

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
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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)

Board of Directors and Parental engagement included:

Providing an update to the 2021–22 LCAP at a regularly scheduled meeting (LCAP Supplemental Plan template)

Reviewing the Budget Overview for Parents document

A review only: No approvals are needed for the plan template or the Budget Overview for parents

Awareness that the LCAP supplement is a point-in-time report and will not be revised prior to being included in the 2022-23 LCAP.

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.

The School used the approximately \$35,700 in add-on concentration grant funding to support salary for a Designer/Educational Technology Coordinator for staff development and training.

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.

As each federal fund was released, the board was instrumental in reviewing and discussing use of the funds:

ESSER I – PPE and partial instructional salaries

ESSER II – Educational technology, large outdoor classroom for safe distancing, medical staffing, improving indoor air quality, sanitization supplies

ESSER III Assurances and Expenditure Plan

Strategies for Continuous and Safe In-Person Learning – Bus purchase/lease (permission granted)

Addressing Lost Instructional Time – Extending Summer Session, Scholar-Centered Support

Use of Any Remaining Funds – Medical Assistant and Contact Tracing Staff

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.

Progress:

- Maintained the health and safety of students, educators, and other staff
- Ensured continuity of services by providing additional summer learning time
- Added a scholar-centered hour each day after school
- Hired medical staffing to assist with vaccinations, testing, and contact tracing
- Externally contracted substitute teachers and staff, outdoor tent facility, additional PPE, and disinfection services.

Challenges included:

- Shortened instructional day and
- Late start and end time due to busing limitations
- Staffing shortages due to illness
- Substitute teacher shortage
- Extended hiring process.

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.

Funding is Aligned as follows.

ESSER III Expenditure Plan aligned with LCAP goals:

1. a. LCAP Goal 3 – School Structure, addresses State Priorities 1, 3, 4, 5, 6, 7, 8. Bus

Purchase/Lease to include electric vehicles, staffing, maintenance and insurance – Provide transportation for all scholars to attend school. All students live outside of the service area. Due to the effects of COVID, transportation is no longer available and the site must provide a vehicle for students to receive continuous instruction. Further, due to the effects of COVID, our electric busing fleet can provide for Contact Tracing and safer, in-person learning. - Page 55 of The Preuss School LCAP. Progress: Ad Hoc Committee working to purchase/lease electric vehicles. Bus purchase/lease (permission granted), working on a request for bids with Procurement.

1. b. LCAP Goal 2 – High-Quality Teaching and Learning, addresses the following State Priorities: 1, 2, 3, 4, 5, 6, 8. Extending Summer Session – To address lost instructional time, create an extended summer session from ten days to twenty days. Integrate in-person instruction along with APEX Learning system with credentialed instructors. Additional instructional time supports scholars achieving subject-matter proficiency across all subjects. Summer session includes access to Mental Health and Wellness support. – Pages 45-52 of The Preuss School LCAP. Progress: Extended summer session held in 2021, currently in planning stages for 2022.

1. c. LCAP Goal 3 – School Structure, addresses 1, 2, 4, 5, 6, 8. Scholar-Centered Support – Staffing an additional hour at the end of the school day to support academic progress with tutoring, homework support and credit recovery. – Page 53 of The Preuss School LCAP. Progress: Hired 15 Scholar-Centered Support staff to supervise and assist with after-school activities.

1. d. LCAP Goal 1 – Building a Culture of Community and Collaboration, addresses the following State Priorities: 1, 4, 5, 6, 7, 8. Nursing/Medical staff to support safe learning – Nursing staff & Medical Assistants will conduct regular COVID testing, oversee contact tracing and wastewater detection alerts, set up vaccination clinics, coordinate with County Health Dept. and ensure campus-wide compliance with all COVID protocols. – Page 41 of The Preuss School LCAP. Progress: Hired one full-time nurse and one medical assistant.

1. e. LCAP Goal 1 – Building a Culture of Community and Collaboration, addresses the following State Priorities: 1, 4, 5, 6, 7, 8. Contact Tracing Staff – In the event of positive cases, provide immediate contact tracing for all staff and student populations. – Page 41 of the Preuss School LCAP. Progress, hired four contact tracers.

2. Plan for Safe Return to In-Person Instruction and Continuity of Services: The School was able to return on-site in August, with safe distancing, PPE, and medical staffing in place.

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 2021–22 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