

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Washington Colony Elementary School District

CDS Code: 10625136007405

School Year: 2021-22

LEA contact information:

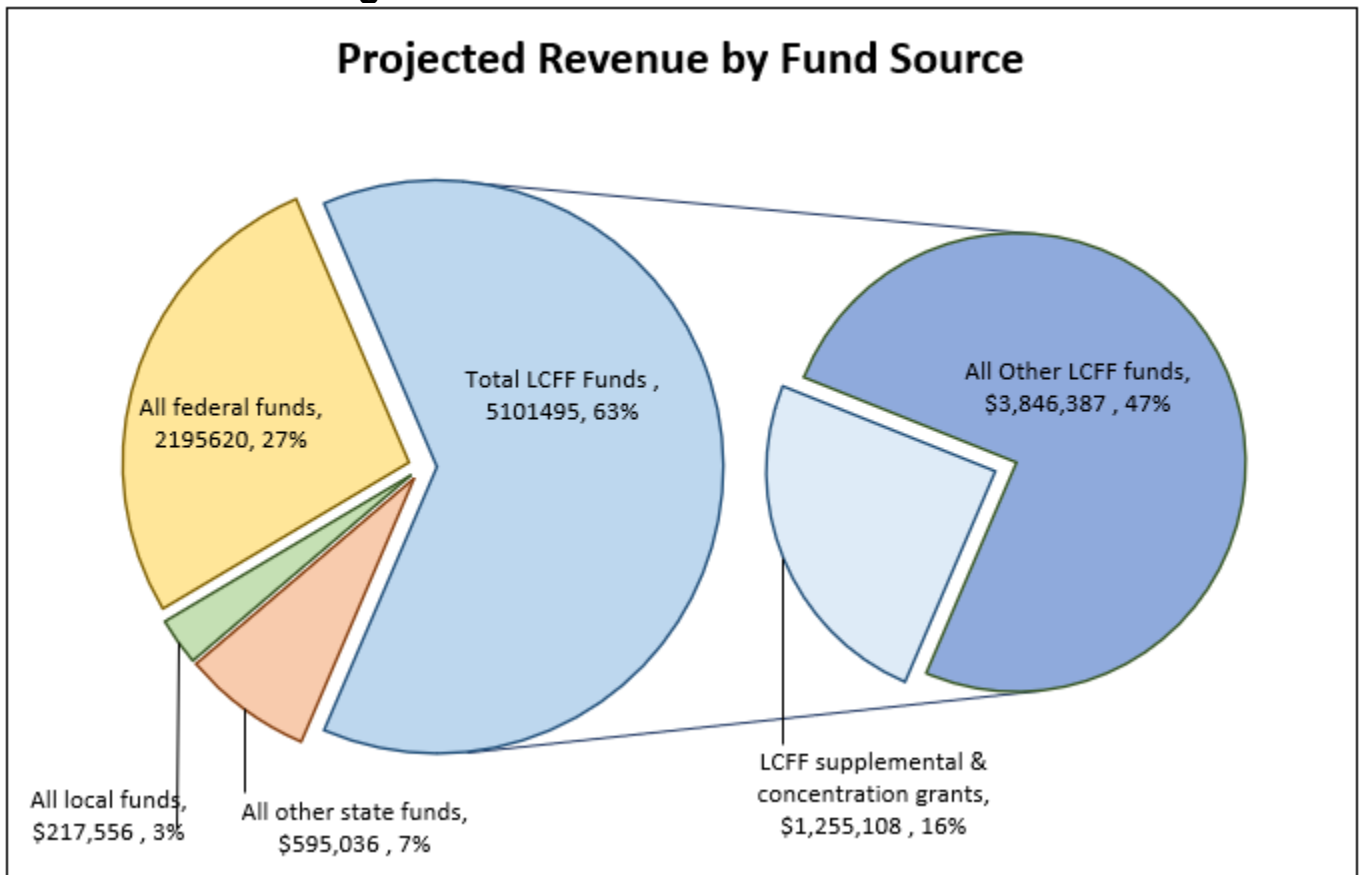
Jesus Cruz

Superintendent

559.233.0706

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

Budget Overview for the 2021-22 School Year

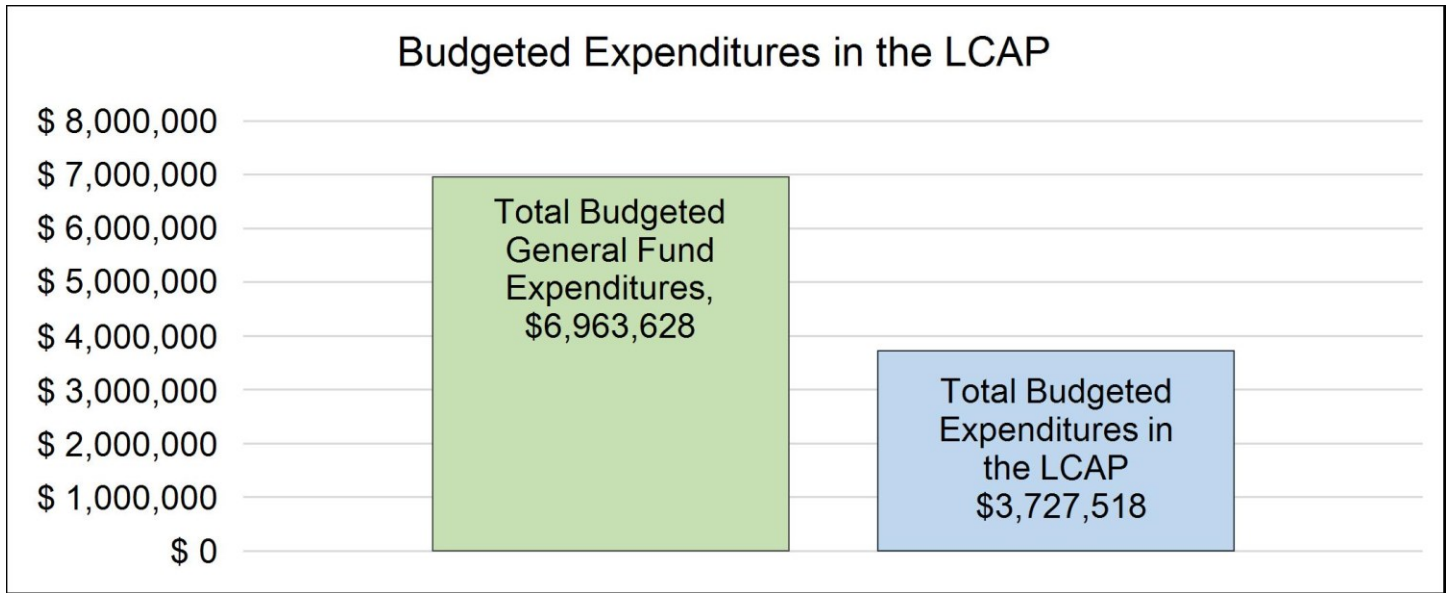


This chart shows the total general purpose revenue Washington Colony Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Washington Colony Elementary School District is \$8,109,707, of which \$5,101,495 is Local Control Funding Formula (LCFF), \$595,036 is other state funds, \$217,556 is local funds, and \$2,195,620 is federal funds. Of the \$5,101,495 in LCFF Funds, \$1,255,108 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Washington Colony Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Washington Colony Elementary School District plans to spend \$6,963,628 for the 2021-22 school year. Of that amount, \$3,727,518 is tied to actions/services in the LCAP and \$3,236,110 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

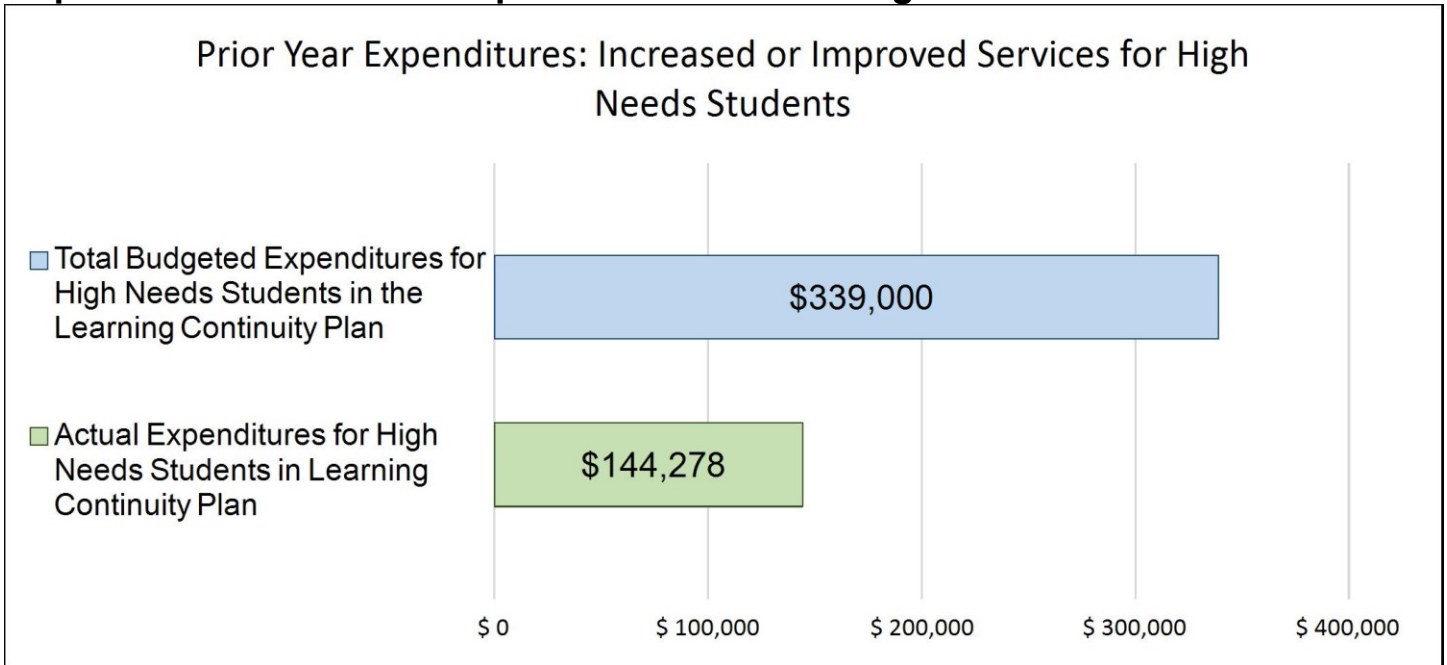
The district did not include the federal, state, local, lottery, special education, and other noninstructional operating expenditures in the LCAP. The transfers out to other funds were also not included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Washington Colony Elementary School District is projecting it will receive \$1,255,108 based on the enrollment of foster youth, English learner, and low-income students. Washington Colony Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Washington Colony Elementary School District plans to spend \$1,255,108 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Washington Colony Elementary School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Washington Colony Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Washington Colony Elementary School District's Learning Continuity Plan budgeted \$339,000 for planned actions to increase or improve services for high needs students. Washington Colony Elementary School District actually spent \$144,278 for actions to increase or improve services for high needs students in 2020-21.

Due to the COVID-19 during the 2019-2020 and the 2020-2021 school year, actions and services were planned but some were not implemented due to the March 13 School Closures. Even though the improve services for high needs students were met, the district provided distance learning with hybrid models and in-person instruction during the 2020-2021 school year. All planned academic and PBIS field trips were postponed, in-person professional development and conferences were offered virtually, in-person parent workshops were offered virtually and the purchase of additional instructional classroom technology and the hiring of a new full-time counselor was on hold. These actions and services and additional mental health supports appear in the new 2021-2024 LCAP. Some of the ways we were still able to meet the needs of our high needs students in 2020-2021 were by continuing to provide additional support services such as the reading intervention support from our certificated and classified staff. Our instructional aides also worked with our students via zoom or phone for additional support. We also provided our high-needs students with work packets, Chromebook devices, hotspots, and data plans to those families who indicated the need for one.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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
<p>Metric/Indicator 1- Properly Credentialed teachers with no misassignments nor vacancies as measured by Credentials or SARC review</p> <p>19-20 100% Properly Credentialed with no misassignments or vacancies</p> <p>Baseline For 2015-2016 100% Properly Credentialed with no misassignments or vacancies</p>	<p>1- All Teachers are properly credentialed with no misassignments nor vacancies as measured by Credentials or SARC review</p> <p>2020-21 100% Properly Credentialed with no misassignments or vacancies Metric/Indicator Met</p>
<p>Metric/Indicator 2- Sufficient core instructional materials as measured by annual board resolution of 'Sufficiency of Instructional Materials' or SARC review</p> <p>19-20</p>	<p>2- There are sufficient core instructional materials as measured by annual board resolution of "Sufficiency of Instructional Materials" or SARC review</p> <p>2020-21 100% sufficient instructional materials</p>

Expected	Actual
<p>100% sufficient instructional materials</p> <p>Baseline 2016-2017 School board adoption of “sufficiency of Instructional Materials” resolution</p>	<p>Resolution Adopted in September 2020 Metric/Indicator Met</p>
<p>Metric/Indicator 4-State Standards Implemented as measured by the State Reflection Tool</p> <p>19-20 Average score will increase by .25</p> <p>Baseline 2016-2017 Average Score TBD in Fall 2017</p>	<p>4-State Standards Implemented as measured by the State Reflection Tool</p> <p>2018-19 Average Score 3.5</p> <p>2020-21 Average Score 3.2 Average score increase by -.3 Metric/Indicator Not Met</p>
<p>Metric/Indicator 5-EL access to state standards/ELD standards (included with tool used above)</p> <p>19-20 Average score of 4.0 or higher</p> <p>Baseline 2016-2017 Average Score TBD Fall 2017</p>	<p>5-EL access to state standards/ELD standards (included with tool used above)</p> <p>2018-19 Average Score 4.0</p> <p>2020-21 Average Score is 3.6 Metric/Indicator Met</p>
<p>Metric/Indicator 7-State Standardized Assessments as measured by Math CAASPP scores Distance from level 3</p> <p>19-20</p> <ul style="list-style-type: none"> • 24.4 points below 	<p>7-State Standardized Assessments as measured by Math CAASPP scores Distance from level 3</p> <p>19-20</p> <ul style="list-style-type: none"> • 31.5 points below <p>Growth =-3.9Metric/Indicator Not Met</p>

Expected	Actual
<p>Growth= 13 points</p> <p>Baseline 2015-2016 -63.4 points below Growth= 13 points</p> <p>Metric/Indicator 7-State Standardized Assessments as measured by ELA scores Distance from level 3</p> <p>19-20</p> <ul style="list-style-type: none"> • 24.6 points below <p>Growth= 9.7 points</p> <p>Baseline 2015-2016 -53.7 points below Growth= 9.7 points</p>	<p>20-21(CAASPP Suspended for Spring 2020 Due to COVID-19 Pandemic) Local Benchmark Data to determine Growth 19-20 Trimester 1= 34% Met/Exceeded 20-21 Trimester 2= 34.5% Met/exceeded Growth=.5%</p> <p>7-State Standardized Assessments as measured by ELA CAASPP scores Distance from level 3</p> <p>19-20 17.6 points below Growth =8.3 Metric/Indicator Met</p> <p>20-21(CAASPP Suspended for Spring 2020 Due to COVID-19 Pandemic) Local Benchmark Data to determine Growth 19-20 Trimester 1= 34% Met/Exceeded 20-21 Trimester 2= 34.5% Met/exceeded Growth=.5%</p>
<p>Metric/Indicator 10-EL annual growth as measured by CELDT/ELPAC annual growth data</p> <p>19-20 maintain or increase annual growth</p> <p>Baseline 2014-2015 58.1%</p>	<p>10-EL annual growth as measured by CELDT/ELPAC annual growth data (Note: The ELPI was incorrectly reported as a baseline data for 2014-15. The correct baseline data is 58.21% for 2015-16. ELPI 2018 Number of Students: 142 Level 4 - 34.5% Level 3 - 40.8% Level 2 - 20.4% Level 1 - 4.2% maintain or increase annual growth Number of Students: 154</p>

Expected	Actual
<p>Metric/Indicator 11-EL reclassification as measured by prior year number of re-designated students</p> <p>19-20 14% The district revised the metric percentage to maintain at 14% due to the implementation of ELPAC and the current revised cut points.</p> <p>Baseline 2015 - 16 at 7%</p>	<p>ELPAC 2019 Results by Proficiency Level 4 - 14.29% Level 3 - 52.60% Level 2 - 25.97% Level 1 - 7.14%</p> <p>ELPAC 2020 Results (Suspended due to COVID-19) ELPAC 2021 Results (TBD) Metric/Indicator Not Met</p> <p>11-EL reclassification as measured by prior year number of re-designated students</p> <p>The district revised the metric percentage to maintain at 14% due to the implementation of ELPAC and the current revised cut points. However, due to the COVID-19 Pandemic year 2019-20 the ELPAC got suspended) Metric/Indicator Not Met</p>
<p>Metric/Indicator 22-Access to a broad course of study as measured by review of teacher and/or master schedules</p> <p>19-20 100% access to a broad course of study at all school sites</p> <p>Baseline 2015-2016 100% access to a broad course of study at all school sites</p>	<p>22-Access to a broad course of study as measured by review of teacher and/or master schedules</p> <p>2020-21 100% access to a broad course of study at all school sites (Due to COVID-19 and Alternative Hybrid Schedule was created in 2020-21) Master Schedule and Curriculum availability Indicator Met</p>
<p>Metric/Indicator 23-Other Pupil Outcomes as measured by average growth on STAR Assessment</p> <p>19-20</p>	<p>23-Other Pupil Outcomes as measured by average growth on STAR Assessment</p> <p>2019-20</p>

Expected	Actual
<p>STAR/AR Independent Reading Level (IRL) Average Growth (.90)</p> <p>Baseline 2016-17 Baseline STAR/AR Independent Reading Level (IRL) Average Growth (.45)</p>	<p>(Due to COVID-19 the STAR/AR assessment was suspended during the last Trimester in Spring 2020) STAR/AR Independent Reading Level (IRL) Average Growth (.48) Metric/Indicator Not Met</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1a.) Hire/retain Properly Credential Teachers and no misassignments for all core, elective, and special education classes.</p> <p>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.</p> <p>2a.)The results of the CA Dashboard ELA Performance indicators show improvement is needed with respect of our Students with Disabilities and homeless groups. Although homeless students showed an increase in ELA CAASPP scores moving from a red performance level to yellow, students with disabilities continue to reflect the lowest performance level when compared to other student groups. In order to address this need Washington Colony hired and retained a 1 FTE Music Teacher and 1 FTE Physical Education Teachers. This action and service will provide teachers with release time and facilitate grade level Professional Learning Communities that focus on data driven instructional decisions and use research-based best practices for instruction. It is our expectation that this services will result in</p>	<p>1000-1999: Certificated Personnel Salaries Base \$1,230,363</p> <p>3000-3999: Employee Benefits Base \$501,930</p> <p>4000-4999: Books And Supplies Base \$147,800</p> <p>5000-5999: Services And Other Operating Expenditures Base \$2,000</p> <p>1000-1999: Certificated Personnel Salaries Supplemental / Concentration \$112,171</p> <p>3000-3999: Employee Benefits Supplemental / Concentration \$47,661</p>	<p>1000-1999: Certificated Personnel Salaries Base \$1,272,374</p> <p>3000-3999: Employee Benefits Base \$452,125</p> <p>4000-4999: Books And Supplies Base \$66,017</p> <p>5000-5999: Services And Other Operating Expenditures Base \$204</p> <p>1000-1999: Certificated Personnel Salaries Supplemental / Concentration \$106,111</p> <p>3000-3999: Employee Benefits Supplemental / Concentration \$41,449</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>increased performance of EL, SED, SPED students on the ELA CAASPP over the course of the next three years.</p> <p>3a.) The results of the CA Dashboard ELA Performance indicators show improvement is needed with respect of our Students with Disabilities and homeless groups. The ELA CAASPP performance level indicator shows Yellow for the English Learner group. The ELA performance indicator is Yellow overall and Orange for Students with Disabilities. This group has the lowest performance of all groups on the ELA CAASPP. To address this need Washington Colony will provide an additional instructional aide in order to strengthen the Early Literacy program in K-1st grades, Hire an additional Instructional aide, provide additional instructional support personnel at early primary grades, retain 2 Part-time Intervention Teachers and 2 Bilingual Instructional Aides for the Reading Lab and additional EL support including a Library Aide. In addition, Special Ed Teachers will create a Collaborative Intervention model with Regular Teachers and Reading Lab Intervention Teachers that includes teaching strategies, intervention materials and data analysis every four weeks. It is our expectation that students will receive the extra reading daily small group reading support to reduce the largest reading gap and the expectations of these services will result in increased performance of EL, SED, SPED students on the ELA CAASPP over the course of the next three years.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental / Concentration \$67,030</p> <p>2000-2999: Classified Personnel Salaries Supplemental / Concentration \$102,347</p> <p>3000-3999: Employee Benefits Supplemental / Concentration \$37,361</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental / Concentration \$59,701</p> <p>2000-2999: Classified Personnel Salaries Supplemental / Concentration \$105,192</p> <p>3000-3999: Employee Benefits Supplemental / Concentration \$36,438</p>
<p>4a.) Washington Colony's Dashboard data show improvement is needed with respect of the unduplicated students performance. Our indicator is Yellow and low 26.6 points from level 3 on the ELA CAASPP. To address this need, Washington Colony will provide supplemental equipment for classrooms, Standards Aligned Resources in ELA/MATH/SCIENCE STEM, supplemental curriculum, computer software, materials and supplies for instructional programs and school library and expand the library book selections for Accelerated Reading AR program, replenish/replace or update educational resources, materials and supplies. In the new classrooms and reading lab, provide updated technology that includes hardware, software, Smartboard(s), Chromebook cart(s), classroom furniture for reading intervention lab, work stations, supplemental books, materials, and supplies. It is our expectation that these 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</p>	<p>4000-4999: Books And Supplies Supplemental / Concentration \$160,000</p>	<p>4000-4999: Books And Supplies Supplemental / Concentration \$23,612</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Reading Level (IRL) Average Growth in three years will be .90 GE points.</p> <p>5a.) The unduplicated pupils have the least opportunity to have access to technology. Based on CA Dashboard data indicator show that improvement is needed with respect of our Students with Disabilities and homeless groups. The ELA CAASPP performance level indicator shows Yellow for the English Learner group. The ELA performance indicator is Yellow overall and Orange for Students with Disabilities. This group has the lowest performance of all groups on the ELA CAASPP. The Students with Disabilities group indicator for Math CAASPP reports is at Orange. To address this need Washington Colony will Provide 21st Century learning skills and environment by updating, upgrade and replace technology, e.g. network bandwidth and wifi connectivity hardware and software, chromebook carts with classroom furniture, computers, Interactive White Boards, wireless access and security required to enhance critical thinking and the use of research-based best practices in instruction. It is our expectation that these services will result in increased performance of unduplicated pupils, English learners and Students with Disabilities on the ELA/MATH CAASPP over the course of the next three years.</p>	<p>4000-4999: Books And Supplies Supplemental / Concentration \$177,030</p>	<p>4000-4999: Books And Supplies Supplemental / Concentration \$89,790</p>
<p>6a.) The results of the CA Dashboard ELA Performance indicators show improvement is needed with respect of our Students with Disabilities and homeless groups. The ELA CAASPP performance level indicator shows Yellow for the English Learner group. The ELA performance indicator is Yellow overall and Orange for Students with Disabilities group. This group has the lowest performance of all groups on the ELA CAASPP. The Students with Disabilities and homeless groups indicator for Math CAASPP reports is at Orange. To address this need, Washington Colony will provide teachers with professional development focus on ELA/ELD/MATH, including progress of Benchmark Assessments; Accelerated Reader program, including maintaining a Full time Literacy ELA/ELD coach, additional contracted staff PD time focused on ELA/ELD, coaching to support the full implementation of CCSS and Intervention Reading Program; provide substitutes and extra time; Contract for District Technology Instructional Coach to assist classroom teachers with embedding technology; and contract with Data and Assessment coach to assist teachers with analyzing data from standards-based Illuminate/SBAC Interim Block assessments. It is our</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental / Concentration \$159,118</p> <p>1000-1999: Certificated Personnel Salaries Supplemental / Concentration \$55,947</p> <p>3000-3999: Employee Benefits Supplemental / Concentration \$25,424</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental / Concentration \$92,886</p> <p>1000-1999: Certificated Personnel Salaries Supplemental / Concentration \$62,933</p> <p>3000-3999: Employee Benefits Supplemental / Concentration \$27,854</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p>		
<p>7a.) The Washington Colony's results of the CA Dashboard ELA/MATH Performance indicators show improvement is needed with respect of our Students with Disabilities and homeless groups. The ELA CAASPP performance level indicator shows Yellow for the English Learner group. The ELA performance indicator is Yellow overall and Orange for Students with Disabilities group. This group has the lowest performance of all groups on the ELA CAASPP. The Students with Disabilities and homeless groups indicator for Math CAASPP reports is at Orange. To address this need, Washington Colony will provide additional ELA/ELD/MATH tutoring opportunities before and after school and an Intervention Summer School Program. It is our expectation that these services will result in increased performance of unduplicated pupils, English learners and Students with Disabilities on the ELA/MATH CAASPP over the course of the next three years.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental / Concentration \$26,000</p> <p>3000-3999: Employee Benefits Supplemental / Concentration \$5,891</p> <p>2000-2999: Classified Personnel Salaries Supplemental / Concentration \$3,000</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental / Concentration \$ 0</p> <p>3000-3999: Employee Benefits Supplemental / Concentration \$ 0</p> <p>2000-2999: Classified Personnel Salaries Supplemental / Concentration \$ 0</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Based on the analysis of the actions related to the funds budgeted for Actions and Services during the COVID-19 Pandemic year 2019-20 and due to the Mach 2020 school closures, the implementation of the actions, there seems to be a substantial difference in the area of Action 4a. between what was spent versus the projected expenses. The purchase of technology equipment was purchased with a combination of Federal CARES emergency Funds as specified in the LCP 2021 Update Section. Another area of difference was identified in Action 5a. that includes upgrade and replace technology, e.g. network bandwidth and wifi connectivity hardware and software, chromebook carts. Due to the COVID-19 Closures the technology and connectivity funds such as the purchase of HotSpots and Data plans were provided at the cost of the district to all students in a combination of Federal CARES act funds and LCAP funds. Another area of difference of funds budgeted was identified in Action 5a due to the fact the California Department of Public Health and the California Safe Schools revised new reopening guidelines were release early January 2021, Washington Colony continued to offer the Blended/Hybrid in-person cohorts and therefore, due to the COVID-19 County restriction during the Purple Tier that lasted until late March 2021, the district was not able to offer the in-person tutoring until April-May 2021. In the school year 2020 -2021 our county has not been eligible to re-open in-person instruction until November 2020. Our district

invested and increased some of the Health and Safety PPE expenses in an effort to take additional precautions and safety measures when we began the in-person Blended/Hybrid Model cohorts in November 2020 as specified in the LCP 2021 Update Section.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

In order to achieve the intended Goals Washington Colony experience success and Challenges during this COVID-19 Pandemic year. Washington Colony began the 2020-21 school year with a Distance Learning model of instruction. We reopened safely for all students with the hybrid or blended model of instruction on November 10 as Fresno County moved to the red tier. Students were grouped into two cohorts and were able to attend school two days per week with distance learning continued on the other three days. The option to continue 5-day distance learning was still offered for those not wishing to return to in-person learning.

During this year, challenging was the implementation of the plan to simultaneously deliver instruction for both in-person students and virtually for students at home. Dedicated time to address English learners, foster youth, low income and students with disabilities, who may be at greater risk of learning loss was built into the daily schedule. Health and safety measures included washing/sanitizing hands, the wearing of masks, completing COVID screeners for students and staff, social distancing, signage, gatherings kept to a minimum, intensified cleaning and disinfection, plexi-glass or sneeze guard screens, and PPE kits in all classrooms.

Support for our unduplicated students, was provided via telephone, interactive instruction, or through the use of an online platform to provide additional assistance when students were not on campus for their two days of in-person instruction. To intervene and accelerate student instructional reading levels, the LEA maintained the Reading Lab services with 2 part time credentialed teachers and 2 part time bilingual aides. Freckle, supplemental ELA/ELD and math programs were used during asynchronous minutes during the instructional day. Local metrics and tiered systems of support provided the basis for services meeting the needs of students who are in these groups. Meeting their needs in response to the pandemic and to support the closure of achievement gaps in ELA, math and English language acquisition remained a priority of the district. Equitable resources for these student groups increased the level of support to close achievement gaps. Trimester benchmark assessments were used to monitor growth. They included the standards-based Illuminate ELA/Math assessments, Accelerated STAR ELA/Math, writing prompts, and TK-5 running records. The district continued the offerings of Grab and Go breakfast and lunch for Washington Colony students; work packets aligned to instruction; and Chromebooks and connectivity (hotspots) for families in need.

These services were primarily directed toward our English Learners, low income and foster students (unduplicated students) and were designed to help the District balance the COVID-19 pandemic related educational needs of identified students. Noted in responses were the work packet distributions; music and PE programs; SPED support services, learning loss strategies; online supplemental reading and/or language development instruction with the Reading Lab; providing hotspots for connectivity; family surveys and communication; schedules; professional learning and support.

In addition, this year the Goals planned and budgeted expenditures targeted the Washington Colony's successful Hybrid model offerings including the focus on student learning loss, particularly English learners, foster youth, low income and students with

disabilities who are at greater risk. The district recognized the need to monitor progress frequently to provide the instruction that results in closing achievement gaps caused by the COVID-19 pandemic.

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
<p>Metric/Indicator 3-Facilities Maintained as measured by annual FITs or SARC review</p> <p>19-20 All (100%) site FITs will score “good” or higher</p> <p>Baseline For 2015-2016 All (100%) site FITs scored “good” or higher</p>	<p>3-Facilities Maintained as measured by annual FITs or SARC review</p> <p>2020-21 All (100%) site FITs scored “Exemplary” Metric/Indicator Met</p>
<p>Metric/Indicator 14-Attendance as measured by district average attendance</p> <p>19-20 Maintain at 95.74% or higher</p> <p>Baseline For 2015-16 95.38%</p>	<p>14-Attendance as measured by district average attendance</p> <p>2019-20 96.85% Metric/Indicator Met</p> <p>2020-21 94.47%</p>
<p>Metric/Indicator</p>	<p>15-Chronic Absenteeism as measured by % students with 10% or more absenteeism</p>

Expected	Actual
<p>15-Chronic Absenteeism as measured by % students with 10% or more absenteeism</p> <p>19-20 4.5%</p> <p>Baseline Baseline 2014-15 6%</p>	<p>2019-20 8%</p> <p>Growth -2%</p>
<p>Metric/Indicator 16-M.S. Dropout as measured by formula in LCAP appendix</p> <p>19-20 0%</p> <p>Baseline 2015-2016 0%</p> <p>Metric/Indicator 19-Suspension rate</p> <p>19-20 Decline by .90%</p> <p>Baseline 2013-14 5%</p>	<p>16-M.S. Dropout as measured by formula in LCAP appendix</p> <p>2019-20 0%</p> <p>2020-21 0%</p> <p>Metric/Indicator Met</p> <p>19-Suspension rate</p> <p>2019-20 0.6%</p> <p>Growth -0.7%</p> <p>2020-21</p>
<p>Metric/Indicator 20-Expulsion rate</p> <p>19-20 0%</p> <p>Baseline 2014-15 0%</p>	<p>20-Expulsion rate</p> <p>2019-20 0%</p> <p>Metric/Indicator Met</p>

Expected	Actual
<p>Metric/Indicator 21-School Climate Survey- % responses high levels for school connectedness and School Climate Index (SCI) on the CHKS survey.</p> <p>19-20 (6-8) Maintain School Climate Index (SCI) above 300</p> <p>Baseline Baseline 2016-17 CHKS (6-8) School Climate Index (SCI) = 314</p>	<p>21-School Climate Survey- % responses high levels for school connectedness and School Climate Index (SCI) on the CHKS survey.</p> <p>2019-20 (6-8) Maintain School Climate Index (SCI) above 300 Metric/Indicator Met</p> <p>Baseline 2020-21 CHKS (Due to COVID-19 Pandemic, the School Climate Index (SCI) was not reported in 2021)</p> <p>(6-8) Average of Connectedness Indicator for Positive School Climate 59%</p> <p>5th Grade School Connectedness Indicator for Positive School Climate 63%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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 95.21%. 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.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental / Concentration \$1,600</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental / Concentration \$1,162</p>
<p>2a. The results of the CA Dashboard Suspension indicator shows an improvement to "Green" for all groups. Our indicator is "Green" overall and for Hispanic and SED groups. Suspensions have declined 2% with a performance improvement to "Blue" for Students with Disabilities,</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental / Concentration \$33,557</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental / Concentration \$33,557</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Homeless, English Learners, and White groups. All these groups have shown tremendous improvement on the suspension rate decline based on the Washington Colony's Dashboard suspension data. Washington Colony will continue to incorporate the Visual And Performing Arts VAPA supplemental activities and Family Arts Night. Students will showcase their visual and performing arts projects and display them in the trophy case along with any VAPA awards and trophies won in district and county competitions as a way to keep them engaged and motivated to improve behavior and to keep reducing suspensions. In order to address this need Washington Colony will provide support staff, trophy case, stage curtains and podium for performing arts instruction, materials and supplies to implement behavior improvement and character education programs; implement Positive Behavior Interventions and Supports (PBIS) to allow all students to achieve social, emotional and academic success. It is our expectation that this services will result in a steady decrease on suspensions for English Learners and Students with Disabilities over the course of the next three years.</p>	<p>3000-3999: Employee Benefits Supplemental / Concentration \$11,753</p> <p>4000-4999: Books And Supplies Supplemental / Concentration \$25,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental / Concentration \$86,171</p>	<p>3000-3999: Employee Benefits Supplemental / Concentration \$12,125</p> <p>4000-4999: Books And Supplies Supplemental / Concentration \$4,268</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental / Concentration \$74,905</p>
<p>3a. The results of the Chronic Absenteeism as measured by % students with 10% or more absenteeism indicators show improvement is needed for the unduplicated students with respect of absentism rate. Washington Colony Chronic Absenteeism has increased 1.1% and is at "Orange" performance level for All students and all student groups. In order to address this need, Washington Colony will continue to contract with FCSS for a Truancy Intervention Officer and through the PBIS program, provide incentives to classroom that have obtained the greatest increase of attendance rate on a weekly basis. Washington Colony will provide a system of support through the hiring of a Part - Time Parent Liaison in order to increase communication to all families, monitor attendance, Truancy data, and reduce Chronic Absenteeism with interventions by the 3-tiered levels throughout the year. 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 these services will result in an increase in student engagement of unduplicated students and reduce the Chronic Absenteeism rate over the next three years.</p>	<p>4000-4999: Books And Supplies Supplemental / Concentration \$3,000</p> <p>2000-2999: Classified Personnel Salaries Supplemental / Concentration \$16,157</p> <p>3000-3999: Employee Benefits Supplemental / Concentration \$4,611</p>	<p>4000-4999: Books And Supplies Supplemental / Concentration \$2,524</p> <p>2000-2999: Classified Personnel Salaries Supplemental / Concentration \$18,884</p> <p>3000-3999: Employee Benefits Supplemental / Concentration \$3,905</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p>	<p>2000-2999: Classified Personnel Salaries Base \$159,724</p> <p>3000-3999: Employee Benefits Base \$65,544</p> <p>4000-4999: Books And Supplies Base \$28,625</p> <p>5000-5999: Services And Other Operating Expenditures Base \$137,782</p>	<p>2000-2999: Classified Personnel Salaries Base \$153,817</p> <p>3000-3999: Employee Benefits Base \$62,690</p> <p>4000-4999: Books And Supplies Base \$20,974</p> <p>5000-5999: Services And Other Operating Expenditures Base \$ 142,536</p>
<p>5a.The unduplicated student population has some of the lowest engagement as measured by attendance and Chronic Absenteeism. A good learning environment and a feeling of safety by students is the best way to help engage students. To address this need, Washington Colony will provide playground supplies for safety in order to improve equipment to encourage and engage students in safe extracurricular activities and improved facilities; Purchase, update and replace more 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.</p>	<p>4000-4999: Books And Supplies Supplemental / Concentration \$29,339</p>	<p>4000-4999: Books And Supplies Supplemental / Concentration \$2,040</p>
<p>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.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental / Concentration \$35,000</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental / Concentration \$22,703</p>
<p>7a. Provide home-to-school transportation within District boundaries for students and school related events.</p>	<p>2000-2999: Classified Personnel Salaries Base \$65,290</p>	<p>2000-2999: Classified Personnel Salaries Base \$81,706</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits Base \$31,573 4000-4999: Books And Supplies Base \$28,000 5000-5999: Services And Other Operating Expenditures Base \$32,600	3000-3999: Employee Benefits Base \$39,449 4000-4999: Books And Supplies Base \$15,465 5000-5999: Services And Other Operating Expenditures Base \$37,763

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Based on the analysis of the actions related to the funds budgeted for Actions and Services during the COVID-19 Pandemic year 2019-20 and due to the Mach 2020 school closures, the implementation of the actions, there seems to be a substantial difference in the area of Action 4a. Books and Supplies for the VAPA awards between what was spent versus the projected expenses. Due to the suspension the In-person events on site, no in-person VAPA or Award Assembly events were scheduled; therefore, the awards, trophies and all materials for the in-person events were purchased in significant less quantities this year. Another area of difference was identified in Action 5a. that includes playground equipment was purchased in significant less quantities. Due to the COVID-19 Closures and social distancing guidelines, it was indicated by the department of Public Health to minimized the use of Playground equipment and sharing these materials among students to avoid any possible infection transmission. Washington Colony continued to offer the Blended/Hybrid in-person cohorts and therefore, due to the COVID-19 County restriction during the Purple Tier that lasted until late March 2021, the district was not able to offer the in-person outdoor playground activities until April-May 2021. In the school year 2020 -2021 our county has not been eligible to re-open in-person instruction until November 2020. Our district continues to invest in maintaining a positive school climate and families in good repair and increased Health and Safety PPE expenses in an effort to take additional precautions and safety measures when we began the in-person Blended/Hybrid Model cohorts in November 2020 as specified in the LCP 2021 Update Section.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The overall implementation of the goal's actions /services to achieve the proposed goal were established as expected. According to our Local CA Dashboard Data report from Fall 2019, Chronic Absenteeism had a slightly decrease of $-.07\%$ which place the district in Yellow rating for all subgroups. The district reopened safely for all students with the hybrid or blended model of instruction on November 10 as Fresno County moved to the red tier. Students were grouped into two cohorts and were able to attend school two days per week with distance learning continued on the other three days. The option to continue 5-day distance learning was still offered for those not wishing to return to in-person learning. Early in the 2020-21 School Year the district was able to account for all enrolled students. Teachers have to complete daily engagement and attendance forms monitored by the parent liaison.

Therefore due to the COVID-19 Pandemic year 2019-20 and due to the March 2020 school closures, challenging was the implementation of the plan to simultaneously deliver instruction for both in-person students and virtually for students at home. Initially some students had issues with connectivity hotspots and the accumulation of absences accumulated that caused the slight increase of Chronic Absenteeism. Dedicated time to address English learners, foster youth, low income and students with disabilities, who may be at greater risk of chronic absenteeism was built into the daily schedule with TIP officer and parent liaison home visits.

The district continues to address the Truancy Intervention initiatives through the PBIS program order to reach the proposed goal and reduce the Chronic Absenteeism. It is evident that the attendance rate has been consistent due to the initiatives with the current contract with FCSS for the Truancy Intervention Program. Based on the current Local Attendance report with the exception of Chronic Absenteeism, Washington Colony has made progress with increasing a positive school climate and maintaining facilities in good repair. Based on the CA Dashboard Data report from Fall 2019, Washington Colony Conditions and Climate show a Suspension Rate declined of $-.07\%$ for all students rating in Green, for Hispanic, socioeconomically disadvantaged rating in Green and for English Learners, Homeless, Students with Disabilities and White groups rating in Blue. These ratings indicate that Washington Colony has made stay progress by providing support staff, materials, supplies for PBIS program and perfect attendance incentives in order to accomplish the intended goal for unduplicated students and to continue targeting Chronic Absenteeism and maintain Expulsion and Dropout rates at 0%.

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
<p>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</p> <p>19-20 Seeking Input in decision making by percentage of parent surveys collected. Increase by 20%</p> <p>Baseline Seeking Input in decision making by percentage of parent surveys collected. 2016-17 = 23.5%</p>	<p>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</p> <p>Seeking Input in decision making by percentage of parent surveys collected. Increase by 20% (Due to COVID-19 pandemic the surveys for Technology input, for chromebook devices and Internet needs were collected with 27% surveys received) Metric/Indicator Met</p>
<p>Metric/Indicator Increase the number of offerings and parents participating in education program by 5%.</p> <p>19-20 Increase by 5%</p>	<p>Increase the number of offerings and parents participating in education program by 5%.</p> <p>2019-20</p>

Expected	Actual
<p>Baseline 2015-16 at 23 dates of Education Program Offerings</p>	<p>Increase by 5% (Due to COVID-19 Pandemic a series of In-Person Education Offerings were suspended in the Fall) Metric/Indicator Not Met</p> <p>2020-21 Virtual Education Offerings decreased by 8% Metric/Indicator Not Met</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p>	<p>Federal Funds 2000-2999: Classified Personnel Salaries Title I \$7,174</p>	<p>Federal Funds 2000-2999: Classified Personnel Salaries Title I \$1,400</p> <p>3000-3999: Employee Benefits Title I \$141</p>
<p>2a. Based on the increase of 1.1% of Chronic Absenteeism at "Orange" performance level, improvement is needed with respect of unduplicated students. Therefore, school parent engagement and communication and awareness of Chronic Absenteeism need to increase. With the increase of Parent engagement, students will increase regular attendance, parents will be aware and knowledgeable in the area of good attendance related to good academic achievement. In order to address this need, Washington Colony will increase District/Site parent communication and involvement in District-wide activities; improve accessibility to websites and contract with website provider, grading and attendance systems; purchase district mobile app, purchase student planners to increase communication from school to home regarding academic assignments, monitor reading logs and progress; apply service cost for the replacement of static marquee with digital messaging marquee. It is our expectation that these services will result in increased student attendance, reduce chronic absenteeism and</p>	<p>Federal Funds 4000-4999: Books And Supplies Title I \$8,100</p> <p>6000-6999: Capital Outlay Supplemental / Concentration \$0</p> <p>4000-4999: Books And Supplies Supplemental / Concentration \$20,000</p>	<p>Federal Funds 4000-4999: Books And Supplies Title I \$27,263</p> <p>6000-6999: Capital Outlay Supplemental / Concentration \$21,302</p> <p>4000-4999: Books And Supplies Supplemental / Concentration \$3,329</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>increased parental engagement and shared responsibility over the course of the next three years.</p> <p>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 with the Parent Institute for Quality Education (PIQE), 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.</p>	<p>Federal Funds 5000-5999: Services And Other Operating Expenditures Title II \$4,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental / Concentration \$22,400</p>	<p>Federal Funds 5000-5999: Services And Other Operating Expenditures Title I \$6,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental / Concentration \$19,561</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Based on the analysis of the actions related to the funds budgeted for Actions and Services during the COVID-19 Pandemic year 2019-20 and due to the March 2020 school closures, the implementation of the actions, there seems to be a substantial difference in the area of Action 2a. improve accessibility to websites and contract with website provider, grading and attendance systems; purchase district mobile app, between what was spent versus the projected expenses. Due to the suspension the focus on purchasing zoom software and google voice accounts for all teachers; therefore, the purchased of the mobile app and Marquee repairs were significant less amounts this year than expected. Another area of difference was identified in Action 3a. that includes parent education offerings were contracted in significant less quantities due to the suspension of the in-person parent workshops and school wide family night events. Due to the COVID-19 Closures and social distancing guidelines, it was indicated by the department of Public Health to minimized the big groups congregating in schools. Therefore, Washington Colony offered in the Spring 2020 the Parent Institute for Quality Education (PIQE) in a virtual mode with interactive zoom meetings. Due to the COVID-19 County restriction during the Purple Tier that lasted until late March 2021, the district was not able to offer the in-person parent education activities until April-May 2021. Early in the school year 2020 -2021 our county has not been eligible to re-open in-person instruction until November 2020. Our district continues to maintain families connected through virtual parents conferences in the Fall/Spring, DELAC/DAC, School Site Council Meetings, Reopening Health and Safety Parent Virtual Forums with Fresno County Nurse and 8th Grade Informational Parent meetings. Additional precautions and safety measures when we began the in-person parent school visits.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The overall implementation of the proposed goal was established as expected. The actions and services targeted the increase of parent engagement and parent education opportunities as planned. The district contracted with FCSS for parent workshops throughout the year. Parenting partners workshops were also provided. This year Washington Colony added two effective parent engagement events. Washington Colony hosted a Family Literacy Night in the Fall 2019 and a Family Arts Night in the Spring 2020 were suspended due to the COVID-19 Pandemic. During all of these workshops throughout the early 2019-20 year, refreshments and child care was provided. The school provided materials, supplies, staff hours, purchased English Language Learning Rosetta Stone software and equipment including parenting parents curriculum, staff training and professional development and, staff additional hours. Based on the results of the evaluation Washington colony will continue to increase District/Site parent communication and involvement in District-wide activities; including improved accessibility to websites, grading and attendance systems; exploring the purchase of a district mobile app, purchasing student planners to increase communication from school to home regarding academic assignments and progress. Washington Colony purchased the Rosetta Stone English app for parents and replaced the static marquee with a digital messaging marquee. Washington Colony looks forward to increase the number of in-person parent educational offerings for the next three consecutive years.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Intervention: To best support English learners, foster youth, low income and students with disabilities, who may be at greater risk of learning loss due to the COVID-19 pandemic, the LEA will provide small group or individual academic support. This support will be provided via telephone, live interactive instruction with an adult, or through the use of an online platform to provide additional support to assist with distance learning. To intervene and accelerate student instructional reading levels, the LEA will maintain the Reading Lab services with 2 part time credentialed teachers and 2 part time bilingual aides. Lab staff delivers guided reading to focus on reading behaviors and strategies to promote foundational skills, vocabulary development, comprehension, and written communication. Freckle, supplemental ELA/ELD and math programs will be used during asynchronous minutes during the instructional day. Local metrics and tiered systems of support provide the basis for providing services that will meet the needs of students who are in these groups. Meeting their needs in response to the pandemic and to support the closure of achievement gaps in ELA, math and English language acquisition remain a priority of the district. This action increases the level of support to close achievement gaps by providing equitable resources for these student groups.</p>	\$211,000	\$101,723	Yes
<p>Tutoring: The availability of after school tutoring from credentialed teachers will be offered to students experiencing learning loss or who are at risk of learning loss to accelerate growth toward meeting grade level standards. Instruction includes aligning the current grade level</p>	\$9,000	0	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
standards to the previous grade level to deepen understanding of concepts and skills.			
Health and Safety: All staff has received Personal Protection Equipment kits including face masks and shields, hand sanitizer, alcohol wipes, thermometers, and gloves to promote health and safety in workspaces. Also purchased are hand sanitizer dispensers that have been placed in common areas. Guidelines and protocols were compiled in a COVID-19 Health and Safety Handbook.	\$100,000	\$134,870	No
Materials and Supplies: Custodial equipment purchased to disinfect all rooms include sprayers and additional disinfecting sprays and sanitizing products.	\$30,000	\$30,756	No
With a focus on student learning loss, particularly English learners, foster youth, low income and students with disabilities who are at greater risk, the district recognizes the need to monitor progress frequently to provide the instruction that results in closing achievement gaps caused by the COVID-19 pandemic. A full-time physical education (PE) teacher will be maintained to provide teacher collaboration time during distance learning, the hybrid model, or the full reopening of school. When students attend their grade level PE class, whether virtually or in-person, classroom teachers use the time to meet with their grade level partners (virtually or in-person when feasible) to examine data to guide and plan instruction and determine students who are exhibiting learning loss or students at risk of learning loss. Instructional staff analyze data from interactive teacher-led instruction as well as the progress made on formative assessments including Illuminate standards-based quizzes, Freckle, and Accelerated Reading and Math. Collaboration within professional learning communities (PLCs) is recognized as a best practice within the LEAs tiered system of support and is directed toward providing targeted instruction and meeting the needs of English learners, foster youth, low income, and students with disabilities in response to the pandemic and to support progress toward closure of achievement gaps. This action increases the level of support for these student	\$90,000	\$80,479	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
groups by targeting their specific levels and needs to provide instruction to close the achievement gaps in ELA, math and ELD.			

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

During the analysis of the actions related to the In-Person instructional offerings and the expenses of the implementation of the actions, there seems to be a substantial difference in the area of intervention between what was spent versus the projected expenses. The Reading Lab staff which includes the 2-part time credential teachers and 2-part time bilingual instructional aides were already budgeted with Supplemental & Concentration LCAP funds to improved services to accelerate student reading levels. Another area of difference was the in-person tutoring services. Early in the school year our county has not been eligible to re-open in-person instruction until November 2020. Our district invested and increased some of the Health and Safety PPE expenses in an effort to take additional precautions and safety measures when we began the in-person Blended/Hybrid Model cohorts in November 2020. Due to the fact the California Department of Public Health and the California Safe Schools revised new reopening guidelines were release early January 2021, Washington Colony continued to offer the Blended/Hybrid in-person cohorts and Therefore, due to the COVID-19 County restriction during the Purple Tier that lasted until late March 2021, the district was not able to offer the in-person tutoring until April-May 2021. In addition, this year the planned and budgeted expenditures targeted the Washington Colony's successful Hybrid model offerings including the focus on student learning loss, particularly English learners, foster youth, low income and students with disabilities who are at greater risk. The district recognized the need to monitor progress frequently to provide the instruction that results in closing achievement gaps caused by the COVID-19 pandemic.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Washington Colony began the 2020-21 school year with a Distance Learning model of instruction. We reopened safely for all students with the hybrid or blended model of instruction on November 9 as Fresno County moved to the red tier. Students were grouped into two cohorts and were able to attend school two days per week with distance learning continued on the other three days. The option to continue 5-day distance learning was still offered for those not wishing to return to in-person learning. Challenging was the implementation of the plan to simultaneously deliver instruction for both in-person students and virtually for students at home. Dedicated time to address English learners, foster youth, low income and students with disabilities, who may be at greater risk of learning loss was built into the daily schedule.

Health and safety measures included washing/sanitizing hands, the wearing of masks, completing COVID screeners for students and staff, social distancing, signage, gatherings kept to a minimum, intensified cleaning and disinfection, plexi-glass or sneeze guard screens, and PPE kits in all classrooms.

Support for our unduplicated students, was provided via telephone, interactive instruction, or through the use of an online platform to provide additional assistance when students were not on campus for their two days of in-person instruction. To intervene and accelerate student instructional reading levels, the LEA maintained the Reading Lab services with 2 part time credentialed teachers and 2 part time bilingual aides. Freckle, supplemental ELA/ELD and math programs were used during asynchronous minutes during the instructional day. Local metrics and tiered systems of support provided the basis for services meeting the needs of students who are in these groups. Meeting their needs in response to the pandemic and to support the closure of achievement gaps in ELA, math and English language acquisition remained a priority of the district. Equitable resources for these student groups increased the level of support to close achievement gaps. Trimester benchmark assessments were used to monitor growth. They included the standards-based Illuminate ELA/Math assessments, Accelerated STAR ELA/Math, writing prompts, and TK-5 running records.

The district continued the offerings of Grab and Go breakfast and lunch for Washington Colony students; work packets aligned to instruction; and Chromebooks and connectivity (hotspots) for families in need.

These services were primarily directed toward our English Learners, low income and foster students (unduplicated students) and were designed to help the District balance the COVID-19 pandemic related educational needs of identified students. Actions and services were developed using input from stakeholders, including the DELAC, SSC, DAC, certificated and classified staff, students and community members. Based on stakeholders' responses in virtual meetings or surveys, 90.5% responded that the effectiveness of the In-person Instructional offering was successful. Noted in responses were the work packet distributions; music and PE programs; SPED support services, learning loss strategies; online supplemental reading and/or language development instruction with the Reading Lab; providing hotspots for connectivity; family surveys and communication; schedules; professional learning and support.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology: Additional chromebooks, providing equal access for all, were purchased to ensure all students have a device enabling them to connect with teachers, participate in learning, and complete assignments. Connectivity hotspots and a data plan were purchased ensuring all families have access to the internet. The district also purchased Zoom accounts for all instructional staff to deliver instruction and provide opportunities for students to collaborate with each other promoting peer connectedness and social-emotional well-being. Google Voice accounts were purchased for all instructional staff to maintain two-way communication through office hours to meet with students, parents and families to discuss concerns, progress, or other issues occurring with Distance Learning.	\$243,000	\$284,458	No
Technology Support: Professional Development was delivered to support the use of Zoom. Setting up meetings, inviting students, navigating settings for safety, and sharing other screens/platforms were included. To ensure student participation and supporting the beginning days of Distance Learning, a technology team handled technology related phone calls to provide verbal assistance for parents and students in joining Zoom meetings and navigation once in the meeting.	\$30,000	0	No
Attendance and Parent Outreach: The district understands the importance in reaching out to English Learners, foster youth, low-income and students with Special Needs who are in greater disengagement with school during this COVID-19 Pandemic. The Parent Liaison continues to monitor attendance, reaches out to families providing assistance in promoting school attendance, and organizes work packet distribution, devices, and hotspots. This action will increase student daily participation in Distance Learning teacher-led instruction, engagement and attendance.	\$20,000	\$23,092	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Supplies and Materials: Fiction and Non-fiction Reading Shorts were purchased. The reading shorts provide leveled text excerpts that address the strategy focus taught. The Reading Lab is able to provide one page copies rather than sending 2-3 books in the distance learning work packets for weekly guided reading instruction. Renaissance myOn Reader has been purchased to support Accelerated Reader with leveled digital books.	\$15,000	\$4,410	No
Professional Development: District data suggests that English learners, foster youth, low-income and students with special needs are at greater risk of disengagement during the COVID-19 pandemic causing achievement gaps to further widen. Tulare and Fresno County Offices of Education consultants will support teachers in the areas ELA, Math, ELD, and Instructional Technology to connect virtual delivery of content instruction during Distance Learning; assist the transitioning of content instruction to the blended or full reopening models when feasible; and support instruction for students exhibiting learning loss. This action will increase instructor knowledge to engage and promote participation from these groups of students in the virtual platforms necessary for distance learning. In turn, the result in students' daily attendance in teacher-led instruction will support the closing of achievement gaps.	\$18,000	\$19,463	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

During the analysis of the actions related to the robust 5-Day-Distance-Learning Program and the expenses of the Technology Supports of the actions, there seems to be a substantial difference in the area of technology ad connectivity between what was spent versus the projected expenses. Washington Colony spent more in the projected area of Technology and Connectivity in order to target equity and the digital divide concerns that the COVID-19 pandemic brought to our families in March 2020 during the school closures. Based on the surveys collected in the Spring and Summer 2020, there was a need to provide every single TK-8 grade student with a digital device (Chromebook) and a connectivity device (HotSpot). Our expenditures shifted based on the technology needs of our students and families. Our district provided more than one hotspot per family and paid the entire year of unlimited data plan for each fully functioning hotspot as the substation increase in Technology reflects for Budgeted versus Estimated Actual expenses. Moreover the district did not spend funding as projected for the Technology Support and Professional Development. This was due to the fact that all software licenses of all the programs purchased such as Zoom, google voice, and other online learning

programs already included the Professional Development cost related and our County Office provided the additional PD/coaching support. Therefore, this year the planned and budgeted expenditures for Distance Learning targeted the Washington Colony's successful 5-Day-Distance-Learning model offerings including the focus on providing digital devices and internet connectivity particularly to all students including English learners, foster youth, low income and students with disabilities who are at greater risk. The district recognized the need to monitor the daily student engagement and academic progress made that results in closing achievement gaps caused by the COVID-19 pandemic.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction relied on a Five-Day-Distance-Learning Plan that was successfully facilitated through a virtual platform. It included synchronous, teacher-led instruction throughout the day that focused on all core subjects and standards. Whole group synchronous instruction was delivered for approximately 20-30 minutes per core subject leaving time for teachers to monitor and assist students after instruction. Assistance was provided in small groups while others completed asynchronous assignments. The structure of the plan included 60 daily minutes for teachers to support unduplicated students or students at risk of learning loss.

Additional Chromebooks were purchased to ensure all students had a device enabling them to connect with teachers, participate in learning, and complete assignments. Connectivity hotspots and a data plan were purchased ensuring all families had access to the internet. The district also purchased Zoom accounts for all instructional staff to deliver instruction and provide opportunities for students to collaborate with each other promoting peer connectedness and social-emotional well-being. Google Voice accounts were purchased for all instructional staff to maintain two-way communication through office hours to meet with students, parents and families to discuss concerns, progress, or other issues occurring with Distance Learning.

Teachers were supported through professional development trainings in the use of Zoom and district purchased programs. Programs and supplies included SeeSaw, Renaissance MyOn Reading, Freckle ELA/Math, Renaissance Accelerated Star Math, and fiction and non-fiction reading for the Reading Lab.

District data suggested that English learners, foster youth, low-income and students with special needs are at greater risk of disengagement during the pandemic causing achievement gaps to further widen. Tulare and Fresno County Offices of Education consultants supported teachers in the areas ELA, Math, ELD, and Instructional Technology to connect virtual delivery of content instruction during Distance Learning; assist the transitioning of content instruction to the blended or full reopening models when feasible; and supported instruction for students exhibiting learning loss. Increased instructor knowledge to engage and promote participation from these groups of students using virtual platforms was necessary for distance learning. The result in students' daily attendance in teacher-led instruction supported the closing of achievement gaps.

Stakeholder responses were rated as successful to outstanding in regard to Distance Learning. Comments noted were the ease of access to instruction, curriculum, library services, and programs that assisted students during Distance Learning. Also noted were the ongoing efforts of the district to maintain the focus on student achievement. Challenges included student engagement and the instability of internet connectivity even with hotspots.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional Development: Renaissance Learning will support teachers in the areas ELA, Math, ELD, and Instructional Technology to connect virtual delivery of online content instruction during Distance Learning by purchasing and implementing STAR MATH and Freckle ELA/ELD and MATH Licensing for all TK-8 students; assist the transitioning of online standards-based content instruction to the blended or full reopening models when feasible; and support instruction for students exhibiting learning loss.	\$30,000	\$10,200	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

During the analysis of the actions related to the Pupil Learning Loss and the expenses of the Professional Development of the actions, there seems to be a substantial difference in the area of Professional Development between what was spent versus the projected expenses. Washington Colony spent less in the projected area of Professional Development. Washington Colony planned to have all in-person professional development but due to the fact that early in the school year our county has not been eligible to re-open in-person instruction until November 2020. Our expenditures shifted from In-person Professional Development to Virtual Professional Development. Technology reflects for Budgeted versus Estimated Actual expenses. Moreover the district did not spend funding as projected for the in-person Professional Development. This was due to the fact that all software licenses of all the programs purchased such as STAR MATH and Freckle ELA/ELD and MATH Licensing, MyOn and other online learning programs already included the Professional Development cost related. In addition, our current PD Services contract with the County Office provided the additional PD/coaching support in-person and as a remote mode. Therefore, this year the planned and budgeted expenditures for Pupil Learning Loss during the Distance Learning, targeted the Washington Colony's successful 5-Day-Distance-Learning and Hybrid models offerings particularly to all students including English learners, foster youth, low income and students with disabilities who are at greater risk. The district recognized the need to continue monitoring the daily uninterrupted learning supports to students experiencing learning loss that results in closing achievement gaps caused by the COVID-19 pandemic.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

With a focus on student learning loss, particularly English learners, foster youth, low income and students with disabilities who are at greater risk, the district recognized the need to monitor progress frequently to provide the instruction that results in closing achievement gaps caused by the pandemic. A full-time physical education (PE) teacher was maintained to provide teacher collaboration time. Teachers met virtually or in-person to examine data to guide and plan instruction and determine students who were exhibiting learning loss. Instructional staff analyzed data from instruction as well as the progress made on formative assessments including Illuminate standards-based quizzes, Freckle, and Accelerated Reading and Math. Collaboration within professional learning communities (PLCs) has been recognized as a best practice within the LEAs tiered system of support and was directed toward providing targeted instruction to meet the needs of unduplicated students and to support progress toward closure of achievement gaps.

Renaissance Learning supported teachers in the areas ELA, Math, ELD, and Instructional Technology to connect virtual delivery of online content instruction during Distance Learning by purchasing and implementing STAR MATH and Freckle ELA/ELD and MATH Licensing for all TK-8 students; assist the transitioning of online standards-based content instruction to the blended or full reopening models when feasible; and support instruction for students exhibiting learning loss.

Based on stakeholder responses, 87% found online reading support with the Reading Lab, Benchmark Assessments, STAR ELA/Math, Freckle ELA/math, SeeSaw Reading, and supplemental technology to be effective. Noted were the efforts of teachers, staff, and community pulling together for the successful adaptation of Distance Learning to provide continued, uninterrupted learning supporting students experiencing learning loss.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Services were available to support students and their families with basic needs and the social-emotional impact that COVID-19 has had on them. Assistance was made available from instructional staff and/or the Parent Liaison to promote attendance and engagement. Parent requests or referrals were communicated to the district multidisciplinary team comprised of two school psychologists and All-4-Youth behavioral counselors. Zoom meetings, teleconferencing, home visits, and/or counseling were implemented. These services have been successful in working with students and their families to receive counseling or resources to support their needs.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The district understood the importance in reaching out to all families but in particular English Learners, foster youth, low-income and students with Special Needs who were in greater disengagement with school during the pandemic. The Parent Liaison continued to monitor attendance, reached out to families to provide assistance in promoting school attendance, and organized the work packet distribution, devices, and hotspots. This action increased student daily participation in Distance Learning, engagement, and attendance.

To ensure student participation and supporting the beginning days of Distance Learning, a technology team handled technology related phone calls, provided verbal assistance for parents and students in joining Zoom meetings, and instructed how to navigate once in the meeting.

Noted in responses from stakeholders were numerous comments reflecting the success and effectiveness of school-parent communication and the teamwork of support staff, office, teachers, and the After School Program to provide students with quality learning under the circumstances of the pandemic.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

As early as March, 2020, the district organized a Grab and Go breakfast and lunch system for children to receive nutritional services. This remained throughout Distance Learning and shifted slightly to provide breakfast and lunch on site for the days students received in-person learning. The Grab and Go system will remain in place until the district fully reopens and continues breakfast and lunch on site. Surveys from stakeholder input reflected 95.7% found the Grab and Go System a success with comments applauding the excellence of organization.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program (Staff Roles and Responsibilities)	The District may require extra help from Certificated and Classified Substitutes hours of work for the implementation of the 5-Day Distance Learning Instructional Program and Blended Model Instructional Program. Including organization, distribution of Asynchronous Learning packets , additional custodial hours to maintain a safe and clean environment and disinfecting the school classrooms, post social distancing signage, student/staff temperature checks and organize the PPE equipment.	\$5,000	\$6,936	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

During the analysis of the actions related to the Additional Actions and Plan Requirements and the expenses of the Professional Development of the actions, there seems to be no substantial difference in the area of Professional Development between what was spent versus the projected expenses. Since there was a higher need for personnel for health screening and temperature checks, Washington Colony spent more in the projected area of Additional Actions and Plan Requirements. Washington Colony planned to have all in-person professional development but due to the fact that early in the school year our county has not been eligible to re-open in-person instruction until November 2020.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Washington Colony’s distance learning program was carefully planned and implemented following guidelines from the Department of Public Health and CDE. Addressing the circumstances of COVID-19 with considerations for the health and safety of students and staff; serving students and families to provide basic needs and social emotional support; providing materials and technology; supporting teachers; and addressing the probability of student learning loss were vital to the plan. Moving from this foundation, the impact Distance and/or In-person Learning has had on students is of prime importance. Thoughtful design to our next steps to transition to the 2021-24 LCAP and the ideal full reopening will be dependent on providing focused support for targeted unduplicated students and for those exhibiting learning loss based on state testing results to accelerate learning progress, providing materials, supplies, and technology for students; professional development for teachers; adding support personnel for academic/social-emotional learning and supplemental assistance; and providing extended time for learning opportunities will be key to achieving academic success. Additionally, throughout the past year, parents have had a strong voice amid the circumstances of the pandemic. Maintaining or improving the level of parent participation and engagement in regard to the 2021-24 LCAP remains a goal of the district.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

During the 2020-21 pandemic year, the district measured learning loss using formative assessments to identify students needing focused instruction to accelerate learning. Assessments each trimester included standards-based ELA/Math benchmarks created in Illuminate; Accelerated STAR ELA/Math; formal running records in grades TK-5; and writing prompts addressing the grade level genre writing standards. The results of these assessments were analyzed each trimester. Based on the analysis, the teacher, leadership, and/or the multidisciplinary team were able to determine supports, targeted instruction, or special education services for students. The district maintains a Master Assessment Schedule for benchmark testing. These assessments will remain as a key piece to driving instructional decisions to address learning loss, monitor growth, and accelerate progress toward grade level proficiency.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The estimated expenditures for related to the Additional Actions and Plan Requirements established as expected. Therefore, there are no significant differences for the materials between Budgeted Expenditures and Estimated Actuals Expenditures.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan (LCP) is providing the basis for the development of our 2021-22 LCAP. With the uncertainties of school closure, the LCP was developed to continue progress toward meeting the 2019-20 LCAP goals. First and foremost we made decisions to accommodate the learning experience and academic goals for our students with considerations for health, safety, basic needs, and their social-emotional well-being. Building on this, whether or not we are still experiencing remote learning, we want our students to participate in the best learning experience possible and to continue growth toward grade level proficiency. To that end, our 2021-22 LCAP will reflect the need to continue the practices of hiring/retaining highly qualified teachers; provide teachers with professional development support from content specialists; provide supplemental resources supporting standards-aligned instruction; hire/retain support personnel for Early Literacy; provide academic/social-emotional learning for students; and promote parent engagement and involvement by offering parent education workshops. We fully realize the importance and necessity of working together and seeking input from all stakeholders to develop the LCAP for 2021-22.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control Accountability Plan

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

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

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

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

A Superintendent/Principal heads the staff. A full time Assistant Principal completes the administrative staff. The district instructional support staff includes a full time Teacher on Special Assignment focusing on ELD and Special programs. The full time instructional staff is comprised of nineteen classroom teachers, a band/classroom music teacher, a full time PE teacher, two district Resource Specialist Program (RSP) teachers, and one Special Day Class (SDC) teacher (with aide) and a Literacy ELA/ELD coach. The support staff includes one Fresno County of Education psychologist and online speech therapist; and 3 part time classroom instructional aides supporting the instructional staff in the TK/Kindergarten classrooms. Finally, our state funded pre-school is staffed with a teacher/supervisor and four instructional aides, two of whom are bilingual. Our program begins with a 5-STAR state funded pre-school program with an enrollment of 24 students. The program is housed on site and provides two sessions a day, one in the morning and one in the afternoon. Washington Colony School has a Reading Lab in order to increase reading level, with one Full Time credentialed teacher and two bilingual instructional aides who assist with reading lab.

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

There are approximately two classrooms per grades Kindergarten through 8th grade, one of the Kindergarten classes is a combination class of Transitional Kindergarten, with a total of 446 regular education students. There are about 6 students in our SDC class. Other classrooms include music/band room, library, one special education classroom, and a large portable shared by the RSP staff. A 21st Century & ACES After School Program is provided daily in the cafeteria and various classrooms.

Mobility rate is very low at Washington Colony with the attendance rate averaging about 95%. Approximately eighty-seven percent of our TK-8 students receive free or reduced breakfast and/or lunches. Ethnicity data for Washington Colony School District indicates that the student population is made up approximately of: 89.7% Hispanic or Latino, 5.6% White, 1.3% African American, 1.8% Asian, and 0.9% Multi-Ethnic. There are approximately 144 EL students. Among these are Spanish & Hmong speaking students. English Language Development instruction is delivered daily for a minimum of 30 minutes by classroom teachers. Instructional aides, under the supervision of a certificated teacher, work with EL students daily by providing supplemental English Language Development (ELD) instruction and academic support in the primary language as needed.

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

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

Reflections: Successes

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

Washington Colony was seeing positive growth trends and progress toward the LCAP goals according to the LCFF evaluation rubrics in ELA/Math. Based on the review of state and local performance indicators as reported in the ELA/MATH CA Dashboard data for 2019; there was a positive increase of 8.3 points toward meeting standard in ELA for all students. The results on the CA Dashboard 2019 for ELA revealed an increase in progress for all students with "Yellow" for all groups with the exception of Students with Disabilities that earned an "Orange" in ELA and a "Red" performance in Math. English learners were also "Orange" in Math. Math results for 2019 showed a decline for all students to "Orange" with a decrease of -3.9 points.

Due to the COVID-19 Pandemic the State CAASPP was suspended for the 2019-20 school year. According to local assessment data and stakeholder input surveys, the district implemented the Learning Continuity Plan with notable success. The plan orchestrated first a 5-Day Distance Learning Model until November when it was deemed safe to move to a Hybrid model to bring students back for in-person instruction for two days per week. Both models offered synchronous and asynchronous instruction. During this time beginning in March of 2019, the district provided daily access to Chromebooks for all students for ELA/ELD and Math instruction. All K-8 classrooms have interactive SMARTBoards and higher internet speed and website filters security systems. Further, the district provided technology/Hotspots for all families; work packet distribution; high standard protocols for health and safety; access to online programs; and daily TK-8 instructional program schedules were made available for all students. Schedules maintained services for Students with Disabilities; daily allocated time for designated English language development; and time for teachers to address students exhibiting learning loss. Washington Colony continued the implementation of effective intervention instruction with daily tutoring supporting Reading and Math with the after school program throughout the year.

Supplemental instructional supports continued with Reading Lab services and PE/Music. Support was available from the Literacy ELA/ELD coach; the two part-time intervention teachers, two bilingual instructional aides; and access to supplemental reading programs. These supports have shown improvements in Reading scores and reducing the reading gaps for low-income students, English Learners and foster youth. Local standards based assessments from Illuminate and the Renaissance STAR Reading/Math assessments continued throughout the year to monitor progress and inform instruction. The district also invested in a robust ELA/Math/ELD professional development plan for teachers and provided weekly PLC collaboration opportunities.

Previous data from the CA Dashboard was showing "Green" for Suspension for all students; "Blue" for English Learners, Homeless, Students with Disabilities; and the White group was showing a significant decline of 2% in suspensions. With the circumstances of the pandemic, the district will maintain the positive supports that attributed to the Green and Blue status. Implementation of the Positive Behavioral Intervention & Supports program (PBIS); increase of parenting education courses and parent engagement opportunities; and resuming, when safe, our highly attended Family Literacy Night and Family Art Night. These have all been effective in creating a safe School Climate.

English Language Learning software programs will again be made accessible to keep English Learner parents connected with school. The Aeries Parent Portal for grades 6th - 8th providing access to student classroom performance will continue as well as the electronic marquee in order to maintain another facet of communication for parents and community to be informed about school events.

Reflections: Identified Need

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

Although Washington Colony maintains 'Met' status on local indicators, a review of the State Performance Indicators, reveals areas of need among student groups. The results of the 2019-20 CA ELA Dashboard performance indicators show All Students as 'Yellow' with 38.31% of students at Met/Exceeded increasing by 8.3 points to -17.6 points below standard. ELA 2019 data reveals a very gradual trend upward but remains at a low status level. Math indicators show all students as "Orange" with 34.64% of students at Met/Exceeded decreasing by 3.9 points to -31.5 points Below Standard. Math 2019 data has decreased and needs improvement with the status level at low in "Orange".

English learners, also 'Yellow' in ELA show 4.1% Met/Exceeded with an increase of 4.2 points to

- 37.7 points below level 3. Math is "Orange" with 7.06% Met/Exceeded with a decrease of 3.4 points to -47.0% Below Standard. Improvement is needed with respect to the English learners group who remain at a very low status level at "Orange" in Math.

Students with Disabilities are 'Orange' in ELA on the Dashboard with 5.56% Met/Exceeded. The current status shows -90.9 points Below Standard with a significant increase of 21.1 points. Math for Students with Disabilities is "Red" on the Dashboard showing 5.56% Met/Exceeded with a slight decrease of 2.1 points to -114.1 points Below Standard. Dashboard Performance indicators for 2019 show improvement is needed with respect to the Students with Disabilities group who remain very low at "Orange" in English Language Arts and very low at "Red" in Math.

Due to COVID 19, the CAASPP assessments were suspended in spring 2020. During 2020-21, the district used percentages from the Trimester 1 ELA and Math Illuminate benchmarks 2019-20 to compare to the 2020-21 Trimester 2 results. Overall, ELA results revealed 43% of All Students Met/Exceeded in 2019-20 and decreased to 35% in 2020-21. Math results in 2019-20 revealed 34.25% of All Students Met/Exceeded and in 2020-21 a slight decrease to 34% Met/Exceeded.

Students with disabilities continue to reflect the lowest performance level when compared to other student groups.

To address these needs and provide learning recovery strategies, Washington Colony will provide additional instructional support personnel at early primary grades by retaining the kindergarten instructional aides and adding instructional aides in grade one. The district will provide a para-professional training in the areas of communication skills, early literacy, and assisting students. The district will maintain the position of the Literacy ELA/ELD Coach; maintain the position of Library Aide; provide one full-time credentialed Intervention Teacher; and maintain 2 Bilingual Instructional Aides for the Reading Lab to provide additional EL support.

Special Ed Teachers will continue to develop and implement a Collaborative Intervention model, integrate Universal Design for Learning (UDL) in unit lessons, and collaborate with Regular Teachers and the Reading Lab Intervention Teacher to include teaching strategies, intervention materials and data analysis every four weeks. It is our expectation that students will receive the extra daily small group reading support to reduce the largest reading gap and that these services will result in increased performance of students on the ELA CAASPP over the course of the next three years.

Additionally, the district contracts with Fresno County Superintendent of Schools to provide content specialists for Mathematics to align instruction based on priority standards, focused Interim Assessments, and a systematic formative assessment cycle. It is our expectation that students that receive focused standards instruction with frequent progress monitoring will result in increased performance for all students on the Math CAASPP over the course of the next three years.

LCAP Highlights

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

The 2021-24 LCAP highlights reflect Washington Colony's previous successes, continuity of learning during 2020-21, and addresses identified needs. During 2019-20, Washington Colony was seeing positive growth trends and progress toward its LCAP goals. According to the SBAC 2019 data results report, there was a steady increase in ELA student achievement across all 3rd - 8th grade levels. The math data showed a decline in meeting standards by 3.9 points placing us in the "Orange" for all students.

Due to the COVID-19 Pandemic the State CAASPP was suspended for the 2019-20 school year. The district implemented the Learning Continuity Plan with notable success. Washington Colony expanded its supplemental resources to continue supporting LCAP Goal 1 Actions for all areas of student academic achievement in ELA/ Math and ELD. The district maintained its focus to increase the level of English Proficiency for English Learners by allocating designated time; Students with Disabilities were supported with services according to their IEPs; and technology access and online supplemental programs were purchased and implemented throughout Distance Learning for All Students. The district allocated time for teachers to address students exhibiting learning loss. After School Program offered intervention instruction with daily tutoring supporting Reading and Math and the Reading Lab continued intervention services for students in need.

This year's LCAP highlights will follow initiatives that are targeted for student academic achievement including Math, ELA/ELD, and Science, sustaining technology integration with Chromebook to student ratio of 1:1 SMARTBoards in all K-8 classrooms; providing higher internet speed; retaining the Full time Music teacher and Full time PE teacher in order to create additional PLC collaboration time for research-based best practices; and maintaining the Reading Lab with one Full time teacher and two bilingual Instructional aides. The district will retain the Full-time Literacy ELA/ELD Coach position to provide assistance to classroom teachers and other staff with the implementation of ELA/ELD standards-based instruction, guided reading, and English Language Development. A Counselor will be added to provide academic, social-emotional learning, and support mental health and behavioral management. Extended learning time will include offerings of after school tutoring, Saturday school, Winter/Spring Academies, and a 4-week summer school. Washington Colony will continue providing literacy resources and staff support with a robust professional development plan including paraprofessional training. The district will further support the early literacy program with the additional hiring of 2 part time instructional aides for grade 1. To be maintained is the Accelerated Reader (AR) Program and the successful Positive Behavior Intervention & Supports (PBIS) program. The district earned GOLD level status in 2018-19 and plans to maintain that level throughout 2021-24. Finally, the Parent Liaison position will be maintained for the purpose of providing information, parent communication to build parent awareness of Chronic Absenteeism, and to promote student attendance and engagement.

Comprehensive Support and Improvement

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

Schools Identified

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

At this time Washington Colony ESD has not been identified as needing assistance through Comprehensive Support and Improvement (CSI) based on the positive growth reflected on the State Performance ELA/MATH indicators as reported on the CA School Dashboard in Fall 2019. Therefore, this prompt is not applicable because the school is not eligible for CSI.

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

In 2020-21 School Year and Due to the COVID-19 Pandemic and Stay-at-Home order imposed by the California Department of Public Health and the Fresno County Department of Public Health in order to prioritize the safety of the public, Washington Colony sought input from stakeholder groups in a Teleconferencing/Virtual Format and via Zoom meetings. This school year 2020-21 the stakeholder engagement was considered in multiple meetings set up through Zoom Stakeholder Input Meetings. In a series of LCAP Virtual input meetings, the District Leadership Team (DLT) presented, discussed and gathered information to support the development of the LCAP 2021-24 Goals, Actions and Services.

On March, 17, 2021 D/ELAC/PIQE members were invited via robocall and flyers sent home to the Stakeholder Virtual LCAP Input meetings. The School Site Council (SSC) & District Advisory Committee (DAC) had the scheduled virtual LCAP Input Zoom Meeting on March 23, 2021. On March 24, 2021 the All Stakeholders LCAP input Virtual meeting took place in the evening. The WC Classified employees participated in the virtual meeting on March 24, 2021 and information pertaining to the development of LCAP Update, Goals, Actions and Services already and information about the status of the Blended Model and 5-Day Distance Learning programs currently in place. A PowerPoint presentation in English and Spanish included the progress towards Goals, Actions and Services already in effect and the current academic progress of students based on the CA DASHBOARD available data and Local Performance Indicators data. There were no written comments submitted to the superintendent for written response on this meeting.

On April 7, 2021, the DLT LCAP Team met with WC Teachers through a zoom PowerPoint presented the LCAP Updates and Progress of the current Goals, Actions, and services taking into account the current conditions due to the COVID-19 pandemic and status of the Blended/Hybrid and 5-Day Distance Learning Models. Teachers were informed about the limits of the CA DASHBOARD Data available only through 2019 and that the district will be utilizing Local Data such as the Trimester Illuminate Benchmark and STAR Reading data in order to measure ELA and MATH performance growth and set the baseline for the 2020-21 school year. Teachers were given the opportunity to discuss current progress towards LCAP goals, actions and services and the opportunity to write comments in the chat and provided with a link to the LCAP input survey posted on the school website. Qualitative and quantitative data supporting annual measurable outcomes was discussed.

In addition, On April 7, 2021, Washington Colony MS 6th Grade Students had the opportunity to provide LCAP Input to the school Principal. The students were given a presentation how the school has made gradual progress over the past few years despite the COVID-19 pandemic that affected the in-person regular school in the Spring of 2020 and during the 2020-21 school year. The students were given the opportunity to discuss in the chat and they were provided with a link to the LCAP Google Survey posted on the school website.

On April 13, 2021, The Superintendent and the DLT Team provided a presentation to the School Board in order to seek input and review the progress on the current LCAP Goals, Actions and Services, a summary of the DASHBOARD 2019 State Performance Data and current Local Trimester Benchmark Data that will be set as a baseline for growth in the current year. Qualitative and quantitative data supporting annual measurable outcomes was discussed as well as progress made during the COVID-19 pandemic year while offering the Blended and 5-Day Distance Learning models to all of our students.

On April 28, 2021, the DELAC/PIQE parents attended a virtual presentation the most recent draft of the LCAP and the Expended Learning Opportunity Plan with Actions and Services. Parents were presented with Goals/Actions/Services. Parents were in agreement with keeping Actions and Services for Goals 1, 2 & 3. Parents emphasize to keep the new Reading Programs, Reading Lab Intervention Teachers, the hiring of a new Literacy ELA/ELD Coach, support staff and technology in the classrooms as stated in Goal 2a - 6a. In addition, to Goal 3a to keep the English Education workshops for parents. The DELAC/PIQE parents were also satisfied to hear that the district will be adding a K-8 School Counselor and a License Vocational Nurse (LVN) to Washington Colony. There were no written comments submitted to the superintendent for written response on this meeting.

On June 2, 2021 on a virtual meeting, the SSC/DAC committee of parents reviewed the most recent draft of the LCAP. Input from the meetings were analyzed and considered as part of the LCAP update process. Parent members from our School Site Council and DELAC represented our DAC. The SSC and DAC committee suggested to target the Chronic Absenteeism rates and agreed with continuing with the Parent Liaison of the 2021-22 school year. School Site Council and DAC parents were please with the progress Washington Colony made this year 2020-21 by reopening early in November 2020 with all of the COVID-19 safety protocols and all resources provided during then 5-day Distance Learning and In-Person Cohorts. The group was were also satisfied to hear that the district will be adding a K-8 School Counselor and a License Vocational Nurse (LVN) to Washington Colony for next school year 2021-22. There were no written comments submitted to the superintendent for written response on this meeting.

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 8, 2021 during a Regular Board Teleconference Meeting. A final meeting with the Leadership Team and a Staff/CTA bargaining unit representative was held on June 7, 2021. The LCAP Draft was presented at a SSC meeting June 1, 2021. The public comment period was established during the posting of the LCAP on the school's website from June 4 through June 8, 2021. WCTA representative also received a copy of the LCAP Draft on June 4, 2021. The LCAP Board Approval date is June 22, 2021.

A summary of the feedback provided by specific stakeholder groups.

During the 2020-21 Stakeholder LCAP Input Virtual meetings feedback was provided to the District Leadership Team. The district was able to collect the results of the LCAP Input Google survey posted on the school website, oral comments during virtual/zoom meeting discussions and zoom chat comments. During the LCAP input Virtual Meetings Stakeholders were provided with current progress made toward goals, actions and services. Updates were provided based on the current supports and supplemental instruction programs to all students and unduplicated students; low income, English Learners, foster youth, homeless, and students with disabilities.

A survey was available in both English and Spanish on the school website and a hardcopy was included in the student work packet distribution for parents to offer input based on the needs of their children. Each of the 3 LCAP Goals, Actions and Services including supplemental instruction and support strategies were discussed and examples provided to encourage input to collaboratively develop future LCAP actions and a learning plan for implementation. Based on the student need as determined by performance on local assessments and stakeholder input, a focus has been developed to address the supplemental supports or services that will create a plan specific to the needs of our unduplicated students.

A range between 40 and 50 percent of stakeholders surveyed indicated a need for additional supplemental services to include focus on academic literacy or English language arts (ELA); academic intervention in the areas of ELA and Math; increase to and access of instructional technology; tutoring for extra support; and extended learning provided with increasing summer school from two weeks to four and possible winter and/or spring learning academies during breaks. Fifteen percent of those surveyed indicated a need for continued monitoring of student performance with any expanded services in addition to the regular progress reports provided to parents.

The results of the survey further show an overwhelming 50 to 83 percent of stakeholders supporting the continuation of Positive Behavior Intervention Supports (PBIS); awards, incentives, and recognition; character education; anti-bullying program, Truancy Intervention Program (TIP); and sports, health, music, arts, and other co-curricular programs that are current offerings. Also indicated was the established maintenance standard for facilities in good repair including playground equipment; 21st Century classroom furniture; safe and secure campus; safe and clean facilities; and transportation. Stakeholders specified the need to continue Parent Communication in the established practices for translation services; newsletters; phone calls and Blackboard Connect, the Parent Liaison position; the updated marquee, the district's website, and student planners.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

This year the input from stakeholder groups was instrumental in the development of the Local Control Accountability Plan. During the Virtual Stakeholder Input Meetings, Each group provided valuable input regarding the needs and services for each of the applicable pupil subgroups as well as for all pupils regardless of subgroup.

The LCAP team found that the SCC were satisfied with the goals and actions presented for this year's LCAP and for the subsequent 3 years given. The SSC agreed with the addition of a K-8 School Counselor that will assist students and families focusing on mental and behavioral health services; identify and address barriers to learning; train staff to recognize student needs and guide staff, students and families to resources that will support social and emotional learning as stated in Goal 2 action 8a. School Site Site Council also agree to keeping the Parent Liaison in order to target the high levels of Chronic Absenteeism and monitor the daily attendance as state on Goal 2 Action 3a.

The LCAP team found the board members satisfied with the goals and actions for the next three years including the need of the Replace a Portable classroom unit with the latest HVAC Clean air purifier Classroom Creating a suitable Shade Structure for Outdoor Learning environment stated in Goal 2 Action 7a.

The District Leadership/LCAP team met with the D/ELAC team and PIQE Parents during the Virtual PIQE meeting workshops on Wednesday. The DELAC/PIQE parents groups were presented the 3 LCAP goals for the 2021-24 school year and the Expanded Learning Opportunity (ELO) grant Plan initiatives and the school academic status in ELA and Math for grades 3rd - 8th based on Trimester Benchmark Results. According to the CDE California Assessment of Students Performance and Progress (CAASPP) and SBAC 2020 data results were not reported. Therefore, 2019 CAASPP data shows that there was a steady increase in ELA student achievement across all 3rd - 8th grade levels. For instance; in English Standard Met/Exceeded was at 38.31% with a +9.3 growth points. However, according to the 2021 Trimester 3 ELA Benchmark Assessment show 12.8% Met/Exceeded. Therefore, due to the COVID-19 Pandemic Learning Loss effect, the DELAC/PIQE groups recommended to keep the Reading Lab available with a Full Time Teacher and Bilingual Instructional Aides in order to provide support to English Learners reading gaps and target ELA performance gaps as stated in Goal 1 Action 3 including services.

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. Comments included to add a Full Time School Counselor due to the Social-Emotional and academic needs the Washington Colony students may present next year post pandemic time. Certificated Staff suggested to add an instructional aide for first grade Early Literacy support, expand the library times, increase the ELD coaching or professional development, Continue with the Literacy ELA/ELD coach, SSTs need to be implemented more, increase technology in the classrooms, student access to educational programs, keep the PBIS program, 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, safe & clean facilities, extracurricular field trips, and educational technology topped the list of needed services/actions. These actions are found in (Goal 1; Actions 2a - 8a) and Goal 2 and 3.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

This goal was developed based on the analysis of the student achievement data across all grade levels. The Student Achievement data shows that Washington Colony needs to target and increase the academic achievement of all students and specific groups of students including unduplicated students with performance gaps in English Language Arts and Mathematics and increase levels of English Proficiency for English Learners. The Actions and Metrics associated with this Goal will target the academic performance gaps in ELA, Mathematics and increase the English Proficiency levels of all English Learners. These Actions and Metrics were identified to closed the achievement gaps and were chosen specifically to target and improve academic performance of all student and unduplicated students, English Learners, foster youth and low-income students. The Metrics will measure continuous year-to-year growth and targets for improvement on students's achievement gaps as specified in the desired outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1-Properly Credentialed teachers with no misassignments nor vacancies as measured by Credentials or SARC review	For 2020-2021 100% Properly Credentialed with no misassignments or vacancies				For 2023-2024 100% Properly Credentialed with no misassignments or vacancies
2-Sufficient core instructional materials as measured by annual board	2020-2021 School board adoption of "sufficiency of				2023-2024 Annual School board adoption of "sufficiency of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
resolution of 'Sufficiency of Instructional Materials' or SARC review	Instructional Materials" resolution				Instructional Materials" resolution
4-State Standards Implemented as measured by the State Reflection Tool	2020-2021 Average Score of 3.2 in SPRING 2021				2023-2024 Increase the Average Score by .5
5-EL access to state standards/ELD standards (included with tool used above)	2020-2021 Average Score 3.6 in spring				2023-2024 Average Score of 3.6 or higher
7-State Standardized Assessments as measured by ELA CAASPP scores Note: Local Benchmark Assessments will be used until CAASPP Results become available	Met or Exceeded Standards: All 12.8% Data Year: 2020-21 Data Source: Illuminate ED				Met or Exceeded Standards: All (Increased by 5%) Data Year: 2023-24 Data Source: CAASPP Test Results
7-State Standardized Assessments as measured by MATH CAASPP scores Note:	Met or Exceeded Standards: All 15%				Met or Exceeded Standards: All (Increased by 5%)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Benchmark Assessments will be used until CAASPP Results become available	Data Year: 2020-21 Data Source: Illuminate ED				Data Year: 2023-24 Data Source: CAASPP Test Results
10-EL annual growth as measured by ELPAC annual growth data	2018-19 Proficient/Level 4 14.29%				2023-24 Proficient/Level 4 increased by 3%
11-EL reclassification as measured by prior year number of re-designated students	2019 - 20 EI Reclassification at 9.9%				2023-2024 Increase the EL Reclassification to 5%
22-Access to a broad course of study as measured by review of teacher and/or master schedules	2020-2021 100% access to a broad course of study at all school sites				2023-2024 maintain 100% access to a broad course of study at all school sites
23-Other Pupil Outcomes as measured by average growth on STAR Assessment	2020-21 Baseline STAR/AR Grade Equivalent (GE) Reading Growth Average (.40)				2023-24 GE Growth STAR/AR Grade Equivalent (GE) Reading Growth Average (.75)

Actions

Action #	Title	Description	Total Funds	Contributing
1	1a.) Hire/retain Properly Credential Teachers and no misassignments for all core, elective, and special education classes.	<p>1a.) Hire/retain Properly Credential Teachers and no misassignments for all core, elective, and special education classes.</p> <p>1b.) 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.</p>	\$1,891,472.00	No
2	2a.) Retain FTE Music and FTE PE teacher to provide teacher release time for Professional Learning Communities	<p>2a.) According to the results of the 2019 CA Dashboard ELA/Math Performance indicators and local assessment data, Students with Disabilities have the lowest achievement rates of all student groups in the areas of ELA/Math. The ELA performance indicator was Orange and Math was Red for Students with Disabilities. Students with disabilities continue to reflect the lowest performance level when compared to other student groups. The ELA CAASPP performance level indicator was Yellow for the English Learner group. To measure growth in 2020-21, the district used local standards-based Illuminate ELA benchmark assessments to compare percentages for students meeting or exceeding standards from Trimester 1, 2019-20 to Trimester 2, 2020-21. The results for Students with Disabilities from Trimester 1 2019 revealed 27.6% Met/Exceeded ELA grade level standards. The results of the 2021 Trimester 2 show the students with disabilities decreasing to 14% Met/Exceeded. For English learners, Trimester 1, 2019-20 revealed 45% Met/Exceeded and Trimester 2, 2020-21 decreasing to 35% Met/Exceeded. ELs and SWDs are revealing a decrease in meeting grade level standards in local data. In order to meet the needs of these students, Washington Colony hired and will retain 1 FTE Music Teacher and 1 FTE Physical Education Teacher. This action and service will provide teachers with release time to facilitate grade level Professional Learning Communities that focus on data driven instructional decisions,</p>	\$158,276.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>implement research-based best practices for instruction, and provide learning loss recovery due to COVID. Teachers will analyze data to determine progress toward English proficiency and academic achievement in ELA for English learners and Students with Disabilities. Data Analysis and planning through collaboration has been effective in providing focused, meaningful instruction in ELA-ELD. Past PLCs have shown an increase in student performance for the targeted student groups. It is our expectation that these services will result in increased performance of EL and SWD students on standards-based Illuminate benchmarks as the transition is made to the ELA CAASPP over the course of the next three years.</p>		
3	3a.) Hire/Retain Instructional Support Personnel to strengthen Early Literacy Program	<p>3a.) The results of the 2019-20 CA Dashboard ELA Performance indicators and local data revealed the need to improve with respect to Students with Disabilities and English learners. The ELA performance indicator was Orange for Students with Disabilities with a status level of very low and Yellow for English learners with a status level of low. Students with disabilities continue to reflect the lowest performance level when compared to other student groups. To measure growth in 2020-21, the district used local standards-based Illuminate ELA benchmark assessments to compare percentages for students meeting or exceeding standards from Trimester 1, 2019-20 to Trimester 2, 2020-21. The results for Students with Disabilities from Trimester 1 2019 revealed a 14% decrease in 2020-21 and a 10% decrease for English learners in meeting/exceeding grade level standards. In order to meet the needs of these students, Washington Colony will hire/retain instructional aides to strengthen the Early Literacy program in K-1st grades. The district will hire 2 additional Instructional aides for grade 1 to provide instructional support at the early primary grades; hire 1 FTE Credentialed Teacher and retain the 2 Bilingual Instructional Aides for the Reading Intervention Lab for additional reading and EL support; and retain the Library Aide. The district will retain the Literacy ELA-ELD Coach position to support the delivery of ELA grade level standards, guided reading, and ELD. Special Ed Teachers will use a Collaborative Intervention model with</p>	\$277,184.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>General Ed Teachers and the Reading Lab Teacher that includes reading strategies, intervention materials, and data analysis every four weeks. With the assistance of instructional aides, focused small group instruction has been effective in providing students with data driven individualized reading strategies to close reading gaps at instructional reading levels. The past practice of providing small group reading instruction and professional learning networking has shown an increase in student performance for the targeted student groups. It is our expectation that students will receive small group support in reading instruction daily to reduce the largest reading gap. The expectation of these services will result in increased performance of EL, SED, SPED students on the 2020-2021 Illuminate benchmarks as the transition is made to the ELA CAASPP over the course of the next three years.</p>		
4	4a.)Supplemental Resources Supporting Standards Aligned Instruction	<p>4a.) The results of the 2019-20 CA Dashboard ELA Performance indicators and local data revealed the need to improve with respect to Students with Disabilities and English learners. The ELA performance indicator was Orange for Students with Disabilities with a status level of very low and Yellow for English learners with a status level of low. Students with disabilities continue to reflect the lowest performance level when compared to other student groups. To measure growth in 2020-21, the district used local standards-based Illuminate ELA benchmark assessments to compare percentages for students meeting or exceeding standards from Trimester 1, 2019-20 to Trimester 2, 2020-21. The results for Students with Disabilities from Trimester 1 2019 revealed a 14% decrease in 2020-21and a 10% decrease for English learners in meeting/exceeding grade level standards. To better support ELs and SWDs, Washington Colony will provide supplemental equipment for classrooms; Standard- Aligned Resources in ELA/MATH/SCIENCE STEM; supplemental curriculum; computer software; materials and supplies for instructional programs; expand the library book selections for the Accelerated Reading program in the school library; and replenish/replace or update educational resources, materials and supplies. Supplemental books,</p>	\$48,616.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>materials, and supplies are replenished or replaced. Maintaining, supplementing, and replacing technology, materials and supplies is essential to providing standard aligned support as we transition to a full 5-day return to school that includes learning recovery. Consistent implementation of educational resources throughout all grade levels has shown an increase to student performance for unduplicated students. It is our expectation that these 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 Grade Equivalent Level (GE) Average Growth in three years will be .75 GE points.</p>		
5	5a.)Provide 21st Century Learning Skills, Environment, Technology Equipment, Programs, and Devices	<p>5a.) The 2019 CA Dashboard data indicator shows Orange in ELA and Red in Math for Students with Disabilities and that improvement is needed. This group had the lowest performance of all groups on the ELA and Math CAASPP. The ELA CAASPP performance level indicator shows Yellow for the English Learner group and was Orange in Math. All students were Yellow in ELA and Orange in Math. During 2020-21, the district used percentages from the Trimester 1 ELA and Math Illuminate benchmarks 2019-20 to compare to the 2020-21 Trimester 2 data. The local data reveals a decrease in percentages meeting grade level standards in ELA and no increase in math for unduplicated students. The status level for SWD is very low and low for English learners. The unduplicated pupils have the least opportunity to have access to technology. To address the needs of our unduplicated students, Washington Colony will provide 21st Century learning skills and environment by updating, upgrading and replacing technology, e.g. network bandwidth and WiFi connectivity hardware and software, Chromebook carts with classroom furniture, computers, Interactive White Boards, a portable Smartboard, wireless access and security required to enhance critical thinking and the use of research-based best practices in instruction. Additionally, the district is providing Chromebook availability for home use with Hotspots and a data plan for connectivity. Ellevation, a program/database to monitor English learner proficiency progress will be added.</p>	\$106,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Providing 21st Century learning skills and environments has shown an increase in student performance for ELs and SWDs. It is our expectation that these services will result in increased performance of English learners and Students with Disabilities on the 2020-2021 Illuminate benchmarks as the transition is made to the ELA CAASPP over the course of the next three years.</p>		
6	6a.)Professional Development for ELA/ELD/Math Supporting full Implementation of CCSS.	<p>6a.) The 2019 CA Dashboard data indicator shows Orange in ELA and Red in Math for Students with Disabilities and that improvement is needed. This group had the lowest performance of all groups on the ELA and Math CAASPP. The ELA CAASPP performance level indicator shows Yellow for the English Learner group and Orange in Math. All students were Yellow in ELA and Orange in Math. The status level for SWD is very low and low for English learners on state assessments. During 2020-21, the district used the Trimester 1 ELA and Math Illuminate benchmarks 2019-20 to compare to the 2020-21 Trimester 2 results. The results for Students with Disabilities decreased by 13.6% in ELA and increased by 5.0% in Math. The results for English learners decreased by 10% in ELA and increased by 5.25% in Math. To address the implementation of CCSS for all students, Washington Colony will provide teachers with professional development focused on ELA/ELD/MATH. Support from content specialists in the areas of ELA/ELD/MATH and Instructional technology are provided to assist teachers in embedding content area technology; promoting progress on Benchmark Assessments and the Accelerated Reader program; and maintaining a Full time Literacy ELA/ELD coach. Additional contracted staff PD time will continue to focus on ELA/ELD, coaching to support the full implementation of CCSS; to provide paraprofessional training for K-1 instructional aides and the Reading Lab to support early literacy; and provide substitutes and extra time. A District Technology Instructional Coach will assist classroom teachers with program applications and a contracted Data and Assessment coach will assist teachers with analyzing data from standards-based Illuminate/SBAC Interim Block assessments. Past professional development and coaching has shown an increase in student performance for targeted groups. It is our expectation that all</p>	\$221,539.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>services will target the academic areas in ELA/ELD/MATH resulting in increased performance of EL and SWD students on the 2020-2021 Illuminate benchmarks as the transition is made to the ELA CAASPP over the course of the next three years.</p>		
7	7a.)Extended Time for Learning Opportunities	<p>7a.) According to the2019-20 Dashboard ELA/MATH Performance indicators and local assessments, results show improvement is needed with respect to our Students with Disabilities. This group had the lowest performance of all groups on the ELA and Math CAASPP. The status level for SWD is very low and low for English learners on the CAASPP assessments. In view of COVID 19 and the accelerated learning focus along with the need to increase performance based on the 2019-20 CA Dashboard indicators, the district will provide additional ELA/ELD/MATH tutoring opportunities before and after school; increase an Intervention Summer School Program from 2 to 4 weeks; and offer Saturday and Winter/Spring Learning Academies to accelerate learning. Provision of extra instructional time from the past, has shown an increase of student performance for targeted students. It is our expectation that these services will result in increased performance of unduplicated pupils, English learners and Students with Disabilities on the 2020-2021 Illuminate benchmarks as the transition is made to the ELA CAASPP over the course of the next three years.</p>	\$19,001.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Increase positive school climate and maintain facilities in good repair.

An explanation of why the LEA has developed this goal.

This goal was developed based on the analysis of the progress made on improving the school climate, school facilities in good repair and the decrease of suspension data. The district also considered the high chronic absenteeism rate across all grade levels. The Chronic Absenteeism data shows that Washington Colony needs to target and increase the student engagement of all students and specific groups of students including unduplicated students with higher levels of Chronic Absenteeism. The Actions and Metrics associated with this Goal will target school climate connectedness, the Attendance rates, dropout rates, suspension rates and Chronic Absenteeism. These Actions and Metrics were identified to reduce the suspension data, increase attendance rates and target the high levels of chronic absenteeism chosen specifically to target and improve school climate and daily student engagement of all student and unduplicated students, English Learners, foster youth and low-income students. The Metrics will measure continuous year-to-year rates and targets for improvement on students's engagement as specified in the desired outcomes and maintain a positive school climate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3-Facilities Maintained as measured by annual FITs or SARC review	For 2015-2016 All (100%) site FITs scored “good” or higher				For 2023-24 All (100%) site FITs scored “good” or higher
14-Attendance as measured by district average attendance	For 2020-21 94.47%				For 2023-24 96.5%
15-Chronic Absenteeism as measured by %	Baseline 2020-21 16.2%				For 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students with 10% or more absenteeism					Reduce Chronic Absenteeism Rate by 5%
16-M.S. Dropout as measured by formula in LCAP appendix	2020-2021 Dropout 0%				2023-2024 Maintain Dropout rate at 0%
19-Suspension rate	2020-21 Suspension rate 0.8%				2023-24 Maintain suspension rate at less than 1%
20-Expulsion rate	2020-21 Expulsion Rate 0%				2023-24 Maintain Expulsion rate at 0%
21-School Climate Survey- % responses high levels for school connectedness and School Climate Index (SCI) on the CHKS survey.	Baseline 2020-21 CHKS (6-8) Average of Connectedness Indicator for Positive School Climate 59% 5th Grade School Connectedness				Baseline 2023-24 CHKS (6-8) Average of Connectedness Indicator for Positive School Climate Increase to 64% 5th Grade School Connectedness

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Indicator for Positive School Climate 63%				Indicator for Positive School Climate Increase to 68%

Actions

Action #	Title	Description	Total Funds	Contributing
1	1a.) Truancy Intervention Program and Support Staff	1a.) The results of 2019-20 Attendance as measured by district average attendance indicators revealed the need for improvement for unduplicated students with respect to the attendance rate. The indicator showed that we were at 95.21%. The attendance data indicated that the unduplicated population has the lowest attendance rates. During the 2020-21 year with Distance learning and then the transition to the hybrid model, the attendance rates were 94.47% and reflected the impact the pandemic had on school attendance. As the transition is made to a full reopening of school, the district will address attendance improvement with FCOE contract for the Truancy Intervention Program and provide additional support staff. In the past, this service has shown an increase in the attendance rates for unduplicated students. It is our expectation that these services will result in increased attendance rates for unduplicated students over the course of the next three years.	\$1,600.00	Yes
2	2a.) Supplemental Activities Promoting Student Engagement	2a.) The 2019-20 results of the CA Dashboard Suspension indicator showed improvement to "Green" for all groups. Our indicator was "Green" overall and for Hispanic and SED groups. Suspensions have declined 2% with a performance improvement to "Blue" for Students with Disabilities, English Learners, and White groups. All these groups have shown tremendous improvement on the suspension rate decline based on Washington Colony's Dashboard suspension data. Due to	\$149,085.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Distance Learning and the hybrid model, there have been no suspensions during 2020-21. Washington Colony will continue to incorporate the Visual and Performing Arts (VAPA) supplemental activities and Family Art Night. Students will showcase their visual and performing art projects and display them in the trophy case along with any VAPA awards and trophies won in district and county competitions as a way to keep them engaged and motivated to improve behavior and to keep reducing suspensions. Washington Colony provided support staff, a trophy case, stage curtains, bulletin board and a 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 were also provided. It is our expectation that these services will continue to result in a steady decrease of suspensions for English Learners and Students with Disabilities over the course of the next three years.</p>		
3	3a.) Chronic Absenteeism Incentives, Communication, Positive School Climate and Culture	<p>3a.) The Chronic Absenteeism rate was previously 10.9% as measured by the percentage of students with 10% or more absences. The 2019-20 overall rates declined to 10.1%. Washington Colony's Chronic Absenteeism is at the "Yellow" performance level for All Students and all student groups. During 2020-21, the chronic absenteeism rate has been impacted by the unusual year due to Distance Learning and the Hybrid models. The rate is to be determined. Addressing chronic absenteeism as the transition is made to a full reopening; Washington Colony will continue to contract with FCSS for a Truancy Intervention Officer and through the PBIS program, provide incentives to classrooms that have obtained the greatest increase in attendance rates on a weekly basis. Washington Colony will provide a system of support through the hiring of a Part - Time Parent Liaison in order to increase communication to all families, monitor attendance, monitor truancy data, and reduce Chronic Absenteeism with the 3-tiered levels of intervention throughout the year. Replenishing playground supplies and equipment; maintaining the quantity and quality of student co-curricular and extra-curricular</p>	\$26,304.00	Yes

Action #	Title	Description	Total Funds	Contributing
		activities including trips, clubs and district-wide events to improve positive school climate and culture will continue when deemed safe by the Fresno Department of Health. It is our expectation that these services will result in an increase in student engagement of unduplicated students and reduce the Chronic Absenteeism rate over the next three years.		
4	4a.) Clean Safe School and Facilities in Good Repair	4a.) Washington Colony will continue to maintain a clean, safe school and maintain facilities in good repair. Washington Colony will provide playground maintenance and additional noontime supervisor time to improve cafeteria/playground safety and maintain facilities; a part-time custodian was added to insure cleanliness of student bathrooms and other facilities and operational services. Add a Shade Structure to provide students with an Outdoor Learning Environment post COVID-19 Pandemic.	\$397,732.00	No
5	5a.) Safety, Learning Environment, and Improved Facilities	5a.)The unduplicated student population has some of the lowest engagement as measured by attendance and Chronic Absenteeism. A good learning environment and a feeling of safety by students is the best way to help engage students. To address this need, Washington Colony will provide playground supplies for safety in order to improve equipment to encourage and engage students in safe extracurricular activities and improved facilities; Purchase, update and replace more security/safety resources, e.g. security cameras, monitors, radios, alarm systems, and security gates as means of monitoring bullying activities and preventing incursion onto campus from individuals not authorized by the district. It is our expectation that these services will result in increased attendance, decrease Chronic Absenteeism, and provide a safe environment for our unduplicated student population over the course of the next three years.	\$43,836.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	6a.) School Climate and Extra Curricular Activities	6a.)The school climate survey results indicated that our unduplicated student population have the least meaningful participation or exposure 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 these services will result in an increase in participation of unduplicated pupils in extracurricular activities and educational and enrichment field trips; decrease in chronic absenteeism; and increase in attendance over the course of the next three years.	\$35,000.00	Yes
7	7a.) Transportation	7a.) The district will continue to provide home-to-school transportation for students within district boundaries and to provide transportation for school related events	\$183,206.00	No
8	8a.) Academic/ Social-Emotional Learning Support	8a.) The unduplicated student population has some of the lowest engagement as measured by attendance and Chronic Absenteeism. To improve attendance, engagement, and address barriers to learning, Washington Colony has developed a multidisciplinary team comprised of 2 psychologists, an administrator, and an All 4 Youth counselor. To complete the team, a FTE counselor and a part-time LVN school nurse will be hired. The counselor will assist students and families focusing on mental and behavioral health services; identify and address barriers to learning; train staff to recognize student needs and guide staff, students and families to resources that will support social and emotional learning. The school nurse will support the physical wellness and provide resources to parents such as access to meal programs, vision, or hearing referrals, and other services promoting wellness. It is our expectation that this multi-tiered system of support will increase student attendance and engagement; promote student connectedness (School Climate) as measured by the CA Healthy Kids Survey; and provide the support needed to increase academic achievement for our unduplicated population.	\$130,167.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Increase stakeholder engagement and provide parent education

An explanation of why the LEA has developed this goal.

This goal was developed based on the analysis and need on improving the parental engagement. The district also considered that due to the COVID-19 pandemic year, a drop in parent participation and education programs in-person decreased during this school year. The Parent engagement data show that Washington Colony needs to target and increase the parent engagement of parents of all students and specific groups of students including unduplicated students with higher levels of Chronic Absenteeism. The Actions and Metrics associated with this Goal will target parent education offerings in-person and increase parent engagement. These Actions and Metrics were identified to improve the number of parents participating in educational workshops and survey completion rates. By increasing the parent educational offerings related to Chronic Absenteeism and engage parents of all student and unduplicated students, English Learners, foster youth and low-income students, the Chronic Absenteeism rate will decrease steadily. The Metrics will measure continuous year-to-year rates and targets for improvement on parents's engagement in education programs as specified in the desired outcomes and increase the percentage of stakeholder engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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. 2020-21= 23%				Seeking Input in decision making by percentage of parent surveys collected. 2023-24 Increase by 5%
Increase the number of offerings and	2020-21 at 18 dates of Virtual Parent				2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
parents participating in education program by 5%.	Education Program Offerings				Increase the number of dates of In-Person Parent Education Program Offerings by 5%

Actions

Action #	Title	Description	Total Funds	Contributing
1	1a.) Translation Services to Increase Parent Engagement	1a.)Based on the school-home parent communication and translation needs as indicated by 23% of the parent surveys collected, Washington Colony will continue to increase parental engagement during school events. In order to address this need, Washington Colony will continue to provide interpreter/translator services for district-wide activities. It is our expectation that these services will continue to improve parental engagement over the course of the next three years.		No
2	2a.) Parent Engagement, Communication, and Awareness of Chronic Absenteeism	2a.) Based on the 2019-20 CA Schools Dashboard results, Washington Colony status of 10.1% Chronic Absenteeism at "Orange" performance level, improvement is needed with respect to unduplicated students. Parent engagement, communication, and awareness of Chronic Absenteeism need to increase. With the increase of Parent engagement, students will increase regular attendance; parents will be aware and knowledgeable of the relationship between good attendance and good academic achievement. In order to address this need, Washington Colony will increase District/Site parent communication and involvement in District-wide activities; improve accessibility to websites and contract with website provider, grading and attendance systems; purchase	\$16,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>district mobile app, purchase student planners to increase communication from school to home regarding academic assignments, monitor reading logs and progress; apply service cost for the replacement of static marquee with digital messaging marquee. Before the COVID pandemic these services increased parent engagement, and promoted awareness of good attendance, and reduced chronic absenteeism. It is our expectation that these services will result in increased student attendance, reduce chronic absenteeism and increase parental engagement and shared responsibility over the course of the next three years for our unduplicated student population.</p>		
3	3a.) Parent Education Offerings	<p>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 survey results, there is need to increase parental engagement by 5%. In order to address this need, Washington Colony will provide and/or contract for parent education offerings with the Parent Institute for Quality Education (PIQE), 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 an increase of 5% parental engagement over the course of the next three years for the parents of our unduplicated students.</p>	\$21,900.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
33.17%	\$1,255,108

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

Using the calculation tool provided by the state, Washington Colony ESD has calculated that it will receive \$1,255,108 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of the required justifications for how the district is increasing and improving services for the unduplicated student groups is contained in the Goals, Actions & Services section of this plan.

The contributing action titles are:

- 1.2) Retain FTE Music and FTE PE teacher to provide teacher release time for Professional Learning Communities
- 1.3) Hire/Retain Instructional Support Personnel to strengthen Early Literacy Program
- 1.4) Supplemental Resources Supporting Standards Aligned Instruction
- 1.5) Provide 21st Century Learning Skills, Environment, Technology Equipment, Programs, and Devices
- 1.6) Professional Development for ELA/ELD/Math Supporting full Implementation of CCSS.
- 1.7) Extended Time for Learning Opportunities
- 2.1a.) Truancy Intervention Program and Support Staff
- 2.2a.) Supplemental Activities Promoting Student Engagement
- 2.3a.) Chronic Absenteeism Incentives, Communication, Positive School Climate and Culture
- 2.5a.) Safety, Learning Environment, and Improved Facilities
- 2.6a.) School Climate and Extra Curricular Activities
- 2.8a.) Academic/ Social-Emotional Learning Support
- 3.2a.) Parent Engagement, Communication, and Awareness of Chronic Absenteeism
- 3.3a.) Parent Education Offerings

Services Description:

- 1.6: ELA/ELD/MATH robust professional development for teachers and weekly PLC collaboration opportunities.
- 1.3: Hire a new Full time Reading Lab Intervention Teacher and maintain two bilingual instructional aides and supplemental implementation of a new Reading Lab, and STAR/AR Reading / MATH programs
- 1.5: In the new classrooms and reading lab, provide updated technology that includes hardware, software, Smartboard(s), Chromebook cart(s), classroom furniture for reading intervention lab, work stations, supplemental books, materials, and supplies.
- 1.5: 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. Additionally, the district is providing Chromebook availability for home use with Hotspots and a data plan for connectivity.
- 1.3: 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.
- 1.4: Standards Aligned ELA/MATH/SCIENCE STEM supplemental curriculum, computer software, materials and supplies for instructional programs
- 1.2: Retain the Full-time Music teacher, Full-time PE teacher in order to create additional PLC and Collaboration time for research-based best practices
- 1.3: Early Literacy resources and staff support and to hire an additional Instructional Aide for the Kindergarten classes.
- 1.4: Accelerated Reader (AR) Program
- 1.5: Add, a program/database, Ellevation to monitor English learner proficiency progress.
- 1.7: Tutoring: Before/After School/Saturday, Winter/Spring Academies and Extended Summer School.
- 2.3a: Positive Behavior Intervention & Supports (PBIS) program
- 2.1a: Truancy Interventions; as the transition is made to a full reopening of school, the district will address attendance improvement with FCOE contract for the Truancy Intervention Program and provide additional support staff
- 2.2a: Incorporate the Visual and Performing Arts (VAPA) supplemental activities and Family Art Night. Students will showcase their visual and performing art projects
- 2.5a: Safety and Security Improvements
- 2.4a: Add a Shade Structure to provide students with an Outdoor Learning Environment post COVID-19 Pandemic
- 2.6a: Extracurricular trips (only under the guidelines of County Department of Public Health during the pandemic)
- 3.3a: Increase In-Person Parent Education Opportunities and Workshops
- 3.2a: 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;
- 3.2a: Maintenance expenses for digital messaging marquee and Blackboard connect
- 2.3a: Maintained a hired Part-time Parent Liaison that will provide a system of support in order to increase communication to all families, monitor attendance, Truancy data, and reduce Chronic Absenteeism with interventions by the 3-tiered levels throughout the year
- 1.3: Maintained the hired two additional Instructional aides for 1st grade classrooms, provide additional instructional support personnel at early primary and to strength the Early Literacy program in K-1 grades.

2.8a: Hire a new K-8 School Counselor will assist students and families focusing on mental and behavioral health services; identify and address barriers to learning; train staff to recognize student needs and guide staff, students and families to resources that will support social and emotional learning.

2.8a: Hire a new LVN will support the physical wellness and provide resources to parents such as access to meal programs, vision, or hearing referrals, and other services promoting wellness.

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method and/or location that best meets the identified need. All actions were developed using a careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help Washington Colony Elementary School District be effective in meeting the LEA LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked “yes” for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of our LEA. We incorporated the language required by 5 CCR Section 15496 into the description of each specific action’s language because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for stakeholders when reading this plan so they can better understand the rationale behind each unique district-wide action. Many of these actions and services are being performed on a schoolwide or districtwide basis in order increase their overall efficiency and effectiveness

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

The contributing actions/services are principally directed toward our English Learners, low income ad foster students (also known as unduplicated students) are designed to help Washington Colony Elementary School District balance the post COVID-19 pandemic related educational needs of identified students. These actions and services were developed using input from stakeholders, including educators, parents, students and community members to be effective in meeting the pandemic-related needs of unduplicated students. These actions and services are designed to increase or improve services and are principally directed toward unduplicated students.

Using the calculation tool provided by the state, our LEA has calculated that it will receive \$1,255,108 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 34.17%. Our LEA has demonstrated that it has met the 34.17% proportionality percentage by planning to expend all the supplemental and/or concentration funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,255,108.00	\$2,472,410.00			\$3,727,518.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,936,929.00	\$790,589.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	1a.) Hire/retain Properly Credential Teachers and no misassignments for all core, elective, and special education classes.		\$1,891,472.00			\$1,891,472.00
1	2	English Learners Foster Youth Low Income	2a.)Retain FTE Music and FTE PE teacher to provide teacher release time for Professional Learning Communities	\$158,276.00				\$158,276.00
1	3	English Learners Foster Youth Low Income	3a.)Hire/Retain Instructional Support Personnel to strengthen Early Literacy Program	\$277,184.00				\$277,184.00
1	4	English Learners Foster Youth Low Income	4a.)Supplemental Resources Supporting Standards Aligned Instruction	\$48,616.00				\$48,616.00
1	5	English Learners Foster Youth Low Income	5a.)Provide 21st Century Learning Skills, Environment, Technology Equipment, Programs, and Devices	\$106,600.00				\$106,600.00
1	6	English Learners Foster Youth Low Income	6a.)Professional Development for ELA/ELD/Math Supporting full Implementation of CCSS.	\$221,539.00				\$221,539.00
1	7	English Learners Foster Youth Low Income	7a.)Extended Time for Learning Opportunities	\$19,001.00				\$19,001.00
2	1	English Learners Foster Youth Low Income	1a.) Truancy Intervention Program and Support Staff	\$1,600.00				\$1,600.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2	English Learners Foster Youth Low Income	2a.) Supplemental Activities Promoting Student Engagement	\$149,085.00				\$149,085.00
2	3	English Learners Foster Youth Low Income	3a.) Chronic Absenteeism Incentives, Communication, Positive School Climate and Culture	\$26,304.00				\$26,304.00
2	4	All	4a.) Clean Safe School and Facilities in Good Repair		\$397,732.00			\$397,732.00
2	5	English Learners Foster Youth Low Income	5a.) Safety, Learning Environment, and Improved Facilities	\$43,836.00				\$43,836.00
2	6	English Learners Foster Youth Low Income	6a.) School Climate and Extra Curricular Activities	\$35,000.00				\$35,000.00
2	7	All	7a.) Transportation		\$183,206.00			\$183,206.00
2	8	English Learners Foster Youth Low Income	8a.) Academic/ Social-Emotional Learning Support	\$130,167.00				\$130,167.00
3	1	All	1a.) Translation Services to Increase Parent Engagement					
3	2	English Learners Foster Youth Low Income	2a.) Parent Engagement, Communication, and Awareness of Chronic Absenteeism	\$16,000.00				\$16,000.00
3	3	English Learners Foster Youth Low Income	3a.) Parent Education Offerings	\$21,900.00				\$21,900.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$1,255,108.00	\$1,255,108.00
LEA-wide Total:	\$1,255,108.00	\$1,255,108.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	2a.)Retain FTE Music and FTE PE teacher to provide teacher release time for Professional Learning Communities	LEA-wide	English Learners Foster Youth Low Income		\$158,276.00	\$158,276.00
1	3	3a.)Hire/Retain Instructional Support Personnel to strengthen Early Literacy Program	LEA-wide	English Learners Foster Youth Low Income		\$277,184.00	\$277,184.00
1	4	4a.)Supplemental Resources Supporting Standards Aligned Instruction	LEA-wide	English Learners Foster Youth Low Income		\$48,616.00	\$48,616.00
1	5	5a.)Provide 21st Century Learning Skills, Environment, Technology Equipment, Programs, and Devices	LEA-wide	English Learners Foster Youth Low Income		\$106,600.00	\$106,600.00
1	6	6a.)Professional Development for ELA/ELD/Math Supporting full Implementation of CCSS.	LEA-wide	English Learners Foster Youth Low Income		\$221,539.00	\$221,539.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	7	7a.)Extended Time for Learning Opportunities	LEA-wide	English Learners Foster Youth Low Income		\$19,001.00	\$19,001.00
2	1	1a.) Truancy Intervention Program and Support Staff	LEA-wide	English Learners Foster Youth Low Income		\$1,600.00	\$1,600.00
2	2	2a.) Supplemental Activities Promoting Student Engagement	LEA-wide	English Learners Foster Youth Low Income		\$149,085.00	\$149,085.00
2	3	3a.) Chronic Absenteeism Incentives, Communication, Positive School Climate and Culture	LEA-wide	English Learners Foster Youth Low Income		\$26,304.00	\$26,304.00
2	5	5a.) Safety, Learning Environment, and Improved Facilities	LEA-wide	English Learners Foster Youth Low Income		\$43,836.00	\$43,836.00
2	6	6a.) School Climate and Extra Curricular Activities	LEA-wide	English Learners Foster Youth Low Income		\$35,000.00	\$35,000.00
2	8	8a.) Academic/ Social-Emotional Learning Support	LEA-wide	English Learners Foster Youth Low Income		\$130,167.00	\$130,167.00
3	2	2a.) Parent Engagement, Communication, and Awareness of Chronic Absenteeism	LEA-wide	English Learners Foster Youth Low Income		\$16,000.00	\$16,000.00
3	3	3a.) Parent Education Offerings	LEA-wide	English Learners Foster Youth Low Income		\$21,900.00	\$21,900.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website:

<https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions

- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.

- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.