



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).

Oct 26, 2021 survey was shared with community for feedback regarding OSA's planned usage of the federal Esser III funding.

Funding Description

COVID-19 federal funding for LEAs from American Rescue Plan Act (ARP Act) Elementary and Secondary School Relief (ESSER III) Fund.

This funding will provide local educational agencies (LEAs) with emergency relief funds to address the impact COVID-19 has had, and continues to have, on elementary and secondary schools across the nation.

The focus of this funding is intended to be in two specific areas:

1. Strategies for continuous and safe in-person learning
2. Addressing the impact of lost instructional time.

OSA's total available allotment for ESSER III funding is \$161,473. We are planning on focusing the bulk of this funding on the custodial services necessary to minimize the risk of Covid-19 on our campus. The remainder of the allotment is planned to be used on academic intervention, technology, and software focused on addressing the access gaps that have resulted from lost instructional time during remote learning. Please review the details below and share your feedback on these planned expenditures.

Staff and Families were asked to provide feedback to the following questions:

Planned Spending #1 - Covid Mitigation Strategies - \$129,178 - Increased custodial services to ensure a safe and productive learning environment that minimizes Covid-19 risk in all of our campus spaces. This includes but is not limited to daily disinfection of classroom spaces, sanitizer stations throughout the campus, increased hallway supervision to direct flow of hallway traffic, mask and other PPE.

Planned Spending #2 - Reading Intervention Support - \$12,345 - Targeted reading intervention support for students identified as reading two or more grades below their current grade level.

Planned Spending #3 - Academic Progress Monitoring Software- \$9,950 - Contract with software company for access to progress monitoring software in all core academic subject areas across all grade levels. This software will provide tools and assessments to teachers to identify access gaps due to lost instructional time and support the implementation of appropriate interventions.

Planned Spending #4 - Student Technology - \$10,000 - Chromebook and hotspot access to ensure appropriate technology access at school and home for all students.

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.

OSA does not receive concentration grant funding.

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.

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Planned Spending #4 - Student Technology - \$10,000 - Chromebook and hotspot access to ensure appropriate technology access at school and home for all students.

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.

Covid Mitigation Strategies

Increased custodial services to ensure a safe and productive learning environment that minimizes covid-19 risk in all of our campus spaces. This includes but is not limited to daily disinfection of classroom spaces, sanitizer stations throughout the campus, increased hallway supervision to direct flow of hallway traffic, mask and other PPE.

Covid Mitigation Strategies Data collected by our Covid liaison regarding rate of positive cases on our campus weekly.

Academic Progress Monitoring Software

OSA has established a multi year contract with with software company USA Test Prep/ California Progress that covers all core academic subject areas and across all grade levels. This software will provide tools and assessments to teachers to identify access gaps due to lost instructional time and support the implementation of appropriate interventions.

In 21-22 School year, specific plans are being implemented by each academic department to determine progress monitoring

assessment strategies.

Math - MDTP administered in the fall and spring.

Science - Tracking student growth on the Next Generation Science Standards. Students were tested on ALL of the Next Generation Science Standards for their course mid-year. Students will be tested in the first month of school, in the middle of the year, and at the end of the year.

Social Science - Assessment still in development as the department is creating subject specific assessments that are content relevant.

World Language - Developed an assessment to track language acquisition growth from Spanish 1-3 last year. Students respond to a writing prompt and are identified as “emergent”, “proficient”, or “advanced” Administered three times a year.

English Language Arts - SRI administered in the fall, winter and spring. ELA department is looking into other tools to expand scope of progress monitoring.

Reading Intervention Support

Targeted reading intervention support for students identified as reading two or more grades below their current grade level. Data collected from assessment and monitoring program SRI is reviewed by the student support team to identify students who would benefit from literacy support classes. Use of SRI data and dedicated literacy skill development has resulted in overall student growth in 2022.

Mid year snapshot of students proficient or advanced:

6th 71% Proficient or Advanced 9th 83% Proficient or Advanced

7th 75% Proficient or Advanced 10th 86% Proficient or Advanced

8th 85% Proficient or Advanced 11th 73% Proficient or Advanced 12th 87% Proficient or Advanced

Student Technology

Chromebook and hotspot access to ensure appropriate technology access at school and home for all students.

Through google classroom academic counselors and families can tracking student google classroom access and support work completion at home and on campus.

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.

OSA has implemented the funds from applicable plans a manner that is aligned with the LEA’s 2021–22 LCAP.

Facilities upgrades and janitorial services supported a safe return to in person learning and on going Covid mitigation. Safe in person learning supports students OSA in college and career preparation aligning with our LCAP goals. Funds have been applied to curriculum, instruction and intervention programs.

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