

San Ysidro School District Governing Board

SPECIAL BOARD MEETING

AGENDA

Thursday
February 24, 2022
5:00 p.m.

Pursuant to AB361 and Resolution No. 21/22-0024, this Special Meeting of the San Ysidro School District Board shall be held by teleconference. Trustees of San Ysidro School District Board and the public shall participate in this meeting via teleconference. The Public may view this meeting by accessing the following link <https://www.youtube.com/channel/UCGyF01068pwbhe-B5xnyl-A/videos>. Public comment may be submitted by email to publiccomment@sysdschools.org on or before Thursday, February 24, 2022 at 5:00 p.m. Public wanting to address the Governing Board telephonically may submit the Public Comment Request Form: <https://forms.gle/K1nPJUukhyeMGZpEA> on or before Thursday, February 24, 2022 at 5:00 p.m. Any meeting participant who engages in disorderly conduct which disturbs the peace and good order of the meeting, or refuses to comply with the lawful orders of the Board may be ordered removed from the meeting, and may be guilty of a misdemeanor (Cal. Penal Code Sec. 403). To listen to this meeting in Spanish, please call 1 (617) 675-4444 and enter the access code 452 039 764 4556#.

GENERAL ADMINISTRATION

**SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA**

TO: Governing Board

BOARD MEETING DATE: February 24, 2022

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Business & Educational Services Informational
Marilyn Adrianzen, Chief Business Official Action
Cynthia Gonzalez, Executive Director

AGENDA ITEM: SUPPLEMENT TO THE ANNUAL UPDATE TO THE 2021-2022 LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

BACKGROUND INFORMATION:

California's 2021 Budget Act, along with other historic state and federal acts, have provided local educational agencies (LEAs) with significant increases 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 to the LEA's Governing Board. The intent of this update is to provide the governing board or body and the LEAs educational partners with a point-in-time report related to funding received through the 2021 Budget Act, which includes federal Elementary and Secondary School Emergency Relief (ESSER) III funds, as well as the implementation of the LCAP to date.

The LEA shall 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 local educational agency.

The update shall include all the following:

- The supplement to the annual update required by subdivision (a).
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP.
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

RECOMMENDATION:

Information only.

LCAP GOAL AND ACTION/SERVICE:

Goal #1: Academic Achievement, Goal #2: English Language and Academic Language Development, Goal #3: School Culture and Student Engagement, Goal #4: Social Emotional Learning and Well-Being and Goal #5: Parent Engagement

Renewal New Amendment Ratify Other

Financial Implications?

Are funds for this item available in the 2021-2022 Budget?

Requisition #

Yes No

Yes No

N/A
(Amount)

N/A
(Name of funding source and/or location)

Recommended for: Approval Denial Certification Requested Yes No



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
San Ysidro School District	Dr. Gina Potter Superintendent	gina.potter@sysdschools.org 6194284476

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).

Throughout the LCAP development process, the LEA receives input on a variety of district programs and services provided to students. Due to limited LCFF resources, not all of these expressed needs can be addressed in the LCAP, however this feedback has been considered in the use of additional funds received. In addition, the LEA has engaged Educational Partners during the 2021-22 school year as follows:

A public meeting was held on 11/18/2021 regarding the Educator Effectiveness Block Grant. This meeting included an overview of the plan requirements and the application of these funds to the LCAP goals to support the needs of students, as allowable. Although we did not have surveys specific to these funds, we conduct on going meetings with educational partners to determine the needs of students, schools, and the district to inform all plans and the application of funding sources to support student needs. These include: SSC(School Site Council), DELAC (District English Learner Advisory Council), DPAC, Cabinet and Student Council Representative meetings, Coffee with the Principal, and meetings with the classified and certificated bargaining units.

A public meeting forum is planned on 05/19/2022 regarding the Expanded Learning Opportunities Program. Ahead of this meeting we will develop a plan and seek input for usage of this funding through educational partner surveys and/or engagement sessions to include families, community members, administrators, students, and staff.

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 following sites have an enrollment of unduplicated student groups greater than 55%: La Mirada, Smythe, Sunset, Willow, and San Ysidro Middle School.

San Ysidro School District will use the concentration grant add-on funding to increase the number of Assistant Principals who will provide direct services to students by supporting PBIS, MTSS, and RTI at those school sites. The district will use the concentration grant add-on funding to support the building of a behavior support team to provide direct services to students. The team will include a behavior support specialist and instructional aides to support the program at our school sites, focused on a tiered approach to behavior intervention.

San Ysidro School District will use concentration grant add-on funding to retain STEM instruction at our elementary school sites provided by our Sci Phy Program so that direct services to students are uninterrupted.

San Ysidro School District will use the concentration grant add-on funding to fund custodial staff.

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.

Throughout the LCAP development process, the LEA receives input on a variety of district programs and services provided to students. Due to limited LCFF resources, not all of these expressed needs can be addressed in the LCAP, however this feedback has been considered in the use of additional funds received. In addition, the LEA has engaged Educational Partners during the 2021-22 school year as follows:

The District met with our educational partners in the development of the ESSER III plan, the ELO plan and the Educator Effectiveness Plan prior to the presentation to the Governing Board.

Briefly describe efforts used when planning expenditures for other federal resources (CARES Act - LLMF, ESSER I, GEER I; CRRSA - ESSER II) as applicable.

The plan development for ESSER III

(<https://www.sysdschools.org/cms/lib/CA02206824/Centricity/Domain/4/2021%20ESSER%20III%20Expenditure%20Plan%20San%20Ysidro%20Elementary%20School%20District.pdf>) was in line with the work that the district undertook in developing the 2021-22 LCAP. During the LCAP cycle, the district used surveys to gather and monitor feedback from educational partners on distance learning, in person programs, and supports that the district would need to provide/create based on the needs of student impacted by the pandemic. Additionally, the district held forums to review goals/actions/services from the previous LCAP cycle to gather feedback and took part in Differentiated Assistance to analyze areas of need for our students. Using the information gathered from these platforms the district engaged in building goals/actions/services which would be supported in the LCAP and in the ESSER III plan, with the intention of providing services to students aligning with our needs assessment and feedback provided from our educational partners with all funds provided to address the impacts of COVID-19 pandemic.

The plan development for Expanded Learning Opportunities Grant

(<https://www.sysdschools.org/cms/lib/CA02206824/Centricity/Domain/4/2021%20Expanded%20Learning%20Opportunities%20Grant%20Plan%20SYSD%209.14.21.pdf>) began with the districts reopening work groups, which were used to inform the Learning Continuity and Attendance Plan(LCP). These workgroups included parents, classified staff, certificated staff, as well as district and site administrators. Throughout the course of the year, the district created surveys to monitor feedback from stakeholders including parents, students, and staff on distance and in person learning programs and supports, as well as engage educational partners in the work related to LCAP development, and ESSER III plan development. In addition to these meetings, the district worked with the classified and certificated bargaining groups, LCAP/DBAC, management team, and DELAC to gather feedback on the goals/actions/services established for the plan. Like all of our district plans, the intention of providing cohesive services to students aligning with our needs assessment and feedback provided from our educational partners with all funds provided to address the impacts of COVID-19 pandemic.

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.

It is a priority of the San Ysidro School District to ensure the health and safety of students, educators, and other staff as well as to ensure continuity of services, as required by the American Rescue Plan (ARP) Action of 2021. To this end, San Ysidro School District has used each portion of the funds provided under ARP and ESSER to support the goals/actions/services that have been identified in our ongoing efforts to engage our educational partners in identifying needs beginning with school reopening workgroups and continuing to the the most recent EEFG plan. The intention of this ongoing cycle is to provide coherence and continuity in services that are identified to support a high need area and are having impact as we monitor students and our school community.

The San Ysidro School District has implemented many actions identified in our Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan. Specifically, we have successfully implemented strategies to increase/ensure appropriate staffing, continues implementation of STEM/SEL instruction to students providing release time to teachers for Data Reflection & PLC to support instructional practice, and to employ social workers to support the increased need of students with mental health needs. We have also experienced challenges to implementation. These challenges include implementation of the Universal Screener as an early identifier for students mental

health needs and providing teachers with social worker support to coach them in the implementation of our Tier I Social Emotional Curriculum due to the high need for direct therapy to students by social workers.

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.

The San Ysidro School District considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. As such, all additional funds received are viewed through the lens of the LCAP to determine where student needs exist and what services are needed to address those needs. Some examples of how these additional funds are aligned are safety mitigation measures, supporting data driven systems, multi-tiered systems of support for academic intervention, access to technology, multi-tiered systems of support for mental health support, and multi-tiered systems of support for behavioral intervention.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021