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

2018-19

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)

LCFF Evaluation Rubrics: 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 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).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 and four instructional aides, two of whom are bilingual. Our school has a Reading Lab in order to increase reading level, with two 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 misassignements. All classroom teachers possess either CLAD or SDAIE certification.

Our program begins with a state funded pre-school with an enrollment of 48 students. The program is housed on site and provides two sessions a day, one in the morning and one in the afternoon. 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 432 regular education students. There are 8 students in our SDC class. Other classrooms include music/band

room, library, one special education classrooms, and a large portable shared by the RSP staff. An 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 95%. Approximately eighty-seven percent of our K-8 students receive free or reduced breakfast and/or lunches. There are approximately 154 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 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. This year's LCAP highlights the following initiatives that are targeted for student academic achievement including the new Math, ELA/ELD adoption, 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, Reading Lab, (Full time Music teacher, Full time PE teacher in order to create additional PLC and Collaboration time for research-based best practices) a new redesigned Reading Lab with two part-time teachers, two additional bilingual Instructional aides; Early Literacy resources and staff support, a robust professional development plan, Accelerated Reader (AR) Program and a successful Positive Behavior Intervention & Supports (PBIS) program; SILVER Model School Award 2016-17 and GOLD Model School Award in 2017-18 school year.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, 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 performance indicators as reported in the ELA/MATH CA Dashboard data for Fall 2017, there was a positive increase in points for all students scoring in ELA and MATH.

The other state performance indicator included in the CA Dashboard data is the MATH results and progress for all students increased significantly scoring "Yellow" for all groups. Based on the state performance indicators for ELA and MATH , the Students with Disabilities group went from scoring "Red" in ELA and MATH to scoring "Orange" and increased significantly between 10 and 18 points. Also based on CELDT 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 in "Yellow" for all students and "Green" color for the English Learner group showing a significantly decline in suspensions. The district has invested in a ELA/MATH robust professional development for teachers and provide weekly PLC collaboration opportunities. With the new hiring of 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 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. 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). This Spring 2018 our school received the PBIS GOLD model school award. In addition, our school continues striving for the increase of parenting education courses and parent engagement opportunities. Therefore, English Language Learning software programs were added this year to keep parents connected with school. This year the district made available Aeries Parent Portal for grades 6th - 8th.

Referring to the LCFF Evaluation Rubrics, 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 Indicator, Washington Colony Elementary School District does not have any Overall performance in "Red". However, 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 Orange overall for all students including English Learners and for Students with Disabilities groups. These two groups have the lowest performance of all groups on the ELA CAASPP results. To address this need Washington Colony will provide additional instructional support personnel at early primary grades and will hire a 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 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.

Referring to the LCFF Evaluation Rubrics, 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

The Washington Colony's CA Dashboard ELA performance indicator shows a performance gap among "all student" group and the Homeless and Students with Disabilities" groups. Our indicator in ELA performance is Orange overall for "all student" group and red for the Homeless group. The Homeless group has the lowest performance of all subgroups on the ELA CAASPP and the Students with Disabilities group is scoring in orange level. In order to address this performance gaps, it is stated in Goal 1 Action 2a. 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 and collaborate with the new Literacy ELA/ELD coach. It is our expectation that this 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 will hire a new 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 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 next three years.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

"See LCAP Highlights"

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$4,783,013
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$3,579,496.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Actions and services budgeted in general fund for the LCAP year that are not included in the LCAP expenses include: Superintendent/Assistant Superintendent costs, district/office staff(secretaries/nurses/noon time aides), non instructional supplies, travel/conferences/dues for staff and board; non instructional operating costs (delivery/mail, professional services (audit, legal, insurance) equipment replacement and tuition and transfers out to other funds

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$4,477,638

Annual Update

LCAP Year Reviewed: 2017-18

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 **17-18** 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 misalignments nor vacancies as measured by Credentials and SARC review 17-18 100% Properly Credentialed with no misassignments or vacancies Metric/Indicator Met For 2015-2016 100% Properly Credentialed with no misassignments or vacancies

Expected	Actual
Metric/Indicator 2-Sufficient core instructional materials as measured by annual board resolution of 'Sufficiency of Instructional Materials' or SARC review **17-18** 100% sufficient instructional materials **Baseline** 2016-2017 School board adoption of "sufficiency of Instructional Materials" resolution	2-There are sufficient core instructional materials as measured by annual board resolution of 'Sufficiency of Instructional Materials' or SARC review 17-18 100% sufficient instructional materials Resolution Adopted in September 2017 Metric/Indicator Met Baseline 2016-2017 School board adoption of "sufficiency of Instructional Materials" resolution
Metric/Indicator 4-State Standards Implemented as measured by the State Reflection Tool **17-18** Average score will increase. **Baseline** 2016-2017 Average Score TBD Fall 2017	4-State Standards Implemented as measured by the State Reflection Tool 17-18 Average score will increase by .25 Baseline 2016 - 2017 Average Score in Fall 2017 3.16
Metric/Indicator 5-EL access to state standards/ELD standards (included with tool used above) **17-18** Average score will increase. **Baseline** 2016-2017 Average Score TBD Fall 2017	5-EL access to state standards/ELD standards (included with tool used above) Average score will increase or maintain at 4.0 Baseline 2016-2017 Average Score TBD Fall 2017 4.0 score

Expected	Actual
Metric/Indicator 7-State Standardized Assessments as measured by Math CAASPP scores Distance from level 3 **17-18** • 50.4 points below Growth= 13 points **Baseline** 2015-2016 -63.4 points below Growth= 13 points	7-State Standardized Assessments as measured by Math CAASPP scores Distance from level 3 17-18 • 49.1 points below Growth= 14.3 points Metric/Indicator Met Baseline 2015-2016 • 63.4 points below Growth= 13 points
Metric/Indicator 7-State Standardized Assessments as measured by ELA scores Distance from level 3 **17-18** • 44 points below Growth= 9.7 points **Baseline** 2015-2016 • 53.7 points below Growth= 9.7 points	7-State Standardized Assessments as measured by ELA scores Distance from level 3 17-18 • 51.7 points below Growth= 2 points Indicator Not Met Baseline 2015-2016 • 53.7 points below Growth= 9.7 points
Metric/Indicator 10-EL annual growth as measured by CELDT/ELPAC annual growth data **17-18** maintain or increase annual growth	10-EL annual growth as measured by CELDT/ELPAC annual growth data 17-18 maintain or increase annual growth ELPAC 2017-18 Raw Scores 141 Students tested Level 3 + Level 4= 108 (76.5%) Level 1 = 6 Level 2 = 27

Expected	Actual
Baseline 2014-2015 58.1%	Level 3 = 59 Level 4 = 49 2014-2015 58.1%
Metric/Indicator 11-EL reclassification as measured by prior year number of re-designated students **17-18** 11% **Baseline** 2015 - 16 at 7%	11-EL reclassification as measured by prior year number of re-designated students 17-18 Growth 2% 9% Reclassified Metric/Indicator Not Met Baseline 2015 -16 at 7%
Metric/Indicator 22-Access to a broad course of study as measured by review of teacher and/or master schedules **17-18** 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 17-18 100% access to a broad course of study at all school sites based on Master Schedule and Curriculum availibility Indicator Met Baseline 2015-2016 100% access to a broad course of study at all school sites
Metric/Indicator 23-Other Pupil Outcomes as measured by average growth on STAR Assessment	23-Other Pupil Outcomes as measured by average growth on STAR Assessment 17-18

Expected	Actual
17-18 STAR/AR Independent Reading Level (IRL) Average Growth (.60) **Baseline** 2016-17 Baseline STAR/AR Independent Reading Level (IRL) Average Growth (.45)	STAR/AR Independent Reading Level (IRL) Average Growth (.65) Metric/Indicator Met Baseline 2016-17 Baseline STAR/AR Independent Reading Level (IRL) Average Growth (.45)

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; 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.) All Teachers Hired are Properly Credentialed Teachers and no misassignments for all core, elective, and special education classes. 1b.) Provided and Purchased standards aligned supplemental Science Curriculum and; replenished/replaced or 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.	1000-1999: Certificated Personnel Salaries Base $1,156,739 3000-3999: Employee Benefits Base $457,770 4000-4999: Books And Supplies Base $152,336 5000-5999: Services And Other Operating Expenditures Base $51,600	1000-1999: Certificated Personnel Salaries Base $1,171,733 3000-3999: Employee Benefits Base $457,041 4000-4999: Books And Supplies Base $156,169 5000-5999: Services And Other Operating Expenditures Base $26,300

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 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.) 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 was met and teachers were provided 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 was our expectation that this services resulted in increased performance of EL, SED, SPED students on the ELA CAASPP over the course of the year.	1000-1999: Certificated Personnel Salaries Supplemental / Concentration $100,273 3000-3999: Employee Benefits Supplemental / Concentration $40,479	1000-1999: Certificated Personnel Salaries Supplemental / Concentration $106,736 3000-3999: Employee Benefits Supplemental / Concentration $41,470

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 English Learners and Students with	3a) This need was address by providing and maintaining additional instructional support personnel at early primary grades and hired 2 Part-time Intervention	1000-1999: Certificated Personnel Salaries Supplemental / Concentration $77,570	1000-1999: Certificated Personnel Salaries Supplemental / Concentration $77,685

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.	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 includes teaching strategies, intervention materials and data analysis every four weeks. Students received the extra reading daily small group reading support to reduce the largest reading gap and the expectations of these services that resulted in increased performance of EL, SED, SPED students on the ELA CAASPP over the course of the year.	2000-2999: Classified Personnel Salaries Supplemental / Concentration $85,639 3000-3999: Employee Benefits Supplemental / Concentration $30,033	2000-2999: Classified Personnel Salaries Supplemental / Concentration $91,088 3000-3999: Employee Benefits Supplemental / Concentration $33,925

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	4a.) This need was addressed and it was provided supplemental equipment for classrooms, Reading Lab and teacher	4000-4999: Books And Supplies Supplemental / Concentration $82,530	4000-4999: Books And Supplies Supplemental / Concentration $44,842

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.	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. This services resulted in reducing the reading gap for unduplicated students as measured by our other pupil outcomes metrics over the year. STAR/AR Independent Reading Level (IRL) Average Growth this year is .65 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 and Washington Colony's Dashboard data indicator shows Yellow 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	5a.)This need was addressed and the district provided 21st Century learning skills and environment. The district undated, upgraded and replaced technology, e.g. chromebook carts with classroom furniture, laptop computers, Interactive White Boards (20 SmartBoards purchased), wireless access and security required to	4000-4999: Books And Supplies Supplemental / Concentration $262,682	4000-4999: Books And Supplies Supplemental / Concentration $319,700

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.	enhance critical thinking and the use of research-based best practices in instruction. These services resulted in increased performance of unduplicated pupils, English learners and Students with Disabilities on the ELA/MATH CAASPP over the course of the year.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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; Accelerated Reader	6a.) This need was addressed and Washington Colony provided teachers with professional development focus on ELA/ELD/MATH, including progress of Benchmark Assessments; 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; In addition, the district contracted for District Technology Instructional Coach to assist classroom teachers with embedding technology; Provided data system licenses and	5000-5999: Services And Other Operating Expenditures Supplemental / Concentration $142,315	5000-5999: Services And Other Operating Expenditures Supplemental / Concentration $143,909

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.	contracts. These services targeted 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 year.		

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 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	7a.) This need was addressed and Washington Colony provided additional ELA/ELD/MATH tutoring opportunities before and after school and an Intervention Summer School Program. It was our expectation that these services resulted in increased performance of unduplicated pupils, English learners and Students with Disabilities on the ELA/MATH CAASPP over the course of the year.	1000-1999: Certificated Personnel Salaries Supplemental / Concentration $26,000 3000-3999: Employee Benefits Supplemental / Concentration $4,689	1000-1999: Certificated Personnel Salaries Supplemental / Concentration $26,000 3000-3999: Employee Benefits Supplemental / Concentration $4,689

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.

The overall implementation of the goals, actions/services to achieve the proposed goal were established as expected. The hiring and retaining of the 1 FTE Music Teacher, 1 FTE Physical Education Teacher, two Part-time Intervention Teachers for the Reading Lab, two bilingual instructional aides, a new library Aide, and the implementation of a robust Professional Development for Teachers and the Increase Technology and support in the classrooms was essential in order to accomplish the intended goal for all students to increase achievement and proficiency levels in ELA, Math, and ELD; increase of English Proficiency for English Learners.

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

Based on the review of state performance indicators as reported in the ELA/MATH Dashboard Fall 2017 data report, there was an increase in positive points for all students including English Learners and Students with Disabilities. The Metric/Indicator in Math points increased from level 3 was met. The overall Math growth was of 14.3 points in comparison to the baseline MATH growth of 13 points possible in one year. There is only one exception of the State Standardized Assessments as measured by 2017 ELA scores and distance from level 3. The district metric/indicator was set to increase 9.7 points as the Dashboard ELA results indicated only a growth of 2 points was gained. Also, the other state performance indicator included in the Dashboard data is the English Learner Progress results and proficiency progress for English Learners scoring in orange. In addition, based on the CELDT results and local assessment data our reclassification percentage has improved this year to 1% compare to 11% last year. The district has invested in a robust ELA/MATH professional development for teachers and provided weekly PLC collaboration opportunities. With the implementation of the new hired part-time intervention teachers, two bilingual instructional aides, supplemental implementation of the Reading Lab, STAR/AR reading programs and the newly installation of the SMARTBoards and software Technology, have shown improvements for low-income students, English Learners and foster youth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In action 5a there are significant material differences between budget expenditures for this goal as stated above in comparison to the estimated actuals expenditures. The district emphasized this action 5a and addressed this need by providing 21st Century learning skills and environment. The district undated, upgraded and replaced technology, e.g. chromebook carts with classroom furniture, laptop computers, Interactive White Boards (20 SmartBoards purchased), wireless access and security required to enhance critical thinking and the use of research-based best practices in instruction. These services resulted in increased performance of unduplicated pupils, English learners and Students with Disabilities on the ELA/MATH CAASPP over the course of the year.

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 metrics/indicators, data analysis and evaluation of rubrics and the overall effectiveness of the goals, actions and services toward academic performance achievement in the CA Dashboard report from Fall 2017, Washington Colony made positive progress in all ELA/MATH areas for all students and Met all Local Performance Indicators. Our school does not have any Overall Performance in "Red". However, it has been identified the academic needs and reading gaps for SED, English Learners and Students with Disabilities that have been addressed in Goal 1 Actions 2a - 6a. Therefore, the allocation of funds for all additional hiring and retaining of the 1 FTE Music Teacher, 1 FTE Physical Education Teacher, Two Part-time Intervention Teachers for the Reading Lab, two bilingual instructional aides, a library aide and the implementation of a robust ProfessionalDevelopment for Teachers and increased of Technology including latest instructional technology of SmartBoards can be found in Goal 1 Actions 2a - 6a.

Annual Update

LCAP Year Reviewed: 2017-18

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 **17-18** 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 17-18 All (100%) site FITs will score "good" or higher Metric/Indicator Met Baseline For 2015-2016 All (100%) site FITs scored "good" or higher
Metric/Indicator 14-Attendance as measured by district average attendance	14-Attendance as measured by district average attendance 17-18

Expected	Actual
17-18 95.5% **Baseline** For 2015-16 95.38%	98.53% Metric/Indicator Met For 2015-16 95.38%
Metric/Indicator 15-Chronic Absenteeism as measured by % students with 10% or more absenteeism **17-18** 5.5% **Baseline** Baseline 2014-15 6%	15-Chronic Absenteeism as measured by % students with 10% or more absenteeism 17-18 Growth= -3.52% Metric/Indicator not Met (decreased by 3.52% from 12%) Baseline 2014-15 6%
Metric/Indicator 16-M.S. Dropout as measured by formula in LCAP appendix **17-18** 0% **Baseline** 2015-2016 0%	16-M.S. Dropout as measured by formula in LCAP appendix 17-18 0% Metric/Indicator Met Baseline 2015-2016 0%
Metric/Indicator 19-Suspension rate **17-18** Decline by .30%	19-Suspension rate 17-18 Decline by -1.1% Metric/Indicator Met 2013-14

Expected	Actual
Baseline 2013-14 5%	5%
Metric/Indicator 20-Expulsion rate **17-18** 0% **Baseline** 2014-15 0%	20-Expulsion rate 17-18 0% Metric/Indicator Met Baseline 2104-15 0%
Metric/Indicator 21-School Climate Survey- % responses high levels for school connectedness and School Climate Index (SCI) on the CHKS survey. **17-18** (6-8) Maintain School Climate Index (SCI) above 300 **Baseline** Baseline 2016-17 CHKS (6-8) School Climate Index (SCI) = 314	21-School Climate Survey- % responses high levels for school connectedness and School Climate Index (SCI) on the CHKS survey. 17-18 (6-8) Maintain School Climate Index (SCI) above 300 Metric/Indicator Met Baseline Baseline 2016-17 CHKS (6-8) School Climate Index (SCI) = 314

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	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	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%. 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.This need was addressed and Washington Colony contracted with FCOE for Truancy Intervention Program and provide additional support staff . It was our expectation and these services resulted in increased attendance rates for unduplicated students over the course of the year.	5000-5999: Services And Other Operating Expenditures Supplemental / Concentration $8,274	5000-5999: Services And Other Operating Expenditures Supplemental / Concentration $1,552

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 English Learners and Students with Disabilities groups. Our indicator is Green overall and 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	2a. This need was addressed and Washington Colony provided 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 was our expectation that these services resulted in a steady significantly decline of -1.1% suspensions for All student groups and a significantly decline of -1% for English Learners and	1000-1999: Certificated Personnel Salaries Supplemental / Concentration $31,735 3000-3999: Employee Benefits Supplemental / Concentration $9,246 4000-4999: Books And Supplies Supplemental / Concentration $8,000 5000-5999: Services And Other Operating Expenditures Supplemental / Concentration $86,900	1000-1999: Certificated Personnel Salaries Supplemental / Concentration $32,423 3000-3999: Employee Benefits Supplemental / Concentration $10,040 6000-6999: Capital Outlay Supplemental / Concentration $8,000 5000-5999: Services And Other Operating Expenditures Supplemental / Concentration $95,150

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.	Students with Disabilities over the course of the year.

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 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-	3a. This need was addressed and Washington Colony created 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 was our expectation and these services resulted in a reduction of -3.52% in Chronic Absenteeism rate and a increase participation of unduplicated pupils to this extracurricular activities over the course of the year.	4000-4999: Books And Supplies Supplemental / Concentration $12,450	4000-4999: Books And Supplies Supplemental / Concentration $3,000

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.			

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 continued 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; Add a part-time custodial personnel to insure cleanliness of student bathrooms and other facilities and operational services.	2000-2999: Classified Personnel Salaries Base $127,247 3000-3999: Employee Benefits Base $51,628 4000-4999: Books And Supplies Base $28,625 5000-5999: Services And Other Operating Expenditures Base $132,860	2000-2999: Classified Personnel Salaries Base $148,793 3000-3999: Employee Benefits Base $61,175 4000-4999: Books And Supplies Base $38,625 5000-5999: Services And Other Operating Expenditures Base $135,120

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 and improved facilities;	5a.This need was addressed and Washington Colony provided playground supplies for safety and improved facilities; Provided, updated and replaced security/safety resources, e.g. security cameras, monitors, radios, alarm systems, and security gates. It was our expectation that these services a safe school environment and resulted in	4000-4999: Books And Supplies Supplemental / Concentration $18,676	4000-4999: Books And Supplies Supplemental / Concentration $9,800 6000-6999: Capital Outlay Supplemental / Concentration $10,000

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.	increased attendance and decreased Chronic Absenteeism with our unduplicated student population over the course of the year.		

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. This need was addressed and Washington Colony provided transportation for a series of extra-curricular, educational and enrichment field trips. It was our expectation that these services resulted in an increase participation of unduplicated pupils to this extracurricular activities and educational and enrichment field trips and decreased in chronic absenteeism and increased attendance this year.	5000-5999: Services And Other Operating Expenditures Supplemental / Concentration $35,000	5000-5999: Services And Other Operating Expenditures Supplemental / Concentration $25,000

Action 7

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
7a. Provide home-to-school transportation within District boundaries for students and school related events.	7a. Provided home-to-school transportation within District boundaries for students and school related events.	2000-2999: Classified Personnel Salaries Base $60,590	2000-2999: Classified Personnel Salaries Base $62,916
		3000-3999: Employee Benefits Base $27,950	3000-3999: Employee Benefits Base $28,810
		4000-4999: Books And Supplies Base $20,000	4000-4999: Books And Supplies Base $24,164
		5000-5999: Services And Other Operating Expenditures Base $32,300	5000-5999: Services And Other Operating Expenditures Base $41,736

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 with the exception of the chronic absenteeism rate that needs to decrease more over time. Even though Chronic Absenteeism decreased by 3.52% it came short 1.98% to reach our proposed goal of 5.5%. Therefore, due to the current contract with FCSS for Truancy Intervention Program, Washington Colony made progress this year by providing support staff, materials, supplies for the PBIS program, perfect attendance incentives and field trips in order to accomplish the intended goal for unduplicated students to reduce the chronic absenteeism. Washington Colony will continue to address the needs in order to increase a positive school climate and maintain facilities in good repair.

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

Washington Colony's CA School Dashboard suspension rate data from the Fall 2017 shows improvement and the indicator is yellow for "All Student" group with a decline significantly of -1.1% and a big improvement for the English Learner group that shows a significantly decline of -1% and the indicator is green. The expulsion rate indicator remains at 0% for this year with no explosions. Our Williams Facility report target was met in order to maintain a rating from good to excellent.The Metric/Indicators results show a facilities improvement and a positive school climate met over the course of the year. Therefore, by Providing all actions and services to achieve the articulated goal, it is evident that the implementation of the support staff, materials, supplies, perfect attendance incentives to implement behavior improvement and character education programs; the implementation of a Positive Behavior interventions and supports (PBIS-GOLD School Model Award year 3) to allow all students to achieve social, emotional and academic success, maintaining quantity and quality of students co-curricular and extra curricular activities including field trips, clubs, English

Learners Student Recognition and district-wide events to improve positive school climate, all these actions and services have shown an evident increase of positive school climate in Washington Colony.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no significant material differences between budget expenditures for this goal as stated above.

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 result of the evaluation metrics/indicators and the overall effectiveness of the goal's actions/services toward achievement of the goal and as stated in the action 3a for the Chronic Absenteeism metrics, the school will continue to address the Chronic Absenteeism as stated and will be addressed in Goal 2 Actions 3a and 5a. In addition, The District will continue to contract with FCOE the Truancy Intervention Program (TIP) Officer. Therefore, to address this need Washington Colony will continue with the Weekly PBIS perfect attendance incentive program and weekly monitoring system and provide supplemental materials, supplies, and a series of attendance incentives for classroom daily 100% attendance including perfect attendance field trips. It is our expectation that his services will result in a continued decline of Chronic Absenteeism rates, and increase of attendance rates for unduplicated students over the course of the next three years.

Annual Update

LCAP Year Reviewed: 2017-18

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 **17-18** Seeking Input in decision making by percentage of parent surveys collected. Increase by 10% **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 Seeking Input in decision making by percentage of parent surveys collected. Increase by 1% 2017-18 Parent Surveys Collected = 24.5% Metric/Indicator Not Met Seeking Input in decision making by percentage of parent surveys collected. 2016-17 = 23.5%

Expected	Actual
Metric/Indicator Increase the number of offerings and parents participating in education program by 5%. **17-18** Increase by 5% **Baseline** 2015-16 at 23 dates of Education Program Offerings	Increase the number of offerings and parents participating in education program by 5%. Increase by 30% 2017-18 at 30 dates of Education Programs Offerings Metric/Indicator Met 2015-16 at 23 dates of Education Program Offerings

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. This need was addressed and Washington Colony provided interpreter/translator services for district-wide activities. These services resulted on a increased parental engagement over the course of the year.	Federal Funds 2000-2999: Classified Personnel Salaries Title I $7,174	Federal Funds 2000-2999: Classified Personnel Salaries Title I $1,926

Action 2

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	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 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.This need was addressed and Washington Colony increased the District/Site parent communication and involvement in District-wide activities; improved accessibility to websites, grading and attendance systems; added an Aeries Parent portal, purchased student planners to increase communication from school to home regarding academic assignments and progress; (replace static marquee with digital messaging marquee is in progress due to an increase in cost). These services resulted in an increased of parental engagement over the course of the year.	Federal Funds 4000-4999: Books And Supplies Title I $8,100	Federal Funds 4000-4999: Books And Supplies Title I $1,140

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	3a. This need was addressed and Washington Colony provided and/or contract 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. These services resulted on a increased of 30% parental engagement over the	Federal Funds Title II $4,000 5000-5999: Services And Other Operating Expenditures Supplemental / Concentration $10,000	Federal Funds Title II $2,025 5000-5999: Services And Other Operating Expenditures Supplemental / Concentration $7,500

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.	course of the year 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 goal's actions/services to achieve the proposed goal was establish as expected. Parent Engagement in one of the district's goal priorities. The district continues to provide a series of parent education offerings throughout the year. The district has contracted with FCOE for parent workshops and Parenting Partners workshops. In addition, during this workshops, materials, supplies, staff hours, and childcare were provided for parent education activities. This year the district purchased English Language Learning Intermediate Rosetta Stone software and equipment for Parent English classes, and provide Parenting Partners curriculum and provided training for staff and additional staff hours for attending Professional Development and training.

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

As stated on the metric/indicators, in action 3a) parent education offerings have increased from 23 to 30 in two years which is more than 5%. In 2015-16 Washington Colony school offered 23 educational workshops for parents. In 2016-17 we offered 28 parent education workshops. This year 2017-18 we offered 30 parent educational workshops which is 7% more than last school year. Due to our high 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 rob-calls.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The estimated expenditures were established as expected. Only Budgeted Expenditures in Action 2a. were lower than expected. The replacement of the static Marquee with digital messaging is in progress due to an increase in cost for the installation.

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.

The district will continue to maintain the parent education offerings approach and to increase parent communication in order to meet the Local School indicators based on parent surveys and metrics. The metrics have been identified in Goal 3 Action 1a - 1c.

Stakeholder Engagement

LCAP Year: **2018-19**

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 2017--18 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 2, 2017, December 11, 2017(CA Dashboard Data), and March 5, 2018.

LCAP updates were presented to the Board of Education at the August 8, 2017, September 12, 2017 regularly scheduled board meeting in order to present each goal, expenditures, actions and activities. In addition, on October 10, 2017 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 14,2018 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 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 13, 2017 during a Regular Board Meeting. A final meeting with the Leadership Team and a CTA bargaining unit representative was held on May 31, 2017. The LCAP Draft was presented at a SSC meeting June 5, 2017. The public comment period was established during the posting of the LCAP on the school's website from June 9 to June 27, 2017. WCTA representative also received a copy of the LCAP Draft on June 21, 2017. The LCAP Board Approval date was June 27, 2017.

A series of LCAP input meetings occurred in March and April 2018. On March 14, 2018 Computer Parent Group/DELAC Parents. WC Classified Employees and All stakeholders meetings took place on April 4 including students, staff, and community members were invited to all of these stakeholder meetings held in the school cafeteria.

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 were discussed.

On April 4, 2018 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 6, 2018 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 April 9, 2018 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 10, 2018 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 17, 2018, 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 May 31st, 2017, 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, 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.
On June 4, 2018 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.

During the DAC and DELAC meetings when Superintendent presented draft LCAP, there were no formal comments or questions from the committee members.

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 14, 2018 through April 10, 2018. 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: Attendance Summary, Discipline Notice and Suspension/Expulsion Data, 2015/2016 SBAC 3rd – 8th Spring 2016 Scores, and the number of students involved in extracurricular activities was 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 2 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 15, 2018.

Members of the LCAP team met with the D/ELAC team to present the 3 LCAP goals for the 2018---19 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. Parents mentioned the importance to continue to work on academic learning programs and school safety. DELAC Parents added that they were happy with the new changes this year with the new Reading Programs, Reading Lab Staff including the part-time intervention teachers, bilingual instructional aides, PE and Music teachers and the PBIS program year two implementation with Silver 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 2016---17. 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 Fall 2017	Average Score in Fall 2017 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.	Average score will increase or maintain at 4.0	Average score will increase or maintain at 4.0
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	maintain or increase annual growth

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
11-EL reclassification as measured by prior year number of re-designated students	2015 - 16 at 7%	11%	14%	17%
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)

[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
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.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,156,739	$1,244,666	$1,249,304
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	$522,216
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)

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
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 English Learners and Students with Disabilities groups. Our indicator is Orange overall and Orange for ELs and 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.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$100,273	$111,642	$102,130
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	$47,381
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	Unchanged Action	Unchanged 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	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 Orange overall and Orange for ELs and 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.	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.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$77,570	$66,909	$66,664
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	$90,503
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	$42,406
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	Unchanged 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	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, 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.	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.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$82,530	$40,000	$40,000
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)	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 pupils have the least opportunity to have access to technology and Washington Colony's Dashboard data indicator shows Yellow 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.	5a.) The unduplicated pupils have the least opportunity to have access to technology and Washington Colony's Dashboard data indicator shows Orange overall and Orange 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. 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	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; 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.	Learners and Students with Disabilities groups. Our indicator is Orange overall including for ELs and 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; 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.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$142,315	$138,331	$138,331
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	$58,309
Source		Supplemental / Concentration	Supplemental / Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		$25,496	$26,805
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	Unchanged 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 English Learners and Students with Disabilities groups. Our indicator is Orange overall and Orange for ELs and 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.	

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	$3,533
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount		$550	$561
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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
14-Attendance as measured by district average attendance	For 2015-16 95.38%	95.5%	95.62%	Maintain at 95.74% or higher
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)

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

[Add Students to be Served selection here]	[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.	

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 English Learners and Students with Disabilities groups. Our indicator is yellow overall and	

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.	green for ELs and yellow for Students with Disabilities groups. These two groups have the medium and very high 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, 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	$33,071
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	$12,163
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	$15,000
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	$95,150
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)

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 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 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.	

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

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	

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.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$127,247	$157,735	$157,257
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	$72,086
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	$136,670
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	Unchanged 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 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	$40,000	$40,000
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 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	

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	$66,560
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	$33,900
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$20,000	$24,000	$24,000
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	$42,400
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)

Modified 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	

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)	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	

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.	

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

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)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[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
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. 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.	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	Federal Funds	Federal Funds	Federal Funds
Amount	$10,000	$5,000	$5,000
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

Demonstration of Increased or Improved Services for Unduplicated Pupils

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

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).

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 34%. 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.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$1,086,437	35.66%

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 $1,086,437 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 87.72% 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.

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).

In addition using the same calculation tool the proportionality percentage has been calculated at 35.66%. Washington Colony ESD has demonstrated that it has met the 35.66% proportionality percentage by expending $1,086,437in 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 LCFF Evaluation Rubrics 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 LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

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

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

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

(d) "High school graduation rate" shall be calculated as follows:
  (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  (2) The total number of cohort members.
  (3) Divide (1) by (2).

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

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

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.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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