



## 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 2020–21 Local Control and Accountability Plan (LCAP).

The new Educator Effectiveness Block Grant was not included in the 2021-22 LCAP. The required plan for this funding source was reviewed by the Board on November 18, 2021 and approved during the December 16, 2021 Board meeting. The document includes a five-year plan for spending the funds on professional development activities beginning in 2021-22. Additionally, the new Expanded Learning Opportunities Program funding, which does not require an expenditure plan and is intended to provide after school and summer school enrichment, was not included in the 2021-22 LCAP. These funds will be spent in 2022-23. The LCAP Steering Committee and other groups that include the district’s educational partners (School Site Councils, etc.) will be updated on the availability of these funds and given an opportunity to provide input on planned expenditures.

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.

St. Helena Unified (SHUSD) has approximately 48% (549 students out of 1151 enrollment) of our students who meet the high needs unduplicated pupils categories. Of the high-need youth, 42% fit the social-economically disadvantaged (SED), 19% are English Learners, and .3% of students are homeless/foster youth. SHUSD is less than 55% of this population and consequently does not receive Concentration Grant funding, yet LCAP sources and other funds were used to provide the following additional staff direct service supports district-wide: 1) a math intervention teacher on special assignment (TOSA) at the TK-5 grades, 2) extra afterschool tutoring support by credentialed staff at our elementary, middle school and high school levels and 3) 10 classified staff were given additional work hours to support students during and after school with in-class and afterschool homework help. The summer school program was increased by three (3) teachers and one additional classified staff at the primary school, 1 teacher at the elementary school, 1 teacher at the middle school level, and outside contracted direct service provider by four (4) staff who provided enrichment, physical education, and socio-emotional counseling support to all our students during the summer programming. Our contracted additional staff were from our partner organizations of St. Helena Boys and Girls Club and the UpValley Family Center. Our extended school year (ESY) special needs program included two additional classified staff for increased 1:1 support during the summer program. These direct services do not include the newly hired transportation supervisor and bus drivers to transport all students who attended summer school which was not provided in the past to all students in need.

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.

SHUSD staff engaged its educational partners on the use of one-time federal COVID relief funds by obtaining input and feedback through various forums (meetings with bargaining unit representatives, emergency response teams, Superintendent's subcommittees, Parent-Teacher Group meetings, School Site Council, English Learner Advisory Committee {ELAC} and others) throughout the course of the pandemic. This ongoing feedback informed the development and implementation of strategies to provide safe in-person instruction and address academic support and intervention as described in the required plans associated with these funds; e.g. the Expanded Learning Opportunities Grant Plan (Board approved on May 20, 2021), and the Elementary and Secondary School Emergency Relief (ESSER) Round III Expenditure Plan which was presented to the LCAP Steering Committee on September 14, 2021, and approved by the SHUSD Board of Trustees on October 21, 2021, after a public hearing. The ESSER III funds will likely be spent during the 2022-23 and 2023-24 school years, as other one-time COVID relief funds (ESSER II, etc.) are being utilized first during 2021-22 for expanded learning opportunities, continuing counseling and other student support services, and providing COVID PPE, cleaning, and HVAC supplies.

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 District's Elementary and Secondary School Emergency Relief (ESSER) Round III Expenditure Plan was presented to the LCAP Steering Committee on September 14, 2021, and approved by the SHUSD Board of Trustees on October 21, 2021, after a public hearing. As of February 2022, other one-time federal and state COVID relief funds are adequate to address the expenditures outlined in the ESSER III plan; e.g. COVID PPE, cleaning and HVAC supplies, and expanded learning opportunities. These funds will likely be spent during the 2022-23 and 2023-24 school years on the items mentioned above, and also to continue counseling and other support services that might otherwise need to be reduced or eliminated due to a reduction in property tax growth associated with the pandemic (SHUSD is a community-funded {"basic aid"} district) per the expenditure plan.

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.

SHUSD administrative staff has reviewed the information provided by the California Department of Education (CDE) on allowable expenditures and spending timelines associated with each of the fiscal resources received in 2021-22 to determine which funds should be used first, and for which types of expenditures. Curriculum/Instruction and Business Department administrators develop all district plans and budgets collaboratively, with feedback and input from educational partners who participate in district and site committees to ensure that planned expenditures are aligned with educational goals and priorities. The public has additional opportunities for input at monthly Board meetings in which LCAP and budget information is presented regularly. See the 2021-22 LCAP Midyear Report for additional details.

## **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/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