

# 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 Shandon Joint Unified School District has a long-established foundational principal of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. Shandon Joint unified School District will continue to engage community partners regarding the additional Cost-of Living-Adjustment (COLA) and the increase to concentration funds during the LCAP community partners engagement opportunities for the 2021-2022 school year. The LEA engaged 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) through emails, surveys, community forums and school board meetings. SJUSD provided written, verbal, in-person and virtual opportunities to engage educational partners in the development and implementation of state and federal relief plans. Meeting information was available in both in English and Spanish the district marquee and website were utilized to advertise community input opportunities.

Educator Effectiveness Block Grant- Community Forum May 4, 2021 and October 14, 2021- Staff email/survey October 7, 2021, Board Mtg Discussion/Presentations 8/10/21, 9/14/21, 12/20/21, 12/21/21

A-G Completion Improvement Grant- Application in process. District Planning Mtg is scheduled for February 2, 2022

Expanded Learning Opportunities Program- Community Forum May 4, 2021 and October 14, 2021- Staff email/survey October 7, 2021, Board Mtg Discussion/Presentations 8/10/21, 9/14/21  
Pre-K Planning and Implementation- District Planning Meeting- January 10, 2022

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.

SJUSD has an unduplicated student population greater than 55% and has utilized additional concentration grant funds to increase certificated, and classified positions to support the health, safety and educational needs of unduplicated students at Shandon Elementary and Shandon High School. These two school sites serve 97% of the district's enrollment. The sites are located next door to each other and share staff and facilities.

Staff positions that were increased include:

- Shandon High School added 8 hours weekly to either certificated or classified personnel to provide after school homework/tutoring. \$1,216 Expanded Learning Opportunity
- One FTE classified para educator position was added for bilingual support in middle school core content classes. \$25,503 Expanded Learning Opportunity
- One FTE district classified position was added to support COVID tracing, Independent Study tracking, Independent Study completion, and bilingual parent education. \$16,778 Expanded Learning Opportunity
- Increase in counseling support for K-12. Two Thrive counselors at Shandon High School and one elementary counselor. \$75,000 Esser III
- One 4 hour per week custodial position to maintain the safety and welfare of students and staff for shared facilities. \$4,000 Esser II
- Three year contract with Kern County Office of Education for ELD support and staff training. \$88,719 Expanded Learning Federal Resources

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.

The Shandon Joint Unified School District has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The district's practices have been further enhanced during the pandemic as Shandon Joint Unified School District sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Local Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Opportunity Plan and the ESSER III Expenditure Plan. The efforts to meaningfully consult with community members

included community forums, the placement and gathering of email suggestions from staff (certificated, classified and unrepresented), consultation with the Elementary Administrator, the Director of Special Education, and attendance at Community Service meetings to encourage those outside of the school setting, to provide input. Students were spoken to directly as to their ideas for improvements in the school culture, physical plant and classroom settings. Community forums were advertised on the high school marquee which faces the main street of town, "all-call" voice and text messages to parents, and staff and by the webpage and word of mouth. The Superintendent attended community advisory board meetings and ran the community forums. All email suggestions were tracked by the Superintendent and shared at the October Community Forum and the October 12, 2021 Board of Trustees meetings. Additional ideas were shared and the Board of Trustees made the final approval at the October 18, 2021 meeting. Taken together, the engagement associated with the development of the ESSER III fund plan provided opportunities for the community and school staff and students to influence the development of this plan. The District also continues to seek input from parents and community members through Community Forums and meetings of the Governing Board.

- Emails for Staff Input on ways to spend ESSER Money: 8/26, 8/31, 10/7
- Prioritization Meeting for projects using ESSER Money: 9/2/21
- Community Forum for community to provide input on how to spend ESSER I, II, and III monies: 5/4/21 and 10/14/21
- Shandon Advisory Meeting Announcements for community forums and ways in which the community could provide input: October 6, 2021 and December 1, 2021

HCY 1 and II (Not Funded)

EANS is for Non-Public Schools (No Funding)

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.

SJUSD received \$558,842.00 in ESSER III dollars. The district approved Esser III expenditures aligned to the educational goals of district LCAP and to support the safety of students and staff within the following areas:

Summer School (Salaries, Consumables) \$220,000

Outdoor Learning (Shade Structure, outdoor Tables, Outdoor Benches, Playground Equipment) \$150,000

Increased Counseling (Thrive Counselors, Elementary Counselors) \$75,000

Academic Interventions (Reading Intervention, math manipulatives, Calculators, Flexible Seating) \$53,842

Classroom Supports (Paints, Consumables, Letter Squares and Cards, White Boards) \$50,000

Technology Upgrades (Android Tablets, Headphones, Calculators, Docucams) \$10,000

The district was successful in approving expenditures that were requested or recommended by educational partners to support educational and safety goals for students and staff including: Flexible

seating, whiteboards, headphones, Chromebooks, calculators, android tablets, classroom consumables, math manipulatives, counselors K-12, outdoor learning equipment, summer school for 21-22

Challenges faced by the district include: Delay in filling the counselor position due to lack of applicants, DSA approval for shade structure at SMS, supply chain difficulties, preparation for playground equipment

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.

SJUSD is using fiscal resources received for the 2021-2022 school year to implement the requirements of the Safe Return to In-Person instruction and Continuity of services Plan and the Esser III Expenditure Plan in a manner that is aligned with the goals, actions, and expenditures of the SJUSD 2021-2022 LCAP.

LCAP Goal 1: SJUSD will build a positive culture that focuses on student social emotional health and parent connectedness

Increase custodial supplies \$10,000 Esser III

Increase Custodial Services by four hours per week \$4,000 Esser II

Increase PPE for students and staff \$10,000 Esser III

Increase staff to address independent study completion and parent education \$16,778 Expanded Learning Opportunity

Provide Covid Safe food service packaging material \$10,000 Esser III

Provide Barbara Ginsberg Staff Development to build Connectedness \$7,800 Esser III

Increase Counseling Services \$75,000 Esser III

LCAP Goal 2: SJUSD students will be college and career and community ready when they graduate

Upgrade technology (Android Tablets, Headphones, Calculators, Docucams) \$10,000 Esser III

Provide Driver's Education \$8,000 Esser III

Provide Summer School for 2021-2022 \$220,000 Esser III

LCAP Goal 3: SJUSD will increase the academic performance of all students

Provide after school homework support and tutoring \$15,000 Expanded Learning Opportunity

Increase academic intervention materials (LLI, manipulatives, flexible seating) \$53,842 Esser III

Increase classroom bilingual support staff \$25,503 Expanded Learning Opportunity

Provide Guided Reading Professional Development \$2,000 Esser III

LCAP Goal 4: SJUSD will increase English language proficiency of second language learners, while working to increase academic achievement in content standards

Provide Professional Development in Integrated and Designated ELD - \$88,719 Expanded Learning Opportunity

## 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 2021–22 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