

# LCFF Budget Overview for Parents

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

CDS Code: 10625136007405

School Year: 2022-23

LEA contact information:

Jesus Cruz

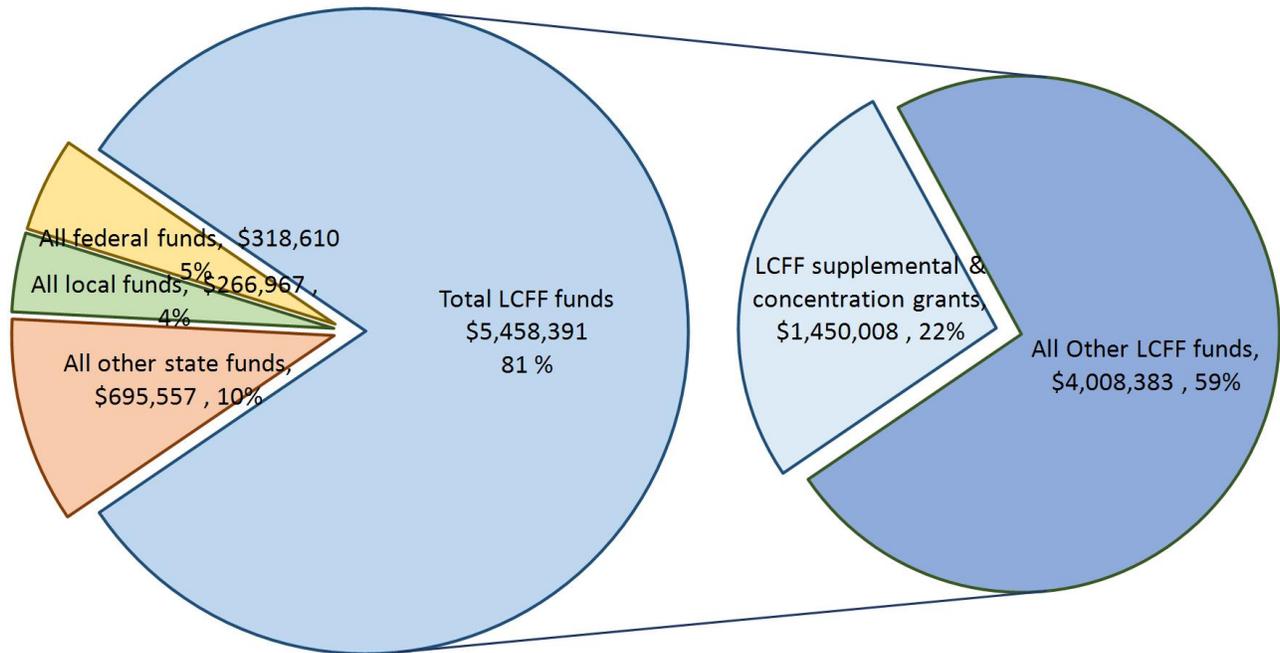
Superintendent

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 2022-23 School Year

### Projected Revenue by Fund Source



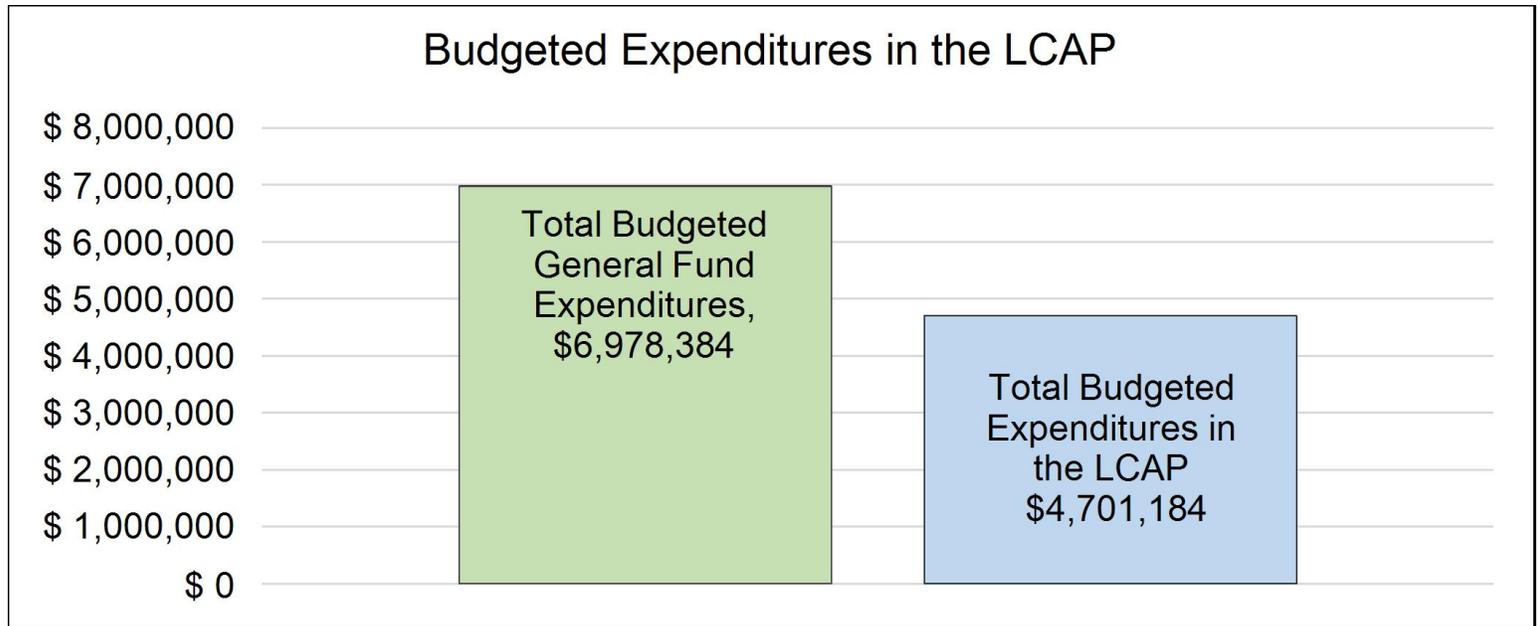
This chart shows the total general purpose revenue Washington Colony Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Washington Colony Elementary School District is \$6,739,525, of which \$5,458,391 is Local Control Funding Formula (LCFF),

\$695,557 is other state funds, \$266,967 is local funds, and \$318,610 is federal funds. Of the \$5,458,391 in LCFF Funds, \$1,450,008 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 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Washington Colony Elementary School District plans to spend \$6,978,384 for the 2022-23 school year. Of that amount, \$4,701,184 is tied to actions/services in the LCAP and \$2,277,200 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The general fund budget expenditures for the school year that were not included in the local control and accountability plan include the cost associated to hire/retain properly credentialed teachers, the cost associated to maintain clean and safe schools and facilities, and the costs associated to provide hometo-school transportation. We also did not include administrative costs, special education costs, as well as the operational and custodial costs of the district such as the superintendent/assistant superintendent costs, district/office staff (secretaries/nurses/noon time aides), non-instructional supplies, travel/conference/dues for staff and board; non-instructional operating costs (delivery/mail, professional services (audit, legal, insurance) equipment replacement and tuition and transfers out to other funds.

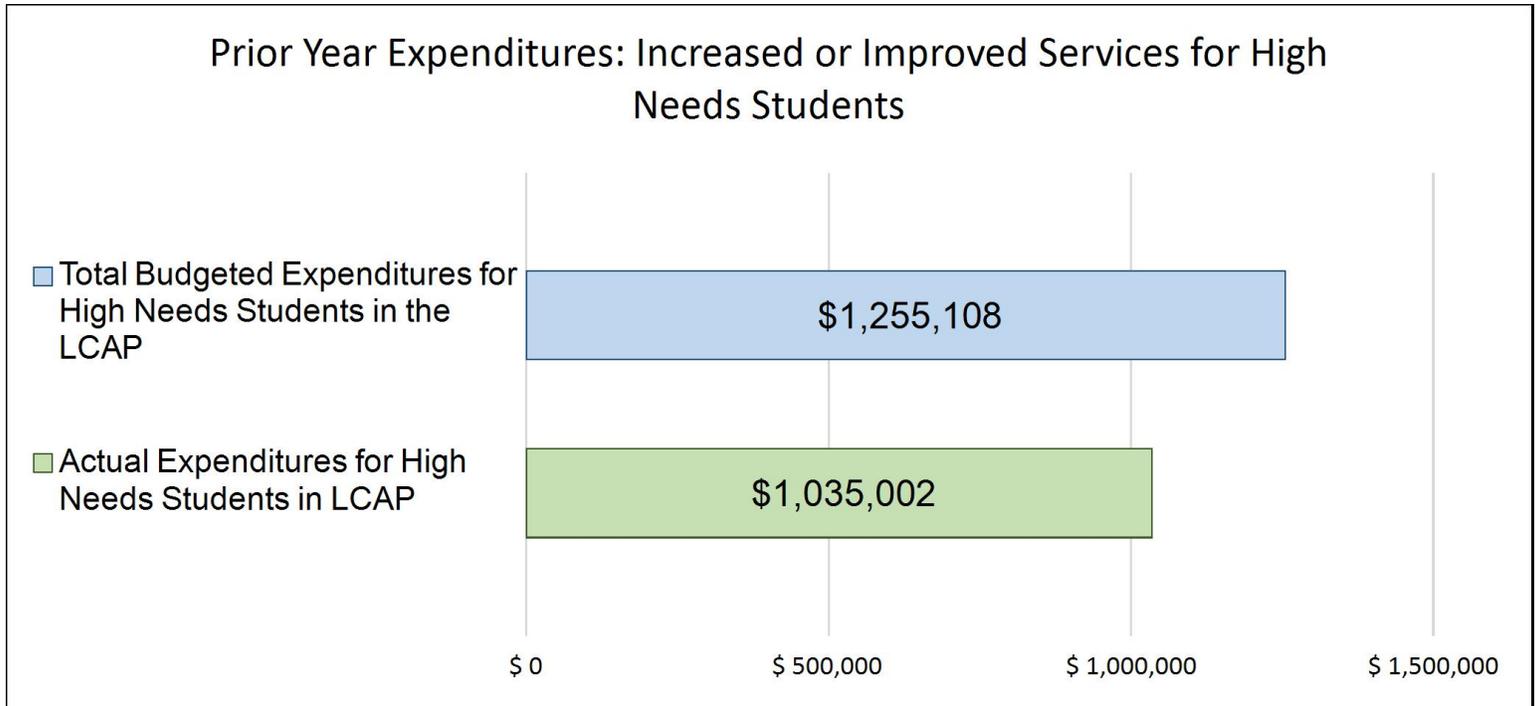
## Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Washington Colony Elementary School District is projecting it will receive \$1,450,008 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 \$1,832,546 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 2021-22



This chart compares what Washington Colony Elementary School District budgeted last year in the LCAP 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.

The text description of the above chart is as follows: In 2021-22, Washington Colony Elementary School District's LCAP budgeted \$1,255,108 for planned actions to increase or improve services for high needs students. Washington Colony Elementary School District actually spent \$1,035,002 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$-220,106 had the following impact on Washington Colony Elementary School District's ability to increase or improve services for high needs students:

There is a recurrent explanation to the material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services. Washington Colony was able to implement all Goal, Actions and Services. Our district invested and increased Health and Safety PPE expenses in an effort to take additional precautions and safety measures when we began the fall reopening to 5-day in-person instruction. Our district is intentionally responding to the rapidly changing conditions brought by various stages of the COVID-19 pandemic. There is a material difference in some of the actions. Our district has not spent in all areas because of factors beyond our control. Our district expenditures encountered constraints due to the sustainability of investments made with one-time COVID-19 relief funds. Due to the COVID-19 Pandemic, the district faced the challenge of the inability to find candidates for a range of certificated and classified positions. The district will continue to post / hire the classified positions for the Literacy ELA/ELD Coach, Licensed Vocational Nurse (LVN) and the Parent Liaison for the

2022-23 school year. And this had no negative impact on the district's ability to increase services to high needs students.

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Washington Colony Elementary School District	Jesus Cruz Superintendent	jesuscruz@washingtoncolony.org (559) 233-07-06

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Washington Colony Elementary School District has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. Washington Colony Elementary School District will continue to engage community partners regarding the additional Cost-Of-Living-Adjustment (COLA) and 15% increase to concentration funds during the LCAP community partners engagement opportunities in the first half of the 2021-2022.

Previous engagement opportunities include:

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 families and stakeholder groups in a Teleconferencing/Virtual Format and via Zoom meetings. Therefore, this school year 2021-22 the stakeholder engagement was considered in multiple meetings set up through Zoom Educational Partners Input Meetings in order to get Input for the ESSER III Expenditure Plan and the LCAP Supplement Mid-Year Update. The LEA sought input from educational partners groups including our, School Site Council (SSC); District English Language Advisory Committee (DELAC); the District Advisory Committee (DAC); Certificated School Leaders, Administrator, Assistant Principal/Special Ed Administrator, Special Education and Regular Ed Teachers including WCTA Bargaining Unit members and Classified Staff and Employees; and students to address the district’s needs to support the reopening of the LEA. Throughout the spring and fall of 2021, teleconferencing was used for discussion and gathering information to support the development of the next best steps to develop a Learning Recovery Plan as required within the Expanded Learning Opportunities Grant Plan and the writing of the district’s Local Control and Accountability Plan to set goals and actions pursuing student academic performance and progress. A survey was available in both English and Spanish on the school website and hardcopies were sent home for parents to offer input based on the needs of their children. Supplemental instruction and support strategies were discussed and examples provided to encourage input to collaboratively develop a learning plan for implementation. Student need was established through the sharing of data results from performance on local assessments. Collaboratively, a focus was developed to address the supplemental supports or services to be used in the development of a plan specific to the needs of our students.

Upcoming engagement opportunities for these funds include:

The District Leadership team met with the School Site Council (SSC) members on Tuesday January 25, 2022 in order to discuss the LCAP Supplemental Mid-Year report that includes the Concentration Grant Add-on Funds of 15% not included in the adopted 2021-2022 LCAP.

The district Leadership Team discussed with the D/ELAC team and PIQE Parents during the Virtual PIQE meeting.

On Wednesday February 2, 2022 DELAC/PIQE parents groups were presented the LCAP Supplemental Mid-Year report that includes the Add-on Funds of 15% and how the LCAP Actions and Services and the Expanded Learning Opportunity (ELO) grant Plan, ESSER III Expenditure Plan, and Learning Continuity plans align with LCAP actions and services. PIQE and DELAC Parents strongly supported the additional funding for additional Certificated and Classified positions in order to address exacerbate the post COVID-19 pandemic impacts and target the learning academic loss, the social emotional needs of students and to continue to address as a priority the Health and Safety protocols already established.

In addition, on Wednesday February 2, 2022, the district Leadership Team discussed and presented an LCAP Supplement Mid-Year summary to Certificated School Leaders, Administrator, Assistant Principal, Special Education and Regular Ed Teachers including WCTA Bargaining Unit members and Classified Staff and Employees. Teachers suggested that the district should invest in additional health and safety protocols as well to target the early literacy.

The district Leadership Team also shared with community Educational Partners during a virtual meeting on Thursday February 3, 2022 the LCAP Supplement Mid-Year report including the additional funds of 15% concentration grant add-on that were not included in the adopted 2021-22 LCAP and the proposed hiring of the additional Certificated and Classified positions to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth.

On February 8, 2022, The Superintendent and the District Leadership Team (DLT) provided a presentation to the School Board in order to review the LCAP Supplement to the Annual Update and Mid-Year progress on the current LCAP Goals, Actions and Services.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

1. School sites that have an enrollment of unduplicated student groups greater than 55% are: Washington Colony Elementary School K-8
2. Washington Colony has the greatest need for additional staffing indicates that Washington Colony will continue to target the Early Literacy Program in order to reduce the reading gap in grades 1st - 8th that has been exacerbated by the COVID-19 pandemic.
3. Staff positions that will be increased at each school include:

- o Hire an Instructional Aide for the Reading Intervention Lab to provide support in the upper grades to Newcomers and English Language Learners (grades 6th- 8th)
- o Hire an Instructional Aide for the 2nd grade classes to provide support in strengthening the Early Literacy program
- o Hire a COVID-19 Emergency Part – Time Custodian
- o Hire a COVID-19 Emergency Part -Time Receptionist
- o Hire a Part-time Academic Program Consultant

4. The direct increased/improved services that the additional positions will provide to students include:

The district will retain the Kindergarten and 1st grade instructional aides and add two additional aides for Grade 2 and Reading Lab (for English Learners support in grades 6-8). Instructional Aides will provide instructional small group support for learning recovery in early literacy for the primary grades to students that have been disproportionately impacted by the COVID-19 Pandemic. For the Reading Intervention Lab, 1 additional Bilingual Instructional Aide will be hired for additional small group reading instruction and EL support to 6-8 grade students that have been disproportionately impacted by the COVID-19 Pandemic in order to address learning loss. Supplementary to the LCAP action, the FTE Reading Lab credentialed teacher will provide Response to Intervention support for grades K-5 and ELD instruction for the district's long term English Learners in grades 6-8. The Reading Intervention Lab teacher and the new Reading Lab Instructional aide will collaborate with Special Ed and General Ed. teachers using the Collaborative Intervention Model to examine reading strategies, intervention materials, and student data to develop targeted plans appropriate for individual students exhibiting learning loss or not meeting standards that result in lack of or slower academic progress.

The district will add COVID-19 Emergency a part-time custodian to prevent the spread of COVID 19 by ensuring cleanliness and disinfecting of student bathrooms, facilities, and operational services. In order to ensure students' social distancing in the playground due to the COVID-19 Health and Safety protocols, the district will utilize this position as a noontime supervisor to improve cafeteria and playground safety. Supplemental to this add-on LCAP action as indicated in the ESSER III Expenditure Plan and the Learning Continuity plan, the district will provide additional support staff and/or substitutes to monitor facilities and student areas for the purpose of disinfecting and cleaning; supervising students; or monitoring COVID-19 on-site vaccination clinics.

Based on the daily high volume of COVID-19 phone calls regarding questions that include, quarantine, contact tracing, covid -19 training and resources, PPE equipment available and vaccination clinics, Washington Colony will hire a COVID-19 Emergency Part-Time Receptionist that will work with the Parent Liaison and License Vocational nurse in order to provide immediate information to parents.

The district will add a Part-time Academic Program Consultant that provides collaborative assistance in the writing the English Learner Master Plan and serves in an advisory role for operations of the Reading Intervention Lab; and supports Professional Development as liaison to the Fresno County Office of Education Content Support Providers. The Academic Program Consultant will establish schedules and develop a focus aligned to the district's goals and actions within the Local Control and Accountability Plan and the plans or grants currently established due to the COVID 19 pandemic.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Washington Colony Elementary School District has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The district's practices have been further enhanced during the pandemic as Washington Colony Elementary School District sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan. The following links and page numbers indicate how and when the LEA engaged its education partners in the use of funds received to support recovery for the COVID- 19 Pandemic.

- Learning Continuity and Attendance Plan [www.washingtoncolony.org](http://www.washingtoncolony.org) (p. 35-36)
- Expanded Learning Opportunities Grant Plan [www.washingtoncolony.org](http://www.washingtoncolony.org) (p. 1-2)
- Local Control and Accountability Plan [www.washingtoncolony.org](http://www.washingtoncolony.org) (p. 52-55)
- ESSER III Expenditure Plan [www.washingtoncolony.org](http://www.washingtoncolony.org) (p. 2-4)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Implementation of ESSER III Safe Return to In-Person Instruction & Continuity of Services Plan

Health and safety of students, educators, and other staff

Successes:

Washington Colony has emphasized the implementation and efforts to maintain the health and safety of students, educators, and other staff in order to ensure the continuity of services, as required by the Federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges. Washington Colony's biggest success was the Fall 2021 Full -5-day safe reopening of our school. Our district was able to have a safe reopening based on the Health and Safety protocols established and the safe reopening guidelines by the CDPH and the FCDPH.

- o Install a HVAC System with Solar Powered in the existing cafeteria (In-Progress)
- o Install Air Purifiers in the cafeteria (In-Progress)
- o Install an Isolation for Health Services Portable Room (In-Progress)
- o Construct an outdoor sheltered area (In-Progress)
- o Expand the Outdoor Learning and Playground Areas for social distancing (In-Progress)
- o Install touchless motion sensor water faucets in all classrooms (In-progress)

- o Personal Protective Equipment (PPE), disinfectants, washing stations, and signage (available)
- o Additional FCSS Health Services Supplies for LVN supports (In-progress)
- o Purchase COVID-19 Antigen Rapid Test Kits and Maintain the Valencia Lab contract for PCR COVID-19 Surveillance testing (available for staff and students)
- o Fund COVID-19 On-site Vaccine Clinics (6 vaccination clinics provided this year 2021-22)
- o Purchase and Provide Incentives to all vaccinated students (In-progress)

**Challenges:**

Washington Colony has budgeted for all actions and services included in the available plans, through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan; therefore, the challenges are the multiple funding expenditure deadlines and timelines for the completion of the projects that need to be prioritized.

**Continuity of services**

Washington Colony has addressed the Continuity of Services included in the ESSER III Plan. Washington Colony has implemented strategies consistent to most recent Centers for Disease Control and Prevention guidance for safely reopening and continuously operating for in-person learning, addressing the learning loss and the academic impact of lost instructional time. Washington Colony has ensured the implementation of interventions that address academic, social, emotional, and mental health needs of all students (low-income, EL, students of color, SPED, homeless, foster youth) while engaging in meaningful consultation with educational partners.

**Successes:**

One of the biggest successes for Washington Colony this year is the hiring of the Full Time Academic and Social Emotional School Counselor. The School Counselor focus is on social and emotional skill-building, mental and behavioral health, and personal safety for those students who are being referred for support services exacerbated by the pandemic. The FTE Counselor provides SEL instruction; develops strategies for learning and engagement; and monitors academic success. Therefore, in order to expand and strengthen efforts, positions for a FTE Academic (SEL) Counselor and a FTE Licensed Vocational Nurse (LVN) have been added to the team. The FTE (LVN) as indicated in the LCAP and in the ESSER III Plan is to maintain health and safety for all students and employees by conducting COVID-19 contact tracing; monitoring health/illness; and being available throughout any expanded times for extended instruction.

**Other success include:**

- Hire/Retain Instructional Support Personnel to strengthen Early Literacy
- Resources Supporting Standards Aligned Instruction
- Resources and Supplies to Accelerate Progress to close Learning Gaps
- Professional Development
- Access to Technology and Internet
- Provide Teacher Release Time for Professional Learning Communities

Washington Colony has implemented and monitors the outcomes of the actions and services within the ESSER III Plan that includes, a) Illuminate standards-based benchmark assessments for progress monitoring in the areas of ELA/Math for grades 1-8 and science for grades 4-8; Kindergarten uses Educational Software for Guided Instruction (ESGI) in ELA/Math:  
 b) Formative assessments including SBAC Inerim Assessments, end-of-unit skill checks

- c) Accelerated STAR ELA/Math, Running Records, and Writing Prompts
- d) Coaching and Support Schedules
- e) Identified the replacement schedule/timeline of the Internet equipment accessibility and Instructional Technology devices such as laptops, chrome books, hotspots and data plan, SmartBoards

**Challenges:**

Due to the impacts of the COVID-19 Pandemic, this 2021-22 school year, Washington Colony has experience staffing turnover within classified (front office, reading lab, aides) and substitute shortages to cover instructional staff absences.

**Implementation of the ESSER III Expenditure Plan Successes:**

Washington Colony had a successful 5-day In person Fall 2021 reopening based on the available funding through the ESSER III Plan funds and Other Funds. Therefore, the big success is the fact that the district is able to implement strategies consistent to most recent Centers for Disease Control and Prevention guidance for safely reopening and continuously operating for in-person learning, addressing the learning loss and the academic impact of lost instructional time. Washington Colony has ensured the implementation of interventions that address academic, social, emotional, and mental health needs of all students.

**Challenges:**

A Small School District, Washington Colony faces the impacts of the COVID-19 Pandemic by the shortages of staff to cover the planned activities and the lack of applicants applying for most support classified vacancies and a certificated Literacy ELA/ELD Coach certificated position available.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

By Collaborating with families, community and stakeholders, the LEA has created a Safe Return to In-Person COVID-19 School Safety Plan and a ESSER III Expenditure Plan.

**Safe Return to In-Person Instruction and Continuity of Services Plan**

Washington Colony ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The Strategies for Continuous and Safe In-Person learning are found in the ESSER III Expenditure Plan for Washington Colony Elementary School District Pages 4 through 16.

Washington Colony Elementary School District used its fiscal resources to implement the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan by coordinating the alignment of each plan and how the funded expenditures target actions and services to expand or enhance the Learning Continuity Plan, the district’s Local Control Accountability Plan, the Expanded Learning Opportunities Grant Plan included in the ESSER III plan.

The implementation of these additional funds received in the 2021-2022 school year are specifically aligned to the LCAP by closely monitoring the contributing funds tables found in pages 80-83.

### ESSER III Expenditure Plan

The ESSER III Expenditure Plan provides supplemental instruction and support through the added implementation of strategies and services to expand or enhance the Learning Continuity Plan, the district's Local Control Accountability Plan, and the Expanded Learning Opportunities Grant Plan. Included in the ESSER III plan is the alignment to previous actions for extending the instructional learning time; implementing and expanding academic learning supports; addressing barriers to learning; providing access to technology and internet; continuing the preparation and transition to high school promoting college eligibility; offering other academic services; and providing services and training that encompass strategies to engage students and families in assessing social-emotional health and academic needs of students. A professional development plan supports instructional staff in coordinating and aligning the implementation of academic support services to the existing academic plans for English language arts, math, and English language development. A large component of the plan includes the services provided to meet the needs of the students' mental health and social-emotional well-being that enable students to fully engage in learning. Washington Colony Elementary School District used its fiscal resources to implement the requirements of the ESSER III Expenditure Plan by closely monitor planned expenditures founding pages 5-13. The LEA's plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID-19 pandemic are found in pages 14 -16 in the ESSER III Expenditure Plan. Washington Colony has established how to monitor regularly the progress of each action in the ESSER Plan. The implementation of the additional funds received in the 2021-2022 school year are specifically aligned to the LCAP by monitoring the Planed alignment column to the expenditure excel sheets.

## Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs

to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff*

*who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** *“A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”*

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 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 [2022-23]

### General Information

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

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 an instructional 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, 2 instructional aides in grade 1. 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 a maximum 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 levels, with one Full Time credentialed teacher and two bilingual instructional aides who assist with reading lab for grades K-5 and one bilingual instructional aide who assist ELD students in grades (6-8).

All members of the Washington Colony teaching staff are properly credentialed with no vacancies or misassignments. All classroom teachers possess either Crosscultural Language and Academic Development (CLAD) 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 464 regular education students. There are about 8 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. The After School Program

(ASP) includes, 21st Century & ACES After School Program and Expanded Learning Opportunity (ELO-P) Grant programs providing daily academic and enrichment supports in the cafeteria and various classrooms.

Mobility rate is very low at Washington Colony with the attendance rate averaging about 92%. Approximately eighty-seven percent of our TK-8 Socioeconomic Disadvantage or Low-Income 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: 90.3% Hispanic or Latino, 5.6% White, 0.9% African American, 2.2% Asian, 0.4 American Indian or Alaska Native, and 0.6% Multi-Ethnic. There are approximately 161 EL students. Among these are Spanish and 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 TK-K and 1st grade 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 DataQuest and Dashboard data for 2019; there were positive results on the CAASPP ELA/MATH data for Spring 2021 despite the COVID-19 Pandemic disruption in school attendance and daily instruction. The CAASPP ELA results show a 35.02% Met or Exceeded Standard for ELA. The CAASPP MATH results show a 21.28% Met or Exceeded Standard for all students.

Due to the COVID-19 Pandemic, the State CAASPP assessments were suspended for the 2019-20 school year and the CAASPP administration was re-instated in Spring 2021. According to local assessment data and Educational Partners' input surveys, the district implemented the Washington Colony Fall Reopening Plan with notable success. The plan orchestrated first to bring students back safely for 5-day in-person instruction for the entire year including an Independent Study program. Both models offered synchronous and asynchronous instruction. At the beginning of the school year in August 2021, the district provided and deployed daily access to Chromebooks for all students for ELA/ELD and Math instruction. Further, the district provided technology/Hotspots for all families; high standard protocols for health and safety; and access to online programs. All K-8 classrooms have interactive SMARTBoards and higher internet speed and website filter security systems. Washington Colony maintained services for Students with Disabilities; daily allocated time for designated English language development; and time for teachers to address students exhibiting learning loss with the Expanded Learning Opportunity

programs such as After School Tutoring, Winter Academy, Spring Academy and an extended 3 week Summer School Program. Washington Colony continued the implementation of effective intervention instruction with daily tutoring supporting Reading and Math with the after school program throughout the year.

As indicated in Goal 1 Action 1.2 Retain FTE Music and FTE PE teacher to provide release time for professional Learning communities, during the 2021-22 reopening for 5-days per week of instruction, supplemental instructional supports continued with Reading Lab services and PE/Music. As it is indicated in Goal 1 Action 1.6 Professional Development for ELA/ELD/Math Full Implementation of Common Core State Standards (CCSS), support was available from the Teacher on Special Assignment (TSA)-ELD & Special Programs while the Literacy ELA/ELD coach position was vacant; the two part-time intervention teachers, two bilingual instructional aides; and access to supplemental reading programs. These supports have shown improvement 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 for 2019 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. As indicated in Goal 2 Action 1.2 Supplemental Activities Promoting Student Engagement, it was fundamental the 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 the Spring 2022 Family Arts/STEM Night that creates an engaging safe school climate. An analysis of the data from the metrics in goal 2 reflected a need to reduce the suspension rate of all students. The LEA believes that, due to the COVID-19 pandemic and distance learning, the 2020-2021 suspension rate was artificially low. The LEA wishes to continue to maintain and decrease the suspension rate as in-person attendance resumes during this 5-day week full reopening.

As indicated in Goal 3 Action 3.3 Parent Education Offerings, 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.

As indicated in Goal 2 Action 2.8 Academic/Social Emotional Learning Support, the district established a multidisciplinary team dedicated to assist students and families in need of mental health, social and emotional services. The team consists of two school psychologists, two mental and behavioral health counselors, and a school administrator. The multidisciplinary team established a focus on social and emotional skill-building, mental and behavioral health, personal safety for those students who are being referred for support services. The team identifies available resources to meet the needs of students and families. Therefore, the district will maintain the School Counselor K-8, and will hire a New Licensed Vocational Nurse (LVN) 2021-22. As a result with the use of ESSER III funds, the district will make available a New Student Counseling Services Center with new furniture and technology and a new Outdoor Learning Shade Structure for the 2022-23 school year.

## 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.

Based on a review of both local assessment data and state data from the spring 2020-21 CAASPP results in DataQuest, the district has determined areas that need improvement. 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 4% 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.

The spring 2020-21 CAASPP results for ELA and Math revealed:

- o All students at 35.02% Met/Exceeded standards in ELA and 21.28% Met/Exceeded standards in Math.
- o Low-Income students were 33.47% Met/Exceeded in ELA showing a difference of 1.55% compared to all students; and Math was 18.91% Met/Exceeded showing a difference of 2.37% compared to all students.
- o English Learners were 13.49% Met/Exceeded in ELA showing a difference of 21.53% compared to all students; and Math was 6.52% Met/Exceeded showing a difference of 14.76% compared to all students.
- o The Foster Youth subgroup is not represented with the minimum amount of students for DataQuest to calculate data.
- o Students with Disabilities were 0.0% Met/Exceeded in ELA showing a difference of 35.03% compared to all students; and Math was 3.23% Met/Exceeded showing a difference of 18.05% compared to all students.

Based on data quest reports, significant improvement is needed to increase the English learner Reclassification rate. DataQuest reclassification rates for 2020-21 were at 9.4% from a 11.6% in 2019-20.

Based on the data quest reports of 2020-21 Improvement is needed to decrease Chronic Absenteeism that shows 16.2% and to maintain the previously "Green" status in data quest in 2019 of Suspension rates since we believe that due to the COVID 19 pandemic rates were artificially low in 2020-21.

As indicated in reference to Goal 1 Action 1.3 Hire/Retain Instructional Support Personnel to strengthen Early Literacy Program, To address these needs and provide learning recovery strategies, Washington Colony will provide additional instructional support personnel at the early primary grades by retaining the kindergarten and grade 1 instructional aides and hire an instructional aide for grade 2. The district will provide a para-professional training in the areas of communication skills, early literacy, and assisting low-income, English learners, and Foster Youth students. The district will maintain the position of the Literacy ELA/ELD Coach; retain the Library Aide; provide one full-time credentialed Intervention Teacher for the Reading Lab; maintain 2 bilingual instructional aides for grades K-5; and 1 bilingual instructional aide for grades 6-8 to provide additional EL support.

General Education Teachers will continue to develop and implement a Collaborative Intervention model, integrate Universal Design for Learning (UDL) in unit lessons, and collaborate with Special Education Teachers and the Reading Lab Intervention Teacher to include

teaching strategies, intervention materials. Special Education teachers will analyze data every four weeks. It is our expectation that Low-Income, English learners, and Foster Youth students will receive the extra daily small group reading support to reduce the largest reading gap and that these services will result in increased academic performance on the ELA CAASPP.

Based on Goal 1 Action 1.6 Professional Development for ELA/ELD/Math Supporting Full Implementation of CCSS, 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 low-income, English learners, and Foster Youth students that receive focused standards instruction with frequent progress monitoring will increase their academic performance on the Math CAASPP.

As indicated in Goal 2 Action 2.8 Academic/Social Emotional Learning Support to COVID 19 and the recent experience with distance learning and the hybrid models of instruction, the district will maintain services for students and families offered by a multidisciplinary team two school psychologists, two mental and behavioral health counselors, and a full time school counselor and Licensed Vocational Nurse (LVN) to school climate, improve attendance, engagement, and barriers to learning. These services address low-income, English learners, and Foster Youth students struggling with social, emotional, and the mental and behavioral aspects associated to school closures.

Additionally, the district will continue the Positive Behavior Intervention Supports to promote a positive school climate enabling an atmosphere where low-income, English learners, and Foster Youth students are motivated to attend school and engage in educational activities.

## LCAP Highlights

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

The 2021-22 LCAP highlights reflect Washington Colony's previous successes, and continuity of learning during 2021-22, and addresses identified needs for Low-Income, English learners, and Foster Youth students. 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. The most recent CAASPP ELA/MATH 2021 Performance results showed the following trends. The CAASPP ELA results show a 35.02% Met or Exceeded Standard for ELA. The CAASPP MATH results show a 21.28% Met or Exceeded Standard for MATH for all students despite the year of COVID-19 pandemic effects while providing instruction with the Distance Learning and Blended Models.

Due to the COVID-19 Pandemic the State CAASPP was suspended for the 2019-20 school year. During the 2020-21 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 Low-Income, English learners, and Foster Youth. 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 greatest highlight is the safe reopening of our school to 5-day in-person instruction for all students TK-8 including Low-Income, English learners, and Foster Youth. LCAP highlights show 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 FTE Counselor was hired and provided academic, social-emotional learning, and mental health and behavioral management support. The district was able to provide PPE equipment and offered 7 COVID-19 Vaccination Clinics throughout the school year.

The Extended learning time offerings throughout the school year include after school tutoring, Saturday school, Winter/Spring Academies, and a 4-week summer school focusing on Low-Income, English learner, and Foster Youth achievement to close learning gaps exacerbated by the COVID 19 school closure. 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.

Washington Colony has emphasized the implementation and efforts to maintain the health and safety of students, educators, and other staff in order to ensure the continuity of services as required by the Federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date including successes and challenges. Washington Colony's biggest success was the Fall 2021 Full -5-day safe reopening of our school. Our district was able to have a safe reopening based on the Health and Safety protocols established and the safe reopening guidelines by the CDPH and the FCDPH.

- o Install a HVAC System with Solar Power in the existing cafeteria (In-Progress)
- o Install Air Purifiers in the cafeteria (In-Progress)
- o Install an Isolation for Health Services Portable Room (In-Progress)
- o Construct an outdoor sheltered area (In-Progress)
- o Expand the Outdoor Learning and Playground Areas for social distancing (In-Progress)
- o Install touchless motion sensor water faucets in all classrooms (In-progress)
- o Personal Protective Equipment (PPE), disinfectants, washing stations, and signage (available)
- o Additional FCSS Health Services Supplies for LVN supports (In-progress)

- o Purchase COVID-19 Antigen Rapid Test Kits and Maintain the Valencia Lab contract for PCR COVID-19 Surveillance testing (available for staff and students)
- o Fund COVID-19 On-site Vaccine Clinics (7 vaccination clinics provided this year 2021-22)
- o Purchase and Provide Incentives to all vaccinated students (In-progress)

## **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.

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

In the 2021-22 School Year and Due to the COVID-19 Pandemic and the safety guidelines and recommendations 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 Educational Partner groups in a combination of In-person and Teleconferencing/Virtual Format and via Zoom meetings. This school year 2021-22 the Educational Partners' engagement was considered in multiple meetings set up through Zoom Educational Partner Input Meetings as well as in-person 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 2022-23 Goals, Actions and Services. Targeted areas within the actions and services for Low-Income, English learners, and Foster Youth were discussed.

On March, 23, 2022 the D/ELAC/PIQE members were invited via robocall and flyers sent home to the Educational Partner Virtual LCAP Input meetings. The School Site Council (SSC) & Parent Advisory Committee (PAC) had the scheduled in-person LCAP Input Meeting on April 26, 2022. On March 30, 2022 the All Educational Partners LCAP input virtual meeting took place in the evening. The WC Classified employees participated in the in-person meeting on March 29, 2022 and information pertaining to the development of the LCAP Update, Goals, Actions and Services was presented. Information about the Mid-Year LCAP update was also provided including the additional 15% of concentration funds for 5 additional supplemental support positions. 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 for this meeting.

On April 6, 2022, the DLT LCAP Team met with WC Teachers through a zoom PowerPoint to present 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 5-Day in-person programs. The District Leadership team met with the School Site Council (SSC) members on Tuesday January 25, 2022 in order to discuss the LCAP Supplemental Mid-Year report that includes the Concentration Grant Add-on Funds of 15% not included in the adopted 2021-2022 LCAP that identifies the 5 additional supplemental support positions. Also discussed was how the district will be utilizing the most recent data results from the CAASPP ELA/MATH 2021 Spring assessment administration in order to measure ELA and MATH performance growth and set a new baseline for the 2021-22 school year. Teachers were given the opportunity to discuss current progress towards LCAP goals, actions and services and offered the opportunity to write comments in the chat. They were 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 5, 2022, Washington Colony MS 6th Grade Students had the opportunity to provide LCAP Input to the school Principal. The students were given a presentation on 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, during the 2020-21 school year and part of the 2021-22 school year. The students were given the opportunity to discuss in-person. They were provided with a link to the LCAP Google Survey posted on the school website. The students responded with the desire to have more sports equipment, benches, field trip availability, student assemblies, and student leadership activities as indicated in Goal 2, Actions 2, 3, 5, and 6.

On April 12, 2022, The Superintendent and the DLT Team provided a presentation to the School Board in order to seek input and review the progress of the current LCAP Goals, Actions and Services. A summary of the CAASPP ELA/MATH 2021 Performance Data that will be set as a baseline for growth in the current year was also presented. Qualitative and quantitative data supporting annual measurable outcomes was discussed as well as progress made during the COVID-19 pandemic year while offering the reopening in-person models to all of our students.

On June 9, 2022, the DELAC/PIQE parents attended a virtual presentation of the most recent draft of the LCAP 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 emphasized keeping the new Reading Programs, Reading Lab Intervention Teacher, the hiring of a new Literacy ELA/ELD Coach, support staff and technology in the classrooms as stated in Goal 1.3–1.6. In addition, Goal 3.2 to keep the English Education workshops for parents was recommended. The DELAC/PIQE parents were also satisfied to hear that the district will be adding a K-8 School Counselor and a Licensed Vocational Nurse (LVN) to Washington Colony as indicated in Goal 2.8. There were no written comments submitted to the superintendent for written response on this meeting.

On May 31, 2022 in an in-person meeting, the SSC/PAC committee of parents reviewed the most recent draft of the LCAP. Input from the meetings was analyzed and considered as part of the LCAP update process. Parent members from our School Site Council and DELAC represented our PAC. The SSC and PAC committee suggested targeting the Chronic Absenteeism rates and agreed with continuing with the Parent Liaison of the 2022-23 school year. School Site Council and PAC parents were pleased 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 the 5-day Distance Learning and In-Person Cohorts. The group was also satisfied to hear that the district added a K-8 School Counselor and a Licensed Vocational Nurse (LVN) for the 2021-22 school year. In addition, a 4-week summer school expanded learning program for grades K-7 was explained reflecting LCAP Goal 1.7. There were no written comments submitted to the superintendent for written response on this meeting.

A final meeting with the Leadership Team including the District Superintendent/Principal and a Staff/CTA bargaining unit representative was held on June 6, 2022.

The LCAP Draft was presented at a SSC meeting May 31, 2022. The public comment period was established during the posting of the LCAP on the school's website from June 10 through June 14, 2022. A WCTA representative also received a copy of the LCAP Draft on June 10, 2022.

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 14, 2022 during a Regular Board in-person and teleconference meeting. As proposed by parents during the public hearing, a discussion regarding a campus safety monitor was explored. The LCAP Board Approval date is June 28, 2022. The Local Indicators will be presented and the LEA budget will be adopted at this meeting.

In addition, the The Fresno County SELPA was consulted during the development of the LCAP through the months of September & October 2021 and February - May 2022 in order to address the needs of Students with Disabilities as indicated in Goal 1 Actions 1.7 Extended Time for Learning Opportunities and Goal 2 Action 2.8 Academic/Social Emotional Learning Support.

#### A summary of the feedback provided by specific educational partners.

During the 2021-22 Educational Partners 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 in-person and virtual/zoom meeting discussions and comments. During the LCAP input virtual and in-person meetings, Educational Partners 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 including low income, English Learners, foster youth, and students with disabilities.

A survey was available in both English and Spanish on the school website and a hardcopy was sent out to 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 the CAASPP ELA/MATH 2021 performance results, local assessment results, and educational partners input, a focus has been developed to address the supplemental supports or services that will create a plan for expanded Learning Opportunities such as After School tutoring, Saturday Academy, Winter Academy, Spring Academy and A 4-week Summer school Program to meet the needs of our English Learners, Foster Youth and Low Income Students.

A range between 49 and 95 percent of Educational Partners 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 of and access to 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 49 to 95 percent of Educational Partners 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. Educational Partners 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 input from educational partners.

This year the input from educational partners groups was instrumental in the development of the Local Control Accountability Plan. During the Virtual and In-person Educational Partner 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 the board members satisfied with the goals and actions for the next three years including the need to replace a portable classroom unit with the latest HVAC Clean air purifier classroom and creating a suitable Shade Structure for an Outdoor Learning environment stated in Goal 2.7.

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; the successful full reopening to 5 day instruction; increasing educational partner engagement and parent education opportunities. Comments included maintaining a Full Time School Counselor due to the Social-Emotional and academic needs that Washington Colony students may present next year post pandemic time. Certificated Staff suggested to add an instructional aide for second 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, Goal 2, and 3.

Based on Educational Partner input meeting with Staff and WCTA on June 6, 2022, the need to provide a safe school climate was discussed, therefore, the district the possibility to hire a Campus Safety Monitor. Under the direction of administration, the Campus Safety Monitor will patrol and monitor campus activities to ensure the well-being and safety of students, staff, and visitors in non-classroom activities. The Campus Safety Monitor will ensure compliance with school and organizational rules and procedures and discourage non-student or unauthorized persons from entering school grounds.

# 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 Low-Income, English learners, and Foster Youth 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 close the achievement gaps and were chosen specifically to target and improve academic performance of all students including Low-Income, English learners, and Foster Youth students. The Metrics will measure continuous year-to-year growth and targets improvement on student 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	2020-2021 100% Properly Credentialed with no misassignments or vacancies Data Source: Credentials Review	2021-2022 0% misassignments 0% vacancies Data Source: Credentials Review			For 2023-2024 100% Properly Credentialed with no misassignments or vacancies Data Source: Credentials Review
2- Sufficient core instructional materials as measured by annual board resolution of	2020-2021 100% Data Source: School board adoption of “sufficiency of	2021-2022 100% Adopted Board Data Source: Resolution on September 2021 for			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
'Sufficiency of Instructional Materials'	Instructional Materials” resolution	“sufficiency of Instructional Materials”			Instructional Materials” resolution
4-State Standards Implemented as measured by the State Reflection Tool	2020-2021 Average Score of 3.2 in SPRING 2021 Data Source: State Reflection Tool	2021-2022 Average Score of 3.2 Data Source: State Reflection Tool			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 Data Source: State Reflection Tool	2021-2022 Average Score of 3.6 in Data Source: State Reflection Tool			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	2019-2020 Met or Exceeded Standards: All 12.8% Data Source: Illuminate ED	2020-2021 ELA CAASPP scores All= 35.02%Met or Exceeded EL=13.49% LI=33.47 Data Source: CAASPP			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: Local Benchmark Assessments will be used until CAASPP	2019-2020 Met or Exceeded Standards: All 15% Data Source: Illuminate ED	2020-2021 MATH CAASPP scores Spring 2021 All= 21%Met orExceeded EL=6.52% LI=18.91			Met or Exceeded Standards: All (Increased by 5%) Data Year: 2023-24 Data Source: CAASPP Test Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Results become available		Data Source: CAASPP			
10-EL annual growth as measured by ELPAC annual growth data	2018-19 Proficient Levels: Level 4: 14.29% Level 3: 52.60%* Level 2: 25.97%* Level 1: 7.14%* Data Source:CAASPP- ELPAC *amended-additional info.	2020-21 Proficient Levels: Level 4: 16.78% Level 3: 42.28% Level 2: 28.19% Level 1: 12.75% Data Source:CAASPP- ELPAC			2023-24 Proficient/Level 4 increased by 3%
11-EL reclassification	2019 - 20 11.6%* Data Source: DataQuest *Amended to update data	2020 - 21 9.4% Data Source: DataQuest			2023-2024 16.6% Data Source: DataQuest
22-Access to a broad course of study as measured by review of teacher schedules	2020-2021 100% Data Source: teacher schedules	2021-2022 100% Data Source: teacher schedules			2023-2024 100% Data Source: teacher schedules
23-Other Pupil Outcomes as measured by average growth on STAR Assessment	2020-21 Reading Growth Average (.40) Data Source: STAR/AR Grade Level Equivalents	2021-2022 STAR/AR Grade Reading Growth Average (.51) EOY			2023-24 GE Growth STAR/AR Grade Equivalent (GE) Reading Growth Average (.75)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Data Source: STAR/AR Grade Level Equivalents		Data Source: STAR/AR Grade Level Equivalents			Data Source: STAR/AR Grade Level Equivalents

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	1.1 Hire/retain Properly Credential Teachers and no misassignments for all core, elective, and special education classes.	1.1a Hire/retain Properly Credential Teachers and no misassignments for all core, elective, and special education classes. Hire a FTE .25 Academic Program Consultant/Coach. 1.1b 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.	\$2,047,051.00	No
1.2	1.2 Retain FTE Music and FTE PE teacher to provide teacher release time for Professional Learning Communities	1.2 The Data reflected in the metric for Benchmark local assessments reveals a need to address ELA and Math for our Low Income students. Washington Colony’s experience is that one possible root cause for this is the need to provide informed and focused instruction. Providing teachers with PLC meeting release time to review student data will be used to inform instruction focused on the unique needs of Low Income students. To provide this release time, 1 additional FTE each music and PE teachers will be retained. PLC meetings are designed to provide specific time each week for grade-level teachers to examine and analyze student performance data and academic progress in order to guide instruction that addresses areas of need; identify and implement research-based best-practices for instruction; and collaboratively design instructional methodology that is specifically focused on meeting the learning needs of Low Income students. The ultimate goal is to close the performance gaps in ELA and	\$176,655.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Mathematics. This action is being provided on an LEA-wide basis and we expect that all students, including English learners and students with disabilities, with low academic achievement will benefit. However, because of the lower achievement rates of the Low Income student group, and because the action meets the needs most associated with low academic achievement for our identified student group, we expect that the academic achievement (state &amp; local) rates for our Low Income students will increase significantly more than the average achievement rate of all other students.</p>		
1.3	1.3 Hire/Retain Instructional Support Personnel to strengthen Early Literacy Program	<p>1.3 The Data reflected in the metric for Benchmark local assessments and in the metric for reclassification reveals a need to address English Language Arts (ELA) for our English Learners (ELs). An analysis of reclassification rates reveal that reclassification criteria for English learner students has not been met in the area of ELA for EL students who have met eligibility on all other criteria to be redesignated. In the LEA's experience, English Learner students have individual needs that are met by small group, focused literacy instruction. In order to meet the needs of these students, Washington Colony will hire/retain:</p> <ul style="list-style-type: none"> <li>• Instructional aides in the Early Literacy program for K-1st grades.</li> <li>• Two instructional aides will be hired for the 2nd grade, beginning in 22-23.</li> <li>• One FTE Credentialed Teacher, retain 2 bilingual instructional aides for the Reading Intervention Lab TK-5 and hire one instructional aide for English learners in grades 6-8 for additional reading and EL support</li> <li>• One Library Aide.</li> <li>• One Literacy ELA-ELD Coach position to support the instructional delivery of ELA-ELD grade level standards, guided reading</li> </ul> <p>The additional support staff, including the library aide and instructional aides, will implement a collaborative intervention model focused on the needs of English Learners, in addition to implementing focused small-group instruction; data-driven individualized reading strategies; and</p>	\$307,139.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>small-group support in reading instruction will be implemented to reduce the identified reading gaps. Under the instructional supervision of the Reading Lab teacher, two bilingual aides will provide early literacy support for ELs in the Reading Lab (grades TK-5) and one bilingual aide will serve in grades 6-8 providing support for newcomers and Long Term English Learners. The ELA/ELD coach facilitates instructional strategies in the classrooms by demonstrating model lessons, supporting instructional design, and observing/analyzing lessons and providing feedback on strategies specific to English Learners. This action is being provided on an LEA-wide basis and we expect that all students, including students with disabilities, with low early literacy skills will benefit. However, because of the lower achievement and reclassification rates of the English Learner student group, and because the action meets the needs most associated with low academic achievement for our identified student group, we expect that the literacy skills (state &amp; local) for our English Learner students will increase significantly more than the average literacy skills of all other students. The past practice of providing small group, focused literacy instruction has shown an increase in English Learner student performance.</p>		
1.4	1.4 Supplemental Resources Supporting Standards Aligned Instruction	<p>1.4 The Data reflected in the metric for Benchmark local assessments reveals a need to address ELA and Math for our English Learner students. In the LEA's experience, the practice of providing supplemental instructional access has shown an increase in English Learner student performance. Washington Colony will provide supplemental resources:</p> <ul style="list-style-type: none"> <li>• SmartBoards for classrooms; Standard- Aligned Resources in ELA/MATH/SCIENCE</li> </ul> <p>STEM</p> <ul style="list-style-type: none"> <li>• Ellevation, a database/program for English learner progress monitoring</li> <li>• Supplemental curriculum</li> <li>• Computer software; materials and supplies for instructional programs</li> </ul>	\$97,627.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Expand the library book selections for the Accelerated Reading program and add culturally responsive and bilingual books in the school library</li> <li>• Replenish/replace or update educational resources, materials and supplies.</li> </ul> <p>These supplemental resources will provide English learner instruction through various learning modalities and multiple opportunities to access content standards in ELA/MATH/SCIENCE STEM using supplemental curriculum, software, materials and supplies. The Ellevation database will be used to monitor English learner progress on state and local assessments. The expanded book selections for Accelerated Reader will provide additional reading materials promoting interest for English learners. This action is being provided on an LEA-wide basis and we expect that all students, including students with disabilities, will benefit. However, because of the lower achievement rates of the English Learner student group, and because the action meets the needs most associated with low academic achievement for our identified student group, we expect that with varied instructional resources, our English Learner students will increase significantly more than the average academic performance (state and local) of all other students.</p>		
1.5	1.5 Provide 21st Century Learning Skills, Environment, Technology Equipment, Programs, and Devices	<p>1.5 The Data reflected in the metric for Benchmark local assessments reveals a need to address ELA and Math for our Low Income students. Educational partner feedback from teachers, in addition to LEA experience, indicates that low-income students benefit from full access to educational technology, whether on campus or at home. To address the needs of our Low Income students, Washington Colony will provide 21st Century learning skills and environment by:</p> <ul style="list-style-type: none"> <li>• Continued updating, upgrading, and replacing network bandwidth and WiFi connectivity hardware and software</li> <li>• Providing Chromebook carts with classroom furniture, computers, Interactive White</li> </ul>	\$256,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Boards, a portable Smartboard, and wireless access and security</p> <ul style="list-style-type: none"> <li>• Chromebook availability for home use with Hotspots and a data plan for connectivity</li> </ul> <p>The 21st Century learning skills and environments, including connectivity, computers, SmartBoards, and appropriate furniture, are designed to provide access to interactive instruction and learning to meet the needs of Low-Income students enhancing critical thinking and the use of research-based best practices in instruction. Availability of Chromebooks for home use extends learning opportunities to further meet the specific needs of individual students. The ultimate goal is to close the performance gaps in ELA and Mathematics. This action is being provided on an LEA-wide basis and we expect that all students, including English learners and students with disabilities, with low academic achievement will benefit. However, because of the lower achievement rates of the Low Income student group, and because the action meets the needs most associated with low academic achievement for our identified student group, we expect that the academic achievement (state &amp; local) rates for our Low Income students will increase significantly more than the average achievement rate of all other students.</p>		
1.6	1.6 Professional Development for ELA/ELD/Math Supporting full Implementation of CCSS.	<p>1.6 The Data reflected in the metric for Benchmark local assessments reveals a need to address ELA and Math for our Low Income students. In the LEA's experience, our low-income students have experienced learning loss, exacerbated by the pandemic, and the frequent need to quarantine and recover from illness. Academic supports, supplemental to the core instructional program, is needed to meet the unique needs of the low-income students. To further increase the implementation of Common Core State Standards (CCSS) for Low Income students, Washington Colony will provide teachers with professional development focused on ELA/ELD/MATH including:</p> <ul style="list-style-type: none"> <li>• Support from Content Specialists in the areas of ELA/ELD/MATH and Instructional</li> </ul>	\$284,527.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>technology</p> <ul style="list-style-type: none"> <li>• Maintaining a full time Literacy ELA/ELD coach</li> <li>• Paraprofessional training for early literacy instructional aides and Reading Lab</li> </ul> <p>bilingual aides</p> <ul style="list-style-type: none"> <li>• Support from a data and assessment coach</li> <li>• Provide substitutes for teacher-release time</li> <li>• Hire a .25 FTE Academic Program Consultant/Coach</li> </ul> <p>Professional development support is designed to consider the needs of low-income students in the areas of ELA/ELD/MATH and instructional technology by assisting teachers in promoting progress on (state and local) assessments; closing learning gaps in content areas; utilizing instructional design focused on content standards; and assisting teachers with technology applications. The Literacy ELA/ELD coach is intended to assist with implementation of the professional development received. Paraprofessional training includes a focus on early literacy; reading strategies; and providing small group instruction within the classroom. The data and assessment coach facilitates the analysis of data from state and local assessments to support instructional decisions. The Academic Program Consultant/Coach serves in the Reading Intervention Lab, and supports Professional Development by establishing PD/Coaching schedules and working directly with teachers to implement new learning focused on meeting the needs of English learners and low-income students. This action is being provided on an LEA-wide basis and we expect that all students, including English learners and students with disabilities, with low academic achievement will benefit. However, because of the lower achievement rates of the Low Income student group, and because the action meets the needs most associated with low academic achievement for our identified student group, we expect that the academic achievement (state &amp; local) rates for our Low Income students will increase significantly more than the average achievement rate of all other students.</p>		

Action #	Title	Description	Total Funds	Contributing
1.7	1.7 Extended Time for Learning Opportunities	1.7 The Data reflected in the metric for Benchmark local assessments reveals a need to address ELA and Math for our Low Income students. In addition, it is the LEA's experience that our low-income students have experienced learning loss, exacerbated by the pandemic, and the frequent need to quarantine and recover from illness. In view of the need to accelerate learning for Low Income students, Washington Colony will provide additional ELA/ELD/MATH tutoring opportunities before and after school; increase an Intervention Summer School from 2 to 4 weeks; and offer Saturday and Winter/Spring Learning Academies. This action was designed to extend instructional time for low-income students to provide smaller group and more individualized instruction implementing research based practices to specifically meet the learning needs of Low Income students. The ultimate goal is to increase performance gaps in ELA/ELD/MATH. This action is being provided on an LEA-wide basis and we expect that all students, including English learners and students with disabilities, with low academic achievement will benefit. However, because of the lower achievement rates of the Low Income student group, and because the action meets the needs most associated with low academic achievement for our identified student group, we expect that the academic achievement (state & local) rates for our Low Income students will increase significantly more than the average achievement rate of all other students.	\$76,070.00	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.

The actions outlined in Goal 1 supported the progress in meeting the goal to increase achievement and proficiency levels in ELA, Math and ELD; and to increase levels of English Proficiency for English Learners.

Action 1: The action to hire/retain properly credentialed teachers with no misassignments for all core, elective, and special education classes was implemented as planned, with some adjustments as explained below. Action 1 supported the overall implementation of the goal by hiring or retaining properly credentialed teachers to provide instruction in the areas of ELA/ELD and Math.

Action 2: The action to retain the FTE Music and FTE PE teacher to provide release time for teachers to collaborate in Professional Learning Communities was implemented as planned, with some adjustments as explained below. Action 2 supported the overall implementation of the goal by providing weekly teacher release time for grade level collaboration to analyze student performance data and academic progress of students. Teachers collaboratively designed instructional methodology to inform instruction focused on individual learning needs.

Action 3: The action to hire/retain Instructional Support Personnel to strengthen the Early Literacy Program was implemented as planned, with some adjustments as explained below. Action 3 supported the overall implementation of the goal by hiring Instructional aides in the Early Literacy program for K-1st grades; the hiring of one FTE Credentialed Teacher and retaining 2 bilingual instructional aides for the Reading Intervention Lab TK-5; and an instructional aide for English learners in grades 6-8 was hired for additional reading and EL support. The district retained a library aide to support wide reading and the Accelerated Reading Program.

Action 4: The action to provide supplemental resources supporting standards aligned instruction was implemented as planned, with some adjustments as explained below. Action 4 supported the overall implementation of the goal by providing supplemental resources including SmartBoards for classrooms; Standard-Aligned Resources in ELA/MATH/SCIENCE STEM; Ellevation, a database/program for English learner progress monitoring; supplemental curriculum; computer software; materials and supplies for instructional programs; expanded the library book selections for the Accelerated Reading program and added culturally responsive and bilingual books in the school library; and replenished/replaced or updated educational resources, materials and supplies. These supplemental instructional resources were used to address various learning modalities and multiple opportunities to access content standards in ELA/MATH/SCIENCE STEM to increase achievement and English proficiency.

Action 5: The action to provide 21st Century Learning Skills, environment, technology equipment, programs, and devices was implemented, with some adjustments as explained below. Action 5 supported the overall goal by upgrading and replacing technology, e.g. network bandwidth and wifi connectivity hardware and software, and 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 GEER/ ESSER/ELO-G funds and LCAP funds. The availability of Chromebooks for home use extended learning opportunities to further meet the specific needs of individual students.

Action 6: The action to provide Professional Development for ELA/ELD/Math supporting full Implementation of California Content Standards was implemented, with some adjustments as explained below. Action 6 supported the overall implementation of the goal by providing teachers with professional development focused on ELA/ELD/MATH. The district contracted PD and Instructional Coaching with the FCSS Curriculum and Instruction Department in order to provide services. The Reading Intervention Lab paraprofessionals received an overview of small group guided reading instruction and the full time Teacher on Special Assignment focusing on ELD and Special Programs was able to provide data for the analysis of the Benchmark local assessments. The The Academic Program Consultant/Coach serves in advisory role for operations of the Reading Intervention Lab; and supports Professional Development as liaison to the Fresno County Superintendent of Schools (FCSS) support providers to establish PD/Coaching schedules.

Action 7: The action to provide extended time for learning opportunities was implemented as planned, with adjustments as explained below. Action 7 supported the overall implementation of the goal by providing additional ELA/ELD/MATH tutoring opportunities before and after

school; offering a 4 week Intervention Summer School ; and offering Saturday and Winter/Spring Learning Academies to increase achievement in core content areas and increase English proficiency.

#### Overall Implementation Successes:

The district found notable successes during the 2021-22 school year. Throughout the COVID-19 pandemic where a hybrid model was used to bring students on-site for two days per week up to the reopening in November of 2021, Washington Colony maintained services for Students with Disabilities; allocated daily time for designated English language development; and time for teachers to address students exhibiting learning loss with the Expanded Learning Opportunity programs such as After School Tutoring, Winter Academy, Spring Academy and an extended 4 week Summer School Program. 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. These supports have shown improvement in ELA, Math, and English Language Development achievement and reducing learning gaps for our 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. The availability of Chromebooks for home use extended learning opportunities to further meet the specific needs of individual students.

#### Overall Implementation Challenges:

An evaluation of the actual application of the actions revealed that the district made adjustments to the full implementation in some areas. The hiring of the Literacy ELA-ELD Coach position to support the instructional delivery of ELAELD grade level standards and support of guided reading did not occur. Due to the COVID-19 Pandemic, the district faced the challenge of the inability to find candidates for a range of certificated positions. The provision of substitutes for teacher release time to attend on-site professional learning was problematic due to the impact that the COVID-19 pandemic had on substitute availability. Accommodating the requirement for social distancing and quarantine of students impacted small group instruction, particularly in Early Literacy, even though student protective shields were in place.

#### An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1's estimated actual expenditures were above as budgeted because of the addition of positions and salary increases and the seniority salary levels of step and column.

Action 2's estimated actual expenditures were above as budgeted because of the increase of the certificated salary schedules step and column.

Action 3's estimated actual expenditures were budgeted as planned.

Action 4's estimated actual expenditures were below as budgeted because of the COVID-19 pandemic, the material and supplies purchases were less since some of the In-person tutoring events were canceled or postponed early in the year.

Action 5's estimated actual expenditures were under budgeted because of the use of COVID-19 one time ESSER Federal funds to cover emergency purchase of technology during the Distance Learning program. Our district is intentionally responding to the rapidly changing conditions brought by various stages of the COVID-19 pandemic. There is a material difference. Our district has not spent in the area of technology equipment because of factors beyond our control. Our district expenditures encountered constraints due to the sustainability of investments made with one-time COVID-19 relief funds.

Action 6's estimated actual expenditures were above budgeted because of the shifting of funds to cover the unfilled Literacy ELA/ELD Coach position. Although other staff were able to fully implement the action. Due to this shifting in funding, the district spent to contract with FCSS Professional Development, newly mid-year hired position of Academic Program Consultant/Coach and increased staffing cost of the Expanded Learning Opportunities provided to students during the Spring in-person tutoring activities. Coaching services were provided but they came from our Teacher on a Special Assignment working with the Fresno County Office of Education. The Coach position is still vacant and will be filled as quickly as possible.

Action 7's estimated actual expenditures were budgeted as planned.

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

The actions outlined in Goal One supported the progress in meeting the goal to increase student achievement and proficiency levels in ELA, Math and ELD and increase levels of English Proficiency for English Learners.

Action 1: Hire/retain properly credentialed teachers with no misassignments: Washington Colony hired/retained Properly Credential Teachers and no misassignments for all core, elective, and special education classes. The district also replenished/replaced or updated educational resources, materials and supplies; provided books, supplies services and capital outlay, including maintaining compliance with Individuals with Disabilities Education Act to support day to day operations.

Action 2: Retain FTE Music/PE teachers to provide teacher release time for Professional Learning Communities: For this action the district expected to provide teachers with PLC meeting release time to review student data and to inform instruction focused on the unique needs of students. To provide this release time, 1 additional FTE each music and PE teachers were retained. PLC meetings were designed to provide specific time each week for grade-level teachers to examine and analyze student performance data and academic progress in order to guide instruction that addressed areas of need; identified and implemented research-based best-practices for instruction; and collaboratively designed instructional methodology that was specifically focused on meeting the learning needs of Low Income students. The expectation was to increase the ELA and MATH results in CAASPP. The 2021 Spring MATH CAASPP scores reflect a consistent trend of MATH growth of 21% Met or Exceeded as compared to Local scores in Illuminate of 15% Met or Exceeded during to the COVID-19 pandemic 2020. The

2021 Spring ELA CAASPP scores reflect a consistent trend of ELA growth of 35.02% Met or Exceeded as compared to Local scores in Illuminate of 12.8% Met or Exceeded during to the COVID-19 pandemic 2020. We believe these results indicate that this action was successful.

**Action 3: Hire/Retain instructional support personnel to strengthen Early Literacy Program:** For this action the district expected to continue to hire/retain Early Literacy program staff to close the reading gaps for students including our English Learners to increase English proficiency. The additional support staff, including the library aide and instructional aides, implemented a collaborative intervention model focused on the needs of English Learners, in addition to implementing focused small-group instruction; data-driven individualized reading strategies; and small-group support in reading instruction. The bilingual aides provided early literacy support for English Learners in grades K-8. They also provided support for newcomers and Long Term English Learners. During the COVID-19 pandemic in 2020-21, our EL reclassification rate dropped mid year to 2.6%. During 2021-22 our local data shows decreased reclassification rates from 11.6% to 9.4%. Due to the hiring/retaining the Early Literacy program staff to close the reading gaps for students including our English Learners the 2021-2022 STAR/AR Grade Reading EOY Growth Average increased to (.51) as compare to 2020-21 of (.40). Also, the ELPAC 2020-21 Proficient Levels showed Level 4 at 16.78% as compare to the 2018-19 ELPAC Level 4 scores at 14.29%. We believe these results indicate that this action was successful.

**Action 4: Supplemental resources supporting standards aligned instruction:** For this action the district provided supplemental resources and instruction for all students including our English learners through various learning modalities and multiple opportunities to access content standards in ELA/ELD/MATH/SCIENCE STEM using supplemental curriculum, software, materials and supplies. All these supplemental resources were effective in providing access to Standards-Based instruction. They provided continuity in learning during the COVID-19 pandemic whether students were in-person or at home. The expectation was to increase the ELA and MATH results in CAASPP. The 2021 Spring MATH CAASPP scores reflect a consistent trend of MATH growth of 21% Met or Exceeded as compared to Local scores in Illuminate of 15% Met or Exceeded during to the COVID-19 pandemic 2020. The 2021 Spring ELA CAASPP scores reflect a consistent trend of ELA growth of 35.02% Met or Exceeded as compared to Local scores in Illuminate of 12.8% Met or Exceeded during to the COVID-19 pandemic 2020. We believe these results indicate that this action was successful.

**Action 5: Provide 21st Century Learning Skills, Environment, Technology Equipment, Programs, and Devices:** For this action the district provided 21st Century learning skills and environments, including connectivity, computers, SmartBoards, and appropriate furniture, that are designed to provide access to interactive instruction and learning to meet the needs of all students including Low-Income students. This action was effective in enhancing critical thinking and the use of research-based best practices in instruction at home or in-person at school. The district provided Chromebook availability and online programs for home use that extended learning opportunities to further meet the specific needs of individual students. The ultimate goal was to close the performance gaps in ELA and Mathematics. Providing technology environment and access to a Chromebook at a 1:1 ratio at home reflects a trend of growth as compared to technology availability prior to the COVID-19 pandemic. Due to the implementation of the STAR/Accelerated Reading program to close the reading gaps for students including our English Learners, the 2021-2022 STAR/AR Grade Reading EOY Growth Average increased to (.51) as compare to 2020-21 of (.40). We believe these results indicate that this action was successful.

Action 6: Professional Development for ELA/ELD/Math Supporting full Implementation of CCSS: For this action the district provided teachers with professional development focused on ELA/ELD/MATH including support from Content Specialists in the areas of ELA/ELD/MATH and instructional technology. The district found by implementing the professional development support, and instructional technology, teachers were able to promote progress on state and local assessments. Teachers were able to make progress toward closing learning gaps in content areas with focused instructional design and placing a greater emphasis on technology applications. Based on the professional development provided, the 2021, CAASPP scores reflect a trend of growth as compared to scores prior to the COVID-19 pandemic. The expectation was to increase the ELA and MATH results in CAASPP. The 2021 Spring MATH CAASPP scores reflect a consistent trend of MATH growth of 21% Met or Exceeded as compared to Local scores in Illuminate of 15% Met or Exceeded during to the COVID-19 pandemic 2020. The 2021 Spring ELA CAASPP scores reflect a consistent trend of ELA growth of 35.02% Met or Exceeded as compared to Local scores in Illuminate of 12.8% Met or Exceeded during to the COVID-19 pandemic 2020. We believe these results indicate that this action was successful.

Action 7: Extended Time for Learning Opportunities: For this action the district provided additional ELA/ELD/MATH tutoring opportunities before and after school; increased an Intervention Summer School from 2 to 4 weeks; and offered Saturday and Winter/Spring Learning Academies. This action extended instructional time for low-income students, provided smaller group and more individualized instruction, and implemented research based practices to specifically meet the learning needs of Low Income students. The district found by offering extended learning opportunities, students showed continuity in learning during the COVID-19 pandemic whether students were in-person or at home. The expectation was to increase the ELA and MATH results in CAASPP. The 2021 Spring MATH CAASPP scores reflect a consistent trend of MATH growth of 21% Met or Exceeded as compared to Local scores in Illuminate of 15% Met or Exceeded during to the COVID-19 pandemic 2020. The 2021 Spring ELA CAASPP scores reflect a consistent trend of ELA growth of 35.02% Met or Exceeded as compared to Local scores in Illuminate of 12.8% Met or Exceeded during to the COVID-19 pandemic 2020. We believe these results indicate that this action was successful.

Local metrics and tiered systems of support provided the basis for services meeting the needs of students particularly Low-Income, English learners, and Foster Youth students. 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 Chromebooks and connectivity (hotspots) for families in need. These services were designed to help the District balance the COVID-19 pandemic related educational needs of identified students.

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.

All appropriate metrics were adjusted to include Low Income, English Learner and Foster Youth student groups, in addition to all students to better meet the needs of our unduplicated groups. The goals planned and budgeted expenditures targeted Washington Colony's successful 5-day in-person reopening of instruction including the focus on student learning loss, particularly Low-Income, English learners, foster youth,

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. Due to the COVID-19 Pandemic, the district faced the challenge of the inability to find candidates for a range of certificated positions including the position of the Literacy ELA/ELD Coach. The district will continue to post and hire the Literacy ELA/ELD Coach for the 2022-23 school year. Based on the additional 15% concentration grant on LCFF funds, Washington Colony has the greatest need for additional staffing indicating that Washington Colony will continue to target the Early Literacy Program in order to reduce the reading gap in grades 1st - 8th that has been exacerbated by the COVID-19 pandemic.

The staff positions that will be maintained are included in Goal 1:

- o Instructional Aide for the Reading Intervention Lab to provide support in the upper grades to Newcomers and English Language Learners (grades 6th- 8th)
- o Hire 2 new Instructional Aides for the 2nd grade classes to provide support in strengthening the Early Literacy program
- o The FTE .25 Academic Program Consultant/Coach to support the Reading Intervention Lab, Professional Development, and the English Learner Program

As appropriate, metric baselines were amended to adjust data or data source. Other minor metric adjustments were made as needed due to there being no 2021 Dashboard.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
2	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 Low-Income, English learners, and Foster Youth 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 students including Low-Income, English learners, and Foster Youth students. The Metrics will measure continuous year-to-year rates and targets for improvement on student 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	2020-2021 All (100%) site FITs scored “good” or higher Data Source: FIT	For 2021-22 100% Rated as "Exemplary" Data Source: FIT			For 2023-24 All (100%) site FITs scored “good” or higher  Data Source: FIT
14-Attendance Rate	2020-21 94.47% Data Source: P-2	2021-22 91.25% Data Source: P-2			2023-24 96.5% Data Source: P-2
15-Chronic Absenteeism as	2020-21 16.2%	2021-22 35.5%			2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by % students with 10% or more absenteeism	Data Source: DataQuest	Data Source: Local data-AERIES* Note: data source changed due to not being available in DataQuest			Reduce Chronic Absenteeism Rate by 5% Data Source: Local data-AERIES
16-M.S. Dropout as measured by formula in LCAP appendix	2020-2021 Dropout 0% Data Source: formula in LCAP instructions	2021-2022 0% Data Source: formula in LCAP instructions			2023-2024 Dropout rate at 0% Data Source: formula in LCAP instructions
19-Suspension rate	2020-21 Suspension rate 0% Data Source: DataQuest	2021-22 1.47% Data Source: Local Data			2023-24 Maintain suspension rate at less than 2%
20-Expulsion rate	2020-21 Expulsion Rate 0% Data Source: Local data-AERIES	2021-2022 .2% Data Source: Local data-AERIES			2023-24 0% Data Source: Local data-AERIES
21-School Climate Survey- % responses high levels for school connectedness and School Climate Index (SCI) on the CHKS survey.	2020-21 CHKS (6-8) Average of Connectedness Indicator for Positive School Climate 59%  5th Grade School Connectedness Indicator for Positive School Climate 63%	2021-22: (6-8) Average of Connectedness Indicator for Positive School Climate 59%  5th Grade School Connectedness Indicator for Positive School Climate 63%			Baseline 2023-24 CHKS (6-8) Average of Connectedness Indicator for Positive School Climate Increase to 64%  5th Grade School Connectedness Indicator for Positive School

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

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	2.1 Truancy Intervention Program and Support Staff	2.1 The data reflected in the District Average Attendance and Chronic Absenteeism metrics reveals a need to increase attendance rates and reduce chronic absenteeism rates for our Low Income students. An analysis of local attendance data indicated that distance learning, and a shift to a blended model, whereby students attended school in-person for two days per week during the 2020-21 school year, decreased attendance rates of low-income students. Educational partner feedback from the parent liaison indicated that this shift caused scheduling confusion on the part of parents and students, in addition to a reduction of students logging in from home, using district-provided Chromebooks and hot-spots. Based on the need for improved attendance, Washington Colony will contract with Fresno County Superintendent of Schools for a Truancy Intervention Program (TIP) and maintain the part-time Parent Liaison position. This action includes a TIP Officer to implement the SARB process and increase individualized outreach to students and families. This action is designed to address the need to increase attendance rates and reduce chronic absenteeism rates for Low Income students by providing a school-home connection with visitation or meetings with parents/families to encourage attendance by the TIP officer, which will increase collaboration and communication, in support of attendance, with additional school staff, e.g. the Parent Liaison, and existing school staff, including the Counselor or an administrator. The Parent Liaison increases communication to families, monitors attendance and truancy data, identifying and communicating about students in danger of developing chronic absenteeism. These attendance supports take place at student homes and at the school site, during and after school to take consideration of the times that work best for parents.	\$31,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Communication with students and parents include phone calls, letters, emails, in-person meetings, and other forms of communication that work best for each family. This action is being provided on an LEA-wide basis and we expect that all students, including English learners and students with disabilities, with low attendance will benefit. However, because of the lower attendance rates of the Low Income student group, and because the action meets the needs most associated with low attendance for our identified student group, we expect that the attendance rates for our Low Income students will increase significantly more than the average attendance rate of all other students, and that the chronic absenteeism rates will decrease.</p>		
2.2	2.2 Supplemental Activities Promoting Student Engagement	<p>2.2 The district continues to contract with Fresno County Superintendent of Schools for supplemental support staff to implement Visual and Performing Arts, including Family Art Night, and associated materials and supplies Washington Colony will continue to contract with Fresno County Superintendent of Schools for supplemental support staff to implement Visual and Performing Arts, including Family Art Night, and associated materials and supplies. Supplemental LEA staff will provide sports and music programs; and materials and supplies will be provided. The VAPA support staff implement engaging activities that are utilized in classrooms during school hours, and at a Family Art Night after school hours, that promotes engagement and involvement on the part of students and parents. Support staff oversees/organizes extra-curricular activities and events, including sports and music, that take place throughout the school year, during and after school hours, that involve parent and student attendance, and positive interaction with school staff. Materials and supplies are provided to implement these events and activities. This action is being provided on an LEA-wide basis and we expect that all students, including English learners and students with disabilities, will benefit from school climate and connectedness activities. However, because of the school climate and connectedness rates of the Low Income student group, and because the action meets the needs most associated with the needs of our identified student group, we expect that the perception of a healthy school climate and</p>	\$157,180.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school connectedness rates for Low Income students will be increased beyond all students.		
2.3	2.3 Behavior Intervention, Positive School Climate and Culture	<p>2.3 An analysis of the data from the metrics above reflected a need to reduce the suspension rate of Low Income students. The LEA believes that, due to the COVID-19 pandemic and distance learning, the 2020-2021 suspension rate was artificially low. The LEA wishes to continue to maintain and decrease the suspension rate as in-person attendance resumes during full reopening. Educational partner feedback from parents and staff indicates that the Low Income student group has a need for increased awareness of positive behavior expectations and being informed enough to make positive decisions. In order to address the need for reduced suspension, Washington Colony will provide incentives through the Positive Behavior Intervention Support (PBIS) program; and provide co-curricular and extra-curricular activities in support of the PBIS program. This action is designed to promote improved behavior for our Low Income students. PBIS provides incentives to classrooms in support of recognizing and celebrating individual students' positive behavior during the school day. The culture of the school for Low Income students is promoted by campus behavior expectations for all activities that occur during the school day, inside and outside the classroom and across the wider campus. The co-curricular and extra-curricular high-interest activities including trips, clubs, and district-wide events, not available to Low Income students outside of school, are intended to motivate Low Income students to engage in school and improve behavior. However, because these services address the needs most associated with suspension rates for our identified student group, we expect that suspension rates for our Low Income students will decrease significantly more than the average suspension rate of all other students. It is our expectation that this action will result in decreased suspension rates for our Low Income student population.</p>	\$58,724.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2.4</b>	2.4 Clean Safe School and Facilities in Good Repair	2.4 Washington Colony will continue to maintain a clean, safe school and maintain facilities in good repair. To create a positive school climate and maintain facilities in good repair, Washington Colony will increase services for playground maintenance and additional noontime supervision time; a part-time custodian; a part-time receptionist; and a shade structure on the middle school campus to improve facilities and services. This action is designed to maintain a clean and safe school by maintaining the playground in good repair; providing noontime supervision to improve cafeteria/safety; adding part-time custodial staff will ensure COVID 19 sanitation and cleanliness of restrooms and other facilities, and to assist with operational services. The hiring of a part-time Receptionist will assist with the increased office activity due to COVID 19. The shade structure will provide students with an Outdoor Learning Environment. By providing a clean, safe environment, Low Income students have, in the past, responded with improved behavior, engagement, and a sense of pride regarding the school they attend. This action is being provided on an LEA-wide basis and we expect that all students, including English learners and students with disabilities, will benefit with a positive school climate.	\$568,182.00	No
<b>2.5</b>	2.5 Learning Environment, and Improved Facilities	2.5 The data reflected in the District Average Attendance metrics and the metric for Chronic Absenteeism rates reveal a need to improve student engagement for our low income students in co-curricular and extracurricular activities. An analysis of local attendance data, and educational partner feedback from students and parents, indicated that the inability to engage in extracurricular activities and the recreational playground facilities, contributed to a reduced desire to attend school regularly during periods of distance and hybrid learning. To address this need, Washington Colony will upgrade playground equipment and supplies to expand on the engaging learning environment for low income students that will motivate their attendance in school and in extracurricular activities. This action is designed to increase attendance and decrease Chronic Absenteeism of Low Income students by increasing playground equipment and supplies to improve facilities, to encourage daily attendance in the	\$45,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>educational experience of school, and to participate in extracurricular activities, including sports, during and after school. Low-income students in our community lack access to recreational facilities and sporting events in their homes or neighborhoods, and have indicated that they regularly attend school in order to participate. Playground equipment and supplies will be increased for both the Elementary and the Middle School playgrounds. This action is being provided on an LEA-wide basis and we expect that low income students, including English learners and students with disabilities, will benefit from playground resources to provide a positive school climate by increasing engagement and attendance in school activities as compared to all students. However, because of the lower engagement and attendance of the low-income student group, and because the action meets the needs most associated with low attendance for our identified student group, we expect that the attendance for our low-income students will increase significantly and Chronic Absenteeism will be decreased more than the average attendance rates of all other students.</p>		
2.6	2.6 School Climate and Extra Curricular Activities	<p>2.6 The school climate survey results indicated that our Low Income student population has the least meaningful participation or exposure to extracurricular activities and educational-enrichment field trips, which are intended to increase the rate of school connectedness. An analysis of the school climate survey and Educational Partner feedback from parents and teachers indicated a possible root cause to be the need to improve the offering of transportation for these activities. In order to address this need, Washington Colony will provide transportation and staffing for extracurricular activities and educational-enrichment field trips for low income students. Transportation is provided to promote the participation and school connectedness for our low income students, who lack access to the ability to take part in such activities outside of school. Appropriate staffing includes drivers and buses to and from events and supervision personnel to guide learning experiences in extracurricular activities or educational-enrichment field trips. Extracurricular activities and educational-enrichment field trips take place within and beyond school</p>	\$52,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>hours on site, locally in the Fresno area, or out of town for competitions or for the purpose of visiting locations linked to areas of study. This action is being provided on an LEA-wide basis and we expect that all students, including English learners and students with disabilities, will benefit with increased participation in activities and trips as compared to all students. However, because of the participation rates of the low-income student group, and because the action meets the needs most associated with our identified student group, we expect that participation in extracurricular and educational-enrichment field trips and sense of school connectedness for our low-income students will increase significantly more than the average participation of all other students.</p>		
2.7	2.7 Transportation	<p>2.7 The district will continue to provide home-to-school transportation for students within district boundaries and to provide transportation for school related events. Daily transportation is provided for our low income student population to provide the means to travel to and from school safely, to ensure attendance, and engage in school related events. It is our expectation that these services will result in an increase in attendance and participation of our low income students in school and related educational events.</p>	\$178,436.00	No
2.8	2.8 Academic/ Social-Emotional Learning Support	<p>2.8 The data reflected in the metrics for attendance and chronic absenteeism reveals a need to address engagement of our low income students. An analysis of the data and feedback from parents and staff on the Educational Partners Survey indicates a possible root cause that stems from the recent experience with Distance learning and blended models of school during the COVID 19 pandemic resulting in our low income students struggling with the social, emotional, mental, and behavioral aspects associated with school closures. To improve attendance, engagement, and address barriers to learning, Washington Colony has developed a multidisciplinary team. Washington Colony will hire/retain the following staff or program to provide services for students and families:</p>	\$191,986.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• 2 psychologists serving grades TK-5 and 6-8</li> <li>• 1 full time school counselor</li> <li>• 1 full time LVN school nurse</li> <li>• All 4 Youth (counselor/behaviorist)</li> </ul> <p>This action is designed to provide services from a multi-tiered system of support to increase student attendance and reduce chronic absenteeism of our low income students. The team includes professionals who collaboratively coordinate a focus on the mental, physical, and behavioral needs of students; identify and address barriers to learning; train and guide staff to recognize and address student needs; and provide students and families with resources that will support social and emotional learning. Additionally, the school nurse will support physical wellness and provide resources to parents such as access to meal programs, vision referrals, or hearing referrals and other services promoting wellness. These services are provided within classrooms, individually on a one-to-one basis, or in the home to support low income students and their families, during and after school. The low-income students in our community often lack awareness and access to these services outside of school. This action is being provided on an LEA-wide basis and we expect that all students, including English learners and students with disabilities, will benefit with increased attendance and decreased chronic absenteeism as compared to all students. However, because of the attendance rates of the Low Income student group, and because the action meets the needs most associated with our identified student group, we expect that attendance and chronic absenteeism for our Low Income students will benefit significantly more than the average participation of all other students.</p>		
<b>2.9</b>	2.9 Safe School Environment	2.9 Based on Educational Partner input and the need to provide a safe school climate, the district will hire a Campus Safety Monitor. The Campus Safety Monitor will ensure compliance with school and organizational rules and procedures and discourage non-student or unauthorized persons from entering school grounds. The district will continue to purchase, update, and replace security and safety	\$60,757.00	No

Action #	Title	Description	Total Funds	Contributing
		resources e.g. security cameras, monitors, alarm systems, and security gates as a means to prevent bullying activities and prevent incursion onto campus from individuals not authorized by the district. It is the expectation that these measures will provide a safe school environment and a positive school climate focused on student learning and associated educational activities.		

## 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.

The actions outlined in Goal 2 supported the progress in meeting the goal to increase positive school climate and maintain facilities in good repair.

Action 1: The Truancy Intervention Program and Support Staff action was implemented as planned, with some adjustments as explained below. Action 1 supported the overall implementation of the goal by contracting with Fresno County Superintendent of Schools for a Truancy Intervention Program (TIP) to implement the SARB process and increase individualized outreach to students and families. Maintaining the part-time Parent Liaison position supported a school-home connection with visitation or meetings with parents/families to increase attendance.

Action 2: The Supplemental Activities Promoting Student Engagement action was implemented as planned, with some adjustments as explained below. Action 2 supported the overall implementation of the goal by contracting with Fresno County Superintendent of Schools for supplemental support staff to implement Visual and Performing Arts, including Family Art Night, and associated materials and supplies. Supplemental LEA staff provided sports and music programs; and materials and supplies were provided. The VAPA support staff provided engaging activities that were utilized in classrooms during school hours, and at a Family Art Night after school hours. These activities promoted engagement and involvement of both students and parents to improve school connectedness and climate for our low-income students and families.

Action 3: The Behavior Intervention, Positive School Climate and Culture action was implemented as planned, with some adjustments as explained below. Action 3 supported the overall implementation of the goal by providing positive behavior and attendance incentives through the Positive Behavior Intervention Support (PBIS) program; and by providing co-curricular and extra-curricular activities in support of the PBIS program. The district believes that, due to the COVID-19 pandemic and distance learning, the 2020-2021 suspension rate was artificially low. High-interest activities including trips, clubs, and district-wide events were resumed at the end of the 2021-2022 school year and are to continue in the effort to reduce suspension rates noted in the 2019-20 data.

Action 4: The Clean Safe School and Facilities in Good Repair action was implemented as planned, with some adjustments as explained below. Action 4 supported the overall implementation of the goal by providing a clean and safe school by maintaining the playground in good repair; providing noontime supervision to improve cafeteria/safety; adding part-time custodial staff to ensure COVID 19 sanitation and cleanliness of restrooms and other facilities, and to assist with operational services.

Action 5: The Learning Environment, and Improved Facilities action was implemented as planned, with some adjustments as explained below. Action 5 supported the overall implementation of the goal by providing and purchasing, updating, or replacing playground equipment and supplies to provide an engaging learning environment for low income students that motivated attendance in school and in extracurricular activities. This action addressed increasing attendance and decreasing Chronic Absenteeism of Low Income students.

Action 6: The School Climate and Extra Curricular Activities action was implemented as planned, with some adjustments as explained below. Action 6 supported the overall implementation of the goal by providing transportation to promote the participation and school connectedness for our low income students, who lack access to learning experiences in extracurricular activities or educational-enrichment field trips.

Action 7: The Transportation action was implemented as planned, with some adjustments as explained below. Action 7 supported the overall implementation of the goal by providing daily transportation to all students including our low income student population to travel to and from school safely, to ensure attendance, and engage in school related events.

Action 8: The Academic/ Social-Emotional Learning Support action was implemented as planned, with some adjustments as explained below. Action 8 supported the overall implementation of the goal by providing services from a multi-tiered system of support to increase student attendance and reduce chronic absenteeism of our low income students. The district provided a team of professionals who collaborated and coordinated a focus on the mental, physical, and behavioral needs of students; identified and addressed barriers to learning; and trained and guided staff to recognize and address student needs. Additionally, the team provided students and families with resources that supported social and emotional learning.

#### Overall Implementation Successes:

The LEA found that despite the restriction presented by COVID-19, the LEA was still able to open a 5-day in-person instructional program and supported a school-home connection with visitation or meetings with parents/families to encourage attendance. The district held a successful Family Art Night and purchased associated materials and supplies; provided incentives through the Positive Behavior Intervention Support (PBIS) program; and by the end of 2021-22 was able to provide high interest activities including trips and districtwide events. The district hired an additional part-time custodian to provide a clean safe environment. Currently in progress are the construction project plans for an outdoor learning environment. Our district continued to invest in maintaining a positive school climate and facilities in good repair. The district was able to provide daily home to school transportation. Additionally the district hired a full-time counselor to strengthen available services on the multidisciplinary team.

#### Overall Implementation Challenges:

Based on the analysis of the implementation of the actions, the district found the following barriers: The district faced the challenge of the inability to find candidates for a range of classified positions such as the Licensed Vocational Nurse (LVN), Parent Liaison and the Office Assistant/Receptionist. During the COVID-19 pandemic, the quarantine of the staff and students increased the difficulty of attendance to follow through the number of PBIS activities and other school events including field trips intended for groups of students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1's estimated actual expenditures were budgeted as planned.

Action 2's estimated actual expenditures were below budgeted because of the decreased of available in-person events due to the covid-19 restrictions for in-person coaching supports. The district provided as many virtual promoting engagement activities in order to provide these services. This year, the district plans to contract with FCSS Professional Development to add more in-person training to all Teachers and paraprofessionals this year. In-person engagement activities will increase this academic year 2022-23. Coaching engagement services were provided but they came from our Teacher on a Special Assignment working with the Fresno County Office of Education.

Action 3's estimated actual expenditures were below budgeted because of the omicron covid-19 surge, the district decreased the offerings of the the high-interest activities including trips, clubs, and district-wide events. For this particular action, the district partially provided these PBIS incentives because the Parent Liaison position became vacant halfway through the school year. As a result, the district has hired a Parent Liaison that will communicate with parents and students in order to target Chronic Absenteeism. Therefore, the offering of high interest activities such as attendance incentives, field trips, clubs and district-wide attendance incentives events will fully resume in the school year 2022-23.

Action 4's estimated actual expenditures were above budgeted.

Action 5's estimated actual expenditures were below budgeted because due to the the omicron covid-19 surge, the district decreased the expansion of additional playground equipment and funding the High-interest activities including trips, in-person assemblies, and district-wide events. For this particular action, the district partially provided these high interest activities, and equipment using other one time funds. Therefore, in order to increase attendance and decrease Chronic Absenteeism, the district will increase the offering of playground equipment and supplies to improve facilities, educational assemblies to encourage daily attendance in the educational experience of school, and to participate in extracurricular activities, including sports, in the 2022-23 school year.

Action 6's estimated actual expenditures were below budgeted because of the omicron covid-19 surge, the district decreased the in-person offerings of the the high-interest activities including field trips such as the Sierra Overnight Camp, clubs, and district-wide events including the in-person educational assemblies. The district partially fulfilled this action by providing virtual educational assemblies. Therefore, this school

year 2022-23, the district will resume full access to in-person educational assemblies and extracurricular activities or year round transportation to in-person educational-enrichment field trips.

Action 7's estimated actual expenditures were budgeted as planned.

Action 8's estimated actual expenditures were below budgeted because of the less expenditures due to the vacancy of a Full-Time Licensed Vocational Nurse (LVN) position. During the 2021-22 school year, due to the COVID-19 Pandemic, the district faced the challenge of the inability to find candidates for a range of certificated and classified positions. These health & safety services were provided by the Health Aide already hired by the district. As a result, the district has hired the Full-Time LVN that target provide a multi-tiered system of support including health and safety needs. The newly hired school nurse will support physical wellness and provide resources to parents such as access to meal programs, vision referrals, or hearing referrals and other services promoting wellness to Low-Income, English learners, and Foster Youth, and students with disabilities.

There is a recurrent explanation to the material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services. Washington Colony was able to implement all Goal, Actions and Services. Our district invested and increased Health and Safety PPE expenses in an effort to take additional precautions and safety measures when we began the fall reopening to 5-day in-person instruction. Our district is intentionally responding to the rapidly changing conditions brought by various stages of the COVID-19 pandemic. There is a material difference in some of the actions. Our district has not spent in all areas because of factors beyond our control. Our district expenditures encountered constraints due to the sustainability of investments made with one-time COVID-19 relief funds. Due to the COVID-19 Pandemic, the district faced the challenge of the inability to find candidates for a range of certificated and classified positions. The district will continue to post / hire the classified positions for the Licensed Vocational Nurse (LVN) and the Parent Liaison for the 2022-23 school year. Therefore, due to the mid-year lack of hiring of the parent liaison, the accumulation of absences caused the significant increase of Chronic Absenteeism. Dedicated time to address Low-Income, English learners, and Foster Youth, and students with disabilities, who may be at greater risk of chronic absenteeism, was built into the daily schedule with the TIP officer and the future parent liaison.

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

The actions outlined in Goal 2 supported the progress in meeting the goal to increase positive school climate and maintain facilities in good repair.

Action 1: Truancy Intervention Program and Support Staff: For this action, the district continued the contract with Fresno County Superintendent of Schools for a Truancy Intervention Program (TIP) and maintained the part-time Parent Liaison position. This action included a TIP Officer to implement the SARB process and increase individualized outreach to students and families. The effectiveness of this action was minimal due to the challenges of COVID-19 and the excessive absences caused by the quarantine. At the end of the first trimester, the Parent Liaison position became vacant.

Action 2: Supplemental Activities Promoting Student Engagement: For this action, the district contracted with Fresno County Superintendent of Schools for supplemental support staff to implement Visual and Performing Arts, including a Family Art Night, and the purchase of associated materials and supplies. With the exception of the successful Family Art Night, the effectiveness of this action was minimal due to the restriction of gatherings during the pandemic year.

Action 3: Behavior Intervention, Positive School Climate and Culture: For this action, the district provided incentives through the Positive Behavior Intervention Support (PBIS) program; and provided limited co-curricular and extra-curricular activities in support of the PBIS program. This action was effective to promote improved behavior for our Low Income students and reduced suspensions. The district was able to provide the PBIS store with incentives for classrooms in support of recognizing and celebrating individual students' positive behavior during the school day.

Action 4: Clean Safe School and Facilities in Good Repair: For this action, the district maintained a clean and safe school by maintaining the playground in good repair; providing noontime supervision to improve cafeteria/safety; added a part-time custodial staff to ensure COVID 19 sanitation and cleanliness of restrooms and other facilities.

Action 5: The Learning Environment, and Improved Facilities: For this action, the district purchased, updated, and replaced playground equipment and supplies to provide an engaging learning environment for low income students that motivated attendance in school and in extracurricular activities. This action was designed to increase attendance and decrease Chronic Absenteeism of Low Income students by providing playground equipment and supplies to improve facilities, to encourage daily attendance in the educational experience of school, and to participate in extracurricular activities, including sports, during and after school. This action was minimally effective due to COVID-19 challenges and the excessive student absences caused by the quarantine as reflected in the increase of the Chronic absenteeism rate.

Action 6: School Climate and Extra Curricular Activities: For this action, the district implemented the extra curricular activities as planned towards the second part of the school year. This action was effective for the in-person reopening with some adjustments due to health and safety protocols. The district provided and purchased, updated, or replaced playground equipment and supplies in order to provide an engaging school climate and as indicated in the Connectedness Indicator for Positive School Climate. The California Healthy Kids Survey was administered to 5th - 8th grade students in 2020-21 school year. The School Counselor and the PBIS team will share the CHKS results to the staff. The PBIS Team and the school Counselors will identify areas to support a positive school climate as it relates to school connectedness.

Action 7: Transportation: For this action, the district continues to provide home-to-school transportation for students within district boundaries and provides transportation for school related events to increase attendance of our low-income students.

Action 8: Academic/ Social-Emotional Learning Support: For this action, the district developed to coordinate a focus on the mental, physical, and behavioral needs of students; identify and address barriers to learning; train and guide staff to recognize and address student needs; and provide students and families with resources that will support social and emotional learning. The hiring of a counselor has been beneficial with the

recent experiences of Distance learning and the blended models of school during the COVID-19 pandemic for our low income students struggling with the social, emotional, mental, and behavioral aspects associated with school closures. The effectiveness of this action has been positive but minimal due to the many effects COVID-19 has had on the attendance of our low-income students.

The district continues to address the Truancy Intervention initiatives through the PBIS program in order to reach the proposed goal and to reduce Chronic Absenteeism. Due to the COVID-19 Omicron surge this school year, the attendance rate has dropped. The Truancy Intervention Program and Support Staff action was minimally effective due to the COVID-19 Omicron Surge. An excessive number of absences increased the Chronic Absenteeism to 35.5%, therefore, the district expects to increase the attendance rate next school year.

Based on the current Local Attendance report with the of Chronic Absenteeism, Washington Colony has made progress with increasing a positive school climate and maintaining facilities in good repair. Based on the Local Data report from Fall 2021, Washington Colony Conditions and Climate show a Suspension Rate of 1.47% for all students. These ratings indicate that Washington Colony will continue to make progress by providing support staff, materials and supplies for the PBIS program and the perfect attendance incentives in order to accomplish the intended goal for our Low-Income, English learners, and Foster Youth students, to continue targeting Chronic Absenteeism, to maintain the Dropout rates at 0%, and to reduce the expulsion rate to 0%.

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.

All appropriate metrics were adjusted to include Low Income, English Learner and Foster Youth student groups, in addition to the All Student group to better meet the needs of our unduplicated groups. The Goals planned and budgeted expenditures targeted Washington Colony's successful 5-day in-person reopening instructional program including the focus on student learning loss, particularly with our Low-Income, English learners, Foster Youth and students with disabilities who are at greater risk. The district recognized the need to monitor daily attendance and Chronic Absenteeism. Due to the COVID-19 Pandemic, the district faced the challenge of the inability to find candidates for a range of certificated positions. The district will continue to post / hire the classified positions for the Licensed Vocational Nurse (LVN) and the Parent Liaison for the 2022-23 school year. Action 2.9 was added based on Educational Partner input and the need to provide a safe school climate. Within this action, the district will hire a Campus Safety Monitor. The Campus Safety Monitor will patrol and monitor campus activities to ensure the well-being and safety of students, staff, and visitors in non-classroom activities.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
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 for improving 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 Low-Income, English learners, and Foster Youth 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 students including Low-Income, English learners, and Foster Youth students, the Chronic Absenteeism rate will decrease steadily. The Metrics will measure continuous year-to-year rates and targets for improvement on parent 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 -Seeking Input in decision making for parents of unduplicated students and parents of students with exceptional needs	2020-21 23% of parents participating in providing input Data Source: percentage of parent surveys collected	2021-22 25% of parents participating in providing input Data Source: percentage of parent surveys collected			2023-24 28 % of parents participating in providing input Data Source: percentage of parent surveys collected
Other Pupil Outcomes: number of offerings for parents and	2020-21 18	2021-22 9 (PIQE) virtual workshops)			2023-24 19

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students to be engaged with school	Data Source: Number of Parent Education Program Offerings	Data Source: Number of Parent Education Program Offerings			Data Source: Number of Parent Education Program Offerings

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	3.1 Translation Services to Increase Parent Engagement	3.1 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.	\$14,212.00	No
3.2	3.2 Parent Engagement, Communication, and Awareness of Chronic Absenteeism	3.2 The data reflected in the metric for Chronic Absenteeism reveals the need to address the absenteeism of our Low Income students. The LEA’s experience indicates that parents of our low-income students are not always aware of the need for regular attendance in support of learning, and often prioritize other perceived personal or family needs. The goal is to increase regular attendance by educating parents and students of the relationship between good attendance and academic achievement. In order to address this need, Washington Colony will increase District/Site parent communication and involvement in District-wide activities by contracting with the website provider for improved access to grading and attendance systems; purchase student planners, and apply service costs for the digital messaging marquee. This action is designed to engage parents in school related activities; create open communication between school and home; and bring awareness of the importance of attendance to decrease Chronic Absenteeism for low income students. It is the goal	\$39,769.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>of the district to offer multiple ways for parents to be informed or participate in activities focused on attendance and the role it plays in achievement by providing in-person opportunities or securing a means to participate in activities or meetings through technology to develop an awareness of the importance of school attendance. Activities and meetings are scheduled to meet the most convenient times, during and after school, for parent participation or provide written communication with information regarding attendance. This action is being provided on an LEA-wide basis and we expect that all students, including English learners and students with disabilities, with low attendance will benefit and decrease Chronic Absenteeism. However, because of the absenteeism rates of the Low Income student group, and because the action meets the needs most associated with absenteeism of our identified student group, we expect that the Chronic Absenteeism rates for our Low Income students will decrease significantly more than the average chronic absenteeism rate of all other students.</p>		
<b>3.3</b>	<b>3.3 Parent Education Offerings</b>	<p>3.3 The results of the LCAP surveys completed by Educational Partners indicate the need to improve school-parent communication and the rates of parental engagement of our low income students. In the LEA's experience, these parents are some of the least involved in the education of their children because of conflicting work schedules, and lack of awareness of the importance of their participation in educational decision-making. 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; English classes; and Educational Parent Conferences. The district will provide materials, supplies, supplemental staff hours, and childcare for parent education activities. This action is designed to provide opportunities for parents of low income students to be involved in the education of their children and to educate parents regarding the importance of their involvement. These opportunities educate parents regarding the educational process, how to become involved, how to assist their student at home, and includes the importance of attendance, understanding state testing and</p>	\$57,669.00	Yes

Action #	Title	Description	Total Funds	Contributing
		achievement; home-school communication, including Parent-teacher Conferences; and required subject content areas. Participation is made available through tele-conference or Zoom and will become available in-person at the school site as COVID restrictions allow for gatherings. These opportunities are available during and after school to accommodate the work and family schedules associated with the needs of the parents of our low-income students. This action is being provided on an LEA-wide basis and we expect that all students, including English learners and students with disabilities, with low parental engagement will benefit. However, because of the results of Educational Partner Surveys of the low-income student group, and because the action meets the needs most associated with Parent Engagement of our identified student group, we expect that future Educational Partner Surveys will yield increased engagement/participation from parents of our low-income students that is significantly more than from parents of other students.		

## 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.

The actions outlined in Goal 3 supported the progress in Increase stakeholder engagement and provide parent education.

Action 1: The action to provide Translation Services to Increase Parent Engagement was implemented as planned with adjustments as explained below. Action 1 supported the overall implementation of the goal by provide interpreter/translator services for district-wide activities.

Action 2: The actions provide Parent Engagement, Communication, and Awareness of Chronic Absenteeism was implemented as planned with adjustments as explained below. Action 2 supported the overall implementation of the goal by engaging parents in school related activities; creating open communication between school and home; and bringing awareness of the importance of attendance to decrease Chronic Absenteeism.

Action 3: The action to provide Parent Education Offerings was implemented as planned with adjustments as explained below. Action 3 supported the overall implementation of the goal by providing and/or contracting for parent education offerings with the Parent Institute for

Quality Education (PIQE); parenting classes; English classes; and Educational Parent Conferences. The district provided materials, supplies, supplemental staff hours, and childcare for parent education activities.

**Overall Implementation Successes:**

Despite the restrictions of meeting in large groups, the district was able to provide in-person and virtual parent/teacher conferences with translators and provide communications in English and Spanish. The district was able to provide materials, supplies, supplemental staff hours, and childcare for parent education activities. Parent Participation was made available through tele-conference, by zoom or in-person at the school site as COVID restrictions allowed for gatherings. All weekly communication and COVID-19 updates were made in both English/Spanish. Parent engagement and participation opportunities were available during and after school to accommodate the work and family schedules associated with the needs of the parents of our low-income students.

**Overall Implementation Challenges:**

Due to the COVID-19 restrictions and health and safety guidelines, it was indicated by the CDPH and FCDPH/departement of Public Health to minimize the large groups congregating in schools. As a result, in-person offerings and activities were suspended or postponed.

**An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.**

Action 1 estimated actual expenditures were budgeted as planned.

Action 2 estimated actual expenditures were below budgeted because of the decrease cost due to the use of other one-time ESSER III funds. The district provided these partially virtually and in-person parent engagement and communications services. The district renewed the blackboard connect communication application license and contracted with the PIQE program. The district continued with the COVID-19 pandemic protocols and weekly announcements, and increased communication, created open communication between school and home; and brought awareness of the importance of attendance to decrease Chronic Absenteeism. This year the district will resume the fully access in-person engagement parent education offerings as planned.

Action 3 estimated actual expenditures were above budgeted because of the the continued offering of virtual and in-person parent education offerings due to the COVID-19 pandemic. The overall action was fully implemented and there were available virtual/zoom parent education offerings through the Parent Institute for Quality Education (PIQE). As a result, Washington Colony offered the Parent Institute for Quality Education (PIQE) in the Fall 2021 and Spring 2022 in a virtual mode with interactive zoom meetings. Due to the COVID-19 County restriction during the school year that lasted until early March 2022, the district was able to continue offering the virtual and in-person parent education activities up until May 2022. Early in the school year 2021-2022 our school re-opened successfully with 5-day in-person instruction. Our district continues to maintain the participation of parents/families by offering virtual parent conferences in the Fall/Spring, DELAC/PAC,

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 were exercised when we began the in-person parent school visits.

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

**Action 1: Translation Services to Increase Parent Engagement:** For this action, the district provided interpreter/translator services for district-wide activities as planned. The district continue to increase the percentage of parents participating in district LCAP input surveys that went from 23% to 25% parent surveys collected.

**Action 2: Parent Engagement, Communication, and Awareness of Chronic Absenteeism:** For this action, the district increased District/Site parent communication and involvement in District-wide activities by contracting with the website provider for improved access to grading and attendance systems; purchased student planners, and applied service costs for the digital messaging marquee. The district engaged parents virtually and in-person in school related activities; created open communication between school and home; and brought awareness of the importance of attendance to decrease Chronic Absenteeism for low income students. Due to the COVID 19 pandemic this action was partially effective because of the unfilled parent liaison position and the communication of the importance of student attendance was not solidified. Therefore, the Chronic Absenteeism rate increased because the families were not sending students to school regularly due to experiencing COVID-19 symptoms or being sick. The district continue to increase the percentage of parents participating in district LCAP input surveys that went from 23% to 25% parent surveys collected. We believe that these results indicate that this action was successful.

**Action 3: Parent Education Offerings:** For this action, the district provided and/or contracted for parent education offerings with the Parent Institute for Quality Education (PIQE); parenting classes; English classes; and virtual Educational Parent offerings. The district provided materials, supplies, supplemental staff hours, and childcare for parent education activities. This effectiveness of this action continued throughout the year with the availability of technology and HotSpots to participate in virtual offerings. Despite the limited on In-Person parent engagement offerings the district 2021-22 provided 9 (PIQE) virtual workshops. The overall implementation of the proposed goal was established as expected. The actions and services targeted the increase of parent engagement and parent education opportunities as planned. The district contracted with FCSS for parent workshops throughout the year. Parenting partners workshops where also provided. This year Washington Colony added two effective parent engagement events. Washington Colony hosted a successful Family Arts/STEM Night in Spring 2022 with 305 parents participating. The majority of in-person parent engagement offerings and family activities were suspended due to the COVID-19 Pandemic. During all of these virtual and In-person workshops throughout the 2021-22 school year, refreshments and child care were provided. The school provided materials, supplies, staff hours, purchased English Language Learning Rosetta Stone software and equipment including parenting curriculum, staff training and professional development and, staff additional hours for helping out during 7 on-site covid-19 vaccination clinics. We believe that these results indicate that this action was successful.

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.

All appropriate metrics were adjusted to include Low Income, English Learner and Foster Youth student groups, in addition to the All Student group to better meet the needs of our unduplicated groups. 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, and 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 contracted with the Parent Institute for Quality Education (PIQE) program. Washington Colony looks forward to increasing the number of in-person parent educational offerings for the next two consecutive years.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,450,008	\$179,286

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
36.75%	10.13%	\$382,538.00	46.88%

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

The actions listed below are being provided on a “wide” basis to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to the specific identified unduplicated group(s) in each action, while allowing other students to also benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our English learner, foster youth, and/or low-income students, the LEA will achieve the anticipated outcomes targeted to meet each identified student group’s stated need(s). The required justification for how the district is increasing and improving services for the specified unduplicated student group(s) are contained in the action description in the Goals and Actions section of this plan. In the Goals and Actions section of this plan, each action marked as “wide” contains a detailed explanation of how that action is principally directed toward the English learner, foster youth, and/or low-income student population and effective in helping close equity and performance gaps.

Each “wide” action in this plan will meet this requirement by: (1) Identifying it as a contributing action, (2) Clearly articulating how the needs of our foster youth, English learners, and or low-income students were considered first, including how the action considers those needs through its design, content, method, location, or another attribute, and (3) Explaining how the action is effective in meeting the goal and the identified student group(s) needs. This unique approach was taken after consultation and input from our educational partners and other interested

partners. Our intention in doing this was to increase transparency for our educational partners so they can better understand the rationale behind each “wide” action. We find this approach to be very transparent and well received by our community.

The contributing “wide” actions in this plan are:

Goal 1, Action 2: Retain FTE Music and FTE PE teacher to provide teacher release time for Professional Learning Communities

Goal 1, Action 3: Hire/Retain Instructional Support Personnel to strengthen Early Literacy Program

Goal 1, Action 4: Supplemental Resources Supporting Standards Aligned Instruction

Goal 1, Action 5: Provide 21st Century Learning Skills, Environment, Technology Equipment, Programs, and Devices

Goal 1, Action 6: Professional Development for ELA/ELD/Math Supporting full Implementation of CCSS.

Goal 1, Action 7: Extended Time for Learning Opportunities

Goal 2, Action 1: Truancy Intervention Program and Support Staff

Goal 2, Action 2: Supplemental Activities Promoting Student Engagement

Goal 2, Action 3: Behavior Intervention, Positive School Climate and Culture

Goal 2, Action 5: Learning Environment, and Improved Facilities

Goal 2, Action 6: School Climate and Extra Curricular Activities

Goal 2, Action 8: Academic/Social-Emotional Learning Support

Goal 3, Action 2: Parent Engagement, Communication, and Awareness of Chronic Absenteeism

Goal 3, Action 3: Parent Education Offerings

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

Washington Colony has demonstrated it has met the 46.88% proportionality percentage by providing increased/improved services to our English Learner, foster youth, and/or low-income students equivalent to 46.44% proportionality percentage based on the contributing actions/services in this plan.

We are exceeding the minimum proportionality percentage by providing the actions/services principally directed toward the unduplicated student population as summarized in the prompt above and explained and justified in detail in each contributing limited action description within this plan. It is our intent that this approach of justifying how each applicable action is principally directed and effective in the action's description exceeds requirements for the "principally directed and effective threshold" as well as contributing toward meeting the Minimum Proportionality Percentage (MPP) requirement. These actions/services are most transparently communicated and understood by our educational partners through the approach we use in this plan. Building on the information provided in the prior prompt response above, the limited actions/services below are contributing to increasing or improving services for an English learner, foster youth, and/or low-income students by the percentage indicated above as explained in the language of each unique action.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

School sites that have an enrollment of Low-Income, English learners, and Foster Youth student groups greater than 55% are: Washington Colony Elementary School K-8  
Washington Colony has the greatest need for additional staffing indicating that Washington Colony will continue to target the Early Literacy Program in order to reduce the reading gap in grades 1st - 8th that has been exacerbated by the COVID-19 pandemic.  
Staff positions that will be increased at each school include:

- o Goal 1, Action 3: Hire 1 Instructional Aide for the Reading Intervention Lab to provide support in the upper grades to Newcomers and English Language Learners (grades 6th- 8th)
- o Goal 1, Action 3: Hire 2 Instructional Aides for the 2nd-grade classes to provide support in strengthening the Early Literacy program
- o Goal 2, Action 4: Hire a Supplemental Support Part-Time Custodian
- o Goal 1, Action 6: Hire 1 FTE Literacy ELA/ELD Coach
- o Goal 1, Action 6: Hire a .25 FTE Academic Program Consultant/Coach

The direct increased/improved services that the additional positions will provide to students include:

The district will add two additional aides for Grade 2 and 1 Reading Lab (for English Learners' support in grades 6-8). Instructional Aides will provide instructional small group support for learning recovery in early literacy for the primary grade English learner and low-income students that have been disproportionately impacted by the COVID-19 Pandemic. For the Reading Intervention Lab, 1 additional Bilingual Instructional Aide will be hired for additional small group reading instruction and English learner support to 6-8 grade students that have been disproportionately impacted by the COVID-19 Pandemic in order to address learning loss. The FTE Reading Lab credentialed teacher (coach) will provide Response to Intervention support for grades K-5 and ELD instruction for the district's long-term English Learners in grades 6-8. The Reading Intervention Lab teacher and the new Reading Lab Instructional aide will collaborate with Special Ed and General Ed. teachers using the Collaborative Intervention Model to examine reading strategies, intervention materials, and student data to develop targeted plans appropriate for individual English learners and low-income students exhibiting learning loss or not meeting standards that result in lack of or slower academic progress.

The district will add Supplemental Support part-time custodian to provide increased services to the English learner and low-income students to support the Reading Intervention Lab; and supports Professional Development by consulting with and training teachers, particularly providing support for new teachers.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,832,546.00	\$2,854,426.00		\$14,212.00	\$4,701,184.00	\$3,447,637.00	\$1,253,547.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	1.1 Hire/retain Properly Credential Teachers and no misassignments for all core, elective, and special education classes.	All		\$2,047,051.00			\$2,047,051.00
1	1.2	1.2 Retain FTE Music and FTE PE teacher to provide teacher release time for Professional Learning Communities	English Learners Foster Youth Low Income	\$176,655.00				\$176,655.00
1	1.3	1.3 Hire/Retain Instructional Support Personnel to strengthen Early Literacy Program	English Learners Foster Youth Low Income	\$307,139.00				\$307,139.00
1	1.4	1.4 Supplemental Resources Supporting Standards Aligned Instruction	English Learners Foster Youth Low Income	\$97,627.00				\$97,627.00
1	1.5	1.5 Provide 21st Century Learning Skills, Environment, Technology Equipment, Programs, and Devices	English Learners Foster Youth Low Income	\$256,600.00				\$256,600.00
1	1.6	1.6 Professional Development for ELA/ELD/Math Supporting full	English Learners Foster Youth Low Income	\$284,527.00				\$284,527.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Implementation of CCSS.						
1	1.7	1.7 Extended Time for Learning Opportunities	English Learners Foster Youth Low Income	\$76,070.00				\$76,070.00
2	2.1	2.1 Truancy Intervention Program and Support Staff	English Learners Foster Youth Low Income	\$31,600.00				\$31,600.00
2	2.2	2.2 Supplemental Activities Promoting Student Engagement	English Learners Foster Youth Low Income	\$157,180.00				\$157,180.00
2	2.3	2.3 Behavior Intervention, Positive School Climate and Culture	English Learners Foster Youth Low Income	\$58,724.00				\$58,724.00
2	2.4	2.4 Clean Safe School and Facilities in Good Repair	All		\$568,182.00			\$568,182.00
2	2.5	2.5 Learning Environment, and Improved Facilities	English Learners Foster Youth Low Income	\$45,000.00				\$45,000.00
2	2.6	2.6 School Climate and Extra Curricular Activities	English Learners Foster Youth Low Income	\$52,000.00				\$52,000.00
2	2.7	2.7 Transportation	All		\$178,436.00			\$178,436.00
2	2.8	2.8 Academic/ Social-Emotional Learning Support	English Learners Foster Youth Low Income	\$191,986.00				\$191,986.00
2	2.9	2.9 Safe School Environment	All		\$60,757.00			\$60,757.00
3	3.1	3.1 Translation Services to Increase Parent Engagement	All				\$14,212.00	\$14,212.00
3	3.2	3.2 Parent Engagement, Communication, and Awareness of Chronic Absenteeism	English Learners Foster Youth Low Income	\$39,769.00				\$39,769.00
3	3.3	3.3 Parent Education Offerings	English Learners Foster Youth	\$57,669.00				\$57,669.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					

**2022-23 Contributing Actions Table**

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3,945,975	\$1,450,008	36.75%	10.13%	46.88%	\$1,832,546.00	0.00%	46.44 %	<b>Total:</b>	\$1,832,546.00
								<b>LEA-wide Total:</b>	\$1,832,546.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	1.2 Retain FTE Music and FTE PE teacher to provide teacher release time for Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income		\$176,655.00	0.00%
1	1.3	1.3 Hire/Retain Instructional Support Personnel to strengthen Early Literacy Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$307,139.00	0.00%
1	1.4	1.4 Supplemental Resources Supporting Standards Aligned Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$97,627.00	0.00%
1	1.5	1.5 Provide 21st Century Learning Skills, Environment, Technology Equipment, Programs, and Devices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$256,600.00	0.00%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.6	1.6 Professional Development for ELA/ELD/Math Supporting full Implementation of CCSS.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$284,527.00	0.00%
1	1.7	1.7 Extended Time for Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$76,070.00	0.00%
2	2.1	2.1 Truancy Intervention Program and Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$31,600.00	0.00%
2	2.2	2.2 Supplemental Activities Promoting Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$157,180.00	0.00%
2	2.3	2.3 Behavior Intervention, Positive School Climate and Culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$58,724.00	0.00%
2	2.5	2.5 Learning Environment, and Improved Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$45,000.00	0.00%
2	2.6	2.6 School Climate and Extra Curricular Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$52,000.00	0.00%
2	2.8	2.8 Academic/ Social-Emotional Learning Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$191,986.00	0.00%
3	3.2	3.2 Parent Engagement, Communication, and Awareness of Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$39,769.00	0.00%
3	3.3	3.3 Parent Education Offerings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$57,669.00	0.00%

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$3,727,518.00	\$3,771,632.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	1a.) Hire/retain Properly Credential Teachers and no misassignments for all core, elective, and special education classes.	No	\$1,891,472.00	\$2,003,870
1	1.2	2a.)Retain FTE Music and FTE PE teacher to provide teacher release time for Professional Learning Communities	Yes	\$158,276.00	\$151,026
1	1.3	3a.)Hire/Retain Instructional Support Personnel to strengthen Early Literacy Program	Yes	\$277,184.00	\$268,228
1	1.4	4a.)Supplemental Resources Supporting Standards Aligned Instruction	Yes	\$48,616.00	\$68,632
1	1.5	5a.)Provide 21st Century Learning Skills, Environment, Technology Equipment, Programs, and Devices	Yes	\$106,600.00	\$123,833
1	1.6	6a.)Professional Development for ELA/ELD/Math Supporting full Implementation of CCSS.	Yes	\$221,539.00	\$149,113
1	1.7	7a.)Extended Time for Learning Opportunities	Yes	\$19,001.00	\$18,889
2	2.1	1a.) Truancy Intervention Program and Support Staff	Yes	\$1,600.00	\$1,600
2	2.2	2a.) Supplemental Activities Promoting Student Engagement	Yes	\$149,085.00	\$103,304

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	3a.) Chronic Absenteeism Incentives, Communication, Positive School Climate and Culture	Yes	\$26,304.00	\$9,703
2	2.4	4a.) Clean Safe School and Facilities in Good Repair	No	\$397,732.00	\$567,834
2	2.5	5a.) Safety, Learning Environment, and Improved Facilities	Yes	\$43,836.00	\$22,631
2	2.6	6a.) School Climate and Extra Curricular Activities	Yes	\$35,000.00	\$726
2	2.7	7a.) Transportation	No	\$183,206.00	\$164,927
2	2.8	8a.) Academic/ Social-Emotional Learning Support	Yes	\$130,167.00	\$83,335
3	3.1	1a.) Translation Services to Increase Parent Engagement	No	\$0	\$0
3	3.2	2a.) Parent Engagement, Communication, and Awareness of Chronic Absenteeism	Yes	\$16,000.00	\$5,959
3	3.3	3a.) Parent Education Offerings	Yes	\$21,900.00	\$28,022

## 2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$1,417,540	\$1,255,108.00	\$1,035,002.00	\$220,106.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	2a.)Retain FTE Music and FTE PE teacher to provide teacher release time for Professional Learning Communities	Yes	\$158,276.00	\$151,026	0.00%	0.00%
1	1.3	3a.)Hire/Retain Instructional Support Personnel to strengthen Early Literacy Program	Yes	\$277,184.00	\$268,229	0.00%	0.00%
1	1.4	4a.)Supplemental Resources Supporting Standards Aligned Instruction	Yes	\$48,616.00	\$68,632	0.00%	0.00%
1	1.5	5a.)Provide 21st Century Learning Skills, Environment, Technology Equipment, Programs, and Devices	Yes	\$106,600.00	\$123,833	0.00%	0.00%
1	1.6	6a.)Professional Development for ELA/ELD/Math Supporting full Implementation of CCSS.	Yes	\$221,539.00	\$149,113	0.00%	0.00%
1	1.7	7a.)Extended Time for Learning Opportunities	Yes	\$19,001.00	\$18,889	0.00%	0.00%
2	2.1	1a.) Truancy Intervention Program and Support Staff	Yes	\$1,600.00	\$1,600	0.00%	0.00%
2	2.2	2a.) Supplemental Activities Promoting Student Engagement	Yes	\$149,085.00	\$103,304	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.3	3a.) Chronic Absenteeism Incentives, Communication, Positive School Climate and Culture	Yes	\$26,304.00	\$9,703	0.00%	0.00%
2	2.5	5a.) Safety, Learning Environment, and Improved Facilities	Yes	\$43,836.00	\$22,631	0.00%	0.00%
2	2.6	6a.) School Climate and Extra Curricular Activities	Yes	\$35,000.00	\$726	0.00%	0.00%
2	2.8	8a.) Academic/ Social-Emotional Learning Support	Yes	\$130,167.00	\$83,335	0.00%	0.00%
3	3.2	2a.) Parent Engagement, Communication, and Awareness of Chronic Absenteeism	Yes	\$16,000.00	\$5,959	0.00%	0.00%
3	3.3	3a.) Parent Education Offerings	Yes	\$21,900.00	\$28,022	0.00%	0.00%

**2021-22 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$3,774,671	\$1,417,540		37.55%	\$1,035,002.00	0.00%	27.42%	\$382,538.00	10.13%

# Instructions

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because 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 Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 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 educational partners and the public.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

## Engaging Educational Partners

## Purpose

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

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

Statute and regulations specify the educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

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

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner 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 educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs 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 educational partners. 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 educational partners, 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.

## **Required Goals**

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### **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 2020–21 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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants:*** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

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

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

#### **Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent:*** For school districts with an unduplicated pupil percentage of 55 percent 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 percent:*** For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

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

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

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

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

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

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; 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 transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

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

**LCFF Carryover Table**

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

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

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

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