as of census day, October 1, 2025. The Local Control Funding Formula (LCFF) is funded by the Second Principal (P-2) student Average Daily Attendance (ADA) which is typically collected and reported in April each year. The projected ADA rate of 95% of enrollment or 736.8 is being used for LCFF revenue purposes.

LCFF Sources

Local Control Funding Formula (LCFF)

Since 2013/2014 the State Budget has funded charter schools through LCFF funding. Charter schools receive a per-ADA amount for the base grant by grade level, a grade span adjustment for grades TK-3 and grades 9-12, a supplemental grant, and a concentration grant. The supplemental and concentration grant allocations are funded based on the percent of the unduplicated count (UPP) of students eligible for Free and Reduced Price Meals and those identified as English Learners. The concentration grant for charter schools is awarded to those agencies that have in excess of 55% unduplicated count. However, the unduplicated pupil percentage at the Charter is limited to no more than the school district unduplicated count where the charter school is physically located. The single year unduplicated pupil percentage for Washington Charter School is projected at 50.77% with a three year rolling average of 51.10%.

DESERT SANDS UNIFIED SCHOOL DISTRICT
Washington Charter School
2025/2026 ADOPTED BUDGET

Washington Charter School LCFF funding is projected to be **\$9,064,239** which includes supplemental funding in the amount of \$829,611 targeted to provide increased or improved services to students as well as the TK ratio add-on in the amount of \$117,106. This represents **83.6%** of Revenue Sources.

LCFF Revenue is funded by in-lieu property tax transfers from Desert Sands Unified School District on an ADA basis (\$1,748,126), Education Protection Account (EPA) tax collections (\$1,473,906) and the balance (\$5,842,207) is provided as a state apportionment.

Federal Revenues

Title II

Title II is projected to be \$19,116 in the 2025/2026 school year and will be utilized for funding a percentage of the Instructional Coach providing professional development.

Title III

Title III is projected to be \$6,163 in the 2025/2026 school year and will be only used to directly support identified English learners (Limited-English proficient).

Title IV

Title IV is projected to be \$18,275 in the 2025/2026 school year and will be used to meet the goals of the ESEA:

- 1) Providing students with a well-rounded education.
- 2) Supporting safe and healthy students.
- 3) Supporting the effective use of technology to improve the academic achievement and digital literacy of all students.

All Federal funded expenditures are budgeted and accounted for outside of the Charter Fund. A summary of expenditure categories is displayed below.

EXPENDITURES	TITLE II	TITLE III	TITLE IV
Certificated Salaries	13,824	4,428	0
Classified Salaries	0	0	0
Employee Benefits	5,292	1,735	0
Materials	0	0	18,275
Total Expenditures	\$19,116	\$6,163	\$18,275

DESERT SANDS UNIFIED SCHOOL DISTRICT
Washington Charter School
2025/2026 ADOPTED BUDGET

Other Revenue sources included in the 2025/2026 Adopted Budget:

Other State Revenues	Projected Revenues
Arts & Music Prop 28	\$109,458
Expanded Learning Opportunity Program	\$568,221
Lottery Restricted	\$60,635
Lottery Unrestricted	\$144,938
Mandated Block Grant	\$14,202
STRS On Behalf	\$381,457
Total Other State Revenues	\$1,279,911
Revenue Percentage	11.8%

Other Local Revenues	Projected Budget
Interest Income	\$468,000
Other Donations/Local Revenue	\$25,148
Student Activities	\$10,000
Total Local Revenue	\$503,148
Revenue Percentage	4.6%

Total Revenues budgeted for 2025/2026 are **\$10,846,298**.

DESERT SANDS UNIFIED SCHOOL DISTRICT
Washington Charter School
2025/2026 ADOPTED BUDGET

Washington Charter Staffing:

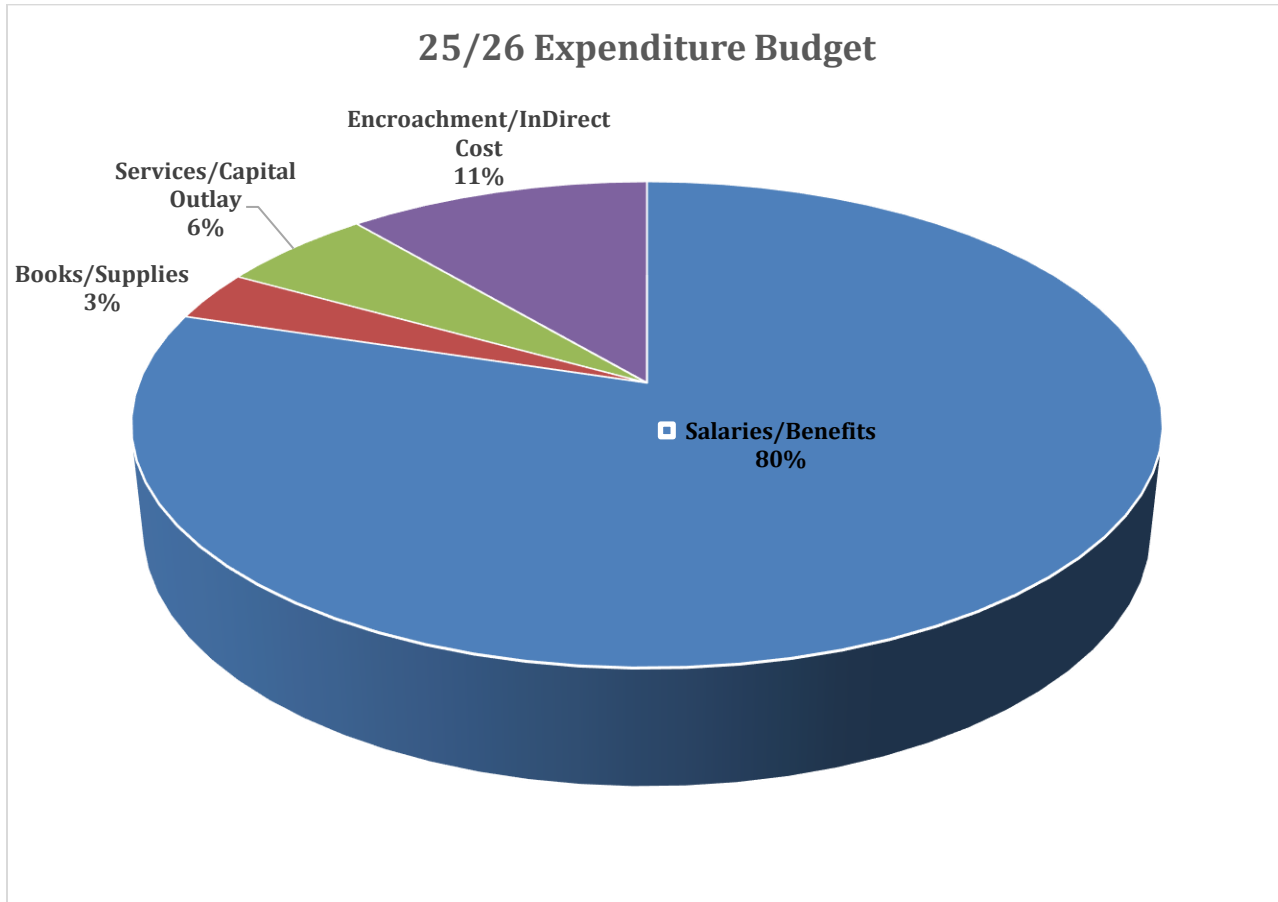
30	Classroom Teachers
2	Administration
2	Counselors
1	Instructional Coach
1	Project Teacher
1	Art Teacher
1	Music Teacher
1	PE Teacher
1	STEM Teacher
5	Classified Clerical Support Staff
2	Custodian
1	Library Specialist
1	Campus Security Agent
1	Health Services Technician
7	Paraeducators
8	School Site Monitors

New staffing positions included above for 2025-2026 include an Assistant Principal, 1 Classroom Teacher, and a Community Technician Bilingual. These new positions are included in the LCAP in Goal-Action 1.8, 2.5 and 2.6.

In addition to the staff listed above Washington Charter has one Resource Teacher and one Special Day Teacher supported by three Paraeducators. These Special Education positions are paid by Desert Sands through Special Education funds generated by Washington Charter students. Washington Charter is charged with a proportionate share of the District Special Education encroachment based on ADA.

DESERT SANDS UNIFIED SCHOOL DISTRICT
Washington Charter School
2025/2026 ADOPTED BUDGET

Salaries and benefits represent 80% of the expenditure budget. Step and Column increases are included in the budget. Cost of Living increases have not been negotiated with the bargaining units and are therefore not included in the budget.



A **1%** increase for all employees would cost **\$76,127**. This amount includes employer fixed charges.

For 2025-2026 the Charter Fund unrestricted ending fund balance reflects the increase in staffing additions reflected on page 4. While it reflects a decrease in the unrestricted fund balance the requirement to meet a 4% reserve has been met. The Charter Fund balance reflects a reserve level of 75.4%.

DESERT SANDS UNIFIED SCHOOL DISTRICT
Washington Charter School
2025/2026 ADOPTED BUDGET

Charter Fund

	UNRESTRICTED		RESTRICTED		Projected Budget Total Fund
	24-25 Estimated Actuals	Unrestricted Budget	24-25 Estimated Actuals	Restricted Budget	
Beginning Balance	9,515,378	9,366,463	1,613,255	936,952	10,303,415
<i>Revenues</i>					
LCFF Sources	8,510,460	9,064,239	0	0	9,064,239
Federal Revenue	0	0	0	0	0
Other State Revenue	154,339	159,140	1,175,715	1,119,771	1,278,911
Local Revenue	641,963	503,148	1,450	0	503,148
Total Revenues	9,306,762	9,726,527	1,177,165	1,119,771	10,846,298
<i>Expenditures</i>					
Certificated Salaries	4,182,158	4,632,965	597,701	514,159	5,147,124
Classified Salaries	918,759	977,095	82,118	52,786	1,029,881
Employee Benefits	2,174,109	2,423,769	580,272	551,783	2,975,552
Supplies	334,090	268,200	289,357	114,485	382,685
Services	1,612,231	1,619,261	277,434	318,265	1,937,526
Capital Outlay	5,602	0	0	0	0
Other Outgo/Indirect Cost:	228,728	241,719	26,586	30,208	271,927
Total Expenditures	9,455,677	10,163,009	1,853,468	1,581,686	11,744,695
Excess (Deficiency)	(148,915)	(436,482)	(676,303)	(461,915)	(898,397)
Ending Fund Balance	9,366,463	8,929,981	936,952	475,037	9,405,018

Components of Ending Fund Balance

NonSpendable					
Revolving Cash	70,000	70,000			70,000
Restricted			936,952	475,037	475,037
Committed	-			-	-
Assigned					-
Charter Schools Fund	9,296,463	8,859,981	-	-	8,859,981
Ending Fund Balance	9,366,463	8,929,981	936,952	475,037	9,405,018
					75.4%

DESERT SANDS UNIFIED SCHOOL DISTRICT
Washington Charter School
2025/2026 ADOPTED BUDGET

Governor's 2025-2026 May Revision

The Governor's May Revision included the following items that may impact the Charter Fund:

Statutory COLA – The May Revision fully funds the 2.30% COLA that is applied to the LCFF base rates and the Charter Mandate Block Grant amounts. The COLA is included in the Charter Budget.

Not Included in the Charter Budget:

Transitional Kindergarten – The May Revision proposes to increase the Total per-pupil add-on amount. The current \$3,148 per TK ADA is currently budget. The proposed addition of \$2,397 per TK ADA would be added to primarily support the 10:1 classroom ratio required this coming fiscal year. The increase of funding if this passes amounts to an additional **\$89,168** in LCFF Sources. The risk level of this being fully funded is considered to be high as the May Revision amount has already been reduced from January's proposal.

Learning Recovery Emergency Block Grant – The May Revision maintains the restoration to the loss of funding experienced in the 2022-2023 fiscal year. The amount taken back by CDE was \$103,492. It is unknown at this time as to how much will actually be returned to the charter if this passes. The risk level on this budget item is lower than others but still subject to negotiation.

Student Support and Professional Development Discretionary Block Grant – The May Revision reduces this one-time block grant amount from the January proposal. The block grant will be distributed based on an equal per ADA basis and available for use through June 30, 2029. It is unknown how much this may mean for the charter as it too is still in negotiations for allowable uses and final allocation amount.

Expanded Learning Opportunities Program – The May Revision proposes to reduce the current rate structure of LEAs equal to or greater than 75% UPP eligible for rate 1 (\$2,750 per prior year ADA) to a UPP equal to or greater than 55%. Washington Charter UPP is projected to be 51.10% this year and not subject to an increase in rate. This proposal has been determined to have a lower risk for failure however again is still subject to negotiations.

Once the state budget has been passed, any new funding will be adjusted within the 45 day period for enacted budget revisions.

DESERT SANDS UNIFIED SCHOOL DISTRICT
Washington Charter School
2025/2026 ADOPTED BUDGET

Ca\$h

There are planned deferrals of cash within the proposals of the May Revision. The June 2026 LCFF apportionment has been planned for deferral to July 2026 within the cash flow. The cash balance will be positive at the end of the budget year and the subsequent 6 months. The projected cash flow is included in Appendix A of this report.

Multi-Year Projections

Multi-year projections in this report use assumptions from various sources including the Fiscal Crisis Management and Assistance Team (FCMAT), School Services of California, Inc, Riverside County Office of Education, and the state Department of Finance. Factors include projected cost of living adjustments, interest rate trends, California CPI and California Lottery projections. The following table reflects the assumptions from the Governor’s May Revision as well as local indicators used for this report.

Category	2025/2026	2026/2027	2027/2028
Enrollment	776	776	776
ADA	736.80	736.80	736.80
Unduplicated %	51.10%	50.78%	50.77%
Statutory COLA	2.30%	3.02%	3.42%
California CPI	3.42%	2.98%	2.77%
LCFF Base Grant TK-3*	\$11,323	\$11,665	\$12,063
LCFF Base Grant 4-6	\$10,411	\$10,725	\$11,092
LCFF Supplemental Grant	\$829,611	\$849,305	\$878,137
TK Add-On	\$117,106	\$120,640	\$124,769
Staffing Targets			
TK**	20:2	20:2	20:2
K, 1st	24:1	24:1	24:1
2nd – 5th	26:1	26:1	26:1
CalSTRS Employer Rate	19.10%	19.10%	19.10%
CalPERS Employer Rate	26.81	26.90%	27.80%

**Includes Grade Span Adjustment*

*** 25-26 TK Class staffing Ratio changes to 10:1.*

DESERT SANDS UNIFIED SCHOOL DISTRICT
Washington Charter School
2025/2026 ADOPTED BUDGET

Multi Year Projections

	2025/2026 Projected Budget	2026/2027	2027/2028
Beginning Balance	10,303,415	9,405,018	8,791,057
<i>Revenues</i>			
LCFF Sources	9,064,239	9,332,537	9,651,087
Federal Revenue	0	0	0
Other State Revenue	1,278,911	1,283,626	1,305,427
Local Revenue	503,148	494,810	483,344
Total Revenues	10,846,298	11,110,973	11,439,858
<i>Expenditures</i>			
Certificated Salaries	5,147,124	5,141,580	5,135,971
Classified Salaries	1,029,881	1,044,185	1,058,709
Employee Benefits	2,975,552	2,979,195	2,990,951
Supplies	382,685	363,805	372,173
Services	1,937,526	1,914,844	1,881,378
Capital Outlay	0	0	0
Direct/Indirect Costs	271,927	281,325	291,522
Total Expenditures	11,744,695	11,724,934	11,730,704
Excess (Deficiency)	(898,397)	(613,961)	(290,846)
Ending Fund Balance	9,405,018	8,791,057	8,500,211

Components of Ending Fund Balance

NonSpendable			
Revolving	70,000	70,000	70,000
Restricted Funds	475,037	194,771	85,645
Committed	0	0	0
Assigned	0	0	0
Charter Schools Fund	8,859,981	8,526,286	8,344,566
Ending Fund Balance	9,405,018	8,791,057	8,500,211

DESERT SANDS UNIFIED SCHOOL DISTRICT
Washington Charter School
2025/2026 ADOPTED BUDGET

<i>Multi Year Projections</i>	2026/2027			2027/2028		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
Beginning Balance	8,929,981	475,037	9,405,018	8,596,286	194,771	8,791,057
<i>Revenues</i>						
LCFF Sources	9,332,537		9,332,537	9,651,087		9,651,087
Federal Revenue			0			0
Other State Revenue	146,695	1,136,931	1,283,626	148,476	1,156,951	1,305,427
Local Revenue	494,810		494,810	483,344		483,344
Total Revenues	9,974,042	1,136,931	11,110,973	10,282,907	1,156,951	11,439,858
<i>Expenditures</i>						
Certificated Salaries	4,728,251	413,329	5,141,580	4,788,456	347,515	5,135,971
Classified Salaries	991,214	52,971	1,044,185	1,005,550	53,159	1,058,709
Employee Benefits	2,451,470	527,725	2,979,195	2,479,485	511,466	2,990,951
Supplies	275,441	88,364	363,805	283,044	89,129	372,173
Services	1,610,244	304,600	1,914,844	1,646,778	234,600	1,881,378
Capital Outlay			0			0
Direct/Indirect Costs	251,117	30,208	281,325	261,314	30,208	291,522
Total Expenditures	10,307,737	1,417,197	11,724,934	10,464,627	1,266,077	11,730,704
Excess (Deficiency)	(333,695)	(280,266)	(613,961)	(181,720)	(109,126)	(290,846)
Ending Fund Balance	8,596,286	194,771	8,791,057	8,414,566	85,645	8,500,211

Components of Ending Fund Balance

NonSpendable						
Revolving	70,000		70,000	70,000		70,000
Restricted Funds	0	194,771	194,771	0	85,645	85,645
Committed	0		0	0		0
Assigned	0		0	0		0
Charter Schools Fund	8,526,286		8,526,286	8,344,566		8,344,566
Ending Fund Balance	8,596,286	194,771	8,791,057	8,414,566	85,645	8,500,211
			72.7%			71.1%

DESERT SANDS UNIFIED SCHOOL DISTRICT
Washington Charter School
2025/2026 ADOPTED BUDGET

As the budget dust settles, the areas of concern that could have the most impact on the Washington Charter School budget remain:

Encroachment increases – As the books close on the 2024/2025 Fiscal Year, we'll compare historical encroachment charges and adjust the current budget at First Interim.

Enrollment/Attendance – Our student enrollment and subsequent attendance rates drive our largest revenue within the Charter Fund. We'll continue to monitor student attendance to manage revenue projections.

Education Code 46211 allows Charter Schools beginning July 1, 2025, to address the educational and fiscal impacts of pupil absences, participation in an attendance recovery program. We will monitor progress with the attendance recovery program and adjust projected ADA as necessary.

Negotiations – Employee group bargaining is performed at the District level and we will be equally affected by any salary or health benefit enhancements.

DESERT SANDS UNIFIED SCHOOL DISTRICT
Washington Charter School
2025/2026 ADOPTED BUDGET

APPENDIX A

CASH FLOW

Washington Charter School
2025/2026 Cash Flow Projections

2025-2026 Cash Flow													
	PROJECTED BUDGET	JULY PROJECTION	% BUD.	AUG PROJECTION	% BUD.	SEPT PROJECTION	% BUD.	OCT PROJECTION	% BUD.	NOV PROJECTION	% BUD.	DEC PROJECTION	% BUD.
BEGINNING CASH BALANCE		10,967,353		11,593,077		11,573,503		11,078,478		10,936,309		10,961,364	
REVENUE													
Total LCFF	9,064,239	292,110	03.2%	341,356	03.8%	1,105,798	12.2%	667,397	07.4%	667,397	07.4%	1,035,873	11.4%
State Aid 8010-8019	5,842,207	292,110	05.0%	292,110	05.0%	525,799	09.0%	525,799	09.0%	525,799	09.0%	525,799	09.0%
LCFF													
EPA 8012	1,473,906			0		368,477	25.0%	0				368,477	25.0%
In Lieu Taxes 8090-8099	1,748,126	0	00.0%	115,376	06.6%	211,523	12.1%	141,598	08.1%	141,598	08.1%	141,598	08.1%
Federal Revenues 8100-8299	0	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
Other State Revenues 8300-8599	1,278,911	0	00.0%	0	00.0%	0	00.0%	0	00.0%	150,816	11.8%	0	00.0%
Other Local Revenues 8600-8799	503,148	211,322	42.0%	0	00.0%	0	00.0%	0	00.0%	0	00.0%	15,094	03.0%
TOTAL RECEIPTS	10,846,298	503,433	04.6%	341,356	03.1%	1,105,798	10.2%	667,397	06.2%	818,213	07.5%	1,050,968	09.7%
EXPENDITURES													
Certificated Salaries	5,147,124	92,648	01.8%	20,588	00.4%	494,124	09.6%	494,124	09.6%	494,124	09.6%	494,124	09.6%
Classified Salaries	1,029,881	28,837	02.8%	47,375	04.6%	62,823	06.1%	62,823	06.1%	63,853	06.2%	61,793	06.0%
Employee Benefits	2,975,552	86,291	02.9%	138,066	04.6%	181,509	06.1%	181,509	06.1%	181,509	06.1%	188,444	06.3%
Books & Supplies	382,685	20,665	05.4%	151,543	39.6%	45,922	12.0%	45,922	12.0%	45,922	12.0%	7,654	02.0%
Services/Oper. Expenses	1,937,526	79,439	04.1%	5,813	00.3%	96,876	05.0%	25,188	01.3%	7,750	00.4%	48,438	02.5%
Capital Outlay	0	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
Other Outgo	0	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
Indirect Cost	271,927	0	00.0%	0	00.0%	0	00.0%	0	00.0%	0	00.0%	0	00.0%
TOTAL DISBURSEMENTS	11,744,695	307,879	02.6%	363,384	03.1%	881,254	07.5%	809,565	06.9%	793,158	06.8%	800,453	06.8%
		0											
PRIOR YEAR TRANSACTIONS													
Accounts Receivable	853,367	768,030	90.0%	13,716	01.6%	57,506	06.7%		00.0%	0	00.0%	0	00.0%
Accounts Payable	1,126,197	337,859	30.0%	11,262	01.0%	777,076	69.0%		00.0%	0	00.0%	0	00.0%
NET PRIOR YEAR TRANSACTIONS	-272,829	430,171		2,454		-719,570		0		0		0	
NET REVENUE		625,725		-19,574		-495,025		-142,169		25,055		250,515	
ENDING CASH BALANCE		11,593,077		11,573,503		11,078,478		10,936,309		10,961,364		11,211,879	

Washington Charter School
2025/2026 Cash Flow Projections

2025-2026 Cash Flow													
	JAN	%	FEB	%	MAR	%	APR	%	MAY	%	JUNE	%	TOTAL
	PROJECTION	BUD.	PROJECTION	BUD.	PROJECTION	BUD.	PROJECTION	BUD.	PROJECTION	BUD.	PROJECTION	BUD.	
BEGINNING CASH BALANCE	11,211,879		11,265,894		11,187,312		11,712,588		11,577,878		11,446,940		10,967,353
REVENUE													
Total LCFF	667,397	07.4%	667,397	07.4%	1,132,020	12.5%	649,916	07.2%	649,916	07.2%	492,594	05.4%	8,369,169
State Aid 8010-8019	525,799	09.0%	525,799	09.0%	525,799	09.0%	525,799	09.0%	525,799	09.0%	0	00.0%	5,316,408
LCFF			0										
EPA 8012	141,598	08.1%	141,598	08.1%	237,745	13.6%	124,117	07.1%	124,117	07.1%	368,477	25.0%	1,473,906
In Lieu Taxes 8090-8099	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	124,117	07.1%	1,644,985
Federal Revenues 8100-8299	150,816	11.8%	0	00.0%	150,816	11.8%	0	00.0%	0	00.0%	0	00.0%	0
Other State Revenues 8300-8599	5,031	01.0%	0	00.0%	50,315	10.0%	0	00.0%	0	00.0%	5,031	01.0%	452,448
Other Local Revenues 8600-8799													286,794
													57.0%
TOTAL RECEIPTS	823,244	07.6%	667,397	06.2%	1,333,151	12.3%	649,916	06.0%	649,916	06.0%	497,625	04.6%	9,108,411
EXPENDITURES													
Certificated Salaries	494,124	09.6%	494,124	09.6%	494,124	09.6%	494,124	09.6%	494,124	09.6%	494,124	09.6%	5,054,476
Classified Salaries	61,793	06.0%	61,793	06.0%	92,689	09.0%	92,689	09.0%	61,793	06.0%	61,793	06.0%	760,052
Employee Benefits	178,533	06.0%	178,533	06.0%	178,533	06.0%	178,533	06.0%	178,533	06.0%	178,533	06.0%	2,028,525
Books & Supplies	7,654	02.0%	7,654	02.0%	7,654	02.0%	7,654	02.0%	7,654	02.0%	7,654	02.0%	363,551
Services/Oper. Expenses	27,125	01.4%	3,875	00.2%	34,875	01.8%	11,625	00.6%	38,751	02.0%	38,751	02.0%	418,506
Capital Outlay	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0
Other Outgo	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0
Indirect Cost	0	00.0%	0	00.0%	0	00.0%	0	00.0%	0	00.0%	0	00.0%	0
TOTAL DISBURSEMENTS	769,229	06.5%	745,979	06.4%	807,875	06.9%	784,625	06.7%	780,854	06.6%	780,854	06.6%	8,625,110
	0												0
PRIOR YEAR TRANSACTIONS													0
Accounts Receivable	0	00.0%	0	00.0%	0	00.0%	0	00.0%	0	00.0%	14,114	01.7%	853,367
Accounts Payable	0	00.0%	0	00.0%	0	00.0%	0	00.0%	0	00.0%	0	00.0%	1,126,197
NET PRIOR YEAR TRANSACTIONS	0		0		0		0		0		14,114		-272,829
NET REVENUE	54,015		-78,582		525,275		-134,710		-130,938		-269,115		210,472
ENDING CASH BALANCE	11,265,894		11,187,312		11,712,588		11,577,878		11,446,940		11,177,825		11,177,825

Washington Charter School
2026/2027 Cash Flow Projections

2026-2027 Cash Flow													
PROJECTED BUDGET	JULY		AUG		SEPT		OCT		NOV		DEC		% BUD.
	PROJECTION	% BUD.	PROJECTION	% BUD.	PROJECTION	% BUD.	PROJECTION	% BUD.	PROJECTION	% BUD.	PROJECTION	% BUD.	
BEGINNING CASH BALANCE	11,177,825		11,719,724		11,704,029		11,045,793		10,925,763		10,972,738		
REVENUE													
Total LCFF	9,332,537	03.2%	341,356	03.7%	1,137,067	12.2%	687,537	07.4%	687,537	07.4%	1,067,142	11.4%	
State Aid 8010-8019	6,065,993	05.0%	303,300	05.0%	545,939	09.0%	545,939	09.0%	545,939	09.0%	545,939	09.0%	
LCFF													
EPA 8012	1,518,418		0		379,605	25.0%	0				379,605	25.0%	
In Lieu Taxes 8090-8099	1,748,126		115,376	06.6%	211,523	12.1%	141,598	08.1%	141,598	08.1%	141,598	08.1%	
Federal Revenues 8100-8299	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	
Other State Revenues 8300-8599	1,283,626	00.0%	0	00.0%	0	00.0%	0	00.0%	150,816	11.7%	0	00.0%	
Other Local Revenues 8600-8799	494,810	42.0%	0	00.0%	0	00.0%	0	00.0%	0	00.0%	14,844	03.0%	
TOTAL RECEIPTS	11,110,973	04.6%	341,356	03.1%	1,137,067	10.2%	687,537	06.2%	838,353	07.5%	1,081,986	09.7%	
EXPENDITURES													
Certificated Salaries	5,141,580	01.8%	20,566	00.4%	493,592	09.6%	493,592	09.6%	493,592	09.6%	493,592	09.6%	
Classified Salaries	1,044,185	02.8%	48,033	04.6%	63,695	06.1%	63,695	06.1%	64,739	06.2%	62,651	06.0%	
Employee Benefits	2,979,195	02.9%	138,235	04.6%	181,731	06.1%	181,731	06.1%	181,731	06.1%	188,444	06.3%	
Books & Supplies	363,805	05.4%	144,067	39.6%	43,657	12.0%	43,657	12.0%	43,657	12.0%	7,276	02.0%	
Services/Oper. Expenses	1,914,844	04.1%	5,745	00.3%	95,742	05.0%	24,893	01.3%	7,659	00.4%	47,871	02.5%	
Capital Outlay	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	
Other Outgo	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	
Indirect Cost	281,325	00.0%	0	00.0%	0	00.0%	0	00.0%	0	00.0%	0	00.0%	
TRANS Cost of Issuance	0	0%	0		0		0		0		0		
TOTAL DISBURSEMENTS	11,724,934	02.6%	356,645	03.0%	878,417	07.5%	807,567	06.9%	791,378	06.7%	799,834	06.8%	
PRIOR YEAR TRANSACTIONS													
Accounts Receivable	845,293	90.0%	13,716	01.6%	57,506	06.8%		00.0%	0	00.0%	0	00.0%	
Accounts Payable	1,412,163	30.0%	14,122	01.0%	974,393	69.0%		00.0%	0	00.0%	0	00.0%	
NET PRIOR YEAR TRANSACTIONS	-566,870		-405		-916,887		0		0		0		
NET REVENUE													
	541,898		-15,694		-658,236		-120,030		46,975		282,152		
ENDING CASH BALANCE	11,719,724		11,704,029		11,045,793		10,925,763		10,972,738		11,254,891		