

# 2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tracy Independent Study Charter School (TISCS)	Zachary Boswell Principal	zboswell@tusd.net 209-830-3200

## Goal 1

**Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.**

## Rationale

TISCS chose this goal because our local data (LCAP stakeholder feedback), shows the need for continued academic growth in the area of STEM which impacts multiple subject matter knowledge and future STEM-related careers. TISCS would like to improve in the area of College and Career readiness and ensure all students are ready for the workforce and or higher education. Due to the COVID pandemic TISCS recognizes there will be a need to accelerate learning and tiered supports to help students who may have experienced learning loss. We plan to focus in these areas and will measure progress toward our goal using the identified metrics:

## Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	1.a- Percentage of Teachers Appropriately Assigned and Fully Credentialed in Subject Areas for which they teach	100% 2020-21 SARC Report	100%	100%
	1.b.- Percentage of Sufficient Access to Standards Aligned Instructional Materials for TISCS students	100% Edgenuity Platform & AP materials ordered through IMC	100%	100%
	2.a- Implementation of SBE Adopted Academic and Performance Standards including how programs and services will enable ELs to access the CC academic	Subject/Q1/Q2 ELA: 4/4 ELD: 4/4 Mathematics: 4/4	Not available at this time	Subject/Q1/Q2 ELA: 5/5 ELD: 5/5 Mathematics: 5/5

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	content standards and ELD Standards.	Next Generation Science Standards: 3/3 History/Social Science: 3/3 2020-21 Local Indicator/LCAP Staff Survey		Next Generation Science Standards: 5/5 History/Social Science: 5/5
	4.a- Statewide Assessment Participation Rate ELA/Literacy and Math Grades 3-8, & 11 Science (CAST) Grades 5,8,11, & 12		ELA: 79.2% Participation Rate Math: 79.2% Participation Rate Science: 85.2%	100% Participation 80% Met or Exceeded
	4.b- Percent of students successfully completing A-G		22.7%	100%
	4.c Percent of students successfully completed CTE course from Edgenuity		0.0%	25%
	4.d Percent of students successfully completed both A-G requirements		0.0%	25%
	4.e. Percentage of English Learner progress toward English Proficiency as measured by ELPAC		Unavailable at this time	70%
	4.f- Percentage of English Learner Reclassification		0.0%	25%
	4.g- Percent of students passing Advanced Placement (AP) Exams with 3 or higher		0.0%	85%
	4.h.- Percent of students demonstrating college preparedness Early Assessment Program exam		44.04% ELA 36.90% Math 30.43% Science	70% ELA 45% Math 50% Science

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	(EAP) in Math and English Language Arts in 11th Grade			
	5.a- School attendance Rate		81.8%	98%
	5.b- Chronic Absenteeism Rate		*58.6%	1%
	5.c.- Middle School Drop Out Rate		0.0%	0%
	5.d- High School Drop Out Rate		13.6%	0%
	5.e- High School Graduation Rate		81.8%	100%
	<p>7.a- Pupils have access to and are enrolled in a Broad Course of Study described under EC section 51210 and 51220 (a)-(i) as applicable, including programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the programs and services that are provided to benefit these pupils as a result of the funding received pursuant to Section 42238.02 as implemented by Section 42238.03.</p> <p>This will be measured by the percent of students having access to a broad course of study using master schedules</p> <p>This will also be measured using the percent of student and student groups completing A-G requirements.</p>	<p>K-12 students had access to a broad course of study, as verified by Edgenuity.</p>	<p>K-12 continue to use Edgenuity products. K-5 is in adoption process to increase online materials for all subjects.</p>	<p>100%</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	8 Percentage of pupils meeting prepared on the College/Career Indicator 2019-20 All Student- All English Learners- EL Socio-Economically Disadvantaged- SED		All - 4.5% EL - 0% Low SES - 8.3%	All - 100% EL - 100% Low SES - 100%

### Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	<b>Additional Supplemental Basic Services</b> TISCS staff utilized additional instructional minutes beyond state minimum requirement to close the achievement gap were utilized. Provide all basic services as defined in TUSD/TISCS Resolution 10-04; Clarifying the Primary and Secondary Purposes and Functions of the Tracy Unified School District, and Discerning Core Services from Supplemental Services, and		No	LCFF 231,404		\$231,404.00	\$459,018.17  TISCS has added a significant number of teachers and students. TISCS continues to meet the same instructional minutes.
1.2	<b>Staff-attendance clerk</b> Part-time (4.0) attendance clerk to greet students and families, track attendance, answer phone calls, etc.		No	LCFF 20,556.25 Federal 0		\$20,556.25	\$0 Position change - Full time Site Secretary Hired
1.3	<b>Staff-Registrar</b>		No	LCFF 23,655.28		\$23,655.28	\$9181.20

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	part-time (4.0) registrar to handle grading, engagement/attendance tracking and monitoring, meet with students and families, work side by side with academic counselor for course selections and class scheduling.			Federal	0				TISCS continues to employ a part time registrar.
<b>1.4</b>	<b>Staff - EL Support</b> Continue to provide EL Coordinator and testing team services to support all English learners in TISCS.		Yes	LCFF	1200			\$2,700.00	Year-End  TISCS continues to pay for a district EL Coordinator. Additionally, TISCS is advertising for an ELD position for designated ELD support for K-12 students.
<b>1.5</b>	<b>Edgenuity &amp; Pathblazer</b> Continue to contract with Edgenuity and Pathblazer to provide an on-line learning and curriculum platform for TISCS students grades K-12.		Yes	LCFF	0	LCFF	39200	\$39,200.00	\$16,125  We continue to utilize Edgenuity and Pathblazer, and we are in the process of adopting additional independent study materials for K5 students.
<b>1.6</b>	<b>Part time Academic Counselor</b> Provides course scheduling for all TISCS students, meets with students and families for various supports, schedules and manages SST meetings, etc., liaison for Edgenuity etc.		Yes	LCFF	8,094.00	Federal	0	\$8,094.00	\$6688.45  TISCS continues to employ a part time counselor.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.7	<b>Intervention - Curriculum Supplemental Support</b> TISCS staff will be able to provide supplemental curriculum support and intervention services for all K-12th high need students for during and after the school day.		No Yes	LCFF 5000	LCFF 5000	\$10,000.00	\$0  TISCS is in the process of adopting personalized, online tutoring for students.
1.8	<b>Intervention - Undetermined Support Services</b> Allocate additional funds to provide undetermined support services by district and/or sites as the need is defined during the school year, in which TISCS would be able to utilize.		Yes	Other State 5000	Other State 10000	\$15,000.00	\$0  TISCS is in the process of adopting personalized, online tutoring for students.
1.9	<b>CTE/ROP - Supplemental College/Career Programs &amp; Services</b> TISCS/Edgenuity will have access to CTE/ROP Supplemental Programs, services, and courses to provide students with learning opportunities related to the Real-world and allow them to explore potential career paths for the future.		Yes		LCFF 5000	\$5,000.00	\$0  TISCS has funding set aside for additional CTE courses through the independent study platform as necessary.
1.10	<b>College/Career - UC/CSU</b> TISCS staff will have access to the Implementation and		Yes	LCFF 3000	Federal 0	\$3,000.00	\$0  Professional development has not

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	monitoring of the plan to increase the number of At-risk students meeting UC/CSU requirements upon graduation. Provide professional development for site administrators and counselors of TISCS.						yet occurred for this goal. Professional development has focused on curriculum implementation to date.
1.11	<b>College/Career - Dual Enrollment</b> TISCS students will have access to a partnership with San Joaquin Delta College which will allow "Dual Enrollment" opportunities for high school students to earn Junior College credits while completing high school.		Yes		LCFF 0	\$0.00	\$0
1.12	<b>Technology</b> Purchase technology to support teaching and learning through the implementation of CA State Standards per the district Technology Plan. Provide ongoing training opportunities which will support teaching and learning for all students in TISCS.		Yes		LCFF 47,172.18	\$47,172.18	\$32,737.54  Students continue to receive district technology upon enrollment.
1.13	<b>Professional Development</b> TISCS teachers will attend professional development through TUSD to increase student achievement.		Yes	LCFF 150000		\$150,000.00	Year End  All teachers attend TUSD professional development, in addition to specific Independent Study

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							professional development.
1.14	<b>Curriculum STEM Enrichment</b> TISCS staff will have access to additional hands-on materials and supplies to support STEM education, Edgenuity curriculum, and Girls Who Code after school enrichment.		Yes	LCFF 0 Other State 0	LCFF 5000	\$5,000.00	\$0  This goal has not been implemented yet.

## Goal 2

**Provide a safe and equitable learning environment for all students and staff.**

### Rationale

TISCS chose this goal because providing a safe and equitable environment both mentally and physically is of the utmost importance to TISCS stakeholders. Mental health services and awareness of those services was a high priority for students on the LCAP survey. Due to the COVID-19 pandemic and virtual learning being new to most, students and staff need to feel safe returning to in-person learning. We plan to focus in these areas and will measure progress toward our goal using the identified metrics:

### Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	1.c- School Facilities maintained in good repair	100% 2020-21 FIT Report	100%	100%
	3.a- Parental Involvement - LCAP Survey	Spring 2021 (38.71% & 58.06% strongly agreed or agreed)  2021 LCAP Parent Survey	In progress for 2021-2022	50%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	3.b- Parent Involvement (Unduplicated Students)	<p>100% TISCS has documentation verifying announcements and contacts made throughout the school year.</p> <p>2020-21 School year recruited parents of unduplicated students to participate in Parent Advisory Board through school-wide emails and teacher communications.</p>	100%	100%
	3.c- Parental Involvement (Individuals with Exceptional Needs)	<p>100% TISCS has documentation verifying announcements and contacts made throughout the school year.</p> <p>2020-21 School year recruited parents of unduplicated students to participate in Parent Advisory Board through school-wide emails and teacher communications.</p>	100%	100%
	5.a- School attendance Rate		81.8%	98%
	5.b- Chronic Absenteeism Rate		<p>*58.6%</p> <p>*An error in Tracy Charter attendance calculations was discovered during an audit last year and has been corrected for 2021-2022</p>	1%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	6.a- Pupil suspension rate- the percentage of pupils who are suspended at least once during the academic year	0% 2019-20 Discipline Dashboard Aeries	0.0%	0%
	6.b- Pupil expulsion rate- the percentage of pupils who are expelled from the district during the academic year	0% 2019-20 Discipline Dashboard Aeries	0.0%	0%
	6.c- School Climate and Safety	School Safety Climate Data:  Parents: 16% and 28% strongly agreed and agreed that there students were safe at school.  Students: 16% and 44%% strongly agreed/agreed that they felt safe at school.  Staff: 43% and 29% strongly agreed/agree that they felt safe at work.  2021 - LCAP Parent, Student and Staff Surveys	In Progress	85% or higher
	8.a- Other pupil outcomes -	Social/Emotional and behavioral support and counseling offered by contracted mental health agencies for TISCS will be advertised and available to students 5 days a week.	100%	100%

## Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	FIT Report		No		LCFF 3000	\$3,000.00	\$0

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Complete deferred maintenance at non-bonded schools (ICGC location is non-bonded), per district timeline to meet facility district standards and to address areas identified from the FIT Report.						The district continues to service the site buildings as outlined
<b>2.2</b>	<b>HVAC and Water filtration</b> TISCS will utilize (as needed) such funds to purchase HVAC units and water filtration systems to promote clean air and water.		No		Other State 5300	\$5,300.00	\$0  Not yet implemented
<b>2.3</b>	<b>Personal Protective Equipment (PPE)</b> Purchase PPE for students and staff of TISCS to address COVID-19 as the need arise.		No		Other State 500	\$500.00	\$0  All teachers and students have access to PPE as required.
<b>2.4</b>	<b>Prevention Services</b> TISCS high need students will have access to all preventative services offered by TUSD. Such services include mental health, community resources, social/emotional curriculum, suicide awareness and sex education/awareness.		Yes	Federal 1000	Federal 1000	\$2,000.00	Year End  TISCS students are referred to TUSD prevention services and receive services from Prevention Services.
<b>2.5</b>	<b>Staff Training-Unconscious Bias</b>		Yes	Other State 1000		\$1,000.00	Year End

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Provide Unconscious Bias and Culture Competency Training for all TISCS staff to increase awareness and positive responsiveness to diversity and equity.						TISCS is on the list to receive all TUSD trainings.
<b>2.6</b>	<b>Parent Education</b> Parent education services and programs can be accessed by TISCS parents, and provided by TUSD.		Yes	Other State 2500		\$2,500.00	Year End  Parents have access to TUSD resources.
<b>2.7</b>	<b>Mental Health/ Social/Emotional &amp; Behavioral Agencies</b> Contract with outside agencies to provide academic, social/emotional, and behavioral support for the needs of TISCS students in K-12 (i.e. Mental Health Workers, etc.) ,Tier 2.		Yes	LCFF 5000 Other State 5000	LCFF 0	\$10,000.00	Year End  All students have access to mental health services and are referred to Prevention Services as needed.
<b>2.11</b>							

# 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
Tracy Independent Study Charter School (TISCS)	Zachary Boswell, Ed. D. Principal	zboswell@tUSD.net (209) 830-3380

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).

As a dependent charter school, Tracy Independent Study Charter School families are included when Tracy Unified gathers information for stakeholder engagement. Tracy Unified used 2021-22 LCAP Educational Partner input when deciding how to use any additional funds provided through the Budget Act of 2021. The Educational Partner input process is described in the LCAP in the section: Stakeholder Involvement. A link to this plan can be found below. TUSD administered surveys to students, staff and educational partners, consulted with bargaining groups, held LCAP Engagement Meetings and consulted with the English Language Acquisition Committee (ELAC), Title I Parent Advisory Committee (T1PAC) and SELPA. In addition to these Stakeholder Engagement methods, TUSD also held Public Hearings for feedback at several TUSD Board of Education Meetings. TUSD then used the input gathered through these processes to determine how to best use the funds not included in the 2021-22 LCAP. TISCS has been added to the counselor and administrator consulting sessions with regard to the A-G Completion Grant. TISCS received teacher feedback in utilizing the Effective Educator Block Grant and Expanded Learning Opportunity Grant.

<https://resources.finalsite.net/images/v1628288061/tracyk12caus/sz1jrseescqkcnltksza/202124LCAPFINAL.pdf>

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.

Our latest local data shows that TISCS has an unduplicated enrollment percentage of 54%, and did not receive additional funding in this area.

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 a dependent charter school, TISCS stakeholders were included in all TUSD stakeholder engagement activities. TUSD relied heavily on Educational Partner Input for the development of the 2021-22 LCAP. Educational partner outreach included: LCAP surveys for students, staff and parents/community, union consults, SELPA consult, Title I Parent Advisory consult, ELAC consult and multiple community educational partner meetings. In addition, several Public Hearings were held at Board of Education Meetings. Our district LCAP (see below) included feedback from TISCS students, staff and families. Additional stakeholder feedback from TISCS teachers was gathered when creating the Educator Effectiveness Block Grant plan, and for the implementation of online, individualized tutoring out of the ELOG funding. TISCS has been added to the district committee for 2021 A-G Completion Improvement funding.

<https://resources.finalsite.net/images/v1628288061/tracyk12caus/sz1jrseescqkcnltsza/202124LCAPFINAL.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.

TISCS did not receive funding through ESSER III

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.

TISCS did not receive funding through ESSER III

# 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](mailto: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