

Washington Colony Elementary School District
LCAP 2022-23 Annual Update
Educational Partners Input Meeting
March 23, 2022

- As we progress during a full reopening, COVID will continue to impact our planning with considerations for the health, safety, and learning loss for all students.
- The Learning Continuity Plan, the Expanded Learning Opportunity Grant Plan (ELO, and the ESSER III Expenditure Plan indicated the district's intentions to continue actions toward the goals found within the LCAP. The goals are 1) to increase achievement and proficiency levels in English Lang Arts, Math, and English Lang. Development; 2) increase a positive school climate and maintain facilities in good repair; and 3) increase stakeholder engagement and provide parent education.
- Currently with full reopening of a 5-day in-person the model, teachers can provide small group instruction, intervention for learning loss, and English learner and special education support to assist the transition back to school.
- The district offers Independent Studies to students that opted to enroll in the Edgenuity online program with live interactions and Synchronous and Asynchronous Part-Time teacher. The district provides; printed Instructional Materials, Chromebooks (with connectivity or Hot Spots for students enrolled in the IS program.)
- The Supplemental and Concentration funding received is directed toward unduplicated students which are our English Learners, low income, and foster students. The funding is also designed to help the District balance any COVID related educational needs of identified students.
- Moving forward, actions and services are being developed using input from Educational Partners—including educators, parents, students, and community members to support progress toward our LCAP goals. This Mid-Year Supplemental Update report states the actions that are intended to increase or improve services including the recently concentration grant add-on funds received (15%).

The following actions and services are currently in place in the Learning Continuity Plan, ELO Plan, the ESSER III Expenditure Plan, and the Local Control Accountability Plan.

Learning Loss Strategies

- Accelerated STAR Reading and STAR Math assessments are being used to establish baseline data to measure learning loss in grades 1-8. Kindergarten administered the diagnostic assessment from the Educational Software for Guided Instruction (ESGI) at the beginning of the year. The STAR assessments are administered each trimester to monitor progress.
- Standards-based benchmark assessments continue to be used for progress monitoring each trimester in the areas of ELA-ELD and mathematics.
- The district purchased licensing and is implementing STAR MATH and Freckle ELA/ELD and MATH for all TK-8 students. Freckle Reading and Math are supplemental programs that support standards-based content instruction for students exhibiting learning loss. Additionally, SeeSaw was purchased to support early literacy and MyOn Reading was purchased to support wide independent reading. These supplemental programs support teachers in the virtual delivery of online content instruction during Distance Learning.

- Tutoring: Before/After School/Saturday, Winter/Spring Academies and Extended Summer School

Mental Health and Social Emotional Well-Being

- 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 and to meet the needs of students and families.
- The district contracts with Fresno County Superintendent of Schools for mental health, school psychologists, and behavioral health services (All 4 Youth).
- Hired a new K-8 School Counselor will assist students and families focusing on mental and behavioral health services; identify and address barriers to learning; train staff to recognize student needs and guide staff, students and families to resources that will support social and emotional learning.
- Hired a new LVN will support the physical wellness and provide resources to parents such as access to meal programs, vision, or hearing referrals, and other services promoting wellness.

Health and Safety

- Safety and Security Improvements have included Personal Protective Equipment (PPE), disinfectants, washing stations, signage and touchless thermometers during this last year due to COVID.
 - Install a HVAC System with Solar Powered in the existing cafeteria
 - Install Air Purifiers in the cafeteria
 - Install an Isolation for Health Services Portable Room
 - Construct an outdoor sheltered area
 - Expand the Outdoor Learning and Playground Areas for social distancing
 - Install touchless motion sensor water faucets in all classrooms
 - Personal Protective Equipment (PPE), disinfectants, washing stations, and signage
 - Additional FCSS Health Services Supplies for LVN supports
 - Purchase COVID-19 Antigen Rapid Test Kits and Maintain the Valencia Lab contract for PCR COVID-19 Surveillance testing
 - Fund COVID-19 On-site Vaccine Clinics
- Purchase and Provide Incentives to all vaccinated students

Technology

- Updated technology that includes hardware, software, Smartboard(s) and Chromebook cart(s) were provided in the new classrooms and the reading lab.
- 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 in-person models
- The district purchased iPads for all Kindergarten students to participate in parent/teacher conferences and daily instruction

Professional Development

- All staff received training for delivery of content instruction using the Zoom platform.
- Professional development in the areas of ELA/ELD and MATH provides support for teachers; weekly Professional Learning collaboration has also been available throughout the year.

Additional Supports

- The Reading Lab staffed with one full-time teacher and two bilingual instructional aides for supplemental instruction.
- The implementation of the STAR/Accelerated Reader program has continued without interruption
- The district maintains a Full-time Literacy ELA/ELD Coach to assist teachers and other staff in the implementation of ELA/ELD standards based instruction for unduplicated students.
- Implementation of Standards Aligned Content supplemental curriculum, computer software, materials and supplies for instructional programs
- We have maintained the Full-time Music teacher and the Full-time PE teacher in order to create Professional Learning and Collaboration time focused on research-based best practices
- The district has purchased Early Literacy resources and provided staff support; we've hired Instructional Aides for the Kindergarten classes to provide support in strengthening the Early Literacy program
- Accelerated Reader (AR) and Accelerated Math (AM) Programs
- We have continued the Positive Behavior Intervention & Supports (PBIS) program
- Extracurricular trips are included in the LCAP and will continue under the guidelines of County Department of Public Health during the pandemic

Parent Outreach and Attendance

- Truancy Interventions
- As in the previous LCAP We will continue to increase 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 provides a system of support in order to increase communication to all families, monitor attendance, truancy data, and reduce Chronic Absenteeism with interventions
- Parent Education Opportunities (Parent Institute for Quality Education, PIQE Fall 2021/Spring 2022)

The percentage to increase or improve services was calculated at 36.76% using the dollar amount of \$1,361,855 for the 2022-23 school year. The supplemental and concentration funding used to address actions is principally directed toward our unduplicated students. The district has increased or improved services by at least the 36.76% calculated as compared to the services provided to all students. As a result, the district has demonstrated that it has met the minimum proportionality percentage for our unduplicated students. These actions are found in the Learning Continuity Plan, ESSER III Expenditure Plan and in other district plans.

As we continue to implement and monitor the LCAP for 2021-22, the district would like to provide you with a description of how to use the concentration grant add-on funds received to increase the number of certificated staff, classified staff, or both including custodial staff, who provide direct services to students on school campuses: (Add-On Funds \$184,203)

- 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)
- Hire an Instructional Aide for the 2nd grade classes to provide support in strengthening the Early Literacy program
- Hire a COVID-19 Emergency Part – time Custodian
- Hire a COVID-19 Emergency Part -Time Receptionist
- Hire a Part-time Academic Program Consultant

Successes: 5-Day Reopening the academic program and Implementation of Health & Safety Protocols
 Challenges: COVID-19 Pandemic surge and staffing shortages and unfilled vacancies

Reference Plans: www.washingtoncolony.org
Learning Continuity and Attendance Plan
Expanded Learning Opportunities Grant (ELO)
Local Control and Accountability Plan
ESSER III Expenditure Plan
LCAP 2021-22 Mid-Year Supplemental Update