



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).

The district received funding from the following sources that have a direct connection to the LCAP:

- ESSER I
- ESSER II
- ESSER III
- Expanded Learning Opportunities Grant
- Educator Effectiveness Block Grant

NOTE: An additional 15% was added to the LCAP Concentration Grant for the Hanford Elementary School District through the Budget Act of 2021. The increase was approximately \$1,877,408. The Hanford Elementary School District included these funds in their 2021-2022 to 2023-2024 Year 1 LCAP.

The district engaged its educational partners on the actions and services from these funding sources that are connected to the LCAP:

PARENT ADVISORY COMMITTEE (PAC)

The Parent Advisory Committee met or will meet on:

- 5/25/2021 PAC Meeting #4 (2021)
- 10/26/2021 PAC (Training Session)
- 11/16/2021 PAC (Training Session)

12/14/2021 PAC Meeting #1
1/18/2022 PAC Meeting #2
3/15/2022 PAC Meeting #3
5/24/2022 PAC Meeting #4

The district maintains a Parent Advisory Committee (PAC) that meets regularly throughout the year, providing input into the districts' programs and services for students. Although the primary purpose of the Parent Advisory Committee is to provide input into the development of the district's Local Control Accountability Plan (LCAP), the recommendations made by the PAC go beyond the LCAP, supporting the needs of students needs across the district, regardless of specific plans or funding sources (although these funds were specifically discussed at these meetings). The PAC is a well informed group of parents who have received substantial training and support and have participated in analysis of the district's student achievement data, school climate data, and data showing students' social and emotional needs. Members of the PAC understand the opportunity gaps that existed before, and were exacerbated by the COVID-19 pandemic. Members of the PAC are well-informed on the district's programs and services for students, also going beyond programs and services in the LCAP, and are active participants in the district's comprehensive strategic planning.

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

The District English Learner Advisory Committee met or will meet on:

5/27/2021 DELAC Meeting #4
11/4/2021 DELAC (Training Session)
11/18/2021 DELAC (Training Session)
12/16/2021 DELAC Meeting #1
1/20/2022 DELAC Meeting #2
3/17/2022 DELAC Meeting #3
5/26/2022 DELAC Meeting #4

The District English Learner Advisory Committee (DELAC) is comprised of a majority of parents of students who are English learners. The DELAC meets regularly throughout the school year. Although the primary purpose of the DELAC is to provide input into the development of the district's federal Title I and Title III programs and services for English learners, the recommendations made by the DELAC go beyond these funding sources and plans, supporting the unique needs of students who are English learners across the district, regardless of specific plans or funding sources (although these funds were specifically discussed at these meetings). The the DELAC is a well informed group of parents who have received substantial training and support and have participated in analysis of the district's student achievement data, school climate data, and data showing students' social and emotional needs as they relate to students who are English learners. Members of the DELAC understand the opportunity gaps that existed before, and were exacerbated by the COVID-19 pandemic. Members of the DELAC are well-informed on the district's programs and services for all students, with an emphasis on students who are English learners, and are active participants in the district's comprehensive strategic planning.

THE HANFORD ELEMENTARY TEACHERS ASSOCIATION

The Hanford Elementary Teachers Association (HETA) on:
5/4/2021

3/1/2022
5/16/2022

HETA is the bargaining unit for the district's teachers.

THE CALIFORNIA SCHOOL EMPLOYEYEE ASSOCIATION

The California School Employee Association (CSEA) met or will meet on:

5/17/2021

3/21/22

5/16/2022

CSEA is the bargaining unit for the district's classified employees.

BARGAINING UNITS, OTHER PERSONNEL

Programs and services for students that are included in the LCAP along with the additional funding sources are a regular agenda item at the district's meet-and-consult sessions with the certificated and classified collective bargaining units. These groups have provided input into the district's services and programs and on how to prioritize these programs and services.

PUBLIC HEARINGS/PUBLIC MEETINGS

A public hearing for the LCAP (Year 1) was held on June 9, 2021.

A public meeting for approval of the LCAP (Year 1) was held on June 23, 2021.

A public hearing for the LCAP (Year 2) will be held on June 8, 2022.

A public meeting for approval of the LCAP (Year 2) will be held on June 22, 2022.

A public hearing for the Educator Effectiveness Block Grant was held on 11/10/2021.

A public meeting for approval of the Educator Effectiveness Block Grant was held on 12/15/2021.

A public hearing for the ESSER III plan was held on 10/13/2021.

A public meeting for approval of the ESSER III Plan was held on 10/27/2021.

A public meeting to provide information and engage the public for the Expanded Learning Opportunities Grant was held on 5/12/2021 (Information Item).

A public meeting for approval of the Expanded Learning Opportunities Grant Plan was held on 5/26/2021.

A presentation to the Hanford Elementary School District Board of Trustees titled "Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan" was conducted on February 23, 2022.

SURVEYS

A survey was distributed to students on August 19, 2021 with questions related to the district's services and programs.

A survey was distributed to students on March 1, 2022 with questions related to the district's services and programs.

A survey was distributed to parents on February 11, 2022 with questions related to the district's services and programs.

THE DISTRICT'S INSTRUCTIONAL CABINET

The District's Instructional Cabinet met or will meet on:

12/2/2021
9/30/2021
10/28/2021
2/24/2022
3/31/2022
4/28/2022

The district's Instructional Cabinet is comprised of district office administration and leadership (including special education administrators) along with school site principals and learning directors (other school leaders/educators) and meets regularly throughout the school year. At these meetings, the Instructional Cabinet conducts analysis of the district's student achievement data, school climate data, and data showing students' social and emotional needs. The district's Instructional Cabinet are the primary leaders of the district's strategic planning, and are experts in conducting analysis of the district's areas of strength and areas of need especially as they relate to:

- Students who are low-income
- Students who are English learners
- Students of color
- Students who are foster youth
- Homeless students
- Students with disabilities
- Migratory students

The Instructional Cabinet, as they develop the district's strategic planning, considers the perspectives and insights of each of the required community groups, especially as they relate to the COVID-19 pandemic, and utilize these perspectives and insights as they develop the most effective strategies and interventions for students, including the use of the additional 15% that was added to the LCAP Concentration Grant.

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.

All schools in Hanford Elementary School District except Jefferson Academy have an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Hamilton Elementary
Martin Luther King Elementary
Lincoln Elementary
Monroe Elementary
Lee Richmond Elementary

Roosevelt Elementary
Joseph Simas Elementary
Washington Elementary
John F. Kennedy Junior High
Woodrow Wilson Junior High

The district used the additional concentration grant fund add-on to increase the Licensed Vocational Nurses at each school site with students who are low-income, English learners, and/or foster youth that is greater than 55 percent from part-time to full time (1 LVN at each of the 10 school sites). The LVN provides low-income, English learners, and foster youth with an array of supports designed to improve health, promote wellness and school attendance. LVNs deliver direct services to students to eliminate barriers to attendance and learning.

The district used the additional concentration grant fund add-on to increase the Library Media Technician at each school site with students who are low-income, English learners, and/or foster youth that is greater than 55 percent, from part-time to full time (1 LMT at each of the 10 school sites). Library Media Technicians support low-income, English learners, and foster youth by providing them with material supports that allow them to access the standards aligned instruction in a way that is equitable to all students. School libraries that are open and fully staffed during school hours provides low-income, English Learners, and foster youths with increased access to books, periodicals, and electronic educational media at school and at home. By providing increased library services to low-income, English learners, and foster students, they have increased access to reading. LMTs in the school libraries serve as the check-out/check-in point for student technology including laptops and iPads. LMTs serve as the initial point of contact for troubleshooting technology/repairing devices. In addition, LMTs support school staff and the district through their Destiny library information system database by inventorying all instructional materials, laptops, and iPads for students and staff. By monitoring this inventory system, LMTs ensure that each classroom has the necessary instructional materials and technology for each teacher, instructional aide, and student, and will order new materials when needed.

The district used the additional concentration grant add-on funding (in combination with the Expanded Learning Opportunities Grant) to increase the number of Counselors (one at each elementary school and two at each junior high school) and also increased the number of social workers from one to three that serve the schools with enrollment of low-income, English learners, and/or foster youth that is greater than 55 percent.

The district used the additional concentration grant add-on funding it received to hire Educational Tutors for each school site. Currently each school site with enrollment of low-income, English learners, and/or foster youth that is greater than 55 percent has at least one Educational Tutor. The district plans to continue to hire up to 22 Educational Tutors for school sites with enrollment of low-income, English learners, and/or foster youth that is greater than 55 percent.

The district used the additional concentration grant add-on funding it received to hire and maintain READY (After School Program) Tutors for school sites with enrollment of low-income, English learners, and/or foster youth that is greater than 55 percent.

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.

FAMILIES

The district maintains a Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC) that meets regularly throughout the year, providing input into the districts' programs and services for students. Although the primary purpose of the Parent Advisory Committee is to provide input into the development of the district's Local Control Accountability Plan (LCAP) and the primary purpose of the DELAC is to provide input into the development of the district's federal Title I and Title III programs and services for English learners, the recommendations made by the PAC & DELAC focus on supporting the needs of students across the district, taking in account all the various plans and funding sources. Members of the PAC & DELAC are well-informed on the district's programs and services for students and are active participants in the district's comprehensive strategic planning. Members of the PAC & DELAC, along with their children and families, have all been impacted by the COVID-19 pandemic. Therefore, the members of our PAC & DELAC fully consider the perspectives and insights of each of the required community members in identifying the unique needs of the district, especially as they relate to the COVID-19 pandemic, and utilize these perspectives and insights as they make recommendations on the most effective strategies to support recovery from the COVID-19 pandemic. The PAC met on December 14, 2021 and January 18, 2022. DELAC met on December 16, 2021 and January 20, 2022.

TEACHERS, OTHER EDUCATORS, AND THEIR UNIONS

ESSER funds were an agenda item at the district's meet-and-consult sessions with the certificated and classified collective bargaining units. These groups have provided ongoing input into the district's services and programs to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils. HETA (Hanford Elementary Teachers Association) met on September 9, 2021.

STUDENTS: HESD STUDENT SURVEY

Students in grades in 5-8 participate in an online survey each year in which they voice their opinions or concerns and make recommendations on the district's programs and services. Students representing all schools and all the district's student subgroups participate in this survey (approximately 2,000 student participants each year). For the 2021-2022 school year the students participated in this survey in August 2021.

OPPORTUNITIES PROVIDED FOR INPUT FROM THE PUBLIC AT LARGE

The Hanford Elementary School District Board of Trustees meets in public twice each month, on the second and fourth Wednesday of each month. A public comment period is provided at the beginning of each meeting. Written public comments are also solicited on the district's website.

DISTRICT ADMINISTRATORS, PRINCIPALS, AND OTHER SCHOOL LEADERS/EDUCATORS

The district's Instructional Cabinet is comprised of district office administration and leadership (including special education administrators) along with school site principals and learning directors (other school leaders/educators) and meets regularly throughout the school year. The district's Instructional Cabinet are the primary leaders of the district's strategic planning and are experts in conducting analysis of the district's areas of strength and areas of need. The Instructional Cabinet, as they develop the district's strategic planning, consider the perspectives and insights of each of the required community groups, especially as they relate to the COVID-19 pandemic, and utilize these perspectives

and insights as they develop the most effective strategies to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils. For the 2021-2022 school year, the Instructional Cabinet committee met on September 30, 2021, October 28, 2021, and December 2, 2021.

Expanded Learning Opportunities Grant Plan Educational Partner Engagement (See pages 1-2)

<https://resources.finalseite.net/images/v1622130256/hesdk12caus/nlnjfy0mnbfz3orjqdd/ExpandedLearningOppGrantBoardApprovedMay262021.pdf>

ESSER III Plan Educational Partner Engagement (See pages 2-7)

<https://resources.finalseite.net/images/v1638398594/hesdk12caus/hnpndwktuoh3b9ofh2nz/HESDESSERIIIPlanApprovedOct272021UpdatedDec12021.pdf>

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.

FROM ESSER 3:

<https://resources.finalseite.net/images/v1638398594/hesdk12caus/hnpndwktuoh3b9ofh2nz/HESDESSERIIIPlanApprovedOct272021UpdatedDec12021.pdf>

Items that focus on Health & Safety

The Hanford Elementary School Districts plans to maintain the health and safety of students, educators, and other staff and ensure continuity of services are:

IMPROVE/UPGRADE/REPAIR SCHOOL FACILITIES

The district is and/or will improve/upgrade/repair facilities to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs. This includes but is not limited to school sites, district office sites, the Teacher Resource Center, the District Service Facility (DSF), the district kitchen, the Network Operation Center (NOC), district vehicles (e.g. delivery and maintenance vehicles and school busses).

INDOOR AIR QUALITY & VENTILATION:

The district is and/or will inspect, test, maintain, repair, and or upgrade the components of its heating, air conditioning, and ventilation, systems to improve the indoor air quality in school facilities to maintain the health and safety of students and staff. These repairs/upgrades include, but are not limited to mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacements.

SANITATION TO MINIMIZE THE SPREAD OF INFECTIOUS DISEASES

The district is and/or will implement sanitization processes and procedures designed to minimize the spread of infectious diseases including but not limited to: hiring additional custodial/maintenance staff (or maintaining the currently elevated level of staff), training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases, purchasing supplies, materials, and equipment to sanitize and clean the district's facilities.

IMPLEMENTING HEALTH PROTOCOLS

The district is and/or will develop and implement strategies and/or public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

HEALTH PROFESSIONALS (PHYSICAL/MENTAL/SOCIAL/EMOTIONAL)

The district is and/or will provide students with mental health services and supports, including through the implementation of evidence-based full-service community schools. School health professionals and counselors provide direct services to students to promote well-being and health and intervene with actual and potential health problems. Increase and/or maintain School Nurses (RNs), Licensed Vocational Nurses (LVNs) (One per school site), School Nursing Supplies/Materials, School Counselors, and Psychologists to maintain the health and safety of students.

SCHOOL SUPPORT STAFF

The district is and/or will provide students with mental health services and supports, including through the implementation of evidence-based full-service community schools. Additional support staff such as Student Specialists, Vice Principals, Yard Supervisors, and Community Day School, provide direct services to students to promote positive school climate, good citizenship, and school safety.

SUCSESSES

With the increase in funding, the district has:

- Increased the LVNs (Licensed Vocational Nurses) at each school site with students who are low-income, English learners, and/or foster youth that is greater than 55 percent from part-time to full time (1 LVN at each of the 10 school sites).
- Increased the Library Media Technician at each school site with students who are low-income, English learners, and/or foster youth that is greater than 55 percent, from part-time to full time (1 LMT at each of the 10 school sites).
- Increased the district's staff of Counselors to included one at each school site with students who are low-income, English learners, and/or foster youth that is greater than 55 percent, from part-time to full time (1 Counselor at each of the 10 school sites).
- Added two additional Social Workers, increasing from 1 social worker to 3 social workers that serve the district's low-income, English learners, and/or foster/homeless youth.
- Added two additional psychologists that serve the district's low-income, English learners, and/or foster youth.
- Eliminated all combination class through the district with the exception of TK/K.
- Hired Educational Tutors at each school site with students who are low-income, English learners, and/or foster youth that is greater than 55 percent. Currently at least 1 Educational Tutor at each of the 10 school sites.
- Students were supported with a robust summer program that included both academics and enrichment. 20-21 summer had 1,000 students enrolled at the beginning and completed with approximately 800 students. Planning is in progress for 21-22 summer.

CHALLENGES

One of the district's biggest challenges is that of hiring personnel to fill all the available positions. There is a shortage of personnel affecting:

- Hiring of additional Educational Tutors

- Hiring of READY (After School Program) Tutors
- Hiring of qualified Bus drivers

With the world in COVID-19 turmoil, there has been:

- Issues with ordering of materials as companies are back logged on orders or out of stock.
- Issues with sourcing out projects due to companies having lack of personnel currently working.
- Issues with receiving materials (Instructional Materials, Intervention Materials, HVAC Systems and Components, Computers, Smart Boards, etc.) due to shipping delays.
- Issues with lack of substitutes forcing Learning Directors, Various Coaches, and District Admin to sub in classrooms to keep schools running.
- The implementation of after-hours tutoring being delayed due to staffing
- Study Trips being postponed, limiting the expansion of broadening the learning experience

Safe Return to In-person Instruction and Continuity Plan:

<https://resources.finalsite.net/images/v1643149104/hesdk12caus/jxo76269fifccj9rw8go/SafeReturntoInPersonInstructionandContinuityPlan.pdf>

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.

Hanford Elementary School District has aligned its fiscal resources of applicable plans as such through our 5 goals:

Goal 1: Students will receive a broad educational program that includes English language arts, mathematics, science, history, visual and performing arts, and physical education.

Students are provided with materials, technology, activities, and courses of study that support and enrich their core, standards aligned instruction, including art, music, physical education.

Services that students receive under Goal 1 include fully staffed school libraries that are open every day; computers and iPads; instruction in art, music, and physical education; academic study trips at each grade level; an after-school program; and after-school athletic activities.

- School libraries are open during school hours and are supported with staff, books, periodicals, and technology including electronic books. School libraries serve as the check-out/check-in point for student technology including laptops and iPads. Libraries serve as the initial point of contact for troubleshooting technology/repairing devices. Media service aide for each school site and Destiny library information system. LMT (Library Media Technicians) increased from part-time to full-time.
- Students in grades 2-8 have access to laptop computers and standards aligned digital content. Students in grades TK-1 have access to an iPad and standards aligned digital content. Laptop for each student grades 2-8. iPad for each student in TK, K, 1. 7 computer technicians. Standards aligned digital content/subscriptions
- Students in each grade level attend a study trip that is aligned with content standards for their grade including entrance fees and transportation. Currently on hold due to COVID-19.

- Art, music, and PE instruction is supported with staff, supplies, and materials. 3 Art Teachers and Art Supplies. 5 Music Teachers and Music Supplies/Equipment/Instruments. 5 PE Teachers and PE Supplies. After School Athletics and Youth Development Personnel along with after School Athletics and Youth Development Supplies
- Students in grades K-6 have the opportunity to participate in an afterschool enrichment program until 6:00 p.m. at no charge to families. This includes READY Program Staff and READY Program Supplies/Materials.

Goal 2: All students will make progress toward proficiency on the state adopted standards and English learners will make progress learning the English language.

Students are provided with the academic instruction and support that will enable them to achieve at high levels.

Services that students receive under Goal 2 include the reduction of class-sizes in grades 4-6 and the elimination of combination classes in those grades, a summer academic and enrichment program, and supports for students who are English learners or foster youth. The district provides leadership under Goal 2 ensuring that core academic instruction is raising achievement, and that struggling students, ELs, homeless, and foster youth receive additional support.

- Classroom staffing levels will be maintained or increased to reduce or eliminate combination classes in grades K-6 and to lower class size in grades 4-8. We are staffed at 22 teachers above what we would normally have based on our current enrollment. With the exception of TK/K there are no combination classes.
- Students are supported with a robust summer program that includes both academics and enrichment. 20-21 had 1,000 students enrolled at the beginning and completed with approximately 800 students. Planning is in progress for 21-22 summer.
- Provide low income students and English learners with up-to date/upgraded instructional materials that provide specialized lessons, materials, and technology components that are specifically designed to provide increased supports for English learners and struggling students.
- Designated and Integrated ELD are supported with staff, supplies, and materials.
- After school tutoring

DESIGNATED ELD

EL students are provided with consistent, effective, research-based designated English language development instruction that is carefully planned and explicitly taught; that includes opportunities to develop fluency through authentic oral and written practice; that includes activities with language beyond students' current level of proficiency; and that is specifically targeted to students' English proficiency levels. Students will receive ELD instruction at their English language development level during the ELD instructional block. Each school will implement a 30-minute block of time each day for English language development instruction. The district leadership team will monitor and provide technical assistance and professional development for the implementation of ELD at school sites. Students' ELD level will be appropriately and promptly identified. District level leadership team will provide school sites with professional development/technical assistance in developing deployment schedules so that all students are provided with ELD instruction at their ELD level.

INTEGRATED ELD

EL Students are supported across the school day in all content areas. English learners in Hanford Elementary are referred to as ELITE because being an English learner, knowing two languages and working toward becoming bilingual and biliterate, is considered an asset rather than a handicap. All content area instruction includes the intentional use of scaffolds to remove barriers to learning for English learners. Integrated ELD:

- Includes intentional supports and scaffolds that happen by design
- Is planned in advance as part of the lesson to eliminate barriers to learning
- Often includes a preview or pre-teach to build background knowledge for the topic
- May include small group
- Provides connections to what students already know
- Often includes hands on activity and discussion (with language supports as needed)
- May include the use of charts and graphic organizers

Goal 3: The district will hire, support, and retain qualified teachers, support staff, and administrators. Students are supported by ensuring that every student has a qualified, well-trained teacher.

Under Goal 3, teachers are provided ongoing training and support that includes three full-days of professional development. Teachers with preliminary credentials who are new to the profession participate in a beginning teacher support program in which they receive additional training including one-on-one coaching and support for two years. Services that are provided include:

- Teachers are supported with leadership, training, and professional development.
- Provide weekly collaboration time for teachers. Administrators and teachers conduct detailed, sophisticated analysis of students' performance on formative and summative assessments, and use information gained from this analysis to plan instruction and interventions.
- The district will operate a California Commission on Teacher Credentialing (CTC) accredited new teacher induction program. New teachers will receive induction support for two years and will clear their credentials through the induction program. Induction program is currently supporting 18 teacher interns, 20 induction teacher candidates, and 3 CASC administrator induction candidates.

Goal 4: Students will learn in a safe, well maintained school where they are supported, engaged, and connected to their school.

Under Goal 4, every school has a licensed vocational nurse on staff. LVNs are supervised by a team of registered nurses. Licensed school counselors serve both elementary and junior high students. Student specialists at the elementary schools and vice principals at the junior high schools provide behavioral supports. Child welfare and support along with the Community Day School provide an additional layer of supports for students with behavioral challenges. School resource officers ensure that students feel safe (and are safe) at school.

Direct supports for students, from professionals within and outside of the district, are coordinated so that students in need receive timely and effective programs and support. These professionals include:

- Learning Directors (One Per School)
- Director of School Climate, Child Welfare and Attendance
- Admin Secretary (for School Climate Child Welfare and Attendance)
- Supplies/Materials (for School Climate Child Welfare and Attendance)
- Supplies/Materials for Foster Youth
- 3 School Social Workers
- SARB (School Attendance Review Board)

School health professionals and counselors provide direct services to students to promote well-being and health and also intervene with actual and potential health problems. These health professionals include:

- 5 School Nurses (RNs)

- 11 School Nurses (LVNs) (One per school site) (Increased from part-time to full-time)
- School Nursing Supplies/Materials
- 9 School Counselors (Elementary Schools - One per school site)
- 4 Counselors (Junior High) (Two Per School)

Additional support staff provide direct services to students to promote positive school climate, good citizenship, and school safety. These support staff include:

- 8 Student Specialists
- 2 Vice Principals
- 11 LMTs (Library Media Technicians) (Increased from part-time to full-time)
- 2 School Resource Officers
- Yard Supervision
- Community Day School: Admin. Teachers, Classified, Supplies

Transportation services. Elementary students who live 3/4 mile or more from school, and/or junior high students who live one mile or more from school will be provided with transportation to and from school.

Facilities Upgrades to promote student safety & wellbeing and to limit the spread of COVID-19

- Shade structures and picnic tables for outdoor eating and activities
- HVAC upgrades including ionizing filters
- Drinking water bottle fillers (to replace drinking fountains)

Goal 5: Communication between schools and home will be regular and meaningful.

Under Goal 5 families are provided with a variety of information, training, and support. Additionally, families provide insight and input into the district's programs and services through the Parent Advisory Council, the District English Learner Advisory Committee, and school site councils.

The District and school sites will provide parents with conferences, report cards, and other means of communication regarding students' progress.

School sites and the district will provide parents with a variety of informational, training/educational, and social activities. These are coordinated through a Parent Liaison and include a Parent Education Center and Supplies.

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
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