



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).

RSD has communicated with educational partners in both the ELAC and SSC committees. A survey was also sent out to parents, staff and both school bargaining units in the Spring of 2021. This survey was available in both hard copy and an online version. Due to COVID concerns meetings were held virtually with staff and parents and surveys and their links were sent electronically through our parent and community communication platform on our school app/website. All data was reviewed and categorized. Richgrove received Concentration Add-on funding due to the district's Unduplicated Pupil percentage of over 55%. Educational Partners were consulted and feedback gathered as to how best to utilize this additional on-going funding to increase staffing to best support and provide services to students. The district engaged its partners during the Spring and Fall using various engagement methods in order to gather information related to continued areas of student needs. Information received contributed to the use of Concentration Add-on funding in the manner described in the Prompt 2 response

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.

In regards to the Concentration Grant Add-on funding for 2021-22, Richgrove School District has chosen to use this funding to hire more paraprofessionals to help mitigate learning loss throughout the TK-8 grade levels. These additional instructional aides that will assist with intervention of students that have fallen behind. They will work one on one or in small groups with students. This can be in a push-in or pull-out model. This additional staff will allow for more instructors on campus to have access to assistance with struggling students. Being that our campus is 100% free and reduced all students will be eligible for this time with intervention 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.

RSD has communicated with educational partners in both the ELAC and SSC committees. A survey was also sent out to parents, staff and both school bargaining units in the Spring of 2021. This survey was available in both hard copy and an online version. Due to COVID concerns meetings were held virtually with staff and parents and surveys and their links were sent electronically through our parent and community communication platform on our school app/website. All data was reviewed and categorized. These survey's to educational partners was also repeated in the fall of 2021 as we came to school and new funding streams were available like ESSER III and ELO grants.

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 our Safe Return to In-Person Instruction and our ESSER III plan RSD will continue to hire temporary health, custodial, nutritional, technology, and instructional staff to facilitate safe in-person learning. Disinfecting Supplies and Equipment will be purchased to provide a sanitized and clean environment for students and staff. Improved air quality will be accomplished by window upgrades, door replacements and installation of a new HVAC system in Food Services. To avoid large gatherings during food service a new food delivery cart will be purchased to allow food to be delivered to the classrooms at meal time. Additional classrooms will be realized by the movement and repair of

old portables that will be used as quarantine rooms, intervention rooms or small group instruction. Funds will also be used for extended Instructional and Learning Time in the form of Spring and Summer Sessions, staff intervention time with students and parents, staff compensation for working in a hybrid setting and increased independent study, and expanded opportunities in the Arts afterschool. Technology equipment and software will be purchased in order to provide students and staff with technology and connectivity needed to work on campus and at home, allowing for distance learning should it become needed during COVID. RSD has had success in transitioning from in person to virtual learning when needed to assist with students in quarantine or whose parents have chosen to have Long Term Independent Studies. Extra support staff has assisted with struggling students and maintaining a clean and healthy environment. With so many safe coming in and out of quarantine the extra hired staff has allowed for us to keep our school doors open when staff has been out due to COVID related issues. Our students and staff and thrived with the new technology in the area of accessing curriculum where ever needed. Our staff has also felt more safe knowing we have air filtration in place along with sufficient PPE and staggered lunch times. Overall are in place plans and funding associated with it has allowed us to keep our students in school.

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.

Richgrove School has utilized it's fiscal resources to purchase curriculum both in hand and online to assist in closing the achievement already in place and magnified by our COVID instructional modifications. The Safe Return to In-Person Instruction and Continuity of Services Plan closely aligns to the ESSER III Plan and the LCAP in the areas of providing for a safe and secure learning environment, support of student social-emotional learning needs, and addressing of the continued student academic support. Current staff and those hired with COVID relief funds have received professional development and been allotted extra time to help mitigate learning loss. Many protocols have been put in place to allow for safer instruction on campus, funded from ESSER and LCAP which include but are not limited to: desk shields, PPE, sanitizing stations, medical grade air purifiers and temperature readers. All students have a laptop to take home which were purchased with funding and community WiFi and hot spots were purchased and installed for students to have access in Distance Learning scenarios again also with funds derived from the LCAP and ESSER plans. Additional nutritional staff have been hired to help facilitate multiple eating blocks and locations. RSD has determined that proper nutrition is at the foundation of good learning and during a pandemic this has suffered in many homes. Along with good nutrition RSD has also determined that mental health concerns is also growing and we have implemented more SEL lessons into our weekly instruction. We have also made sure to secure our current mental health staff and bring on a part time trauma social worker funded from ESSER and LCAP to aid in this area. We have also found that students were in need of non-academic activities to help in the area of mental and physical health. With that RSD has added staffing to it's music department to expand music offering to our students and has resumed to fund afterschool athletics which was not available last year. Funding in athletics came in the form of hiring coaches, providing transportation and equipment. Both of the previous items being funded through LCAP S & C along with categorical funds.

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