

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).

The District received two grants through the Budget Act of 2021 that were not included in the 2021-2022 Local Control & Accountability Plan: (1) The Educator Effectiveness Block Grant (\$75,000), and (2) The Expanded Learning Opportunities Program (\$122,000). In addition, the District received 15% additional Concentration Grant funding (\$31,725).

ADUSD has elected to use its School Site Council/ (LCAP Committee), Management and Certificated staff, DELAC Committee and Parent Teacher Club to seek input on the expenditure of these funds. The District engaged with these education partners at a variety of different meetings to not only review LCAP goals, actions, and expenditures but to also glean input for additional COVID-related plans.

In the fall of 2021, an SSC/LCAP Committee was held on November 17th; PTC meetings were conducted on 8/24, 9/21, 10/19 and 11/2. Certificated staff meetings were held on 9/13 and 10/4 while Management meetings were conducted on 11/9 and 12/6. At each meeting, input was received for Educator Effectiveness, Expanded Learning Opportunity Program, and additional Concentration Grant funds.

All input was gleaned with the objective of mitigating learning loss and providing not only academic but social/emotional supports to ADUSD students. Based on input, discussion, and analysis of student's learning needs, the District intends to use these additional, supplemental funds to ensure these objectives are achieved in the following manner:

1. Professional Development that is supportive of sustained academic achievement, positive school culture and climate, and building leadership among staff and students.
 - a. District will provide ongoing individual coaching and teacher training on Explicit Direct Instruction and use of student engagement tools.
 - b. District will facilitate in-person support for new curriculum adoption in Language Arts and Mathematics.
 - c. Teachers can choose professional development specific to their individual needs in an amount of \$300 annually through the 2025-26 school year.

2. Continued implementation of after-school tutoring throughout the 2022-23 school year with the following planned outcomes:
 - a. Active and engaged learning to mitigate learning loss and promote grade level standards mastery.
 - b. Student voice and leadership
 - c. Diversity, access, and equity
 - d. Healthy choices and behaviors

3. Additional paraprofessional hired at Alview School to support the needs of English Learners with the following actions:
 - a. Intensive intervention with 1:1 support for newcomers.
 - b. Additional small-group intervention with ELD supports.

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 additional Concentration Grant add-on funding has been and will continue to be designated for use with the District's English Learner student population. Alview School has received several new students in the 2021-22 school year who have been designated as newcomers from Central America. Through consultation with the above-mentioned education partners, an additional paraprofessional was hired in November 2021 to support the learning needs of EL students through:

- a. Intensive intervention with 1:1 support for newcomers.
- b. Additional small-group intervention with ELD supports.

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.

In an effort to glean input for ESSER III funding, the District initiated a community engagement process in the fall of 2021. Through that process, perspectives and insights of various community groups were solicited to determine the unique needs of students, especially those related to the COVID-19 pandemic. In addition, discussions included strategies and interventions that would be most effective in addressing those needs.

The stakeholder input began with Board meeting on August 10, 2021 during which ESSER III allowable expenditures were reviewed and student needs were discussed in that context.

In two Parent Teacher Club meetings on August 24th and September 21st, parents were given funding information and input was solicited for optimal expenditures that would be support students' learning needs specific to the effects of COVID-19.

On September 14th and 27th, Managers of all District departments were given ESSER III information and asked for areas of need unique to their operations that could be addressed with ESSER funding.

Students participated in surveys about their academic, mental health, and facilities needs during the week of September 27th-October 1st.

On October 4th, District certificated and classified staff met to discuss needed academic interventions, health/safety needs, and corresponding actions to address each area.

On October 6th, the SELPA Director, ADUSD's Special Education Administrator, was contacted to review proposed actions contained in the ESSER III draft plan and their impact on the needs of Special Education students.

District administration met with DELAC on 10/29/21 to glean further input from EL parents and discuss proposed actions.

In an effort to glean input from all stakeholder groups, the District evaluated engagement opportunities and determined that all student groups served were solicited. Civil rights groups, tribes, and advocates for any unidentified student groups listed above are neither present nor served by Alview-Dairyland USD.

The plan was presented to and approved by the Alview-Dairyland Union School District Governing Board on October 26, 2021 and submitted to the Madera County Superintendent of Schools on October 27, 2021.

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.

Based on the District's ESSER III plan, funds are designated to support two initiatives; mitigation of lost instructional time and continuous, safe, in-person learning.

With regard to lost instructional time, ADUSD has two planned actions. In the ESSER III Plan, the District identified after-school tutoring and the continuation of a designated intervention teacher as effective tools to mitigate pandemic-related learning loss. Since both actions are currently in place with the use of Expanded Learning Opportunity Grant funding, ESSER funds were planned to be used to continue both initiatives in the 2022-23 school year. The District intends to continue the plan to use ESSER funds in 2022-23 to support the intervention program. The after-school tutoring program, however, will be funded with ESSER funding in the 2023-24 school year instead of the 2022-23 year as planned. The District and its stakeholders agreed that after-school tutoring in 2022-23 would be more appropriately funded with the Expanded Learning Opportunity Program and then with ESSER the following year.

With regard to continuous, Safe, In-Person Learning, ADUSD is in the initial process of implementing the two initiatives designated in the ESSER III Plan: the addition of a Solar Outdoor Learning Environment (S.O.L.E.) at the Dairyland Campus and the replacements/upgrades of HVAC units at Alview and Dairyland; both to improve air quality and provide a higher level of energy efficiency. Currently, the District is considering proposals from two solar companies for the construction of a S.O.L.E.; a decision will be made at the 2/22/22 Board meeting. The project is planned to begin with ground-breaking in June of 2022 and completion planned before the start of school on 8/15/22. ADUSD is working with an architect and consultant to glean cost estimates on HVAC upgrades/replacements as well as coordinating state modernization grants with ESSER funding.

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.

Alview-Dairyland is coordinating federal funding, additional state funding and LCFF/LCAP funds to serve not only our unduplicated student population but to mitigate pandemic-related learning loss and improve school conditions for all students. The District has relied on input from community partners, staff, parents, and students to evaluate needs and collaborate to formulate and coordinate plans that best meet those needs.

During the 2020-21 school year, K-6 students returned to school in November; 7th and 8th graders returned in April. As a result, SBAC numbers in the spring and initial local assessment data so far in 2021-22 indicate that learning loss has not been detrimental. The District's students have had great academic growth and success in the past with both small-group intervention and after-school tutoring. In the next three years, ADUSD plans to continue and upgrade both programs in the context of learning loss mitigation. In prior years, both intervention and tutoring have been funded with Supplemental and Concentration Grants. This year, the District is maximizing Expanded Learning Opportunity Grant and Program funding to cover those expenditures. With those programs removed from Supplemental and Concentration grant designated funds, a new STEM lab at the Dairyland campus is being constructed to provide students with project-based learning in an optimal environment. Also, the fifteen percent increase to Concentration Grant funding is being aligned with Expanded Learning Grant funding to provide tutoring and intervention specific to the District's English Learners.

In addition, federal funds will be used to continue intervention and tutoring into the 2023-24 school year and provide an opportunity for improved learning conditions and energy savings. With ESSER funding, ADUSD will be adding a Solar Outdoor Learning Environment that will not only provide a potential setting for intervention classes but mitigate electricity usage costs at the Dairyland campus for up to twenty-five years. Federal funds will also be used to contribute to the District's initiatives for improved air quality and energy efficiency through the replacement/upgrade of aging HVAC units at both campuses.

All planned actions/services in the additional fiscal resources received in 2021-22 have been aligned and designated to meet the District's three LCAP goals:

1. Prepare students for success in high school and higher education and/or vocational job market.
2. Provide a positive, clean, safe, and healthy environment in which students are able to learn to the best of their abilities.
3. Fully engage parents, family, and community stakeholders as partners in the education of ADUSD students.

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