



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).

Engaging educational partners is a priority for District leadership. In fact, the ongoing engagement process is the most essential aspect of planning for use of funds, because it helps build trusting relationships, allows for a deeper understanding of needs, and provides opportunities for informed decision-making. In order to gather diverse perspectives from students, parents/guardians, classified, certificated, and management staff (including site principals, assistant principals, and District leadership), we hold meetings during which we review data, including data collected from feedback surveys along with input received from the District Parent Advisory Committee (DPAC), District English Learner Advisory Committee (DELAC), and the Local Control and Accountability Plan (LCAP) Committee. In addition, each site principal collaborates with their school teams and School Site Councils to brainstorm opportunities for improving learning outcomes for students. Information gathered from sites is curated at the District level to identify trends and common practices that can be leveraged across OUSD.

OUSD’s 2021-22 LCAP was approved on June 22, 2021, and since, then, the Budget Act of 2021 has provided Oceanside Unified School District with an allocation of Educator Effectiveness Block Grant (EEBG) funding in the amount of \$3,979,250.00 and Expanded Learning Opportunity Program (ELO) funds in the amount of \$11,726,763, which includes funding for the Universal Pre-Kindergarten Grant in the amount of \$3,802,141.00. Although these fund are not included in the LCAP, all actions and expenditure plans are informed by extensive consultation with educational partners through the LCAP engagement process, which is outlined below.

LCAP Stakeholder Input Opportunities:

The ongoing, annual process of community partner engagement is the most essential aspect of OUSD’s LCAP development process. Stakeholder engagement activities and input support LCAP strategic planning, including goals, actions, expenditures, and metrics, which are

developed with the input of students, families, staff, and community members. The engagement process for the 2021-2024 LCAP was built upon the process used for the development of 2020-2021 Learning Continuity and Attendance Plan with a variety of stakeholder engagement activities taking place throughout the spring and fall of 2020 and throughout the 2020-2021 school year, including meetings with District committees/groups, District surveys, virtual discussion forums, and public comment during public hearings and school board presentations. Information was shared with and input gathered from District parent advisory committees, District leadership, and the Board of Education. Input and data collected was compiled and reviewed by the LCAP Committee to identify strengths and areas of improvement, as well as to determine the effectiveness of actions/services. The LCAP Committee provides recommendations to the Board of Education regarding changes to the LCAP to address the identified needs. The process of LCAP educational partner engagement is ongoing and 2021-22 activities are currently in progress.

The District consulted with the following stakeholders as part of the LCAP planning process:

LCAP Advisory Committee

(2021-2022 meeting dates: February 1, March 1, March 22, April 19, May 3, May 24)

(2021-2022 meeting dates: November 15, December 6, February 7, March 21, April 18, May 9, June 6)

The LCAP Committee includes parents, community members, local bargaining unit members, site administrators, principals, teachers, and District office staff representing all departments. The purpose of the committee is to support the stakeholder engagement process, review data to identify strengths and weaknesses, and provide recommendations to the Board of Education regarding how to address identified needs.

District Parent Advisory Committee

(2020-2021 meeting dates: October 20, February 2, April 27, and June 1)

(2021-2022 meeting dates: October 26, December 7, February 15, April 19, May 24)

Members of this committee include parent representatives from each site, and all parents District-wide are invited and encouraged to participate. Site administrators, teacher leaders, District staff, and Board of Education members also attend. LCAP presentations are conducted during which participants have opportunities to ask questions, discuss areas of strength, and provide ideas for improvement. Student performance data, LCAP stakeholder input results, and recommended changes to the LCAP are shared and discussed. The LCAP draft was shared with the committee for review and comment. Simultaneous Spanish translations are available for all DPAC meetings.

District English Learner Advisory Committee

(2020-2021 meeting dates: January 21, March 4, May 6)

(2021-2022 meeting dates: October 5, October 26, December 7, February 15, April 19, May 24)

The District English Learner Parent Advisory Committee advises the Board of Education regarding programs and services for English Learners, the District's needs assessment for English Learners, the annual language census, reclassification criteria, and the LCAP. This committee discusses strengths and ideas for improvement. Student performance data, LCAP stakeholder input results, and recommended changes to the LCAP are shared and discussed. The LCAP draft was shared with the Committee for review and comment during the meeting held on January 21, 2021. Simultaneous Spanish translations are available for all DELAC meetings.

Special Education Local Plan Area Administrator: The Director of Special Education was a member of the LCAP committee and provided input on actions to support special education students. In addition, the Director overseeing LCAP development consulted with the Special Education Local Plan Area Administrator to determine actions to support students with disabilities.

Stakeholder Surveys

(May 2021 and Spring 2022)

LCAP surveys were distributed to all stakeholders, including K-12 students, OTA bargaining members, CSEA members, additional staff members including principals, and families/community members. 3,047 student surveys, 486 staff surveys, and 3,040 family/community surveys were received. LCAP survey data was aggregated and shared with the LCAP Advisory Committee and other stakeholder groups.

Public Hearing

(June 8, 2021, June 14, 2022)

An LCAP Public Hearing was held to solicit recommendations from the public including stakeholder opportunities to submit written comments regarding proposed actions and expenditures.

Stakeholder Review and Comment

(June 9, 2021, June 15, 2022)

The LCAP draft, a one-page summary, and the presentation provided to the Board of Education during the public hearing is posted on the District website with a form to submit questions and comments. This is communicated to parents through all-calls, parent messenger apps, and social media. Principals are asked to share this comment opportunity with School Site Councils, English Learner Advisory Committees, other site parent committees, staff, and students. Information is included in weekly memos to staff informing them of the opportunity to provide comments. Information is also shared during District Parent Advisory Committee and District English Learner Advisory Committee meetings, teacher meetings, and during District leadership meetings.

Board of Education (June 22, 2021, June 28, 2022):

The Board of Education was provided with updates on the LCAP, including information about Local Indicators, California School Dashboard, and progress on other measures. Staff shared accomplishments, stakeholder input results, LCAP committee recommendations, and proposed goals and actions/services. A public hearing (June 8th) provided stakeholders the opportunity to review the final draft of the LCAP. The LCAP was presented to the Board of Education on June 22nd and was submitted to the San Diego County Office of Education.

School Plan Alignment (Spring/Fall 2021):

The School Plan for Student Achievement template will be reviewed to ensure that LCAP actions and SPSAs are in alignment.

In addition to LCAP educational partner input, the following summarizes Extended Learning Opportunities (ELO) Grant Plan input:

During virtual and hybrid learning, in order to gather diverse perspectives from students, parents/guardians, classified, certificated and management staff (including site principals, assistant principals and District leadership), we continued to hold meetings to review school data, feedback surveys, and specific feedback from the District Parent Advisory Committee (DPAC), District English Learner Advisory Committee (DELAC), and the Local Control and Accountability Plan (LCAP) committees. Each site principal collaborated with their school team to

brainstorm specific opportunities for extending and accelerating learning for students. These opportunities were curated at a District level to identify trends and common practices that could be leveraged across the District. Parents, teachers and school staff identified the need to provide extended learning opportunities for students both during summer session and during the school year. Counseling services were also highlighted as critical to supporting the social emotional needs of students as they return to a full-time in-school experience.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The Oceanside Unified School District is allocating concentration grant add-on funds per California Education Code Section 42238.02, as amended, to increase the number of certificated staff who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment.

The added positions are as follows:

- 1) Two intervention teachers at all elementary schools to support students with unique learning needs
- 2) Intervention teachers at all K-8 schools to support students with unique learning needs
- 3) Teachers on Special Assignment:
 - Multi-tiered System of Support (MTSS) TOSA
 - Multilingual Learners TOSA
 - English/Language Arts TOSA
 - Mathematics TOSA
- 4) Elementary music teachers
- 5) Elementary assistant principals
- 5) School Community Advisors (SCAs)
- 6) Elementary school counselors
- 7) Library media techs
- 8) Two-Way Bilingual Immersion (TWBI) teachers
- 9) Physical education teachers for elementary schools
- 10) Community Schools coordinators (4 coordinators assigned to build home-school connections and to leverage community-wide resources to support students most at-risk)

Any additional expenses with the hiring of these employees that exceed the allocation of funds will be covered by other revenue sources.

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.

The Oceanside Unified School District prioritizes meaningful consultation with all educational partners, including families, students, school and district administrators, special education staff, classified school employees, and local bargaining units in order to obtain input regarding District priorities and use of Federal funds. Throughout the decision-making process, District leaders engage educational partners in planning for recovery from the pandemic and addressing the impacts of COVID-19. Gathering input from the community is consistent for every funding source and all input is taken into consideration as planning proceeds and documents are developed.

In order to ensure that diverse perspectives are gathered multiple opportunities for engagement are provided, including online and paper surveys and virtual group meetings in Spanish and English. Virtual meetings are designed to ensure that all educational partners who want to provide input are able to contribute to discussions. Notes from all meetings are taken to record the process and document input. All input is analyzed and is shared with the Board of Education, which provides further direction. Focus areas in response to educational partner input include professional learning, grading, pacing guides, common online platforms, common communication platforms, time spent interacting with teachers, devices and connectivity, services for students most likely to experience learning loss due to COVID-19, and extended learning opportunities.

Throughout the decision-making process, District leaders have engaged educational partners in planning for recovery from the pandemic and addressing the impacts of distance learning. For additional details, see the the outline for OUSD's stakeholder engagement in the Usage of Concentration Grant Add-On Funds section of this document. In addition, the plans linked below include additional information about engaging educational partners in the use of funds received to support recovery for the COVID-19 pandemic:

Local Control and Accountability Plan (LCAP): Pages 9 - 12

https://drive.google.com/file/d/1w7ty7Uf22643GKG71ua_PBnuAITv17MH/view

Expanded Learning Opportunities (ELO): Page 1

https://www.oside.us/cms/lib/CA50000708/Centricity/Domain/51/2021_Expanded_Learning_Opportunities_Grant_Plan_Oceanside_Unified_School_District_20210910.pdf

Elementary and Secondary School Emergency Relief Funding (ESSER III): Pages 2 - 4

https://www.oside.us/cms/lib/CA50000708/Centricity/Domain/51/2021_ESSER_III_Expenditure_Plan_Oceanside_Unified_School_District_20211012.pdf

Learning Continuity and Attendance Plan (LCP): Pages 2 - 4

https://www.oside.us/cms/lib/CA50000708/Centricity/Domain/51/2020_Learningcontinuityattendanceplan_OUSD.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.

The summary of actions below outlines OUSD's effort 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 for 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

1.) Strategies for Continuous and Safe In-person Learning

- PPE—Purchase personal protective equipment (PPE): OUSD has been able to purchase and provide PPE to staff and students without disruption.
- Facilities—Provide facilities improvements including HVAC systems, roofing, and shade structures: OUSD has designated more than \$6.4 million from ESSER III funding to purchase HVAC and roofing materials. These funds will be expended over the next two years as OUSD completes projects at identified sites. OUSD has designated more than \$2.6 million in ESSER III funding for permanent metal shade structures. In collaboration with site administration, district staff has already identified locations for permanent metal shade structures at all of our school sites. These funds will be expended over the next two years as OUSD completes metal shade structure projects districtwide.

2.) Addressing the Impact of Lost Instructional Time

- Curriculum/Instructional Materials—Purchase curriculum/instructional materials such as history/social science and math adoptions (K-12), Benchmark materials and software: The timeline for the TK-5th grade history/social science curriculum adoption is moving forward as planned. We are currently in the piloting phase. Teachers are piloting two curricula: Savvas and TCI. The goal is to provide a recommendation to the OUSD Board of Education during the May 2022 meeting in order to begin implementation during the 2022-2023 school year. In addition to the social studies adoption, materials were purchased during the 2020-21 school year to support both math and language arts accelerated achievement: Benchmark Phonics (K-2), Benchmark Intervention Phonics (Grade K-5), Benchmark small group readers and read alouds, and Do The Math (Marilyn Burns) intervention kits to serve students with unique learning needs in grades TK-5th. The District is currently working to construct timelines for the adoption of new secondary curriculum in the areas of Mathematics, History/Social Science, English, Chemistry and ELD. This work will begin this Spring with the formation of workgroups to engage in the development of a curricular vision as well as the development of a scope and sequence to ensure coherence in curriculum implementation throughout our secondary schools by content and grade level.
- Expanded learning—Offer expanded learning opportunities such as summer programs, tutoring, and other interventions: 2,675 elementary students were enrolled in OUSD's Summer Session held in 2021. Each of our 16 elementary sites offered systematic support, targeting priority standards in both English/language arts (ELA) and math. Summer school teachers received carefully crafted training in behavior management, ELA, math curriculum implementation, ELD instruction, and social emotional learning. In the early grades, ELA curriculum focused on phonics, phonemic awareness, fluency, and comprehension. Grades 3-5 focused on priority standards to build comprehension: reading across texts, fluency, vocabulary, and citing texts to support opinion. Math curriculum focused on priority standards grades K-5. Assessment included standards-based concept mastery and social/emotional needs of students in order to inform instruction and determine program effectiveness. Elementary students also had the opportunity to enroll in afternoon enrichment programs, rotating through physical activity, STEAM Lessons, and fine art experiences each day.

Online, distance learning summer programs focused on ELA and math were also offered to students. 93% of English and Spanish-speaking parents reported they would recommend the program to other students, and 96% reported academic gains for their child. Elementary programming for summer 2022 is currently in the early planning phase with the goal of offering a 3-week session at every school site. In addition to elementary summer 2021 programs, OUSD's middle schools offered a variety of options for summer enrichment. On-site learning was offered at all four 6th-8th grade middle schools (Chavez, Jefferson, Lincoln, and MLK), including English/language arts and math (supported by Apex Learning Curriculum) and science (supported by Amplify Science Curriculum, providing students with hands-on inquiry based learning opportunities). Individual sites also provided their own elective courses. All three K-8 schools (Stuart Mesa, Santa Margarita and North Terrace) offered English/language arts and math for their middle school students (supported by Apex Learning curriculum) and 6th grade bridge programs that were designed to prepare students for the transition to middle school. Virtual summer sessions were offered at the middle school level in the areas of English/language arts and math (supported by Apex Learning curriculum) and provided students with either a self-paced or a live instruction option. Each two week math session (3 sessions total) served an average student enrollment of 25 students. Students enrolled in the virtual option were attended by students from MLK, Jefferson, Chavez, Stuart Mesa, and Lincoln. The high school summer program included both in-person learning and access to Apex Learning curriculum in all core subject areas.

- Staffing—Provide staffing (EL intervention, "Fresh Start" intervention, Lead Learners, professional learning days, substitute teachers, etc.): EL and Fresh Start Intervention teachers have been supporting students as planned. Site lead learners are also in place. However, in-person professional learning days have been a challenge due to a shortage of substitute teachers. Consequently, teachers have not been able to be released from their classrooms to participate in PL during the school day. Curriculum and Instruction staff, including teachers on special assignment, have developed presentation materials based on the 5D Framework with a focus on engagement strategies. These materials are utilized by site administrators in planning for PL held on minimum days.
- Professional Learning—Provide professional learning opportunities, including days dedicated to PL activities, workshops, and consultants: As noted above, providing professional learning opportunities has been a challenge due to substitute teacher shortages. However, school administrators have been using resources created by Curriculum and Instruction staff for professional learning activities that take place on minimum days. The Curriculum and Instruction department has also been working with the San Diego County Office of Education to provide professional development on the 5D Framework for all K-12 administrators as well as professional development on secondary math instruction. A secondary math consultant was hired to lead walkthroughs, baseline assessments, and the development of plans to address the information gleaned from initial observations.
- Mental Health—Contract with outside providers for mental health supports (Palomar Family Counseling Service, Wellness Together, Transformational Consulting, PASS AmeriCorps) and provide school counselors for summer programs: Outside service providers who support mental health are fully in place and are providing individual and small group counseling, mentoring, and referral services, among other supports. In addition, school counselors provided SEL and mental health supports during summer programs.
- Technology—Purchase Vizio televisions, mobile carts, and Apple TVs for classrooms. Purchase Verizon hotspots: Classroom technology for students and faculty has been deployed. Classrooms are being outfitted incrementally with large screen televisions on mobile carts and an Apple TV for focal point display. Verizon hotspots that have been purchased are provided to students

experiencing connectivity issues when accessing assignments at home. MacBook Airs for classroom teachers have also been purchased and deployed.

3.) Use of Remaining Funds

- Other—Purchase programs to monitor student learning outcomes: Assessment tools for students at secondary level in preparation for college placement exams: OUSD purchased Renaissance Star assessments for reading and math to assess student progress and monitor learning outcomes. In addition, Freckle, which is integrated with Renaissance Star, provides differentiated practice aligned to ELA and math standards.
- Indirect Costs

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.

Oceanside's state, local and federal funds for the 2021-22 school year have been allocated to support actions related to OUSD's LCAP goals: 1) All students graduate prepared for college and/or career; 2) Create safe and positive learning environments; 3) Meaningful family and community engagement. The Effectiveness Educator Block Grant Plan, the Elementary and Secondary School Emergency Relief III (ESSER III) Expenditure Plan, and the Plan for Safe Reopening are in alignment with and enhance OUSD's goals and actions. Priority areas and plan alignment are outlined below.

1) Mental Health/Counselors

- LCAP Goal 1: All students graduate prepared for college and/or career
- LCAP Goal 2: Create safe and positive learning environments
- ESSER III: Mental Health
- EEF 4: Social-emotional learning
- EEF 5: School climate
- EEF 6: Inclusive practices

2) Expanded Learning: Academic and Social Emotional Support

- LCAP Goal 1: All students graduate prepared for college and/or career
- LCAP Goal 2: Create safe and positive learning environments
- ESSER III: Mental Health
- ESSER III: Expanded Learning
- EEF 2: Increasing literacy across subject areas
- EEF 3: Re-engaging students and accelerating learning
- EEF 4: Social-emotional learning
- EEF 6: Inclusive practices

- 3) Professional Learning: Training for Certificated and Classified Staff
 - LCAP Goal 1: All students graduate prepared for college and/or career
 - LCAP Goal 2: Create safe and positive learning environments
 - LCAP Goal 3: Meaningful family and community engagement
 - ESSER III: Professional Learning
 - EEF 1: Coaching and mentoring staff
 - EEF 6: Inclusive practices
 - EEF 7: Language acquisition
 - EEF 8: Professional learning networks
- 4) Transitional Kindergarten
 - LCAP Goal 1: All students graduate prepared for college and/or career
 - EEF 10: Early childhood education
- 5) Facilities: HVAC, Roofing, Shade structures, Flexible Furniture, Outdoor Learning
 - LCAP Goal 2: Create safe and positive learning environments
 - ESSER III: Facilities
 - 2021 School Plan for Safe Reopening
- 6) Technology: Mobile Displays, Hardware, and Software
 - LCAP Goal 1: All students graduate prepared for college and/or career
 - ESSER III: Technology
 - EEF 3: Re-engaging students and accelerating learning
- 7) Classified and Certificated Personnel
 - LCAP Goal 1: All students graduate prepared for college and/or career
 - LCAP Goal 2: Create safe and positive learning environments-ESSER III: Staffing
 - EEF 2: Increasing literacy across subject areas
 - EEF 3: Re-engaging students and accelerating learning
 - EEF 4: Social-emotional learning
- 8) Personal Protective Equipment (PPE)
 - LCAP Goal 2: Create safe and positive learning environments
 - ESSER III: PPE
 - 2021 School Plan for Safe Reopening
- 9) Curriculum, Instructional Materials, Supplies, and Equipment
 - LCAP Goal 1: All students graduate prepared for college and/or career

- ESSER III: Curriculum and Instruction Materials
- EEF 2: Increasing literacy across subject areas
- EEF 9: Ethnic Studies

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/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/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