

# 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).

In addition to the engagement of all partners and colleagues as noted in the 2021-2022 LCAP from August-May 2020-2021. We expanded our efforts to engage our partners in several ways during the 2021-2022 school year, between August and January 2022 when other funds became available. School-based colleagues engaged during our bi-weekly leadership team meetings, bi-weekly MTMDSS meetings (Administration, School Mental Health Team, School Counselors), monthly department chair meetings, our monthly SSC/ELAC meetings that include students, administration, community partners, classified staff, certificated staff, parents and guardians. We also engaged our Charter Advisory Board (teachers, administrators, district leadership, community partners, and students) during two of our quarterly meetings between June 2021 and December 2021. On January 12, 2022, we had our LCAP community engagement meeting that involved district colleagues, board members, local community-based organizations and partners, parents, students, school staff, and administration to specifically tackle LCAP goals one, two, and five around creating conditions for successfully graduating our students prepared and motivated to access choices for college and career opportunities.

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.

15% concentration grant add-on (targeted funds for unduplicated students)

Thanks to the input from a variety of colleagues, community partners, students, and families we developed a plan to support our students, the vast majority of whom are low-income and English learners. With the additional concentration grant add-on funding, we expanded the contracts through the life of the grants for our additional staff supporting these students. We have one Instructional Aide dedicated to supporting our newcomer students in their English Language Development classes, and their core curriculum classes such as Science, Math, and History. We also have an Instructional Aide dedicated to supporting Math classes where there is a large number of unduplicated students with a history of struggle in Math. Finally, we added an Instructional Aide who is focused on our students with a 504, SST, or extended absences related to the required Covid-19 quarantine.

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.

COVID Emergency Relief Funds (CARES, ESSER I & CRRSA ESSER II) and Expanded Learning Opportunities (ELO-G) were used to support professional development (MTMDSS, DEI, and staff planning and preparation in light of the pandemic. We also dedicated these funds to expanded summer school programming, credit recovery, instructional materials, and one-time technology purchases.

In addition to the engagement of all partners and colleagues as noted in the 2021-2022 LCAP from August-May 2020-2021. We expanded our efforts to engage our partners in several ways during the 2021-2022 school year, between August and January 2022 when other funds became available. School-based colleagues engaged during our bi-weekly leadership team meetings, bi-weekly MTMDSS meetings (Administration, School Mental Health Team, School Counselors), monthly department chair meetings, our monthly SSC/ELAC meetings that include students, administration, community partners, classified staff, certificated staff, parents and guardians. We also engaged our Charter Advisory Board (teachers, administrators, district leadership, community partners, and students) during two of our quarterly meetings between June 2021 and December 2021. On January 12, 2022, we had our LCAP community engagement meeting that involved district colleagues, board members, local community-based organizations and partners, parents, students, school staff, and administration to specifically tackle LCAP goals one, two, and five around creating conditions for successfully graduating our students prepared and motivated to access choices for college and career opportunities.

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.

### Successes and Challenges for ESSER III

Our number one priority is to keep students and staff safe at all times. To this end, EPAA has implemented some actions identified in our Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan. Specifically, we have successfully increased the number of classroom paraprofessionals, and provided access to all necessary student materials and PPE as suggested by the SMCOE, ongoing professional development focused on engaging students during this challenging time and being able to provide additional supports for those who need it after school hours. We are also excited to know that the ESSER III funds allow us to expand the contracts of our additional staff supports (e.g., instructional aides and professional development) through the fall of 2024.

We have also experienced some challenges to full implementation on expanded tutoring and parent education. Due to the Omicron variant there was a dramatic decrease in student attendance, affecting our after school programs, and parents/guardian participation during our education series of workshops and monthly meetings (despite moving them all to Zoom).

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.

EPAA considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. As such, the LCAP was developed to include remaining CARES funds and CRRSA funds. The additional funds received under ARP complement the existing LCAP in the following areas:

Goal 1 - Highly Effective Teachers: ongoing professional development

Goal 2 - Annual Student Progress: P.D., expanded after school programs, I.A. support, and expanded summer programs

Goal 3 - ELL Success: Expanded I.A. support, after school & summer programming, access to effective curriculum, and necessary supplies

Goal 4 - Community Engagement: Expanded parent/guardian education and access to additional staff to support parent/guardian involvement

Goal 5 - Preparation for Post-Secondary Success: Access to additional IA support, required materials and supplies, ongoing P.D., expanded after school and summer programming, and credit recovery options

# 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  
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