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

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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 2021-22 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 Supplemental 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 (p. 35-36)
- Expanded Learning Opportunities Grant Plan www.washingtoncolony.org (p. 1-2)
- Local Control and Accountability Plan www.washingtoncolony.org (p. 52-55)
- ESSER III Expenditure Plan 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.

- Install a HVAC System with Solar Powered in the existing cafeteria (In-Progress)
- Install Air Purifiers in the cafeteria (In-Progress)
- Install an Isolation for Health Services Portable Room (In-Progress)
- Construct an outdoor sheltered area (In-Progress)
- Expand the Outdoor Learning and Playground Areas for social distancing (In-Progress)
- Install touchless motion sensor water faucets in all classrooms (In-progress)
- Personal Protective Equipment (PPE), disinfectants, washing stations, and signage (available)
- Additional FCSS Health Services Supplies for LVN supports (In-progress)
- Purchase COVID-19 Antigen Rapid Test Kits and Maintain the Valencia Lab contract for PCR COVID-19 Surveillance testing (available for staff and students)
- Fund COVID-19 On-site Vaccine Clinics (6 vaccination clinics provided this year 2021-22)
- 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.

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