

LEARNING CONTINUITY and the LOCAL CONTROL and ACCOUNTABILITY PLAN

DELAC Stakeholder Meeting

March 17, 2021

As Washington Colony progresses toward a full reopening, the circumstances of COVID-19 continue to impact planning with considerations for the health, safety, and learning loss for all students. Moving forward from the school closure in March, 2020, the district reopened in August, 2020 with Distance learning available for all students. In November 2020, the option of the hybrid or blended model was offered to students/families wishing to return to in-person learning. Students were grouped into two cohorts and were able to attend school two days per week with distance learning continued on the other three days. The option for the Five Day Distance Learning format was still available to students/families not ready to return.

Within this plan are the district's intentions to continue actions toward the goals encompassing ELA, math and ELD found in the Local Control Accountability Plan (LCAP). The LCAP goals are: 1) increasing achievement and proficiency levels in ELA, Math, and ELD; increasing levels of English proficiency for English learners; 2) increasing a positive school climate and maintaining facilities in good repair; and 3) increasing stakeholder engagement and providing parent education.

Currently in-person learning includes, but is not limited to small group instruction; intervention to accelerate learning progress for students exhibiting learning loss due to circumstances of COVID; special education; EL support; and assisting students' transition back to school. As allowable by the California Department of Public Health, the district will follow the recommended guidelines for the health and safety of students and staff.

Additionally, the district continues to offer Grab and Go breakfast and lunch for Washington Colony students; work packets aligned to instruction; and Chromebooks and connectivity (hotspots) for families in need.

The Supplemental and Concentration Funding received is primarily directed toward our English Learners, low income and foster students (unduplicated students) and are designed to help the District balance the COVID-19 pandemic related educational needs of identified students. These actions and services are being developed using input from stakeholders, including educators, parents, students and community members to be effective with and directed toward the pandemic-related needs of our unduplicated students to support progress toward our LCAP goals. These actions and services are designed to increase or improve services.

Learning Loss Strategies

- The district is administering Accelerated STAR Reading and STAR Math assessments to establish baseline data and to measure learning loss as a result of COVID-19 in grades 1-8. TK- Kindergarten administers the diagnostic assessment from the Educational Software for Guided Instruction (ESGI) at the beginning of the year.
- Throughout the year, progress monitoring is done each trimester in the areas of ELA-ELD and mathematics using standards-based benchmark assessments.
- Measures of progress in both literacy and math are monitored using the Accelerated STAR Reading and STAR-Math tests each trimester.
- Renaissance Learning supports teachers in the areas ELA, Math, ELD, and Instructional Technology to connect virtual delivery of online content instruction during Distance Learning. The district purchased and is implementing STAR MATH and Freckle ELA/ELD and MATH Licensing for all TK-8 students. Freckle Reading and Math are supplemental programs that support standards-based content instruction for students exhibiting learning loss.

Mental Health and Social Emotional Well-Being

- The district established a multidisciplinary team dedicated to assisting 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 meets on a weekly basis to discuss referrals, to identify available resources and needs for students and families,
- The district contracts with Fresno County Superintendent of Schools for mental health, school psychologists, and behavioral health services (All 4 Youth).

Health and Safety

- Safety and Security Improvements have included Personal Protective Equipment (PPE), disinfectants, washing stations, signage and touchless thermometers during the COVID-19 Pandemic

Technology

- The new classrooms and the reading lab, have been provided with updated technology that includes hardware, software, Smartboard(s) and Chromebook cart(s)
- Increased Technology and Accessibility: Smartboards have been installed in every classroom. All students have daily access to a Chromebook device for ELA/ELD and Math instruction with a school-wide student ratio of 1:1.
- Connectivity hotspots and a monthly data plan is ongoing for the 5-day Distance Learning and Hybrid Instructional Models
- The district purchased iPads for all Kindergarten students to participate in live interactions with teachers during the 5-day Distance Learning and Hybrid Instructional Models

Professional Development

- All staff received training for delivery of content instruction using the Zoom platform.
- ELA/ELD/MATH robust professional development for teachers and weekly PLC collaboration opportunities have been available throughout the year.

Additional Supports

- Maintains two part-time intervention teachers and two bilingual instructional aides for supplemental instruction in the Reading Lab, and the implementation of STAR/AR reading programs
- Maintains a Full-time Literacy ELA/ELD Coach for the purpose of assisting classroom teachers and other staff in the implementation of ELA/ELD standards based instruction aligned to the claims and targets in SBAC for unduplicated students.
- Implements Standards Aligned ELA/MATH/SCIENCE STEM supplemental curriculum, computer software, materials and supplies for instructional programs
- Maintains the Full-time Music teacher and the Full-time PE teacher in order to create additional PLC and Collaboration time for research-based best practices
- Early Literacy resources and staff support; Instructional Aides for the Kindergarten classes to provide instructional support to strengthen the Early Literacy program
- Accelerated Reader (AR) and Accelerated Math (AM) Programs
- Positive Behavior Intervention & Supports (PBIS) program
- Dedicated time for Learning Loss built into the daily schedules
- Extracurricular trips (only under the guidelines of County Department of Public Health during the pandemic)

Parent Outreach and Attendance

- Truancy Interventions
- Continue to increase District/Site parent communication and involvement in District-wide activities; improve accessibility to websites, grading and attendance systems; purchase

district mobile app, purchase student planners to increase communication from school to home regarding academic assignments and progress

- Maintenance expenses for digital messaging marquee and Blackboard connect
- Maintained the Part-time Parent Liaison that will provides a system of support in order to increase communication to all families, monitor attendance, truancy data, and reduce Chronic Absenteeism with interventions by the 3-tiered levels throughout the year
- Parent Education Opportunities

Nutrition

- Maintained the Grab and Go System to provide breakfast and lunch to all students enrolled at Washington Colony

The percentage to increase or improve services was calculated at 34.05% using the dollar amount of \$1,226,338. By directing all the supplemental and concentration funding toward actions principally directed toward our unduplicated students, the district has increased or improved services by at least the percentage calculated above as compared to the services provided to all students. As a result, the district has demonstrated that it has met the minimum proportionality percentage by expending \$1,226,338 on actions and/or services principally directed towards the unduplicated student population. These actions are found in the Learning Continuity Plan and in other district plans.