

# 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 Educator Effectiveness Block Grant** draft was presented and explained to the Governing Board and community members in a public board meeting on December 8, 2021. The Educator Effectiveness Block Grant was subsequently board approved on December 14, 2021.

**The A-G Improvement Grant** will be presented to the community and Governing Board members at the February 16, 2022 Board Meeting.

**The Expanded Learning Opportunities Grant** is accessible to the public on our school website, when drafting this plan we initially held several meetings with different departments within our school. Additionally, we sent out surveys to our community, staff, parents, and students to gain insight on school strategies, policies, and areas of focus that could be revisited within academic and social-emotional wellness. The ELO was board approved on May 27, 2021. Please see the link below for more detailed information.

<https://www.clarksvillecharter.org/fs/resource-manager/view/8be50964-9122-48a2-b385-0e349ecb266d>

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.

CCS did not receive a concentration grant or the concentration grant add-on, therefore this is not applicable.

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.

**ESSER III Expenditure Plan:** The ESSER III Expenditure Plan includes meaningful consultation with community members in the Community Engagement section. Please see the link below for more detailed information.

<https://www.clarksvillecharter.org/fs/resource-manager/view/e4c8d5c2-e720-4e5b-bc3c-e963e8a5f796> for more information.

**ESSER II Assurances:** CCS completed submission on April 05, 2021 through the CDE portal.

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.

Our ESSER III plans include continuing the programs and safety measures that we have implemented with the ELO and ESSER II funding along with our LCAP goals. Our ESSER III plan will be implemented starting in the 22/23 school year. During the current 21/22 school year we have been able to utilize the ESSER II funding to support the purchase of equipment, materials, PPE supplies, and COVID test kits in order to maintain the health and safety of our staff and students. CCS has continued to maintain the health and safety of students, educators and other staff along with ensuring continuity of services with the implementation of the ESSER II plan. CCS has increased nursing services to ensure local, state and federal compliance, as well as COVID support. COVID PPE equipment, supplies and COVID tests, as required by CDPH. CCS will extend school year learning to address learning loss and credit recovery. Intervention staffing and stipend will support providing additional intervention and learning loss/acceleration programs to students through research based programs and supports. Virtual learning technology and program support will provide students with the capability and connectivity to daily instruction, support and services. CCS will increase staffing to support identifying and serving students with disabilities. CCS will increase opportunities and support for mental health offering and social emotional learning.

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.

COVID policies were presented and approved to the Governing Board on October 20, 2021 with a COVID-19 Schoolwide Health and Safety Plan. The plan is based on guidance provided by the U.S. Centers for Disease Control and Prevention, the California Division of Occupational Safety and Health Administration, the California Department of Education and the California Department of Public Health. The CCS board asked for clarified language and the revised version was approved on November

17, 2021. CCS also presented a COVID-19 Testing Policy for staff which was board approved on October 12, 2021. Staff at CCS regularly attends COVID-19 Webinars and sessions to ensure that the school is up to date on COVID-19 related items. The school's website has a dedicated place for COVID-19 related items and announcements. As adjustments and recommendations are made by CDPH and local authorities for schools, CCS adjusts and revises communications. CCS has implemented several safety measures with our fiscal resources such as the purchase of equipment, materials, PPE supplies, and COVID test kits in order to maintain the health and safety of our staff and students. We have also increased nurse services to ensure local, state, and federal compliance as well as COVID-19 support. Some examples of purchases were disinfectant wipes for shared technology and equipment, sanitizer, PPE equipment, COVID Tests, and shipping expenses to ship COVID tests to staff.

## Local Control and Accountability Plan

### Goals and Actions

#### Goal

Goal #	Description
1	<p>CCS will continue to develop plans and utilize data to strengthen student achievement for all students.</p> <p>List priorities</p> <p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 7: Course Access (Conditions of Learning)</p>

#### Measuring and Reporting Results

Metric	Baseline	Available Outcome Data
100% of students will have home access to technology and the Internet.	100%	100%
Increase participation rate on Interim benchmarks assessments	<p>ELA 96%</p> <p>Math 95%</p>	Outcome is in progress

% of teachers report mastery on program implementation including Data Analysis, differentiation, assessment, and technology use.	95%	Outcome is in progress
100% of teachers will be fully credentialed in the area of instruction or assignment.	100%	100%
% of students enrolled in Direct instruction courses offerings	55%	23.5%
Schoolwide Distance from standard (DFS) on the Caaspp ELA	-31.7	Outcome is in progress
Schoolwide Distance from standard (DFS) on the Caaspp MATH	-87.9	Outcome is in progress
% of students who have access to standard aligned instructional material	100%	100%
Maintain safe facilities as demonstrated in a local inventory report.	CCS's resource center received an Exemplary score on the FIT report	CCS Facility has received an overall Rating score of Exemplary on the FIT report
Implementation of state standards, particularly English language development	100%	100%
% of students who score at standards Met/Exceeded on California Science Test (CAST)	28.04%	Outcome is in progress
% of students scoring at ready or conditionally ready on the EAP for ELA	39%	Outcome is in progress
% of students scoring at ready or conditionally ready on the EAP for Math	18%	Outcome is in progress
% of priority group students (EL, FY, those with exceptional needs) who received tier 2 support)	9%	4%

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## Actions

Action #	Title	Description	Budgeted Expenditures	Expenditures to 1/21/22	Remaining Balance
1	Professional Learning related to student learning needs, particularly for English Learners, foster youth, students who qualify for free or reduced lunch	We will provide professional learning for families and staff focused on instructional strategies as well as the importance and impacts of state testing. We are aware that certain student groups such as English Learners, foster youth, and students who qualify for free or reduced lunch are in most need of academic support. For example, we will meet with families to provide learning resources and strategies. We will also meet once a month as a Professional Learning Community as an entire staff and additionally as a smaller group to focus on professional learning.	\$52,407	\$30,706.58	\$21,700.42
2	Professional Learning related to student learning needs, particularly for Students with Disabilities	We will provide professional learning for families and staff focused on instructional strategies as well as the importance and impacts of state testing. We are aware that certain groups such as our Students with Disabilities are in most need of academic support. For example, we will meet with families to provide learning resources and strategies. We will also meet once a month as a Professional Learning Community as an entire staff and additionally as a smaller group to focus on professional learning.	\$214,950	\$108,021.48	\$106,928.52

3	Implement and assess formative and interim assessments	<p>Our dashboard shows that schoolwide our students are 31.7 points below standard for ELA and 87.9 points below standard for Math. We will implement assessments regularly to help us determine whether and to what degree students are making progress toward expected learning outcomes. We will focus on programs for students who are not demonstrating proficiency in ELA and Math from prior CAASPP and STAR 360. This action will improve services for our unduplicated groups and students with disabilities because it will add to our current program. This action will be implemented schoolwide; however, we believe our unduplicated student groups will benefit principally because these groups are less likely to have academic support at home. These are the best use of funds because our data demonstrates that these students need additional support which, as a school we will be able to closely monitor with a data driven model to focus target instruction to mitigate a potential increase in student learning loss. This action aligns with Clarksville's Special Education Plan Element 3c.</p>	\$28,466	\$11,203.20	\$17,262.80
4	Increase the number of live or synchronous classes/ workshops for Elementary level grades	<p>Our dashboard shows that schoolwide our students are 31.7 points below standard for ELA and 87.9 points below standard for Math. We are creating and implementing a TK-6 academic online program with instruction from our teachers. This program will consist of online/synchronous classes and rotating workshops focusing on standards-based mathematics and language arts foundational concepts. We will target students who are working towards proficiency in ELA and Math from prior CAASPP and STAR 360 testing data. This program will increase and improve services for our unduplicated groups and is in addition to our current program</p>	\$46,118	\$26,187.55	\$19,930.45

		offerings. It will be implemented schoolwide, however, our unduplicated student groups will benefit principally, as students in these groups are more likely to need additional academic support. These are the best use of funds because our data demonstrates that these students need additional support which can be provided by our credentialed teaching staff who can model and closely monitor student understanding.			
5	Purchase additional technology	We will provide mobile internet connectivity and technology for student use for connectivity at home. The goal is schoolwide and is important because most of our resources and curriculum are offered online. An example is to provide a standards-based online curriculum for our unduplicated students. Another example is providing hotspots to ensure that our unduplicated students can attend our live or synchronous classes for academic and social emotional well-being. Schoolwide, however, we know priority groups will benefit due to financial restraints of these students.	\$24,000	\$9,100.84	\$14,899.16
6	Hire and maintain certificated staff to provide online/synchronous instruction, programs, and support.	Our dashboard shows that schoolwide our students are 31.7 points below standard for ELA and 87.9 points below standard for Math.  We will hire certificated staff to expand our middle school direct instruction courses for English Language Arts and Math. Additionally, we will hire and maintain certificated staff to create online/synchronous instruction support programs for students who are not demonstrating proficiency in ELA and Math from prior CAASPP and STAR 360. This action will increase and improve services for our unduplicated groups because it will add to a current program. This action will be implemented schoolwide; however, we believe our unduplicated student groups	\$127,540	\$72,465.72	\$55,074.28

		will benefit principally because these groups are less likely to have academic support at home. These are the best use of funds because our data demonstrates that these students need additional support due to school closures and the pandemic there is an increase in student learning loss which we hope to mitigate with this action.			
7	Purchase of resources to support Multi-Tiered System of Support (MTSS), Student Study Team (SST), & Section 504 access, process, and compliance	We will purchase digital and paper resources, software, and workshops to assist staff, teachers and families with student services and the processes within the department. We are aware that student services have certain documents, processes and needs associated with compliance. The purchase of these will help in streamlining the process for our schools. An example of an expenditure is for our Student Study Team and Section 504 processes, Beyond SST will promote a digital manner for making referrals, scheduling, and holding meetings, creating Intervention and 504 plans as well as tracking data. Unduplicated students will benefit from the purchase of resources as some families have requested to remain off technology, therefore the ability to purchase printed materials will accommodate and support their educational requests. This will also support child find and create a continuum of supports and services for students.	\$1,374	\$2,033.52	(\$659.52)

## Goals and Actions

### Goal

Goal #	Description
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<b>2</b>	<p>CCS will promote a safe, healthy, and engaged learning environment for all students.</p> <p>List Priorities</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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## Measuring and Reporting Results

Metric	Baseline	Available Outcome Data
% of students who feel safe or connected to the school	Students: 92% Parents: 95% Teachers: 98%	Outcome is in progress
The percent student suspension rate	0%	Outcome is in progress
The percent student expulsion rate	0%	Outcome is in progress
The percent High school dropout rate	5.45%	Outcome is in progress
The percent Middle school dropout rate	0%	Outcome is in progress
Maintain Chronic Absenteeism Indicator at 0% for all students	0%	0%
1% increase in student attendance or maintenance of a minimum of 98% attendance rate annually	100%	100%
Increase opportunities for student participation in leadership,	Fall: 51 students Spring: 45 students	Fall: 109 students

enrichment, and academic events i.e. NHS NJHS, Enrichment		
% of parents who provide feedback on survey specific to our LCAP actions and goals	100%	Outcome in progress
% of parents/guardians of English learners, foster youth, and students who qualify for free or reduced lunch meet with a resource specialist such as our foster youth liaison or EL coordinator at least once a year	90%	Outcome in progress
The percent of English learners who reclassify	2.7%	13.3%
The percent of English learners who are making progress towards English proficiency on ELPI	N/A *Less than 11 students - data not displayed for privacy	Outcome in progress

## Actions

Action #	Title	Description	Budgeted Expenditures	Expenditures to 1/21/22	Remaining Balance
1	Fund support staff for unduplicated student support	We will fund foster/homeless youth and family liaison positions to address specific needs of unduplicated and students with disabilities including augmented communication with families to receive information and support in the appropriate language. For example, we will utilize our foster/homeless youth liaison position to partner with families to assist in meeting the educational, social, and emotional needs of students. We will also hire family liaisons who also	\$30,000	\$2,767.01	\$27,232.99

		<p>speaking another language besides English, to support our non-English speaking populations.</p>			
2	<p>Hire and maintain certificated staff to provide online/ synchronous instruction, programs, and support for our English Learners.</p>	<p>Our reclassification results for 2019-20 show 2.7% of our English Learners reclassified. To address this area of need to improve and increase our academic support for English learners including those with disabilities, we will refine and improve our English language development curriculum and instructional delivery. Expenditures related to this action are the hiring of additional certificated staff and programs.</p>	\$32,701	\$24,802.07	\$7,898.93
3	<p>Fund School Counselor/SST Coordinator</p>	<p>According to our parent survey 43% of our parents who participated in the survey were concerned with their child's mental health. To support our families and provide a resource we will fund the School Counselor/SST coordinator. This position will oversee and provide social-emotional and counseling services, supports and referrals. The Coordinator will work to hold virtual SST meetings. The Counselor/SST Coordinator will offer group sessions/1:1, check in with students, lead SST meetings with a whole child perspective with Social Emotional Learning, academic, suicide risk assessment, students in crisis, dedicated time with unduplicated, collecting community-based resources for families. Although this is a schoolwide support, the position will focus on our priority group of students in need of academic intervention which includes foster youth, low SED backgrounds, special education, and English learners. This position will provide support to students clinically and educationally. For example, counselors will address social and emotional needs of students through a</p>	\$32,076	\$11,101.92	\$20,974.08

		variety of ways including workshops, whole group practices, small group interventions, and individualized learning activities. Another example is that our counselor will provide ongoing training and support to charter staff.			
4	Fund positions for monitoring student achievement data	<p>Our Calpads report shows our high school dropout rate for 2019-20 school year is 5.45%, in order to decrease our dropout rate, we will hire personnel for students, focusing on priority group students such as EL, FY, or SED background, who did not re-enroll with the following school year, as well as those that leave during the school year to decrease the dropout rates in middle and high school. This will improve and increase services with a dedicated staff member to collaborate with families, High School Counselors, and the High School Department to assist our priority groups and schoolwide students. Our priority group students will benefit from this position as it will partner with our translators to assist, if needed also.</p> <p>For example, we will hire a position to monitor and review student achievement data focusing on priority group students including students with disabilities, monitor the California Dashboard, and work with the high school counselors in monitoring at-risk students.</p>	\$81,566	\$11,311.12	\$73,254.88

**Goal Analysis [2021-22]**

# Goals and Actions

## Goal

Goal #	Description
3	<p>Increase the number of students who are high school, college, career, and life ready.</p> <p>List priorities:</p> <p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p>

## Measuring and Reporting Results

Metric	Baseline	Available Outcome Data
The percent of students graduating with A-G requirements fulfilled	0%	Outcome in Progress
The percent of students participating in a CTE pathway	8%	Outcome in Progress
5% increase in the number of students who score at Approaching Prepared or Prepared level on the College and Career Indicator	33.9%	Outcome in Progress
The percentage of students passing the AP examination with a score of 3 or higher	100%	Outcome in Progress

The percentage of high school students graduating within 4 or 5 years	89.5%	Outcome in Progress
Increase CAASPP participation rate or maintain at 95% or higher	96%	Outcome in Progress
Increase percentage of students scoring at standard met or exceeding (level 3 or 4) on CAASPP Mathematics assessments, including all subgroups	18.5%	Outcome in Progress
Increase percentage of students scoring at standard met or exceeding (level 3 or 4) on CAASPP ELA assessments, including all subgroups	38.8%	Outcome in Progress
% of students who complete both A-G and CTE pathway	1%	Outcome in Progress

## Actions

Action #	Title	Description	Budgeted Expenditures	Expenditures to 1/21/22	Remaining Balance
1	Increase number of course offerings in college and career indicators	From our graduation survey results we found that 65.5% of our graduates were not aware of our CTE program. Our dashboard shows that schoolwide 12.5% of our students are prepared on the college and career indicator. We will expand course offerings and analyze student data to find where a-g completion rates drop-off and	\$60,222	\$39,127.80	\$21,094.20

		<p>expand course offerings. This action will increase and improve services for our unduplicated groups because it will add to a current program. The action will be implemented schoolwide; however, we believe our unduplicated student groups will benefit principally because these groups are less likely to have academic support at home and the offerings will support viable skills outside of schools. Our unduplicated students will have more opportunities for post-high school career opportunities. These are the best use of funds because our data demonstrates that these students need additional support due to school closures and the pandemic there is an increase in student learning loss which we hope to mitigate with this action. Expenditures associated with this action include: For example, we will add CTE course offerings to our High School Virtual Academy. We will also add more A-G course offerings for students to be able to make progress towards A-G Completion.</p>			
2	<p>Provide College Readiness Assessments and Preparatory Workshops</p>	<p>Our CCI Indicator shows that 0% of our students scored at the prepared level through the AP pathway. To improve on the CCI indicator we will increase the number of students participating on ACT, PSAT, SAT, and AP end of course exams. Although this is a schoolwide action, we will focus our resources and staff towards our unduplicated students and students with disabilities to provide them with more</p>	\$34,378	\$ 19,787.04	\$14,590.96

		<p>opportunities, workshops, and resources to prepare for college readiness.</p> <p>For example, we will offer preparatory workshops for college readiness assessments such as the PSAT, SAT, and ACT. We will support students with disabilities by offering additional college and career awareness classes and workshops. Another example is that we will rent facilities where students can participate in these assessments</p>			
3	Partnership with Earn and Learn Organization and additional secondary support programs	<p>Our Dashboard shows schoolwide that our students are 12.5% prepared in CCI. To increase college and career readiness, we will partner with Earn and Learn, an organization that facilitates internship opportunities. This will increase and improve services for our priority groups because it will provide an additional avenue other than a university, college, or community college to gain career exploration. An example is that Earn and Learn will provide resources to support and deepen career pathways for learners including contacts to industry, tools to organize work-based learning, and a collaborative community of peers.</p> <p>We will also be working to develop a contact and relationship with the Department of Rehabilitation to support students with disabilities.</p>	\$2,934	\$0	\$2,934
4	Individualized Graduation Plan	Our Graduation Rate on the 2020 California Dashboard is at 89.5%, although we maintained our graduation rate from the	\$0	\$0	\$0



		<p>previous year, we did have a performance score of Orange. To improve our graduation rate and performance score we have set procedures to revamp our Individualized Graduation Plan to raise awareness among our teachers so that they understand the actions that make our students classified as CCI prepared. They will be asked to choose a path that culminates in each student qualifying as prepared in a way best suited to their individual needs. We are also setting up free advisory classes, submitted to the College Board for AG credit and led by the counselor. This will assist students/families in making choices that will benefit themselves and our dashboard. We have several strategies that are foundational for the training/support offered above. This is offering more so that CCI preparedness offerings are more readily available</p> <p>Students with disabilities will have a High School Counselor, Home School Teacher, Special Education Teacher, and parent present at their IEP to assist in developing their course of study in conjunction with their independent transition plan.</p>			
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# 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 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