LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Washington Colony Elementary School District	Jesus Cruz Superintendent	jesuscruz@washingtoncolony.org 559.233.0706

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

The Washington Colony School District K-8 was organized May 15, 1879. It is located in a rural region southeast of Fresno in the community of Easton. Washington Colony has gone through many changes over the years. It started as a combination high school and grammar school. As enrollment increased, the high school was separated from the grammar school and new buildings were constructed.

A Superintendent/Principal heads the staff. A full time Assistant Principal completes the administrative staff. The district instructional support staff includes a full time Director of Special programs. The full time instructional staff is comprised of nineteen classroom teachers, a band/classroom music teacher, full time PE teacher, two district Resource Specialist Program (RSP) teachers and one Special Day Class (SDC) teacher (with aide) and a Literacy ELA/ELD coach.The support staff includes one Fresno County of Education psychologist and online speech therapist, 2 part time classroom aides support the instructional staff in the TK/Kindergarten classrooms and Reading Lab . Finally, our state funded pre-school is staffed with a teacher/supervisor and four instructional aides, two of whom are bilingual. Our program begins with a 5-STAR state funded pre-school program with an enrollment of 33 students. The program is housed on site and provides two sessions a day, one in the morning and one in the afternoon. Washington Colony school has a Reading Lab in order to increase reading level, with two part-time credential teachers and two bilingual instructional aides who help with reading lab.

All members of the Washington Colony teaching staff are properly credentialed with no vacancies or misassignments. All classroom teachers possess either CLAD or SDAIE certification.

There are approximately two classrooms per grades Kindergarten through 8th grade, one of the Kindergarten classes is a combination class of Transitional Kindergarten, with a total of 463 regular

education students. There are about 5 students in our SDC class. Other classrooms include music/band room, library, one special education classroom, and a large portable shared by the RSP staff. A 21st Century & ACES After School Program is provided daily in the cafeteria and various classrooms.

Mobility rate is very low at Washington Colony with the attendance rate averaging about 96%. Approximately eighty-seven percent of our K-8 students receive free or reduced breakfast and/or lunches. Ethnicity data for Washington Colony School District indicates that the student population is made up approximately of: 91.6% Hispanic or Latino, 5.4% White, 0.4% African American, 1.9% Asian, and 0.6% Multi-Ethnic. There are approximately 158 EL students. Among these are Spanish & Hmong speaking students. English Language Development instruction is delivered daily for a minimum of 30 minutes by classroom teachers. Instructional aides, under the supervision of a certificated teacher, work with EL students daily by providing supplemental English Language Development (ELD) instruction and academic support in the primary language as needed.

Washington Colony is a Title I School-wide school. Funding is composed of Title I Part A, Basic Grant, LCFF, Title II Part A Teacher Quality, Title III and Title IV part A. Instructional aides in K classrooms provide additional help with basic skills for students requiring assistance. Our aides provide daily assistance in the area of language arts and math for students requiring supplementary help beyond the core curriculum to meet the grade level objectives.

Washington Colony is a K-8 district. The following metrics do not apply, A-G, CTE, AP, EAP, High School Dropout and Graduation Rates.

LCAP Highlights

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

Washington Colony has expanded its supplemental resources. Goal 1 Actions and Activities address all areas for student academic achievement in ELA/ Math and ELD; and how to increase level of English Proficiency for English Learners. According to the CDE California Assessment of Students Performance and Progress (CAASPP) and SBAC 2018 data results report, there was a steady increase in ELA and Math student achievement across all 3rd - 8th grade levels. For instance; in English Standard Met/Exceeded was at 37.37% with a +9.87% and in MATH Standard Met/Exceeded was at 36.07% with a +7.14% which makes the Washington Colony school district to be placed with the second highest growth in ELA/MATH among the 32 Fresno County districts. This year's LCAP highlights the following initiatives that are targeted for student academic achievement including the Math, ELA/ELD, new Science adoption, sustaining technology integration with Chromebook to student ratio of 1:1 school-wide and a full installation of SMARTBoards in all K-8 classrooms and Higher Internet speed, (Full time Music teacher, Full time PE teacher in order to create additional PLC and Collaboration time for research-based best practices) maintaining Reading Lab with two part-time teachers, two additional bilingual Instructional aides; Additionally a Full-time Literacy ELA/ELD Coach provides assistance to classroom teachers and other staff with the implementation of ELA/ELD standards-based instruction, guided reading, and English Language Development. Literacy resources and staff support, a robust professional development plan, Accelerated Reader (AR) Program and sustaining a successful Positive Behavior Intervention & Supports (PBIS) program; SILVER Model School Award 2016-17 and GOLD Model School Award in 2017-18 school year. Therefore, in 2018-19 school year Washington Colony's PBIS program has maintained a GOLD level.

Review of Performance

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

Greatest Progress

Based on the review of state and local performance indicators as reported in the ELA/MATH CA Dashboard data for Fall 2018; there is a positive increase in points for all students scoring in ELA and MATH. Washington Colony has seen a positive growth and progress toward the LCAP goals according to the LCFF evaluation rubrics. The CA Dashboard data for ELA and MATH results have shown progress for all students and have increased significantly scoring "Yellow" for all groups with the exception of Students with Disabilities that earned an "Orange" performance In ELA and Math and Homeless students that earned an orange performance level in Math. Washington Colony has implemented a daily effective intervention program and supports for Reading and in Math with the after school program tutoring throughout the year. Another great accomplishments for Washington Colony when compared to previous years SBAC data and state performance indicators for ELA and MATH, is that Students with Disabilities group that went two years ago from scoring "Red" in ELA to scoring "Orange" and increased 11.8 points in ELA and an increase significantly of 21.1 points in Math. As measured and reported by CA Dashboard, the English Learners group has shown growth and an increase significantly 27.4 points in the area of ELA and increased significantly 30.6 points in the area of Math scoring "Yellow" in both areas. Also based on ELPAC and local assessment data our reclassification percentage has improved this year. Another state performance indicator shown in the CA Dashboard Data is the Suspension results scoring "Green" for all students and "Blue" color for the English Learners, Homeless, Students with Disabilities and White groups showing a significantly decline of 2% in suspensions. In addition, this year students in 3rd grade have scored at the highest with a 38% Met/Exceeded Standards, 4th grade highest score with a 46% Met/Exceeded Standard. Also, Students in 7th grade have scored at the highest with 42% Met/Exceeded Standards, and 8th grade scored the highest overall with a 68% Met/Exceeded Standards. The district has invested in a ELA/MATH robust professional development for teachers and provide weekly PLC collaboration opportunities. With the new hiring of a Literacy ELA/ELD coach and maintaining the two part-time intervention teachers, two bilingual instructional aides and supplemental implementation of a new Reading Lab, and STAR/AR reading programs, have shown improvements in Reading scores and reducing the reading gaps for low-income students, English Learners and foster youth. Another big improvement for these student groups is the technology increase and accessibility. All of our students have daily access to a chromebook device for ELA/ELD and Math instruction. In addition, all K-8 classrooms have interactive SMARTBoards and higher internet speed and website filters security systems. Our school climate has also shown improvement over the past two years by implementing for the third year in a row the Positive Behavioral Intervention & Supports program (PBIS). In Spring 2018 our school received the PBIS GOLD model school award as a result, suspensions have declined by 2%. In addition, our school continues striving for the increase of parenting education courses and parent engagement opportunities. This year the district added two great parent engagement events: The Family Literacy Night in the Fall 2018 and the Family Arts Night in the Spring 2019. In addition, English Language Learning software programs were added this year to keep parents connected with school. This year the district continue to make available Aeries Parent Portal for grades 6th - 8th and made a big investment on an electronic marquee in order to maintain parents and community informed about school events.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a

“Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Based on the State Performance Indicators, Washington Colony Elementary School District does not have any Overall performance in "Red" or has not received a "Not Met" for any local indicators. However, the results of the CA Dashboard Performance indicators for Fall 2018 show improvement is needed with respect of the Students with Disabilities group is very low at "Orange" in English Language Arts. It is at ELA 107.1points below level 3. For ELA our indicator is "Yellow" overall for all students and at "Orange" for Mathematics for Students with Disabilities and Homeless groups. Even though, the Students with Disabilities increased 11.8 points in ELA and increased significantly 21.1 points in Math, this group remains with the highest performance distance from Level 3 with status of 107.1 points below standard in ELA and 110.3 points below standard in Math. The homeless student group has moved from "Red" performance level to "Orange" Performance level in ELA and Math as indicated in the 2018 ELA CAASPP results. For the Homeless group the indicator of "Orange" for ELA is at 68.2 points below level 3 and for Math is at 67.1 points below level 3. To address this need Washington Colony will provide additional instructional support personnel at early primary grades and maintain this year a newly hired Literacy ELA/ELD Coach and continue with the 2 Part-time Intervention Teachers and 2 Bilingual Instructional Aides for the Reading Lab and additional EL support including a Library Aide. In addition, Special Ed Teachers will continue to create a Collaborative Intervention model, integrate Universal Design for Learning (UDL) in unit lessons with Regular Teachers and Reading Lab Intervention Teachers that includes teaching strategies, intervention materials and data analysis every four weeks. It is our expectation that students will receive the extra reading daily small group reading support to reduce the largest reading gap and the expectations of these services will result in increased performance of students on the ELA CAASPP over the course of the next two years. Another identify area of greatest need area based on the State Performance Indicators, is Chronic Absenteeism. Washington Colony Chronic Absenteeism has increased 1.1% and is at "Orange" performance level for All students and all student groups. In order to address this need, Washington Colony will provide a system of support through the hiring of a Part -Time Parent Liaison in order to increase communication to all families, monitor attendance, Truancy data, and reduce Chronic Absenteeism with interventions by the 3- tier levels throughout the year. In addition, In order to increase student attendance, Washington Colony will continue to contract with FCSS for a Truancy Intervention Officer and thought he PBIS program, provide incentives to classroom that have obtained the greatest increase of attendance rate on a weekly basis.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Based on the CA Dashboard Report, Washington Colony has no performance gap of two or more levels below among "all student" group and another group.

Comprehensive Support and Improvement

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

Schools Identified

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

At this time Washington Colony ESD has not been identified as needing assistance through Comprehensive Support and Improvement (CSI) based on the positive growth reflected on the State Performance ELA/MATH indicators as reported on the CA School Dashboard in Fall 2018. Therefore, this prompt is not applicable because the school is not eligible for CSI.

Support for Identified Schools

Describe how the LEA supported 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.

This prompt is not applicable because the school is not eligible for CSI.

Monitoring and Evaluating Effectiveness

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

This prompt is not applicable because the school is not eligible for CSI.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

All students will increase achievement and proficiency levels in ELA, Math and ELD; increase levels of English Proficiency for English Learners.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1-Properly Credentialed teachers with no misassignments nor vacancies as measured by Credentials or SARC review **18-19** 100% Properly Credentialed with no misassignments or vacancies **Baseline** For 2015-2016 100% Properly Credentialed with no misassignments or vacancies	1 - All Teachers are properly credentialed with no misassignments nor vacancies as measured by Credentials and SARC review 18-19 100% Properly Credentialed with no misassignments or vacancies Metric/Indicator Met
Metric/Indicator 2-Sufficient core instructional materials as measured by annual board resolution of 'Sufficiency of Instructional Materials' or SARC review	2- There are sufficient core instructional materials as measured by annual board resolution of "Sufficiency of Instructional Materials" or SARC review

Expected	Actual
18-19 100% sufficient instructional materials **Baseline** 2016-2017 School board adoption of “sufficiency of Instructional Materials” resolution	18-19 100% sufficient instructional materials Resolution Adopted in September 2018 Metric/Indicator Met
Metric/Indicator 4-State Standards Implemented as measured by the State Reflection Tool **18-19** Baseline: Average Score in Fall 2017 is 3.16 Average score will increase by .25 **Baseline** 2016-2017 Average Score TBD in Fall 2017	4- State Standards Implemented as measured by the State Reflection Tool 18-19 Average Score 3.5 Average score increased by .34 Metric/Indicator Met
Metric/Indicator 5-EL access to state standards/ELD standards (included with tool used above) **18-19** Baseline:Average Score in Fall 2017 is 4.0 Average score of 3.75 or higher **Baseline** 2016-2017 Average Score TBD Fall 2017	5-EL access to State Standards/ELD standards (included with tool used above) Average Score is 4.0 Metric/Indicator Met
Metric/Indicator 7-State Standardized Assessments as measured by Math CAASPP scores Distance from level 3 **18-19** • 37.4 points below Growth= 13 points **Baseline**	7-State Standardized Assessment as measured by Math CAASPP scores Distance from level 3 18-19 • 28.7 points below Growth= 21.2 points Metric/Indicator Met

Expected	Actual
2015-2016 -63.4 points below Growth= 13 points	
Metric/Indicator 7-State Standardized Assessments as measured by ELA scores Distance from level 3 **18-19** • 34.3 points below Growth= 9.7points **Baseline** 2015-2016 -53.7 points below Growth= 9.7 points	7-State Standardized Assessment as measured by ELA CAASPP scores Distance from level 3 18-19 • 26.6 points below Growth= 25.5 points Metric/Indicator Met
Metric/Indicator 10-EL annual growth as measured by CELDT/ELPAC annual growth data **18-19** maintain or increase annual growth (Note: The ELPI was incorrectly reported as the baseline data for 2014-15. The correct baseline data is 58.21% for 2015-2016.) **Baseline** 2014-2015 58.1%	(Note: The ELPI was incorrectly reported as a baseline data for 2014-15. The correct baseline data is 58.21% for 2015-2016. This will be addressed and targets revised in the Goals, Actions, And Services section of this plan as well.) ELPI 2018 Number of Students: 142 Level 4 - 34.5% Level 3 - 40.8% Level 2 - 20.4 % Level 1 - 4.2%
Metric/Indicator 11-EL reclassification as measured by prior year number of re-designated students **18-19** 14% **Baseline** 2015 - 16 at 7%	11 - EL reclassification as measured by prior year number of re-designated students 18-19 9.9% Reclassified Metric/Indicator Not Met (The district revised the metric percentage to maintain at 14% due to the implementation of ELPAC and the current revised cut points.)

Expected	Actual
Metric/Indicator 22-Access to a broad course of study as measured by review of teacher and/or master schedules **18-19** 100% access to a broad course of study at all school sites **Baseline** 2015-2016 100% access to a broad course of study at all school sites	22- Access to a broad course of study as measured by review of teacher and/or master schedules 18-19 100% access to a broad course of study at all school sites based on the Master Scheduled and Curriculum availability Indicator Met
Metric/Indicator 23-Other Pupil Outcomes as measured by average growth on STAR Assessment **18-19** STAR/AR Independent Reading Level (IRL) Average Growth (.75) **Baseline** 2016-17 Baseline STAR/AR Independent Reading Level (IRL) Average Growth (.45)	23- Other Pupil Outcomes as measures by average growth on STAR Assessment 18-19 STAR/AR Independent Reading Level (IRL) Average Growth (.71) Metric/Indicator Not Met

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1a.) Hire/retain Properly Credential Teachers and no misassignments for all core, elective, and special education classes. 1b.) Provide standards aligned core Science Curriculum and;	1a.) Hired/retained properly credentialed teachers with no misassigments. 1b.) Purchased of standards aligned core Science Curriculum and; replenished/replaced or	1000-1999: Certificated Personnel Salaries Base $1,244,666 3000-3999: Employee Benefits Base $497,008	1000-1999: Certificated Personnel Salaries Base $1,250,166 3000-3999: Employee Benefits Base $498,146

replenish/replace or update educational resources, materials and supplies; provide books, supplies services and capital outlay, including maintaining compliance with Individuals with Disabilities Education Act to support day to day operations.	updated educational resources, materials and supplies; provided books, supplies services and capital outlay, including maintaining compliance with Individuals with Disabilities Education Act to support day to day operations.	4000-4999: Books And Supplies Base $147,800 5000-5999: Services And Other Operating Expenditures Base $2,000	4000-4999: Books And Supplies Base $147,800 5000-5999: Services And Other Operating Expenditures Base $300

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2a.)The results of the CA Dashboard ELA Performance indicators show improvement is needed with respect of our Students with Disabilities and homeless groups. Our ELA indicator has increased from Orange to Yellow for the English Learner group. The ELA performance indicator is Orange overall and Orange for Students with Disabilities and Red for the Homeless groups. These two groups have the lowest performance of all groups on the ELA CAASPP. In order to address this need Washington Colony hired and retained a 1 FTE Music Teacher and 1 FTE Physical Education Teachers. This action and service will provide teachers with release time and facilitate grade level Professional Learning Communities that focus on data driven instructional decisions and use research-based best practices for instruction. It is our	2a.) Washington Colony maintained 1 FTE Music Teacher and 1 FTE Physical Education Teacher. Provided teachers with release time and facilitated grade level Professional Learning Communities that focus on data driven instructional decisions and used research-based best practices for instruction.	1000-1999: Certificated Personnel Salaries Supplemental / Concentration $111,642 3000-3999: Employee Benefits Supplemental / Concentration $44,644	1000-1999: Certificated Personnel Salaries Supplemental / Concentration $111,642 3000-3999: Employee Benefits Supplemental / Concentration $44,652

expectation that this services will result in increased performance of EL, SED, SPED students on the ELA CAASPP over the course of the next three years.			

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3a.) The results of the CA Dashboard ELA Performance indicators show improvement is needed with respect of our Students with Disabilities and homeless groups. Our ELA indicator has increased from Orange to Yellow for the English Learner group. The ELA performance indicator is Orange overall and Orange for Students with Disabilities and Red for the Homeless groups. These two groups have the lowest performance of all groups on the ELA CAASPP. To address this need Washington Colony will provide additional instructional support personnel at early primary grades and will hire 2 Part-time Intervention Teachers and 2 Bilingual Instructional Aides for the Reading Lab and additional EL support including a Library Aide. In addition, Special Ed Teachers will create a Collaborative Intervention model with Regular Teachers and Reading Lab Intervention Teachers that includes teaching strategies, intervention materials and data analysis every	3a.) Washington Colony provided additional instructional support at early primary grades and hired 2 Part-time Intervention Teachers and 2 Bilingual Instructional Aides for the Reading Lab and additional EL support including a Library Aide. In addition, Special Ed Teachers created a Collaborative Intervention model with Regular Teachers and Reading Lab Intervention Teachers that included teaching strategies, intervention materials and data analysis every four weeks.	1000-1999: Certificated Personnel Salaries Supplemental / Concentration $77,570 2000-2999: Classified Personnel Salaries Supplemental / Concentration $93,596 3000-3999: Employee Benefits Supplemental / Concentration $39,975	1000-1999: Certificated Personnel Salaries Supplemental / Concentration $66,909 2000-2999: Classified Personnel Salaries Supplemental $100,210 3000-3999: Employee Benefits Supplemental / Concentration $40,723

four weeks. It is our expectation that students will receive the extra reading daily small group reading support to reduce the largest reading gap and the expectations of these services will result in increased performance of EL, SED, SPED students on the ELA CAASPP over the course of the next three years.			

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4a.) Washington Colony's Dashboard data show improvement is needed with respect of the unduplicated students performance. Our indicator is Orange and low 51.7 points from level 3 on the ELA CAASPP. To address this need, Washington Colony will provide supplemental equipment for classrooms, Reading Lab and teacher resources, Standards Aligned ELA/MATH/SCIENCE STEM, supplemental curriculum, computer software, materials and supplies for instructional programs and school library and expand the library book selections for Accelerated Reading AR program, replenish/replace or update educational resources, materials and supplies. It is our expectation that this services will result in reducing the reading gap for unduplicated students as measured by our other pupil	4a.) Washington Colony provided supplemental equipment for classrooms, Reading Lab and teacher resources, Standards Aligned ELA/MATH/SCIENCE STEM, supplemental curriculum, computer software, materials and supplies for instructional programs and school library and expanded the library book selections for Accelerated Reading AR program, additional bilingual library books, replenish/replace or update educational resources, materials and supplies.	4000-4999: Books And Supplies Supplemental / Concentration $40,000	4000-4999: Books And Supplies Supplemental / Concentration $63,627

outcomes metrics over the course of the next three years. STAR/AR Independent Reading Level (IRL) Average Growth in three years will be .90 GE points.			

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5a.) The unduplicated pupils have the least opportunity to have access to technology. Based on CA Dashboard data indicator show that improvement is needed with respect of our Students with Disabilities and homeless groups. Our ELA indicator has increased from Orange to Yellow for the English Learner group. The ELA performance indicator is Orange overall and Orange for Students with Disabilities and Red for the Homeless groups. These two groups have the lowest performance of all groups on the ELA CAASPP. The Students with Disabilities group indicator for Math CAASPP reports is at Orange. To address this need Washington Colony will Provide 21st Century learning skills and environment by updating, upgrade and replace technology, e.g. network bandwidth and wifi connectivity hardware and software, chromebook carts with classroom furniture, computers, Interactive White Boards, wireless access and security required to enhance critical thinking and the use of	5a.) Washington Colony provided 21st Century learning skills and environment by updating, upgrading and replacing technology, e.g. network bandwidth and wifi connectivity hardware and software, chromebook carts with classroom furniture, computers, Interactive White Boards, wireless access and security required to enhance critical thinking and the use of research-based best practices in instruction.	4000-4999: Books And Supplies Supplemental / Concentration $177,030	4000-4999: Books And Supplies Supplemental / Concentration $187,343

research-based best practices in instruction. It is our expectation that these services will result in increased performance of unduplicated pupils, English learners and Students with Disabilities on the ELA/MATH CAASPP over the course of the next three years.			

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6a.) The results of the CA Dashboard ELA Performance indicators show improvement is needed with respect of our Students with Disabilities and homeless groups. Our ELA indicator has increased from Orange to Yellow for the English Learner group. The ELA performance indicator is Orange overall and Orange for Students with Disabilities and Red for the Homeless groups. These two groups have the lowest performance of all groups on the ELA CAASPP. The Students with Disabilities group indicator for Math CAASPP reports is at Orange. To address this need, Washington Colony will provide teachers with professional development focus on ELA/ELD/MATH, including progress of Benchmark Assessments; Accelerated Reader program, including a hiring of a new Full time Literacy ELA/ELD coach, additional contracted staff	6a.) Washington Colony provided teachers with professional development focus on ELA/ELD/MATH, including progress of Benchmark Assessments; Accelerated Reader program, including the hiring of a new Full time Literacy ELA/ELD coach, additional contracted staff PD time focused on ELA/ELD, coaching to support the full implementation of CCSS and Intervention Reading Program; provided substitutes and extra time; contracted for District Technology Instructional Coach to assist classroom teachers with embedding technology; provided data system licenses and contracts.	5000-5999: Services And Other Operating Expenditures Supplemental / Concentration $142,315 1000-1999: Certificated Personnel Salaries Supplemental / Concentration $57,165 3000-3999: Employee Benefits Supplemental / Concentration $21,512	5000-5999: Services And Other Operating Expenditures Supplemental / Concentration $153,976 1000-1999: Certificated Personnel Salaries Supplemental / Concentration $57,165 3000-3999: Employee Benefits Supplemental / Concentration $25,496

PD time focused on ELA/ELD, coaching to support the full implementation of CCSS and Intervention Reading Program; provide substitutes and extra time; Contract for District Technology Instructional Coach to assist classroom teachers with embedding technology; Provide data system licenses and contracts. It is our expectation that all these services will target the academic areas in ELA/ELD/MATH resulting in increased performance of EL, SED, SPED students on the ELA/MATH CAASPP over the course of the next three years.			

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
7a.) The Washington Colony's results of the CA Dashboard ELA/MATH Performance indicators show improvement is needed with respect of our Students with Disabilities and homeless groups. Our ELA indicator has increased from Orange to Yellow for the English Learner group. The ELA performance indicator is Orange overall and Orange for Students with Disabilities and Red for the Homeless groups. These two groups have the lowest performance of all groups on the ELA CAASPP. The Students with Disabilities group indicator for Math CAASPP reports is at Orange. To address this need, Washington	7a.) Washington Colony provided additional ELA/ELD/MATH tutoring opportunities before and after school and an Intervention Summer School Program.	1000-1999: Certificated Personnel Salaries Supplemental / Concentration $26,000 3000-3999: Employee Benefits Supplemental / Concentration $3,174 2000-2999: Classified Personnel Salaries Supplemental / Concentration $550	1000-1999: Certificated Personnel Salaries Supplemental / Concentration $26,000 3000-3999: Employee Benefits Supplemental / Concentration $3,174 2000-2999: Classified Personnel Salaries Supplemental / Concentration $550

Colony will provide additional ELA/ELD/MATH tutoring opportunities before and after school and an Intervention Summer School Program. It is our expectation that these services will result in increased performance of unduplicated pupils, English learners and Students with Disabilities on the ELA/MATH CAASPP over the course of the next three years.		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

In order to achieve the articulated goal, Washington Colony has focused on the implementation of goals, actions and services for the past year. It was noted that the proposed goals, actions and services were established as expected. The hiring of a new Literacy ELA/ELD coach has improved the literacy focus and provided additional resources for teachers during the guided reading lessons and ELA content unit design. Teachers have been provided with collaboration time and effective research-based teaching practices by retaining of the FTE Music teacher, 1 FTE Physical Education Teacher. The two Part-time Intervention teachers for the Reading Lab, two bilingual instructional aides, a new library Aide continue to provide additional reading support for our students. The unique implementation of a systematic robust Professional Development for TK-8 teachers and the increase Technology and support in all classrooms has been instrumental in order to accomplish the proposed LCAP goals, actions and services for all students including unduplicated, homeless and students with disabilities and English Learner groups that have shown an steady increase in achievement and performance levels in SBAC ELA/MATH scores.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Based on the review of the State Performance Indicators as reported in the ELA/MATH CA School Dashboard Fall 2018 data report, there has been an increase in positive points for all students including homeless, English Learners and Students with Disabilities. According to the CDE California Assessment of Students Performance and Progress (CAASPP) and SBAC 2018 data results report, there was a steady increase in ELA and Math student achievement across all 3rd - 8th grade levels. For instance; in English Standard Met/Exceeded was at 37.37% with a +9.87% and in MATH Standard Met/Exceeded was at 36.07% with a +7.14% which makes the Washington Colony school district to be placed with the second highest growth in ELA/MATH among the 32 Fresno County districts. In addition to the SBAC positive results; the Metric/Indicator was met for Math points increased from level 3. The overall math growth

increased significantly of 21.2 points in comparison to the baseline Math growth of 13 points possible in one year. Moreover, it is also imperative to mention the effectiveness of the actions and services in regards to the ELA academic performance achievement. The Metric/Indicator was met for ELA points increased from level 3. The overall ELA growth increased significantly of 25.5 points in comparison to the baseline ELA growth of 9.7 points possible in one year. This year students in 3rd grade have scored at the highest with a 38% Met/Exceeded Standards, 4th grade highest score with a 46% Met/Exceeded Standard. Also, Students in 7th grade have scored at the highest with 42% Met/Exceeded Standards, and 8th grade scored the highest overall with a 68% Met/Exceeded Standards. Nonetheless, the other state performance indicators included in the CA Dashboard show that the students with disabilities and Homeless groups have scored in Orange for ELA and Math with a positive increase. The district has invested in the new hiring of a Literacy ELA/ELD coach and monitoring a systematic robust ELA/MATH and technology Integration professional development for All TK- 8th teachers. Teachers are provided with weekly PLC collaboration opportunities. The district has maintained and monitor the implementation of the hired part-time intervention teachers, two bilingual instructional aides, supplemental implementation of the Reading Lab, STAR/AR reading programs, expanding the reading selection of AR books and bilingual books in the library, replacing classroom technology with chromebook carts, SMARTBoards, software assessment management and technology safety programs that have shown improvements for low-income students, English Learners, Foster Youth and Students with Disabilities.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In action 4a there is a materials difference between budget expenditures for this goal as stated above in comparison to the estimated actuals expenditures. The district provided supplemental equipment for classrooms, Reading Lab, school library bilingual books and expanded the AR library book selection. In Action 4a of Budgeted expenditures of $40,000 in comparison to the Estimated Expenditures of $63,627 is due to the additional purchase of more Accelerated Readers= (AR) library books. In Action 5a of Budgeted expenditures of $177,030 in comparison to the Estimated Expenditures of $187,343 is due to the additional purchase of more classroom Chromebook Carts than expected. In Action 6a of Budgeted expenditures of $142,315 in comparison to the Estimated Expenditures of $153,978 is due to the additional fees of Professional Development ELD and Early Literacy trainings and workshops provided all year round to the newly hired Literacy ELA/ELD coach and grade level teachers. The district over budgeted in these sections; therefore, the district will continue next year to purchase more supplemental reading materials and to continue to expand the selection of Accelerated Reader library and bilingual books and to supplement the new construction and enhancement of a new innovative Reading Intervention Lab with new technology; including hardware, software, Smartboards, chromebook carts, classroom furniture, working station desks, books, supplies and intervention instructional materials and teacher resources that have been budgeted for year 2019-20 in Goal 1 Action 4a.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on the results of the metric/indicators, data analysis and evaluation rubrics and the overall effectiveness of the goals, actions and services toward the academic performance achievement in the CA Dashboard report from Fall 2018, Washington Colony has shown an steady increase in ELA and Math student achievement across all 3rd - 8th grade levels. It is evident the positive increase in ELA/MATH Dashboard points for all students and groups. Washington Colony has also met all Local Performance Indicators as reported on Fall 2018. Our school does not have any overall performance in "Red"; therefore as a result, our school district is not eligible for Comprehensive Support And Improvement (CSI). The district has monitored closely the goals, actions and services in the

entire strategic plan. However, there are areas of growth identified such as reading gaps for SED, English Learners, Students with Disabilities and homeless students that have been addressed in Goal 1 Actions 2a - 6a. However, the results of the CA Dashboard Performance indicators for Fall 2018 show improvement is needed with respect of the Students with Disabilities group that is very low at "Orange" in English Language Arts and Math and for the Homeless group is at "Orange" for Math. Even though there was a positive gain in Dashboard points for these two groups, there is still a distance of -107 points from level 3. Based on the performance results and analysis, the district will continue to allocate funds for retaining the newly hired Literacy ELA/ELD coach reflected in Goal 1 Action 6a.o address this need Washington Colony will provide an additional instructional aide in order to strengthen the Early Literacy program in K-1st grades, provide additional instructional support personnel at early primary grades. In order to address this performance gap, it is stated in Goal 1 Action 2a. Washington Colony will retain a 1 FTE Music Teacher and 1 FTE Physical Education Teachers. This action and service will provide teachers with release time and facilitate grade level Professional Learning Communities that focus on data driven instructional decisions and use research-based best practices for instruction and collaborate with the new Literacy ELA/ELD coach. An addition, the district will provide an additional instructional aide in order to strengthen the Early Literacy program in Kindergarten classes. It is our expectation that these services will result in increased performance of students on the ELA CAASPP over the course of the next three years. In addition to Action 2a. It is also stated it in Action 3a that Washington Colony will provide additional instructional support personnel at early primary grades and in Action 6a. the district maintains a Literacy ELA/ELD Coach. Also the district will continue with the 2 Part-time Intervention Teachers and 2 Bilingual Instructional Aides for the Reading Lab and additional EL support including a Library Aide. In addition, Special Ed Teachers will create a Collaborative Intervention model with Regular Teachers and Reading Lab Intervention Teachers that includes teaching strategies, intervention materials and data analysis every four weeks. It is our expectation that students will receive the extra reading daily small group reading support to reduce the largest reading gap and the expectations of these services will result in increased performance of students on the ELA CAASPP over the course of the year and consecutive years. In addition, In Goal 1 metric 1; the EL Reclassification Rate Target has been modified to maintain at 14% due to the implementation of ELPAC and the current revised cut points.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Increase positive school climate and maintain facilities in good repair.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 3-Facilities Maintained as measured by annual FITs or SARC review **18-19** All (100%) site FITs will score "good" or higher **Baseline** For 2015-2016 All (100%) site FITs scored "good" or higher	3- Facilities Maintained as measured by annual FITs or SARC review 18-19 All (100%) site FITs scored "good" Metric/Indicator Met
Metric/Indicator 14-Attendance as measured by district average attendance **18-19** 95.62% **Baseline** For 2015-16 95.38%	14- Attendance as measured by district average attendance 18-19 95.21% Metric/Indicator Not Met

Expected	Actual
Metric/Indicator 15-Chronic Absenteeism as measured by % students with 10% or more absenteeism **18-19** 5% **Baseline** Baseline 2014-15 6%	15- Chronic Absenteeism as measured by % students with 10% or more absenteeism 18-19 10.9% Metric/Indicator Not Met
Metric/Indicator 16-M.S. Dropout as measured by formula in LCAP appendix **18-19** 0% **Baseline** 2015-2016 0%	16- M.S. Dropout rate as measured by formula in LCAP appendix 18-19 0% Metric/Indicator Met
Metric/Indicator 19-Suspension rate **18-19** Decline by .60% **Baseline** 2013-14 5%	19- Suspension rate 18-19 Decline by -2% Metric/Indicator Met
Metric/Indicator 20-Expulsion rate **18-19** 0% **Baseline** 2014-15 0%	20- Expulsion rate 18-19 0% Metric/Indicator Met
Metric/Indicator 21-School Climate Survey- % responses high levels for school connectedness and School Climate Index (SCI) on the CHKS survey.	21- School Climate Survey - % responses high levels for school connectedness and School Climate Index (SCI) on the CAHKS survey.

Expected	Actual
18-19 (6-8) Maintain School Climate Index (SCI) above 300 **Baseline** Baseline 2016-17 CHKS (6-8) School Climate Index (SCI) = 314	18-19 (6-8) Maintained School Climate Index (SCI) above 300 Metric/Indicator

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1a. The results of the Attendance as measured by district average attendance indicators show improvement is needed for the unduplicated students with respect of attendance rate. Our indicator shows that we are at 95.38%. The attendance data indicates the unduplicated population have the lowest attendance rates. To address this need Washington Colony will contract with FCOE for Truancy Intervention Program and provide additional support staff, . It is our expectation that this services will result in increased attendance rates for unduplicated students over the course of the next three years.	1a. Washington Colony contracted with FCOE for Truancy Intervention Program and provided additional support staff.	5000-5999: Services And Other Operating Expenditures Supplemental / Concentration $1,600	5000-5999: Services And Other Operating Expenditures Supplemental / Concentration $1,600

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2a. The results of the CA Dashboard Suspension indicator show improvement is needed with respect of our Homeless group. Our indicator is yellow overall, green for ELs, yellow for Students with Disabilities and red for the Homeless group. These three groups have the medium to very high suspension rates of all groups on the Washington Colony's Dashboard suspension data. Washington Colony will be incorporating the Visual And Performing Arts VAPA supplemental activities and Family Arts Night. Students will showcase their visual and performing arts projects and display them in the trophy case along with any VAPA awards and trophies won in district and county competitions as a way to keep them engaged and motivated to improve behavior and to keep reducing suspensions. In order to address this need Washington Colony will provide support staff, trophy case, stage curtains and podium for performing arts instruction, materials and supplies to implement behavior improvement and character education programs; implement Positive Behavior Interventions and Supports (PBIS) to allow all students to achieve social, emotional and academic success. It is our expectation that this	2a. Washington Colony incorporated the Visual And Performing Arts VAPA supplemental activities and Family Arts Night. Students showcasing their visual and performing arts projects and displayed them in the trophy case along with any VAPA awards and trophies won in district and county competitions as a way to keep them engaged and motivated to improve behavior and to keep reducing suspensions. Washington Colony provided support staff, trophy case, and explored the purchase of stage curtains and podium for performing arts instruction, materials and supplies to implement behavior improvement and character education programs; implemented Positive Behavior Interventions and Supports (PBIS) to allow all students to achieve social, emotional and academic success.	1000-1999: Certificated Personnel Salaries Supplemental / Concentration $33,557 3000-3999: Employee Benefits Supplemental / Concentration $11,649 4000-4999: Books And Supplies Supplemental / Concentration $15,000 5000-5999: Services And Other Operating Expenditures Supplemental / Concentration $95,150	1000-1999: Certificated Personnel Salaries Supplemental / Concentration $33,557 3000-3999: Employee Benefits Supplemental / Concentration $11,649 4000-4999: Books And Supplies Supplemental / Concentration $15,000 5000-5999: Services And Other Operating Expenditures Supplemental / Concentration $84,540

services will result in a steady decrease on suspensions for English Learners and Students with Disabilities over the course of the next three years.			

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3a. The results of the Chronic Absenteeism as measured by % students with 10% or more absenteeism indicators show improvement is needed for the unduplicated students with respect of absentism rate. Our indicator shows that Washington Colony is at 9.9% Chronic Absenteeism. The attendance data indicates the unduplicated population have the highest Chronic Absenteeism rates. To address this need Washington Colony will create an attendance weekly monitoring system and provide supplemental materials, supplies and a series of attendance incentives for classroom daily 100% attendance. Additional playground supplies and equipment and maintain quantity and quality of student co- curricular and extra-curricular activities including trips, clubs and district-wide events to improve positive school climate and culture. It is our expectation that this services will result in a increase participation of unduplicated pupils to this extracurricular activities over the course of the next three years.	3a. Washington Colony created an attendance weekly monitoring system and provided supplemental materials, supplies and a series of attendance incentives for classroom daily 100% attendance, additional playground supplies and equipment and maintained quantity and quality of student co- curricular and extra-curricular activities including trips, clubs and district-wide events to improve positive school climate and culture.	4000-4999: Books And Supplies Supplemental / Concentration $3,000	4000-4999: Books And Supplies Supplemental / Concentration $3,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4a. Washington Colony will continue to maintain clean safe schools and its facilities in good repair. Washington Colony will provide playground maintenance and additional noontime supervisor time to improve cafeteria/playground safety and maintain facilities; Add a part-time custodial personnel to insure cleanliness of student bathrooms and other facilities and operational services.	4a.Washington Colony continuous to maintain clean safe schools and its facilities in good repair. Washington Colony provided playground maintenance and additional noontime supervisor time to improve cafeteria/playground safety and maintain facilities; Added and maintains a part-time custodial personnel to insure cleanliness of student bathrooms and other facilities and operational services.	2000-2999: Classified Personnel Salaries Base $157,735 3000-3999: Employee Benefits Base $67,016 4000-4999: Books And Supplies Base $28,625 5000-5999: Services And Other Operating Expenditures Base $136,670	2000-2999: Classified Personnel Salaries Base $157,735 3000-3999: Employee Benefits Base $67,016 4000-4999: Books And Supplies Base $28,625 5000-5999: Services And Other Operating Expenditures Base $137,270

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5a.The unduplicated student population has some of the lowest engagement as measured by attendance and Chronic Absenteeism. A good learning environment and a feeling of safety by students is the best way to help engage students. To address this need, Washington Colony will provide playground supplies for safety in order to improve equipment to encourage and engage students in safe extracurricular activities and improved facilities; Provide, update and replace security/safety resources, e.g. security cameras,	5a. Washington Colony provided playground supplies for safety in order to improve equipment to encourage and engage students in safe extracurricular activities and improved facilities; Provided, updated and replaced security/safety resources, e.g. security cameras, monitors, radios, alarm systems, and security gates.	4000-4999: Books And Supplies Supplemental / Concentration $29,339	4000-4999: Books And Supplies Supplemental / Concentration $44,800

monitors, radios, alarm systems, and security gates. It is our expectation that these services will result in increased attendance and decreased Chronic Absenteeism with our unduplicated student population over the course of the next three years.			

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6a.The school climate survey results indicated that our unduplicated student population have the least opportunity to get exposed to extracurricular activities and field trips. Also, our unduplicated students have some of the highest chronic absenteeism and lowest attendance rate. In order to address this need, Washington Colony will provide transportation for extra-curricular, educational and enrichment field trips. It is our expectation that this services will result in an increase participation of unduplicated pupils to this extracurricular activities and educational and enrichment field trips and decrease in chronic absenteeism and increase in attendance over the course of the next three years.	6a.Washington Colony provided transportation for extra-curricular, educational and enrichment field trips.	5000-5999: Services And Other Operating Expenditures Supplemental / Concentration $35,000	5000-5999: Services And Other Operating Expenditures Supplemental $35,000

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

7a. Provide home-to-school transportation within District boundaries for students and school related events.	7a. Washington Colony provided home-to-school transportation within the district boundaries fir students and school related events.	2000-2999: Classified Personnel Salaries Base $66,354 3000-3999: Employee Benefits Base $31,480 4000-4999: Books And Supplies Base $24,000 5000-5999: Services And Other Operating Expenditures Base $42,400	2000-2999: Classified Personnel Salaries Base $70,501 3000-3999: Employee Benefits Base $37,617 4000-4999: Books And Supplies Base $24,000 5000-5999: Services And Other Operating Expenditures Base $50,139

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The overall implementation of the goal's actions /services to achieve the proposed goal were established as expected. However, according to the CA Dashboard Data report from Fall 2018, Chronic Absenteeism had a slightly increase of 1.1% which place the district in an Orange rating for all subgroups. The district continues to address the Truancy Intervention initiatives through the PBIS program order to reach the proposed goal and reduce the Chronic Absenteeism to 5.5%. It is evident that the attendance rate has been consistent due to the initiatives with the current contract with FCSS for the Truancy Intervention Program. With the exception of Chronic Absenteeism, Washington Colony has made progress with increasing a positive school climate and maintaining facilities in good repair. Based on the CA Dashboard Data report from Fall 2018, Washington Colony Conditions and Climate show a Suspension Rate declined of 2% for all students rating in Green, for Hispanic, socioeconomically disadvantaged rating in Green and for English Learners, Homeless, Students with Disabilities and White groups rating in Blue. These ratings indicate that Washington Colony has made stay progress by providing support staff, materials, supplies for PBIS program, perfect attendance incentives and field trips in order to accomplish the intended goal for unduplicated students and to continue targeting Chronic Absenteeism.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Based on the most recent CA Dashboard Data report from Fall 2018, the overall effectiveness of actions and services can be described by the declined of 2% on Suspension Rate for All Students. The indicator is Green for the Hispanic, socioeconomically disadvantaged groups, it is Green for English Learners, Homeless, Students with Disabilities and it is Blue for the English Learners, Homeless, Students with Disabilities and White groups. Therefore, with the exception of the Chronic Absenteeism, the majority of the metrics have shown improvements in order to improve the school climate and maintain facilties in good repair. The expulsion rate indicator remains at 0% with zero expulsions for the year. The Williams Facility report target was met with a "Good" rating. The school climate survey from the California Healthy Fitness Survey administered to grades 5th - 8th indicated a school connectedness and a

school climate index at above 300. Therefore, by providing all actions and services to achieve the articulated goal, it is evident that the support staff, materials, supplies, perfect attendance incentives for behavior improvement and character education programs; the implementation of a Positive Behavior Interventions and supports (PBIS-GOLD Model Award year 4), to allow students to achieve social, emoltionaland academic success, maintaining quantity and quality of students co-curricular and extra curricular activities including field trips, school clubs, English Learner Student recognition and district-wide events to improve positive school climate, all these actions and services have shown an evident increase on positive climate in Washington Colony.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In action 5a there is a materials difference between budget expenditures for this goal as stated above in comparison to the estimated actuals expenditures. The district provided, updated and replaced security/safety resources, e.g. security cameras, monitors, radios, alarm systems, and security gates.. In Action 5a of the Budgeted expenditures of $29,339 in comparison to the Estimated Expenditures of $44,800 is due to the additional purchase of more security and safety resources including the replacement of old security gates with new gates, security gates repairs and the additional purchase of security cameras and alarm systems.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on the results of the evaluation metrics/indicators and the overall effectiveness of the goals, actions and services toward the intended goal as stated in action 3a for the Chronic Absenteeism metrics and due to the increase of 1.1% in Chronic Absenteeism as shown in the CA Schools Dashboard. Action 3a has been modified. Therefore, In order to address this need, Chronic Absenteeism has increased 1.1% and is at "Orange" performance level for All students and all student groups. In order to address this need, Washington Colony will provide a system of support through the hiring of a Part -Time Parent Liaison in order to increase communication to all families, monitor attendance, Truancy data, and reduce Chronic Absenteeism with interventions by the 3-tier levels throughout the year. In addition, In order to increase student attendance, Washington Colony will continue to contract with FCSS for a Truancy Intervention Officer and thought he PBIS program, provide incentives to classroom that have obtained the greatest increase of attendance rate on a weekly basis.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Increase stakeholder engagement and provide parent education

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 6-Parental Engagement as measured by a summary of progress based either on 1) information collected through surveys of parents/guardians or 2) other local measures **18-19** Seeking Input in decision making by percentage of parent surveys collected. Increase by 15% **Baseline** Seeking Input in decision making by percentage of parent surveys collected. 2016-17 = 23.5%	6-Parental Engagement as measured by a summary of progress based either on 1) information collected through surveys of parents/guardians or 2) other local measures 18-19 Seeking Input in decision making by percentage of parent surveys collected. Increased by 5.5% Not Met
Metric/Indicator Increase the number of offerings and parents participating in education program by 5%.	Increase the number of offerings and parents participating in education program by 5%.

Expected	Actual
18-19 Increase by 5% **Baseline** 2015-16 at 23 dates of Education Program Offerings	18-19 Increased by 8% 2018-19 at 30 dates of Education Program Offerings Metric/Indicator Met

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1a. Based on the school-home parent communication needs as indicated by parent local surveys, and the number of families needing translation services during school events. Washington Colony will increase parental engagement. In order to address this need, Washington Colony will provide interpreter/translator services for district-wide activities. It is our expectation that these services will result in increased parental engagement over the course of the next three years.	1a. Washington Colony will continue to increase parental engagement. Washington Colony will continue to provide interpreter/translator services for district-wide activities.	Federal Funds 2000-2999: Classified Personnel Salaries Title I $7,174	2000-2999: Classified Personnel Salaries Title I $1,780

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2a. Based on the school parent communication needs as indicated by parent local surveys results, and the need to increase parental engagement. In order to address this need. Washington Colony will	2a. Washington Colony will continue to increase District/Site parent communication and involvement in District-wide activities; including improved accessibility to websites, grading	Federal Funds 4000-4999: Books And Supplies Title I $8,100	4000-4999: Books And Supplies Title I $720

increase District/Site parent communication and involvement in District-wide activities; improve accessibility to websites, grading and attendance systems; purchase district mobile app, purchase student planners to increase communication from school to home regarding academic assignments and progress; replace static marquee with digital messaging marquee. It is our expectation that these services will result in increased parental engagement over the course of the next three years.	and attendance systems; exploring the purchase of a district mobile app, purchasing student planners to increase communication from school to home regarding academic assignments and progress. Washington Colony purchased and replaced the static marquee with a digital messaging marquee.	6000-6999: Capital Outlay Supplemental / Concentration $50,000	6000-6999: Capital Outlay Supplemental / Concentration $50,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3a. The parents of our unduplicated students are some of the least involved in their student's educational process. Based on the school parent communication needs as indicated by parent local surveys results, and the need to increase parental engagement by 5%. In order to address this need Washington Colony will provide and/or contract for parent education offerings including parenting classes and English classes; provide materials, supplies, supplemental staff hours, childcare for parent education activities and Educational Parent Conferences. It is our expectation that these services will result in increased of 5% parental	3a. Washington Colony provided and/or contracted for parent education offerings including parenting classes and English classes; provided materials, supplies, supplemental staff hours, childcare for parent education activities and Educational Parent Conferences.	Federal Funds 5000-5999: Services And Other Operating Expenditures Title II $4,000	5000-5999: Services And Other Operating Expenditures Title II $8,206
		5000-5999: Services And Other Operating Expenditures Supplemental / Concentration $5,000	5000-5999: Services And Other Operating Expenditures Supplemental / Concentration $4,930

engagement over the course of the next three years for the parents of our unduplicated students.	

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The overall implementation of the proposed goal was established as expected. The actions and services targeted the increase of parent engagement and parent education opportunities as planned. The district contracted with FCSS for parent workshops throughout the year. Parenting partners workshops where also provided. This year Washington Colony added two effective parent engagement events. Washington Colony hosted a Family Literacy Night in the Fall 2018 and a Family Arts Night in the Spring 2019. During all of these workshops throughout the year, refreshments and child care was provided. The school provided materials, supplies, staff hours, purchased English Language Learning Rosetta Stone software and equipment including parenting parents curriculum, staff training and professional development and, staff additional hours.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

As stated on metric/indicators, in Action 3a) parent education offerings have increased from 23 to 25 in two consecutive years that is more than 5% expected. In 2015-16 as baseline, Washington Colony offered 23 educational workshops for parents. In 2017-18 there were offered 28 parent education workshops. This year 2018-19 we offered 25 parent education workshops that is 8% compare to last school year. Due to our unduplicated student population the district continued to provide interpreter/translator services for districtwide activities, newsletters, parent-teacher conferences and constant English/Spanish communication through the blackboard connect robo-calls.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The estimated expenditures were established as expected. The district purchased the electronic marquee as stated in Action 3a. Therefore, there are no significant differences.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on the results of the evaluation Washington colony will continue to increase District/Site parent communication and involvement in District-wide activities; including improved accessibility to websites, grading and attendance systems; exploring the purchase of a district mobile app, purchasing student planners to increase communication from school to home regarding academic assignments and progress. Washington Colony purchased and replaced the static marquee with a digital messaging marquee.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In 2018--19 stakeholder groups were presented with information by administration for discussion regarding the LCAP Process, Progress, Actions and Activities.
Throughout the year updates to the LCAP and opportunities for input were provided. Input gathered from meetings and surveys were reviewed by District administration and analyzed to ascertain priorities for inclusion in the LCAP.

LCAP updates were presented to the School Site Council at the following meetings; October 29, 2018, January 28, 2019 (CA Dashboard Data), and March 25, 2019.

LCAP updates were presented to the Board of Education at the August 14, 2018, September 11, 2018 regularly scheduled board meeting in order to present each goal, expenditures, actions and activities. In addition, on November 13, 2018 Regular Board meeting, the CA DASHBOARD Local Performance Indicators status were presented to the Board of Education.

On October 18, 2017 and February 2, 2018 the LCAP team met and presented information pertaining to LCAP goals and an update to the District and School English Learners Advisory Committee D/ELAC members of actions implemented (to that date).

On March 13 ,2019 D/ELAC members were invited to the stakeholders meeting whereby CA DASHBOARD and school data was shared; the steps to develop the LCAP encompassing the state priorities presented, and participants were given the opportunity to complete a LCAP input survey.

A public hearing to solicit recommendations and comments of the public regarding the specific actions and expenditures proposed to be included in the LCAP was held on June 11, 2019 during a Regular Board Meeting. A final meeting with the Leadership Team and a Staff/CTA bargaining unit representative was held on June 3, 2019. The LCAP Draft was presented at a SSC meeting June 3, 2019. The public comment period was established during the posting of the LCAP on the school's website from June 7 to June 25, 2019. WCTA representative also received a copy of the LCAP Draft on June 25, 2019. The LCAP Board Approval date was June 25, 2019.

A series of LCAP input meetings occurred in March and April 2019. On March 13, 2019 Computer Parent Group/DELAC Parents. WC Classified Employees LCAP input meeting took place on March 27, 2018 and the All stakeholders LCAP input meeting took

place on March 25, 2019 including students, staff, and community members were invited to all of these stakeholder meetings held in the school cafeteria. The District LCAP team presented an LCAP update and accomplishments with a PowerPoint presentation that included CA DASHBOARD State Performance Data, progress to date toward goals, actions, and services. Qualitative and quantitative data supporting annual measurable outcomes were discussed.

On April 3, 2019 another LCAP input meetings occurred. The district LCAP team met with WC Teachers group in the conference room. The District presented an LCAP update and accomplishments with a PowerPoint presentation that included CA DASHBOARD State Performance Data; progress to date, toward goals, actions, and services. Qualitative and quantitative data supporting annual measurable outcomes was discussed. Teachers were given the opportunity to write their input on an LCAP input form.

On April 4, 2019 the district LCAP team met with the Student Council to provide and update and LCAP highlights of Goals, actions & services. Student Council were given a presentation how the school has made progress over the past two years by implementing the actions and services in the LCAP. Student Council members were given the opportunity to provide input. Students concluded to add new classroom furniture.

On March 25, 2019 The LCAP district team met with school site council/DAC to seek input and suggestions and presented the LCAP update and accomplishments with a PowerPoint presentation that included CA DASHBOARD State Performance Data; progress to date toward goals, actions, and services. Qualitative and quantitative data supporting annual measurable outcomes was discussed.

On April 9, 2019 Mr. Cruz and the LCAP team provided a presentation to the Board of trustees to seek input and present three year LCAP and update accomplishments with a PowerPoint presentation that summarized DASHBOARD State Performance Data, LCAP goals, actions, and services for the current year. Qualitative and quantitative data supporting annual measurable outcomes was discussed.

On May 21, 2019, an LCAP survey was made available to parents, students, staff and community members both online and via hard copy. During Open House, chrome books were made available in the cafeteria to facilitate completion of the survey. The District received printed responses and other responses on line.

On June 3th, 2019, the DELAC parents reviewed the most recent draft of the LCAP. Parents were presented with Goals/Actions/Services. Parents were in agreement with keeping Actions and Services for Goals 1, 2 &3. Parents emphasize to keep the new Reading Programs, Reading Lab Intervention Teachers, the hiring of a new Literacy ELA/ELD Coach, support staff and technology in the classrooms as stated in Goal 2a - 6a. In addition, to Goal 3a to keep the English Education workshops for parents. There were no written comments submitted to the superintendent for written response on this meeting.

On June 3, 2019 the DAC committee of parents reviewed the most recent draft of the LCAP. Input from the meetings were analyzed and considered as part of the LCAP update process. Parent members from our School Site Council and DELAC represented our DAC. The SSC and DAC committee suggested to continue looking into replacing the static marquee to a new digital messaging

marquee as it was planned 3 years ago in Goal 3 Action 2a. There were no written comments submitted to the superintendent for written response on this meeting.

During the course of the year, the District notably improved its efforts to reach out to stakeholders. All of the State Priorities were presented at the stakeholder meetings starting in March 13, 2019 through April 9, 2019. In addition, an update on the progress achieved towards the goals, actions, and services along with CA Dashboard data and additional data which included the following: Chronic Absenteeism increased and scored as Orange, Attendance Summary, Discipline Notice and Suspension/Expulsion Data 2017/2018; SBAC 3rd – 8th Spring 2018 ELA/MATH results, and the number of students involved in extracurricular activities were shared.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The input from stakeholder groups was instrumental in the development of the Local Control Accountability Plan. Each group provided valuable input regarding the needs and services for each of the applicable pupil subgroups as well as for all pupils regardless of subgroup.

The LCAP team found that the SCC were satisfied with the goals and actions presented for this year's LCAP and for the subsequent 3 years given.

The LCAP team found the board members satisfied with the goals and actions for the next two years. It was announced to the board that the Final LCAP was approved by Fresno County and be posted September 11, 2019.

Members of the LCAP team met with the D/ELAC team to present the 3 LCAP goals for the 2019---20 school year.

1) All students will increase achievement and proficiency levels in ELA, Math and ELD; increase levels of English Learner Proficiency for English Learners.

2) Increase the positive school climate and maintain facilities in good repair.

3) Increase stakeholder engagement and parent education opportunities.

Analysis of District/School data and input from stakeholders guided the development of goals and actions/services related to the needs of our students and families. Due to the high concentration of unduplicated pupils, the scope for all actions/services is LEA

wide. The CA SCHOOL DASHBOARD fall 2018 report shows All Students and all subgroups with a Positive Increase in ELA/MATH points. Parents mentioned the importance to continue to work on academic learning programs and school safety. DELAC Parents added that they were satisfied with the new changes this year with the new Reading Programs, Reading Lab Staff including the new Literacy ELA/ELD coach, part-time intervention teachers, bilingual instructional aides, PE and Music teachers and the PBIS program year four of full implementation maintaining GOLD Level School Award.

The LCAP surveys and comments revealed themes related to increasing achievement and proficiency levels in ELA, Math and ELD; increasing positive school climate and maintaining facilities in good repair; and increasing stakeholder engagement and parent education opportunities. Continuing/increasing academic supports and enrichment, Music Program, PE program social and emotion supports for students and families, strengthen the academic intervention program, professional learning and instructional resources, parent engagement and
educational services, and 21st Century learning skills and
educational technology topped the list of needed services/actions. These actions are found in (Goal 1; Actions 2a - 6a).

The LCAP Team found the Board Members satisfied with the actions and services implemented in the LCAP throughout the year. Board members asked if the data has been presented to all parents. It was stated by the School Principal and LCAP team that parents and stakeholders are aware of the students' test scores data, including actions and activities implemented on the LCAP this year 2018---19. The Board indicated that the presentation is helpful, connects goals to specific actions, dollar amounts can see the dollars that are involved.
Hopefully parents will share this with other parents.

The MS Leadership class was satisfied with the accomplishments this year and they have indicated to have more activities in school, more science materials, better sports materials, more ELA projects, more white boards, more equipment, a reading club and more fundraising events for Educational and Fun field trips. These actions are found in (Goal 2; 1a - 6a)

The LCAP team met with the DAC committee to review the goals, actions and expenditures. The input received was to clarify intervention/coordinator position description from fulltime to part---time. The DAC committee was satisfied with the draft of the LCAP.

The improved and increased input from stakeholders significantly impacted the development of activities/services as outlined in Section 2.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

All students will increase achievement and proficiency levels in ELA, Math and ELD; increase levels of English Proficiency for English Learners.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

State assessment results from CA DASHBOARD data from ELA, Math and ELD indicate Yellow performance for all students

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1-Properly Credentialed teachers with no misassignments nor vacancies as measured by Credentials or SARC review	For 2015-2016 100% Properly Credentialed with no misassignments or vacancies	100% Properly Credentialed with no misassignments or vacancies	100% Properly Credentialed with no misassignments or vacancies	100% Properly Credentialed with no misassignments or vacancies

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2-Sufficient core instructional materials as measured by annual board resolution of 'Sufficiency of Instructional Materials' or SARC review	2016-2017 School board adoption of "sufficiency of Instructional Materials" resolution	100% sufficient instructional materials	100% sufficient instructional materials	100% sufficient instructional materials
4-State Standards Implemented as measured by the State Reflection Tool	2016-2017 Average Score TBD in Fall 2017	Average score will increase.	Baseline: Average Score in Fall 2017 is 3.16 Average score will increase by .25	Average score will increase by .25
5-EL access to state standards/ELD standards (included with tool used above)	2016-2017 Average Score TBD Fall 2017	Average score will increase.	Baseline:Average Score in Fall 2017 is 4.0 Average score of 3.75 or higher	Average score of 4.0 or higher
7-State Standardized Assessments as measured by Math CAASPP scores Distance from level 3	2015-2016 -63.4 points below Growth= 13 points	• 50.4 points below Growth= 13 points	• 37.4 points below Growth= 13 points	• 24.4 points below Growth= 13 points
7-State Standardized Assessments as measured by ELA scores Distance from level 3	2015-2016 -53.7 points below Growth= 9.7 points	• 44 points below Growth= 9.7 points	• 34.3 points below Growth= 9.7points	• 24.6 points below Growth= 9.7 points
10-EL annual growth as measured by CELDT/ELPAC annual growth data	2014-2015 58.1%	maintain or increase annual growth	maintain or increase annual growth (Note: The ELPI was incorrectly reported as the baseline data for 2014-15. The correct	maintain or increase annual growth

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			baseline data is 58.21% for 2015-2016.)	
11-EL reclassification as measured by prior year number of re-designated students	2015 - 16 at 7%	11%	14%	14% The district revised the metric percentage to maintain at 14% due to the implementation of ELPAC and the current revised cut points.
22-Access to a broad course of study as measured by review of teacher and/or master schedules	2015-2016 100% access to a broad course of study at all school sites	100% access to a broad course of study at all school sites	100% access to a broad course of study at all school sites	100% access to a broad course of study at all school sites
23-Other Pupil Outcomes as measured by average growth on STAR Assessment	2016-17 Baseline STAR/AR Independent Reading Level (IRL) Average Growth (.45)	STAR/AR Independent Reading Level (IRL) Average Growth (.60)	STAR/AR Independent Reading Level (IRL) Average Growth (.75)	STAR/AR Independent Reading Level (IRL) Average Growth (.90)

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
1a.) Hire/retain Properly Credential Teachers and no misassignments for all core, elective, and special education classes. 1b.) Provide standards aligned core Science Curriculum and; replenish/replace or update educational resources, materials and supplies; provide books, supplies services and capital outlay, including maintaining compliance with Individuals with Disabilities Education Act to support day to day operations.	1a.) Hire/retain Properly Credential Teachers and no misassignments for all core, elective, and special education classes. 1b.) Provide standards aligned core Science Curriculum and; replenish/replace or update educational resources, materials and supplies; provide books, supplies services and capital outlay, including maintaining compliance with Individuals with Disabilities Education Act to support day to day operations.	1a.) Hire/retain Properly Credential Teachers and no misassignments for all core, elective, and special education classes. 1b.) Provide standards aligned core Science Curriculum and; replenish/replace or update educational resources, materials and supplies; provide books, supplies services and capital outlay, including maintaining compliance with Individuals with Disabilities Education Act to support day to day operations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,156,739	$1,244,666	$1,230,363
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$457,770	$497,008	$501,930
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$152,336	$147,800	$147,800
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	$51,600	$2,000	$2,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2a.)The results of the CA Dashboard ELA Performance indicators show improvement is needed with respect of our English Learners and Students with Disabilities groups. Our indicator is Yellow overall and Orange for ELs and Red for Students with Disabilities groups. These two groups have the lowest performance of all groups on the ELA CAASPP. In order to address this need Washington Colony hired and retained a 1 FTE Music Teacher and 1 FTE Physical Education Teachers. This action and service will provide teachers with release time and facilitate grade level Professional Learning Communities that focus on data driven instructional decisions and use research-based best practices for instruction. It is our expectation that this services will result in increased performance of EL, SED, SPED students on the ELA CAASPP over the course of the next three years.	2a.)The results of the CA Dashboard ELA Performance indicators show improvement is needed with respect of our Students with Disabilities and homeless groups. Our ELA indicator has increased from Orange to Yellow for the English Learner group. The ELA performance indicator is Orange overall and Orange for Students with Disabilities and Red for the Homeless groups. These two groups have the lowest performance of all groups on the ELA CAASPP. In order to address this need Washington Colony hired and retained a 1 FTE Music Teacher and 1 FTE Physical Education Teachers. This action and service will provide teachers with release time and facilitate grade level Professional Learning Communities that focus on data driven instructional decisions and use research-based best practices for instruction. It is our expectation that this services will result in increased performance of EL, SED, SPED students on the ELA CAASPP over the course of the next three years.	2a.)The results of the CA Dashboard ELA Performance indicators show improvement is needed with respect of our Students with Disabilities and homeless groups. Although homeless students showed an increase in ELA CAASPP scores moving from a red performance level to yellow, students with disabilities continue to reflect the lowest performance level when compared to other student groups. In order to address this need Washington Colony hired and retained a 1 FTE Music Teacher and 1 FTE Physical Education Teachers. This action and service will provide teachers with release time and facilitate grade level Professional Learning Communities that focus on data driven instructional decisions and use research-based best practices for instruction. It is our expectation that this services will result in increased performance of EL, SED, SPED students on the ELA CAASPP over the course of the next three years.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$100,273	$111,642	$112,171
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$40,479	$44,644	$47,661
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

3a.) The results of the CA Dashboard ELA Performance indicators show improvement is needed with respect of our English Learners and Students with Disabilities SED groups. Our indicator is Yellow overall and Orange for ELs and Red for Students with Disabilities groups. These two groups have the lowest performance of all groups on the ELA CAASPP. To address this need Washington Colony will provide additional instructional support personnel at early primary grades and will hire 2 Part-time Intervention Teachers and 2 Bilingual Instructional Aides for the Reading Lab and additional EL support including a Library Aide. In addition, Special Ed Teachers will create a Collaborative Intervention model with Regular Teachers and Reading Lab Intervention Teachers that includes teaching strategies, intervention materials and data analysis every four weeks. It is our expectation that students will receive the extra reading daily small group reading support to reduce the largest reading gap and the expectations of these services will result in increased performance of EL, SED, SPED students on the ELA CAASPP over the course of the next three years.	3a.) The results of the CA Dashboard ELA Performance indicators show improvement is needed with respect of our Students with Disabilities and homeless groups. Our ELA indicator has increased from Orange to Yellow for the English Learner group. The ELA performance indicator is Orange overall and Orange for Students with Disabilities and Red for the Homeless groups. These two groups have the lowest performance of all groups on the ELA CAASPP. To address this need Washington Colony will provide additional instructional support personnel at early primary grades and will hire 2 Part-time Intervention Teachers and 2 Bilingual Instructional Aides for the Reading Lab and additional EL support including a Library Aide. In addition, Special Ed Teachers will create a Collaborative Intervention model with Regular Teachers and Reading Lab Intervention Teachers that includes teaching strategies, intervention materials and data analysis every four weeks. It is our expectation that students will receive the extra reading daily small group reading support to reduce the largest reading gap and the expectations of these services will result in increased performance of EL, SED, SPED students on the ELA CAASPP over the course of the next three years.	3a.) The results of the CA Dashboard ELA Performance indicators show improvement is needed with respect of our Students with Disabilities and homeless groups. Our ELA indicator has increased from Orange to Yellow for the English Learner group. The ELA performance indicator is Yellow overall and Orange for Students with Disabilities. This group has the lowest performance of all groups on the ELA CAASPP. To address this need Washington Colony will provide an additional instructional aide in order to strengthen the Early Literacy program in K-1st grades, Hire an additional Instructional aide, provide additional instructional support personnel at early primary grades and retain 2 Part-time Intervention Teachers and 2 Bilingual Instructional Aides for the Reading Lab and additional EL support including a Library Aide. In addition, Special Ed Teachers will create a Collaborative Intervention model with Regular Teachers and Reading Lab Intervention Teachers that includes teaching strategies, intervention materials and data analysis every four weeks. It is our expectation that students will receive the extra reading daily small group reading support to reduce the largest reading gap and the expectations of these services will result in increased performance of EL, SED, SPED students on the ELA CAASPP over the course of the next three years.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$77,570	$77,570	$67,030
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$85,639	$93,596	$102,347
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	$30,033	$39,975	$37,361
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4a.) Washington Colony's Dashboard data show improvement is needed with respect of the unduplicated students performance. Our indicator is Yellow and low 62.3 points from level 3 on the ELA CAASPP. To address this need, Washington Colony will provide supplemental equipment for classrooms, Reading Lab and teacher resources, Standards Aligned ELA/MATH/SCIENCE STEM supplemental curriculum, materials and supplies for instructional programs and school library and expand the library book selections for Accelerated Reading AR program, replenish/replace or update educational resources, materials and supplies. It is our expectation that this services will result in reducing the reading gap for unduplicated students as measured by our other pupil outcomes metrics over the course of the next three years. STAR/AR Independent Reading Level (IRL) Average Growth in three years will be .90 GE points.	4a.) Washington Colony's Dashboard data show improvement is needed with respect of the unduplicated students performance. Our indicator is Orange and low 51.7 points from level 3 on the ELA CAASPP. To address this need, Washington Colony will provide supplemental equipment for classrooms, Reading Lab and teacher resources, Standards Aligned ELA/MATH/SCIENCE STEM, supplemental curriculum, computer software, materials and supplies for instructional programs and school library and expand the library book selections for Accelerated Reading AR program, replenish/replace or update educational resources, materials and supplies. It is our expectation that this services will result in reducing the reading gap for unduplicated students as measured by our other pupil outcomes metrics over the course of the next three years. STAR/AR Independent Reading Level (IRL) Average Growth in three years will be .90 GE points.	4a.) Washington Colony's Dashboard data show improvement is needed with respect of the unduplicated students performance. Our indicator is Yellow and low 26.6 points from level 3 on the ELA CAASPP. To address this need, Washington Colony will provide supplemental equipment for classrooms, Standards Aligned Resources in ELA/MATH/SCIENCE STEM, supplemental curriculum, computer software, materials and supplies for instructional programs and school library and expand the library book selections for Accelerated Reading AR program, replenish/replace or update educational resources, materials and supplies. Supplement the new construction and enhancement of a new innovative Reading Intervention Lab with new technology; including hardware, software, Smartboards, chromebook carts, classroom furniture, working station desks, books, supplies and intervention instructional materials and teacher resources. It is our expectation that this services will result in reducing the reading gap for unduplicated students as measured by our other pupil outcomes metrics over the course of the next three years. STAR/AR Independent Reading Level (IRL) Average Growth in three years will be .90 GE points.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$82,530	$40,000	$160,000
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
5a.) The unduplicated pupils have the least opportunity to have access to technology and Washington Colony's Dashboard data indicator shows Yellow	5a.) The unduplicated pupils have the least opportunity to have access to technology. Based on CA Dashboard data indicator show that improvement is	5a.) The unduplicated pupils have the least opportunity to have access to technology. Based on CA Dashboard data indicator show that improvement is

overall and Orange and Red for ELs and Students with Disabilities low performance in ELA and Math CAASPP reports. To address this need Washington Colony will Provide 21st Century learning skills and environment by updating, upgrade and replace technology, e.g. chromebook carts with classroom furniture, computers, Interactive White Boards, wireless access and security required to enhance critical thinking and the use of research-based best practices in instruction. It is our expectation that these services will result in increased performance of unduplicated pupils, English learners and Students with Disabilities on the ELA/MATH CAASPP over the course of the next three years.	needed with respect of our Students with Disabilities and homeless groups. Our ELA indicator has increased from Orange to Yellow for the English Learner group. The ELA performance indicator is Orange overall and Orange for Students with Disabilities and Red for the Homeless groups. These two groups have the lowest performance of all groups on the ELA CAASPP. The Students with Disabilities group indicator for Math CAASPP reports is at Orange. To address this need Washington Colony will Provide 21st Century learning skills and environment by updating, upgrade and replace technology, e.g. network bandwidth and wifi connectivity hardware and software, chromebook carts with classroom furniture, computers, Interactive White Boards, wireless access and security required to enhance critical thinking and the use of research-based best practices in instruction. It is our expectation that these services will result in increased performance of unduplicated pupils, English learners and Students with Disabilities on the ELA/MATH CAASPP over the course of the next three years.	needed with respect of our Students with Disabilities and homeless groups. Our ELA indicator has increased from Orange to Yellow for the English Learner group. The ELA performance indicator is Yellow overall and Orange for Students with Disabilities. This group has the lowest performance of all groups on the ELA CAASPP. The Students with Disabilities group indicator for Math CAASPP reports is at Orange. To address this need Washington Colony will Provide 21st Century learning skills and environment by updating, upgrade and replace technology, e.g. network bandwidth and wifi connectivity hardware and software, chromebook carts with classroom furniture, computers, Interactive White Boards, wireless access and security required to enhance critical thinking and the use of research-based best practices in instruction. It is our expectation that these services will result in increased performance of unduplicated pupils, English learners and Students with Disabilities on the ELA/MATH CAASPP over the course of the next three years.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$262,682	$177,030	$177,030
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
6a.) The Washington Colony's results of the CA Dashboard ELA/MATH Performance indicators show improvement is needed with respect of our English Learners and Students with Disabilities groups. Our indicator is Yellow overall and Orange for ELs and Red for Students with Disabilities groups. These two groups have the lowest performance of all groups on the ELA/MATH CAASPP. To address this need, Washington Colony will provide teachers with professional development focus on ELA/ELD/MATH, including progress of Benchmark Assessments;	6a.) The results of the CA Dashboard ELA Performance indicators show improvement is needed with respect of our Students with Disabilities and homeless groups. Our ELA indicator has increased from Orange to Yellow for the English Learner group. The ELA performance indicator is Orange overall and Orange for Students with Disabilities and Red for the Homeless groups. These two groups have the lowest performance of all groups on the ELA CAASPP. The Students with Disabilities group indicator for Math CAASPP reports is at Orange. To	6a.) The results of the CA Dashboard ELA Performance indicators show improvement is needed with respect of our Students with Disabilities and homeless groups. Our ELA indicator has increased from Orange to Yellow for the English Learner group. The ELA performance indicator is Yellow overall and Orange for Students with Disabilities group. This group has the lowest performance of all groups on the ELA CAASPP. The Students with Disabilities and homeless groups indicator for Math CAASPP reports is at Orange. To address this need, Washington Colony

Accelerated Reader program, additional contracted staff time focused on ELD, coaching to support the full implementation of CCSS and Intervention Reading Program; provide substitutes and extra time; Contract for District Technology Instructional Coach to assist classroom teachers with embedding technology; Provide data system licenses and contracts. It is our expectation that all these services will target the academic areas in ELA/ELD/MATH resulting in increased performance of EL, SED, SPED students on the ELA/MATH CAASPP over the course of the next three years.	address this need, Washington Colony will provide teachers with professional development focus on ELA/ELD/MATH, including progress of Benchmark Assessments; Accelerated Reader program, including a hiring of a new Full time Literacy ELA/ELD coach, additional contracted staff PD time focused on ELA/ELD, coaching to support the full implementation of CCSS and Intervention Reading Program; provide substitutes and extra time; Contract for District Technology Instructional Coach to assist classroom teachers with embedding technology; Provide data system licenses and contracts. It is our expectation that all these services will target the academic areas in ELA/ELD/MATH resulting in increased performance of EL, SED, SPED students on the ELA/MATH CAASPP over the course of the next three years.	will provide teachers with professional development focus on ELA/ELD/MATH, including progress of Benchmark Assessments; Accelerated Reader program, including maintaining a Full time Literacy ELA/ELD coach, additional contracted staff PD time focused on ELA/ELD, coaching to support the full implementation of CCSS and Intervention Reading Program; provide substitutes and extra time; Contract for District Technology Instructional Coach to assist classroom teachers with embedding technology; and a Data and Assessment coordinator to assist teachers with analyzing data from standards-based Illuminate/SBAC Interim Block assessments. Provide data system licenses and contracts. It is our expectation that all these services will target the academic areas in ELA/ELD/MATH resulting in increased performance of EL, SED, SPED students on the ELA/MATH CAASPP over the course of the next three years.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$142,315	$142,315	$159,118
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Amount		$57,165	$55,947
Source		Supplemental / Concentration	Supplemental / Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		$21,512	$25,424
Source		Supplemental / Concentration	Supplemental / Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

7a.) The Washington Colony's results of the CA Dashboard ELA/MATH Performance indicators show improvement is needed with respect of our English Learners and Students with Disabilities groups. Our indicator is Yellow overall and Orange for ELs and Red for Students with Disabilities groups. These two groups have the lowest performance of all groups on the ELA/MATH CAASPP. To address this need, Washington Colony will provide additional ELA/ELD/MATH tutoring opportunities before and after school and an Intervention Summer School Program. It is our expectation that these services will result in increased performance of unduplicated pupils, English learners and Students with Disabilities on the ELA/MATH CAASPP over the course of the next three years.	7a.) The Washington Colony's results of the CA Dashboard ELA/MATH Performance indicators show improvement is needed with respect of our Students with Disabilities and homeless groups. Our ELA indicator has increased from Orange to Yellow for the English Learner group. The ELA performance indicator is Orange overall and Orange for Students with Disabilities and Red for the Homeless groups. These two groups have the lowest performance of all groups on the ELA CAASPP. The Students with Disabilities group indicator for Math CAASPP reports is at Orange. To address this need, Washington Colony will provide additional ELA/ELD/MATH tutoring opportunities before and after school and an Intervention Summer School Program. It is our expectation that these services will result in increased performance of unduplicated pupils, English learners and Students with Disabilities on the ELA/MATH CAASPP over the course of the next three years.	7a.) The Washington Colony's results of the CA Dashboard ELA/MATH Performance indicators show improvement is needed with respect of our Students with Disabilities and homeless groups. Our ELA indicator has increased from Orange to Yellow for the English Learner group. The ELA performance indicator is Yellow overall and Orange for Students with Disabilities group. This group has the lowest performance of all groups on the ELA CAASPP. The Students with Disabilities and homeless groups indicator for Math CAASPP reports is at Orange. To address this need, Washington Colony will provide additional ELA/ELD/MATH tutoring opportunities before and after school and an Intervention Summer School Program. It is our expectation that these services will result in increased performance of unduplicated pupils, English learners and Students with Disabilities on the ELA/MATH CAASPP over the course of the next three years.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$26,000	$26,000	$26,000
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	$4,689	$3,174	$5,891
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		$550	$3,000
Source		Supplemental / Concentration	Supplemental / Concentration
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Increase positive school climate and maintain facilities in good repair.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Average daily attendance: 95%; percentage of students suspended: <1%; percentage of students expelled: 0%; middle school dropout rate: 0%; overall facilities rating: good

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3-Facilities Maintained as measured by annual FITs or SARC review	For 2015-2016 All (100%) site FITs scored "good" or higher	All (100%) site FITs will score "good" or higher	All (100%) site FITs will score "good" or higher	All (100%) site FITs will score "good" or higher
14-Attendance as measured by district average attendance	For 2015-16 95.38%	95.5%	95.62%	Maintain at 95.74% or higher

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
15-Chronic Absenteeism as measured by % students with 10% or more absenteeism	Baseline 2014-15 6%	5.5%	5%	4.5%
16-M.S. Dropout as measured by formula in LCAP appendix	2015-2016 0%	0%	0%	0%
19-Suspension rate	2013-14 5%	Decline by .30%	Decline by .60%	Decline by .90%
20-Expulsion rate	2014-15 0%	0%	0%	0%
21-School Climate Survey- % responses high levels for school connectedness and School Climate Index (SCI) on the CHKS survey.	Baseline 2016-17 CHKS (6-8) School Climate Index (SCI) = 314	(6-8) Maintain School Climate Index (SCI) above 300	(6-8) Maintain School Climate Index (SCI) above 300	(6-8) Maintain School Climate Index (SCI) above 300

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1a. The results of the Attendance as measured by district average attendance indicators show improvement is needed for the unduplicated students with respect of attendance rate. Our indicator shows that we are at 95%. The attendance data indicates the unduplicated population have the lowest attendance rates. To address this need Washington Colony will contract with FCOE for Truancy Intervention Program and provide additional support staff, . It is our expectation that this services will result in increased attendance rates for unduplicated students over the course of the next three years.	1a. The results of the Attendance as measured by district average attendance indicators show improvement is needed for the unduplicated students with respect of attendance rate. Our indicator shows that we are at 95.38%. The attendance data indicates the unduplicated population have the lowest attendance rates. To address this need Washington Colony will contract with FCOE for Truancy Intervention Program and provide additional support staff, . It is our expectation that this services will result in increased attendance rates for unduplicated students over the course of the next three years.	1a. The results of the Attendance as measured by district average attendance indicators show improvement is needed for the unduplicated students with respect of attendance rate. Our indicator shows that we are at 95.38%. The attendance data indicates the unduplicated population have the lowest attendance rates. To address this need Washington Colony will contract with FCOE for Truancy Intervention Program and provide additional support staff, . It is our expectation that this services will result in increased attendance rates for unduplicated students over the course of the next three years.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$8,274	$1,600	$1,600
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2a. The results of the CA Dashboard Suspension indicator show improvement is needed with respect of our English Learners and Students with Disabilities groups. Our indicator is Green overall and	2a. The results of the CA Dashboard Suspension indicator show improvement is needed with respect of our Homeless group. Our indicator is yellow overall, green for ELs, yellow for Students with	2a. The results of the CA Dashboard Suspension indicator show improvement is needed with respect of our Homeless group. Our indicator is yellow overall, green for ELs, yellow for Students with

Yellow for ELs and Students with Disabilities groups. These two groups have the highest suspension rates of all groups on the Washington Colony's Dashboard suspension data. In order to address this need Washington Colony will provide support staff, trophy case, materials and supplies to implement behavior improvement and character education programs; implement Positive Behavior Interventions and Supports (PBIS) to allow all students to achieve social, emotional and academic success. It is our expectation that this services will result in a steady decrease on suspensions for English Learners and Students with Disabilities over the course of the next three years.	Disabilities and red for the Homeless group. These three groups have the medium to very high suspension rates of all groups on the Washington Colony's Dashboard suspension data. Washington Colony will be incorporating the Visual And Performing Arts VAPA supplemental activities and Family Arts Night. Students will showcase their visual and performing arts projects and display them in the trophy case along with any VAPA awards and trophies won in district and county competitions as a way to keep them engaged and motivated to improve behavior and to keep reducing suspensions. In order to address this need Washington Colony will provide support staff, trophy case, stage curtains, a podium and classroom partition for performing arts instruction, materials and supplies to implement behavior improvement and character education programs; implement Positive Behavior Interventions and Supports (PBIS) to allow all students to achieve social, emotional and academic success. It is our expectation that this services will result in a steady decrease on suspensions for English Learners and Students with Disabilities over the course of the next three years.	Disabilities and red for the Homeless group. These three groups have the medium to very high suspension rates of all groups on the Washington Colony's Dashboard suspension data. Washington Colony will be incorporating the Visual And Performing Arts VAPA supplemental activities and Family Arts Night. Students will showcase their visual and performing arts projects and display them in the trophy case along with any VAPA awards and trophies won in district and county competitions as a way to keep them engaged and motivated to improve behavior and to keep reducing suspensions. In order to address this need Washington Colony will provide support staff, trophy case, stage curtains and podium for performing arts instruction, materials and supplies to implement behavior improvement and character education programs; implement Positive Behavior Interventions and Supports (PBIS) to allow all students to achieve social, emotional and academic success. It is our expectation that this services will result in a steady decrease on suspensions for English Learners and Students with Disabilities over the course of the next three years.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$31,735	$33,557	$33,557
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$9,246	$11,649	$11,753
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$8,000	$15,000	$25,000
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	$86,900	$95,150	$86,171
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3a. The results of the Chronic Absenteeism as measured by % students with 10% or more absenteeism indicators show improvement is needed for the unduplicated students with respect of absentism rate. Our indicator shows that Washington Colony is at 12% Chronic Absenteeism. The attendance data indicates the unduplicated population have the highest Chronic Absenteeism rates. To address this need Washington Colony will create an attendance weekly monitoring system and provide supplemental materials, supplies and a series of attendance incentives for classroom daily 100% attendance. Additional playground supplies and equipment and maintain quantity and quality of student co- curricular and extra-curricular activities including trips, clubs and district-wide events to improve positive school climate and culture. It is our expectation that this services will result in a increase participation of unduplicated pupils to this extracurricular activities over the course of the next three years.	3a. The results of the Chronic Absenteeism as measured by % students with 10% or more absenteeism indicators show improvement is needed for the unduplicated students with respect of absentism rate. Our indicator shows that Washington Colony is at 9.9% Chronic Absenteeism. The attendance data indicates the unduplicated population have the highest Chronic Absenteeism rates. To address this need Washington Colony will create an attendance weekly monitoring system and provide supplemental materials, supplies and a series of attendance incentives for classroom daily 100% attendance. Additional playground supplies and equipment and maintain quantity and quality of student co- curricular and extra-curricular activities including trips, clubs and district-wide events to improve positive school climate and culture. It is our expectation that this services will result in a increase participation of unduplicated pupils to this extracurricular activities over the course of the next three years.	3a. The results of the Chronic Absenteeism as measured by % students with 10% or more absenteeism indicators show improvement is needed for the unduplicated students with respect of absentism rate. Washington Colony Chronic Absenteeism has increased 1.1% and is at "Orange" performance level for All students and all student groups. In order to address this need, In addition,in order to increase student attendance, Washington Colony will continue to contract with FCSS for a Truancy Intervention Officer and thought he PBIS program, provide incentives to classroom that have obtained the greatest increase of attendance rate on a weekly basis. Washington Colony will provide a system of support through the hiring of a Part - Time Parent Liaison in order to increase communication to all families, monitor attendance, Truancy data, and reduce Chronic Absenteeism with interventions by the 3- tier levels throughout the year. The district will continue to contract with FCSS for a Truancy Intervention Officer and

		thought he PBIS program, provide incentives to classroom that have obtained the greatest increase of attendance rate on a weekly basis. Additional playground supplies and equipment and maintain quantity and quality of student co-curricular and extra-curricular activities including trips, clubs and district-wide events to improve positive school climate and culture. It is our expectation that this services will result in a increase participation of unduplicated pupils to this extracurricular activities over the course of the next three years.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$12,450	$3,000	$3,000
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount			$16,157
Source			Supplemental / Concentration
Budget Reference			2000-2999: Classified Personnel Salaries
Amount			$4,611
Source			Supplemental / Concentration
Budget Reference			3000-3999: Employee Benefits

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4a. Washington Colony will continue to maintain clean safe schools and its facilities in good repair. Washington Colony will provide playground maintenance and additional noontime supervisor time to improve cafeteria/playground safety and maintain facilities; Add a part-time custodial personnel to insure cleanliness of student bathrooms and other facilities and operational services.	4a. Washington Colony will continue to maintain clean safe schools and its facilities in good repair. Washington Colony will provide playground maintenance and additional noontime supervisor time to improve cafeteria/playground safety and maintain facilities; Add a part-time custodial personnel to insure cleanliness of student bathrooms and other facilities and operational services.	4a. Washington Colony will continue to maintain clean safe schools and its facilities in good repair. Washington Colony will provide playground maintenance and additional noontime supervisor time to improve cafeteria/playground safety and maintain facilities; Add a part-time custodial personnel to insure cleanliness of student bathrooms and other facilities and operational services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$127,247	$157,735	$159,724
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	$51,628	$67,016	$65,544
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$28,625	$28,625	$28,625
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	$132,860	$136,670	$137,782
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
5a.The unduplicated student population has some of the lowest engagement as measured by attendance and Chronic Absenteeism. A good learning environment and a feeling of safety by students is the best way to help engage students. To address this need, Washington Colony will provide playground supplies for safety and improved facilities; Provide, update and replace security/safety resources, e.g. security cameras, monitors, radios, alarm systems, and security gates. It is our expectation that these services will result in increased attendance and decreased Chronic Absenteeism with our unduplicated student population over the course of the next three years.	5a.The unduplicated student population has some of the lowest engagement as measured by attendance and Chronic Absenteeism. A good learning environment and a feeling of safety by students is the best way to help engage students. To address this need, Washington Colony will provide playground supplies for safety in order to improve equipment to encourage and engage students in safe extracurricular activities and improved facilities; Provide, update and replace security/safety resources, e.g. security cameras, monitors, radios, alarm systems, and security gates. It is our expectation that these services will result in increased attendance and decreased Chronic Absenteeism with our unduplicated student population over the course of the next three years.	5a.The unduplicated student population has some of the lowest engagement as measured by attendance and Chronic Absenteeism. A good learning environment and a feeling of safety by students is the best way to help engage students. To address this need, Washington Colony will provide playground supplies for safety in order to improve equipment to encourage and engage students in safe extracurricular activities and improved facilities; Provide, update and replace security/safety resources, e.g. security cameras, monitors, radios, alarm systems, and security gates. It is our expectation that these services will result in increased attendance and decreased Chronic Absenteeism with our unduplicated student population over the course of the next three years.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$18,676	$29,339	$29,339
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
6a.The school climate survey results indicated that our unduplicated student population have the least opportunity to get exposed to extracurricular activities and field trips. Also, our unduplicated students have some of the highest chronic	6a.The school climate survey results indicated that our unduplicated student population have the least opportunity to get exposed to extracurricular activities and field trips. Also, our unduplicated students have some of the highest chronic	6a.The school climate survey results indicated that our unduplicated student population have the least opportunity to get exposed to extracurricular activities and field trips. Also, our unduplicated students have some of the highest chronic

absenteeism and lowest attendance rate. In order to address this need, Washington Colony will provide transportation for extra-curricular, educational and enrichment field trips. It is our expectation that this services will result in an increase participation of unduplicated pupils to this extracurricular activities and educational and enrichment field trips and decrease in chronic absenteeism and increase in attendance over the course of the next three years.	absenteeism and lowest attendance rate. In order to address this need, Washington Colony will provide transportation for extra-curricular, educational and enrichment field trips. It is our expectation that this services will result in an increase participation of unduplicated pupils to this extracurricular activities and educational and enrichment field trips and decrease in chronic absenteeism and increase in attendance over the course of the next three years.	absenteeism and lowest attendance rate. In order to address this need, Washington Colony will provide transportation for extra-curricular, educational and enrichment field trips. It is our expectation that this services will result in an increase participation of unduplicated pupils to this extracurricular activities and educational and enrichment field trips and decrease in chronic absenteeism and increase in attendance over the course of the next three years.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$35,000	$35,000	$35,000
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
7a. Provide home-to-school transportation within District boundaries for students and school related events.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$60,590	$66,354	$65,290
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	$27,950	$31,480	$31,573
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$20,000	$24,000	$28,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	$32,300	$42,400	$32,600
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Increase stakeholder engagement and provide parent education

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Increase LEA parent engagement based on sign-in sheets for advisory group meetings, back-to-school night/open house, parent/teacher conferences, and parent education meeting; increase the number of parents participating in education program offerings by 5%.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
6-Parental Engagement as measured by a summary of progress based either on 1) information collected through surveys of parents/guardians or 2) other local measures	Seeking Input in decision making by percentage of parent surveys collected. 2016-17 = 23.5%	Seeking Input in decision making by percentage of parent surveys collected. Increase by 10%	Seeking Input in decision making by percentage of parent surveys collected. Increase by 15%	Seeking Input in decision making by percentage of parent surveys collected. Increase by 20%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase the number of offerings and parents participating in education program by 5%.	2015-16 at 23 dates of Education Program Offerings	Increase by 5%	Increase by 5%	Increase by 5%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1a. Based on the school-home parent communication needs as indicated by parent local surveys, and the number of families needing translation services during school events. Washington Colony	1a. Based on the school-home parent communication needs as indicated by parent local surveys, and the number of families needing translation services during school events. Washington Colony	1a. Based on the school-home parent communication needs as indicated by parent local surveys, and the number of families needing translation services during school events. Washington Colony

will increase parental engagement. In order to address this need, Washington Colony will provide interpreter/translator services for district-wide activities. It is our expectation that these services will result in increased parental engagement over the course of the next three years.	will increase parental engagement. In order to address this need, Washington Colony will provide interpreter/translator services for district-wide activities. It is our expectation that these services will result in increased parental engagement over the course of the next three years.	will increase parental engagement. In order to address this need, Washington Colony will provide interpreter/translator services for district-wide activities. It is our expectation that these services will result in increased parental engagement over the course of the next three years.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$7,174	$7,174	$7,174
Source	Title I	Title I	Title I
Budget Reference	2000-2999: Classified Personnel Salaries Federal Funds	2000-2999: Classified Personnel Salaries Federal Funds	2000-2999: Classified Personnel Salaries Federal Funds

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2a. Based on the school parent communication needs as indicated by parent local surveys results, and the need to increase parental engagement. In order to address this need. Washington Colony will increase District/Site parent communication and involvement in District-wide activities; improve accessibility to websites, grading and attendance systems; purchase district mobile app, purchase student planners to increase communication from school to home regarding academic assignments and progress; replace static marquee with digital messaging marquee. It is our expectation that these services will result in increased parental engagement over the course of the next three years.	2a. Based on the school parent communication needs as indicated by parent local surveys results, and the need to increase parental engagement. In order to address this need. Washington Colony will increase District/Site parent communication and involvement in District-wide activities; improve accessibility to websites, grading and attendance systems; purchase district mobile app, purchase student planners to increase communication from school to home regarding academic assignments and progress; replace static marquee with digital messaging marquee. It is our expectation that these services will result in increased parental engagement over the course of the next three years.	2a. Based on the school parent communication needs as indicated by parent local surveys results, and the need to increase parental engagement. In order to address this need. Washington Colony will increase District/Site parent communication and involvement in District-wide activities; improve accessibility to websites, grading and attendance systems; purchase district mobile app, purchase student planners to increase communication from school to home regarding academic assignments and progress; apply service cost for the replacement of static marquee with digital messaging marquee. It is our expectation that these services will result in increased parental engagement over the course of the next three years.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$8,100	$8,100	$8,100
Source	Title I	Title I	Title I
Budget Reference	4000-4999: Books And Supplies Federal Funds	4000-4999: Books And Supplies Federal Funds	4000-4999: Books And Supplies Federal Funds
Amount		$50,000	$0
Source		Supplemental / Concentration	Supplemental / Concentration
Budget Reference		6000-6999: Capital Outlay	6000-6999: Capital Outlay

Amount			$20,000
Source			Supplemental / Concentration
Budget Reference			4000-4999: Books And Supplies

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3a. The parents of our unduplicated students are some of the least involved in their student's educational process. Based on the school parent communication needs as indicated by parent local surveys results, and the need to increase parental engagement by 5%. In order to address this need Washington Colony will provide	3a. The parents of our unduplicated students are some of the least involved in their student's educational process. Based on the school parent communication needs as indicated by parent local surveys results, and the need to increase parental engagement by 5%. In order to address this need Washington Colony will provide	3a. The parents of our unduplicated students are some of the least involved in their student's educational process. Based on the school parent communication needs as indicated by parent local surveys results, and the need to increase parental engagement by 5%. In order to address this need Washington Colony will provide

and/or contract for parent education offerings including parenting classes and English classes; provide materials, supplies, supplemental staff hours, childcare for parent education activities and Educational Parent Conferences. It is our expectation that these services will result in increased of 5% parental engagement over the course of the next three years for the parents of our unduplicated students.	and/or contract for parent education offerings including parenting classes and English classes; provide materials, supplies, supplemental staff hours, childcare for parent education activities and Educational Parent Conferences. It is our expectation that these services will result in increased of 5% parental engagement over the course of the next three years for the parents of our unduplicated students.	and/or contract for parent education offerings including parenting classes and English classes; provide materials, supplies, supplemental staff hours, childcare for parent education activities and Educational Parent Conferences. It is our expectation that these services will result in increased of 5% parental engagement over the course of the next three years for the parents of our unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,000	$4,000	$4,000
Source	Title II	Title II	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures Federal Funds	5000-5999: Services And Other Operating Expenditures Federal Funds	5000-5999: Services And Other Operating Expenditures Federal Funds
Amount	$10,000	$5,000	$22,400
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$1,267,568	34.95%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Using the calculation tool provided by the state Washington Colony Elementary School District has calculated that it will receive $1,267,568 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of these expenditures are itemized in the Goals, Actions & Services section of this plan and include

- ELA/ELD/MATH robust professional development for teachers and weekly PLC collaboration opportunities.
- Continue with two part-time intervention teachers and two bilingual instructional aides and supplemental implementation of a new Reading Lab, and STAR/AR reading programs
- Supplement the new construction and enhancement of a new innovative Reading Intervention Lab with new technology; including hardware, software, Smartboards, chromebook carts, classroom furniture, working station desks, books, supplies and intervention instructional materials and teacher resources.
- Technology increase and accessibility and Smartboards to be installed in every classroom. All of our students have daily access to a chromebook device for ELA/ELD and Math instruction with student ratio of 1:1 school-wide
- Literacy ELA/ELD Coach Full-time for purpose on assisting classroom teachers and other staff in the implementation of ELA/ELD standards based instruction aligned to the claims and targets in SBAC for unduplicated students.
- Standards Aligned ELA/MATH/SCIENCE STEM supplemental curriculum, computer software, materials and supplies for instructional programs
- Full-time Music teacher, Full-time PE teacher in order to create additional PLC and Collaboration time for research-based best practices
- Early Literacy resources and staff support and to hire an additional Instructional Aide for the Kindergarten classes.
- Accelerated Reader (AR) Program
- Positive Behavior Intervention & Supports (PBIS) program
- Tutoring

- Truancy Interventions
- Safety and Security Improvements
- Extracurricular trips
- Parent Education Opportunities
- Increase District/Site parent communication and involvement in District-wide activities; improve accessibility to websites, grading and attendance systems; purchase district mobile app, purchase student planners to increase communication from school to home regarding academic assignments and progress;
- Maintenance expenses for digital messaging marquee
- Hire a Part-time Parent Liaison that will provide a system of support and communication to all families in order to monitor attendance, Truancy data, and reduce Chronic Absenteeism throughout the year

All actions and expenditures of funds marked as contributing to increased or improved services were taken with the needs of our unduplicated population in mind based on careful analysis of data and input from our stakeholders. All these actions are principally directed toward our unduplicated student population to help Washington Colony Elementary School District be effective in meeting the goals of the LEA. Under each action marked for increased or improved services is a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping those students meet the goals of Washington Colony Elementary School District.

Since our unduplicated student population count is 87.52% all of these actions and services are being performed on a schoolwide or districtwide basis in order increase efficiency of the delivery of these actions and services.

In addition using the same calculation tool the proportionality percentage has been calculated at 33.76%. Washington Colony ESD has demonstrated that it has met the 33.76% proportionality percentage by expending $1,267,568in funds on actions and services that are principally directed towards the unduplicated student population as summarized above and as explained in detail in this plan in the Goals, Actions & Service section.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$1,114,468	33.76%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Using the calculation tool provided by the state Washington Colony Elementary School District has calculated that it will receive $1,114,468 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of these expenditures are itemized in the Goals, Actions & Services section of this plan and include

- ELA/ELD/MATH robust professional development for teachers and weekly PLC collaboration opportunities.
- Continue with two part-time intervention teachers and two bilingual instructional aides and supplemental implementation of a new Reading Lab, and STAR/AR reading programs
- Technology increase and accessibility and Smartboards to be installed in every classroom. All of our students have daily access to a chromebook device for ELA/ELD and Math instruction with student ratio of 1:1 school-wide
- Literacy ELA/ELD Coach Full-time for purpose on assisting classroom teachers and other staff in the implementation of ELA/ELD standards based instruction aligned to the claims and targets in SBAC for unduplicated students.
- Standards Aligned ELA/MATH/SCIENCE STEM supplemental curriculum, computer software, materials and supplies for instructional programs
- Full-time Music teacher, Full-time PE teacher in order to create additional PLC and Collaboration time for research-based best practices
- Early Literacy resources and staff support
- Accelerated Reader (AR) Program
- Positive Behavior Intervention & Supports (PBIS) program
- Tutoring
- Truancy Interventions
- Safety and Security Improvements
- Extracurricular trips
- Parent Education Opportunities
- Increase District/Site parent communication and involvement in District-wide activities; improve accessibility to websites, grading and attendance systems; purchase district mobile app, purchase student planners to increase communication from school to home regarding academic assignments and progress;
- Replace static marquee with digital messaging marquee

All actions and expenditures of funds marked as contributing to increased or improved services were taken with the needs of our unduplicated population in mind based on careful analysis of data and input from our stakeholders. All these actions are principally directed toward our unduplicated student population to help Washington Colony Elementary School District be effective in meeting the goals of the LEA. Under each action marked for increased or improved services is a detailed explanation of how that action is

principally directed toward the unduplicated student population and effective in helping those students meet the goals of Washington Colony Elementary School District.

Since our unduplicated student population count is 87.52% all of these actions and services are being performed on a schoolwide or districtwide basis in order increase efficiency of the delivery of these actions and services.

In addition using the same calculation tool the proportionality percentage has been calculated at 33.76%. Washington Colony ESD has demonstrated that it has met the 33.76% proportionality percentage by expending $1,114,468 in funds on actions and services that are principally directed towards the unduplicated student population as summarized above and as explained in detail in this plan in the Goals, Actions & Service section.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$1,052,349	34.99%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

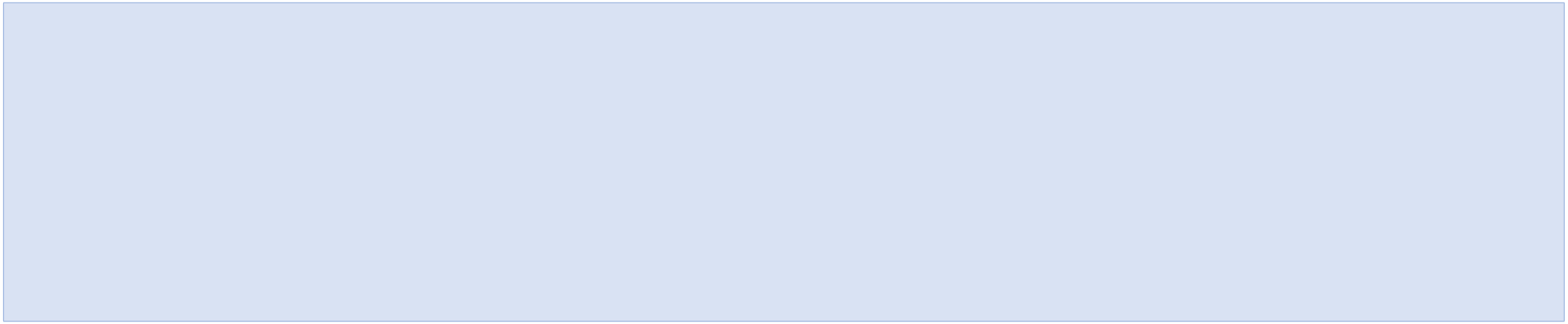
Using the calculation tool provided by the state Washington Colony Elementary School District has calculated that it will receive $1,052,349 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of these expenditures are itemized in the Goals, Actions & Services section of this plan and include

- ELA/ELD/MATH robust professional development for teachers and weekly PLC collaboration opportunities.
- Continue with two part-time intervention teachers and two bilingual instructional aides and supplemental implementation of a new Reading Lab, and STAR/AR reading programs
- technology increase and accessibility and Smartboards to be installed in every classroom. All of our students have daily access to a chromebook device for ELA/ELD and Math instruction with student ratio of 1:1 school-wide
- Reading Lab,
- Full-time Music teacher, Full-time PE teacher in order to create additional PLC and Collaboration time for research-based best practices
- Early Literacy resources and staff support
- Accelerated Reader (AR) Program
- Positive Behavior Intervention & Supports (PBIS) program.
- Tutoring
- Truancy Interventions
- Safety and Security Improvements
- Extracurricular trips
- Parent Education Opportunities

All actions and expenditures of funds marked as contributing to increased or improved services were taken with the needs of our unduplicated population in mind based on careful analysis of data and input from our stakeholders. All these actions are principally directed toward our unduplicated student population to help Washington Colony Elementary School District be effective in meeting the goals of the LEA. Under each action marked for increased or improved services is a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping those students meet the goals of Washington Colony Elementary School District.

Since our unduplicated student population count is 87.94% all of these actions and services are being performed on a schoolwide or districtwide basis in order increase efficiency of the delivery of these actions and services.

In addition using the same calculation tool the proportionality percentage has been calculated at 34.99%. Washington Colony ESD has demonstrated that it has met the 34.99% proportionality percentage by expending $1,052,349 in funds on actions and services that are principally directed towards the unduplicated student population as summarized above and as explained in detail in this plan in the Goals, Actions & Service section.



Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary]

[Annual Update]

[Stakeholder Engagement]

[Goals, Actions, and Services]

[Planned Actions/Services]

[Demonstration of Increased or Improved Services for Unduplicated Students]

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

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

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

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:
  (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
    (A) enrolled less than 31 days
    (B) enrolled at least 31 days but did not attend at least one day
    (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
      (i) are enrolled in a Non-Public School
      (ii) receive instruction through a home or hospital instructional setting
      (iii) are attending a community college full-time.
  (2) The number of students who meet the enrollment requirements.
  (3) Divide (1) by (2).

(b) "High school dropout rate" shall be calculated as follows:
  (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  (2) The total number of cohort members.
  (3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:
  (1) For a 4-Year Cohort Graduation Rate:
    (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
    (B) The total number of students in the cohort.
    (C) Divide (1) by (2).
  (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
    (A) The number of students who either graduated as grade 11 students or who earned any of the following:
      (i) a regular high school diploma
      (ii) a High School Equivalency Certificate
      (iii) an adult education diploma
      (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
    (B) The number of students in the DASS graduation cohort.
    (C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:
  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:
  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	3,579,496.00	3,645,564.00	3,391,410.00	3,579,496.00	3,718,073.00	10,688,979.00
Base	2,445,754.00	2,469,315.00	2,299,645.00	2,445,754.00	2,431,231.00	7,176,630.00
Supplemental	0.00	135,210.00	0.00	0.00	0.00	0.00
Supplemental / Concentration	1,114,468.00	1,030,333.00	1,072,491.00	1,114,468.00	1,267,568.00	3,454,527.00
Title I	15,274.00	2,500.00	15,274.00	15,274.00	15,274.00	45,822.00
Title II	4,000.00	8,206.00	4,000.00	4,000.00	4,000.00	12,000.00

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

Total Expenditures by Object Type						
Object Type	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	3,579,496.00	3,645,564.00	3,391,410.00	3,579,496.00	3,718,073.00	10,688,979.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	1,550,600.00	1,545,439.00	1,392,317.00	1,550,600.00	1,525,068.00	4,467,985.00
2000-2999: Classified Personnel Salaries	325,409.00	330,776.00	280,650.00	325,409.00	353,692.00	959,751.00
3000-3999: Employee Benefits	716,458.00	728,473.00	621,795.00	716,458.00	731,748.00	2,070,001.00
4000-4999: Books And Supplies	472,894.00	514,915.00	593,399.00	472,894.00	626,894.00	1,693,187.00
5000-5999: Services And Other Operating Expenditures	464,135.00	475,961.00	503,249.00	464,135.00	480,671.00	1,448,055.00
6000-6999: Capital Outlay	50,000.00	50,000.00	0.00	50,000.00	0.00	50,000.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	All Funding Sources	3,579,496.00	3,645,564.00	3,391,410.00	3,579,496.00	3,718,073.00	10,688,979.00
	Title II	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	1,244,666.00	1,250,166.00	1,156,739.00	1,244,666.00	1,230,363.00	3,631,768.00
1000-1999: Certificated Personnel Salaries	Supplemental / Concentration	305,934.00	295,273.00	235,578.00	305,934.00	294,705.00	836,217.00
2000-2999: Classified Personnel Salaries	Base	224,089.00	228,236.00	187,837.00	224,089.00	225,014.00	636,940.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	100,210.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental / Concentration	94,146.00	550.00	85,639.00	94,146.00	121,504.00	301,289.00
2000-2999: Classified Personnel Salaries	Title I	7,174.00	1,780.00	7,174.00	7,174.00	7,174.00	21,522.00
3000-3999: Employee Benefits	Base	595,504.00	602,779.00	537,348.00	595,504.00	599,047.00	1,731,899.00
3000-3999: Employee Benefits	Supplemental / Concentration	120,954.00	125,694.00	84,447.00	120,954.00	132,701.00	338,102.00
4000-4999: Books And Supplies	Base	200,425.00	200,425.00	200,961.00	200,425.00	204,425.00	605,811.00
4000-4999: Books And Supplies	Supplemental / Concentration	264,369.00	313,770.00	384,338.00	264,369.00	414,369.00	1,063,076.00
4000-4999: Books And Supplies	Title I	8,100.00	720.00	8,100.00	8,100.00	8,100.00	24,300.00
5000-5999: Services And Other Operating Expenditures	Base	181,070.00	187,709.00	216,760.00	181,070.00	172,382.00	570,212.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	35,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental / Concentration	279,065.00	245,046.00	282,489.00	279,065.00	304,289.00	865,843.00
5000-5999: Services And Other Operating Expenditures	Title II	4,000.00	8,206.00	4,000.00	4,000.00	4,000.00	12,000.00
6000-6999: Capital Outlay	Supplemental / Concentration	50,000.00	50,000.00	0.00	50,000.00	0.00	50,000.00

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

Total Expenditures by Goal						
Goal	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Goal 1	2,726,647.00	2,777,879.00	2,670,655.00	2,726,647.00	2,861,073.00	8,258,375.00
Goal 2	778,575.00	802,049.00	691,481.00	778,575.00	795,326.00	2,265,382.00
Goal 3	74,274.00	65,636.00	29,274.00	74,274.00	61,674.00	165,222.00
Goal 4			0.00	0.00	0.00	0.00
Goal 5			0.00	0.00	0.00	0.00
Goal 6			0.00	0.00	0.00	0.00
Goal 7			0.00	0.00	0.00	0.00
Goal 8			0.00	0.00	0.00	0.00
Goal 9			0.00	0.00	0.00	0.00

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

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources					