



**Office of the Superintendent**

**DATE:** February 3<sup>rd</sup>, 2022

**AGENDA TOPICS: LCAP Mid-Year Report and Supplement to Annual Update  
for 2021/22 LCAP**

**PRESENTER: Scott J. Booth**

---

**BACKGROUND INFORMATION:**

**LCAP Mid-Year Report and Supplement to Annual Update for 2021/22 LCAP**

Assembly Bill (AB) 130 (Chapter 44/2021)—Section 124 (e)—requires local educational agencies (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 local educational agency.” The update has to include:

1. A one-time supplement to the annual update to the 2021-22 LCAP
2. All available mid-year outcome data related to metrics identified in the 2021-22 LCAP
3. Mid-year expenditure and implementation data on all actions identified in the 2021-22 LCAP

While LEAs are required to present the Supplement and mid-year outcome and expenditure data by February 28, 2022, the Supplement is not approved at this meeting. It will be included as part of the 2022-23 LCAP for the purposes of review, adoption, and approval. To be clear, neither the Supplement nor the mid-year outcome and expenditure data will need to be updated in order to be approved with the LCAP. The Supplement must simply be included as part of the LCAP package

**RECOMMENDATION:**

Informational only.

**Thank you!**



# 2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Willows Unified School District	Emmett Koerperich Superintendent	ekoerperich@willowsunified.org 530-934-6600

## Goal 1

**Conditions of Learning - Establish a High Performing District Culture with Quality Teaching and Learning. (Priority 1 - Basic Services, Priority 2 - State Standards and Priority 7 - Course Access)**

### Rationale

Currently, there are no districtwide systems and practices in place to vertically align and articulate curriculum, monitor student academic progress with a formative assessment program and there is no data driven instructional cycle to identify and support students who are struggling academically.

### Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
1	Local Indicator/Teacher Credential	100% of WUSD's teachers and staff are appropriately assigned and credentialed and/or authorized to teach in their subject areas as indicated by the School Accountability Report Card (SARC) and/or Williams Report.	100% pf WUSD's teachers and staff are appropriately assigned and credentialed and/or authorized to teach in their subjects areas as indicated by the School Accountability report Card (SARC) and/or Williams Report.	100% of WUSD's teachers and staff are appropriately assigned and credentialed and/or authorized to teach in their subject areas as indicated by the School Accountability Report Card (SARC) and/or Williams Report.
1	Local Indicator/Instructional Materials	100% of students have sufficient access to State Standards-aligned materials.	100% of students have sufficient access to State Standards-aligned materials.	100% of students will have sufficient access to State Standards-aligned materials.
1	Local Indicator/Facilities in good repair FIT reports	Based on our FIT reports, the average for our facilities are 97% safe and clean and equipment maintained and in	Based on FIT reports, the average of our facilities are 97% safe and clean and equipment maintained in good repair when	Based on our FIT reports, WUSD would like the average for our facilities to be at 99% safe and clean and equipment

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		good repair when utilized by students and staff members.	utilized by students and staff members.	maintained and in good repair when utilized by students and staff members.
2	Local Indicator/Implementation of State Standards/Local Evaluation Tool	Local indicator rating is 4- Full Implementation of state standards.	Local indicator rating is 5-Full Implementation of state standards.	WUSD would like to be at 5-Full Implementation and Sustainability for state standards.
2	Local Indicator/Implementation of State Standards/ELD	Our ELD students are 36.16% met or exceeded the standards in ELA and are 22.85% met or exceeded the standards in Math as indicated on the CAASPP database.	Our ELD students are 4.79% met or exceeded the standards in ELA and are 2.72% met or exceeded the standards in Math, as indicated on the 2020/21 CAASPP database	WUSD would like our ELD students to be 40% met or exceeded the standards in ELA and are 25% met or exceeded the standards in Math as indicated on the 22-23 CAASPP database.
7	State Indicator/College/Career Indicator (HS only)	The District is 24.8% college/career prepared (2019) as indicated on the Dashboard.	Data is not available on the CDE Dashboard (COVID-19).	The District would like to be 30% or more college/career prepared as indicated on the 2023 Dashboard.
7	Local Metric/A broad course of study	100% of our students are enrolled in a broad course of study, dependent a upon the grade level, as defined in the Education Code 51210 and 51220.	100% of our students are enrolled in a broad course of study, dependent upon the grade-level, as defined by Education Code 51210 and 51220.	100% of our students are enrolled in a broad course of study, dependent a upon the grade level, as defined in the Education Code 51210 and 51220.
7	Local Metric/Programs/services developed and provided to unduplicated pupils	100% of our students have access to nutrition and food services meeting the guidelines of USDA Healthy, Hunger-Free Kids Act of 2010 and SB 250.	100% of our students have access to nutrition and food services meeting the guidelines of USDA Healthy, Hunger Free Kids Act of 2010 and SB250.	100% of the students have access to nutrition and food services meeting the guidelines of USDA Healthy, Hunger-Free Kids Act of 2010 and SB 250.
7	Local Metric/Programs/services developed and provided to individuals with exceptional needs	Our students with disabilities are 6.10% met or exceeded the standards in ELA and are 3.61% met or exceeded the standards in Math as indicated on the CAASPP database.	Our students with disabilities are 2.94% met or exceeded the standards om ELA and are 7.35% met or exceeded the standards in Math, as indicated on the 2020/21 CAASPP database.	WUSD would like our students with disabilities to be 8% met or exceeded the standards in ELA and are 5% met or exceeded the standards in Math as indicated on the 22-23 CAASPP database.

## Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
1.1	<p><b>Vertically Aligned and Articulated Curriculum</b>            Establish an advisory K-12 committee to meet monthly to vertically align and articulate curriculum. Members of the committee consists of lead teachers and administrators.</p>	2021-2024	No	LCFF	5,100.00	LCFF	2,500.00	\$7,600.00	\$5,100.00  YTD = one CIA meeting in 9/2021 and one CIA meeting in 1/2022.
1.2	<p><b>First and Second Year Teachers in CA Induction Program</b>            The District will provide a culturally responsive Teacher Induction Program for all new first and second year teachers to ensure that they meet the necessary requirements to become appropriately credentialed.</p>	2021-2024	No	Federal	13,546.00	Federal	16,800.00	\$30,346.00	\$0  No expenditures until April
1.3	<p><b>Staffing for Data Driven Instructional Cycle</b>            Hire or assign certificated staff as an Intervention/Data Coach to facilitate district assessment schedules and interventions at each site. One full time coach in math and ELA and 1-2 part-time certificated staff coaches for each campus. Other duties include providing support to staff with data analysis from various sources and intervention strategies.</p>	2021-2024	Yes	LCFF	160,000.00			\$160,000.00	\$80,000.00 ??  Estimated at 50% - who is this referring to???

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
1.4	<b>Implement Grading Practices Focused on Learning</b> Provide PD for staff on grading practices.	2021-2024	Yes	LCFF	5,000.00	LCFF	10,000.00	\$15,000.00	\$3,000.00  YTD professional development and teacher extra duty
1.5	<b>Implement District Formative Assessment Model</b> Ongoing professional development for data analysis and intervention planning.	2021-2024	Yes	LCFF	5,000.00	LCFF	10,000.00	\$15,000.00	\$3,500.00  YTD professional development and extra duty for data analysis
1.6	<b>Access to Technology and Project Based Learning</b> WUSD will increase access to technology and project based learning and implement the WUSD Technology Scope and Sequence for K-12.	2021-2024	Yes			LCFF Local	135,000.00 50,000.00	\$185,000.00	???
1.7	<b>Adopted Instructional Materials</b> Develop a curriculum calendar and purchase curriculum materials aligning with the state's adopted calendar (e.g. Health, Civic Curriculum, Spanish, etc.).	2021-2024	No			Other State Local	60,000.00 195,000.00	\$255,000.00	\$90,617.00  YTD expenditures for adopted curriculum / materials.
1.8	<b>Safety Committee Team</b> WUSD's Safety Committee will continue to meet and	2021-2024	No			Local	25,000.00	\$25,000.00	\$1,370.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	purchase what is necessary to provide safety equipment for all schools (e.g Catapult, fencing, etc.).						YTD safety program expenditures
<b>1.9</b>	<b>Nutrition</b> Access to healthy food and nutrition - General Fund support to the District Food Service program.	2021-2024	No		LCFF 150,000 Other State 0 Local 0 Federal 0	\$150,000.00	\$0  Contribution will be made in May, 2022
<b>1.10</b>	<b>Professional Development for Student Information System</b> Provide training for staff (e.g. secretaries) to increase proficiency with instructional and support services practices and resources (e.g. Aeries).	2021-2024	No	LCFF 5,000.00	LCFF 10,000.00	\$15,000.00	\$2,500.00  YTD professional development on Aeries
<b>1.11</b>	<b>Student Services</b> Continue to employ Library Media Techs to support our teachers and students and provide resources to improve our library services (e.g purchase library books, resource materials, etc.).	2021-2024	Yes	LCFF 96,200.00 Federal 32,000.00	LCFF 25,000.00	\$153,200.00	\$101,889  YTD expenditures for Library Media Tech staffing and library materials
<b>1.12</b>	<b>Sound Instructional Practices- Coaches</b> Continue to support our coaches districtwide in helping teachers research and implement new ideas, provide resources, or co-teach lessons (e.g. materials, subs, etc).	2021-2024	Yes	LCFF 20,400.00	LCFF 20,000.00	\$40,400.00	\$1,000.00  YTD expenditures for SIP Coach extra duty / activities.

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.13	<b>GCOE TREE Services</b> Continue to support our teachers by providing services and resources from GCOE.	2021-2024	Yes		LCFF 3,100.00	\$3,100.00	\$3,676.00  YTD expenditures for GCOE TREE Services

## Goal 2

All students have access to grade level classes and high school students are enrolled in college or academic/CTE aligned course sequences. At risk students will be identified by certificated staff using various assessments to provide academic support at each site.

(Priority 4 - Pupil Achievement and Priority 8 - Other Pupil Outcomes).

## Rationale

Willows Unified School District is 30.98% met or exceeded the standards in ELA and 19.58% met or exceeded the standards in math. Only 24.8% of all graduates are prepared for college or career.

## Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results	WUSD is 30.98% met or exceeded the standards in ELA as indicated on the CAASPP database.	WUSD (grades 3-8) is 24.25% met or exceeded standards in ELA as indicated on the CAASPP database for 2020/21.	WUSD would like to be 40% or higher met or exceeded the standards in ELA as indicated on the 22-23 CAASPP database.
4	State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results	WUSD is 19.58% met or exceeded the standards in Math as indicated on the CAASPP database.	WUSD (grades 3-8) is 18.5% met or exceeded standards in Math as indicated on the CAASPP database for 2020/21.	WUSD would like to be 28% or higher met or exceeded the standards in Math as indicated on the 22-23 CAASPP database.
4	State Indicator/Academic Indicator/English Language Progress Indicator	WUSD ELs are at 49% making progress towards English language proficiency from the 2019 Dashboard.	English Language Progress Indicator (ELPI) not available on the Dashboard. ELs earning 3's = 32% and 4's = 9.3% on	WUSD would like our ELs at 60% making progress towards English language proficiency from the 2023 Dashboard.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			the 2020/21 Summative ELPAC.	
4	State Indicator/Academic Indicator/CELDT proficiency rates	WUSD ELs taking the Summative ELPAC are 8.40% Proficient as indicated on the CAASPP/ELPAC database.	WUSD ELs taking the Summative ELPAC are 2.7% Proficient, as indicated on the CAASPP/ELPAC database for 2020/21.	WUSD would like our ELs taking the Summative ELPAC to be 12% Proficient as indicated on the 22-23 CAASPP/ELPAC database.
4	State Indicator/Academic Indicator/Reclassification on rates	WUSD reclassification rate for ELs is 17.1% as indicated on 19-20 Dataquest-EL Annual RFEP Counts.	WUSD reclassification rate for ELs is 2.7%, as indicated on the 2020/21 Dataquest-EL Annual RFEP Counts.	WUSD would like our reclassification rate for ELs to be 20.1% or higher as indicated on the 2023 Dataquest-EL Annual RFEP Counts.
4	State Indicator/College and Career Indicator/AP pass rate	WUSD students passing with a 3, 4, or 5 overall on the Advanced Placement Test is 7% as indicated on the 2018-19 College Board Reports.	WUSD students passing with a 3, 4, or 5 overall on the Advanced Placement Test is 5.3%, as indicated on the 2020/21 College Board reports.	WUSD would like our students passing with a 3, 4, or 5 overall on the Advanced Placement Test to be 10% or more as indicated on the 2022-23 College Board Reports.
4	State Indicator/College and Career Indicator/EAP 11th Grade SBAC results	WUSD 11th grade SBAC scores in ELA is 51.33% met or exceeded the standards and Math is 15.18% met or exceeded the standards as indicated in the 2018-2019 CAASPP test results.	WUSD 11th grade SBAC scores in ELA is 47.36% met or exceeded the standards and Math is 13.04% met or exceeded the standards, as indicated in the 2020/21 CAASPP test results.	WUSD would like our 11th grade SBAC scores in ELA to be 54.33% or higher met or exceeded the standards and Math to be 18.18% or higher met or exceeded the standards as indicated in the 2022-2023 CAASPP test results.
4	State Indicator/College and Career Indicator/Career pathway completion	WUSD students who graduate completing a CTE pathway sequence is 66 students as indicated on the 19-20 Aeries Gradebook.	WUSD students who graduated completing a CTE pathway sequence is 61 students, as indicated in the CALPADS database (3.19).	WUSD would like the number of students who graduate completing a CTE pathway sequence to be 81 students or more as indicated on the 2023-2024 Aeries Gradebook.
4	State Indicator/College and Career Indicator/Dual enrollment completion rate	Willows High School number of attendees in a junior college program is 42 students as	Willows High School number of attendees in a junior college program is 117 students, as	Willows High School would like the number of attendees in a junior college program to be 57



Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		indicated on the 2020-2021 class rosters.	indicated on the 2021/2022 class rosters.	students as indicated on the 2023-2024 class rosters.
4	State Indicator/College and Career Readiness Indicator/A-G course completion	WUSD students graduating with A-G requirements is 83.3% total, as indicated on 2018-2019 Dataquest.	The baseline data/metric is incorrect. Utilizing the four-year adjust grad cohort in Dataquest, WUSD students graduating with A-G requirements is: 28% for 2019, 28.7% for 2020, and 43.3% for 2021.	WUSD would like to see students graduating with A-G requirements be 86% or higher, as indicated on the 2022-2023 Dataquest.
8	Local Metric/Other student outcomes (Local Assessments, Interims, Maps, etc.)	WUSD is at a 98% participation rate in ELA and Math testing as indicated in 2019 Dataquest's Participation rate.	WUSD overall participation rate for 2020 and 2021 is not available. WUSD participation rate in ELA and Math testing is: 94% in ELA and 92.3% Math, as indicated in Dataquest's CAASPP testing data.	WUSD would like to maintain a 98% or better participation rate in ELA and Math testing as indicated in 2023 Dataquest's Participation rate.

### Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	<b>ELD Students</b> WUSD will utilize Rosetta Stone for the newcomers to enhance their English skills and provide supplemental materials for ELD teachers (e.g. Flocabulary, etc.)	2021-2024	Yes		LCFF 10,000.00 Federal 5,000.00	\$15,000.00	\$1,125.00  YTD expenditures for ELD materials
2.2	<b>Strategic Support for At Risk Students - ELA and Math</b> MES and WIS - Purchase FOCUS intervention curriculum in ELA and math.	2021-2024	Yes		Federal 14,200.00	\$14,200.00	\$0  Not purchased
2.3	<b>Training for all Test Site Administrators</b>	2021-2024	Yes	LCFF 2,500.00	LCFF 5,000.00	\$7,500.00	\$2,000.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	All testing site coordinators will be required to attend state trainings (ELPAC, CAASPP, CST, etc.) and purchase materials necessary to help them lead their staff.						YTD expenditures for training of testing coordinators.
2.4	<b>Strategic Support for At Risk Students - ELA and Math</b> Identify and purchase supplemental instructional materials to increase support for at-risk students, with emphasis on ELA and Math (Reflex Math, No Red Ink, Get More Math, etc).	2021-2024	Yes		LCFF 50,000.00	\$50,000.00	\$28,570.00  YTD expenditures for supplemental materials with emphasis on ELA and Math
2.5	<b>Strategic Support for At Risk Students - ELA and Math</b> Murdock Elementary - Maintain staffing and class sizes at levels to ensure 1st best instruction.	2021-2024	Yes	LCFF 2,403,445		\$2,403,445.00	\$1,200,000.00  YTD expenditures for MES staffing
2.6	<b>Strategic Support for At Risk Students - ELA and Math</b> Hire one math and two ELA intervention teachers at Murdock. Hire one math and one ELA intervention teacher at WIS.	2021 -2024	Yes	Federal 150,000.00		\$150,000.00	\$185,531.00  YTD expenditures for ELA & Math intervention teachers at Murdock and WIS

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.7	<b>Strategic Support for At Risk Students - ELA and Math</b> Explore hiring resident substitutes for 2021-22 to ensure coverage of regular education classes and to allow for PD, collaboration and data analysis during the instructional day (under consideration). Costs to be determined if this action is implemented.	2021-2024	No				\$63,000.00  YTD expenditures for resident subs at Murdock and Willows High School.
2.8	<b>Strategic Support for At Risk Students - ELA and Math</b> Provide furniture and facilities space to support small group student interventions.	2021-2024	Yes		LCFF 50,000.00 Federal 100,000.00	\$150,000.00	\$65,000.00  YTD expenditures for furniture to support small group instruction and intervention.
2.9	<b>Strategic Support for At Risk Students - ELA and Math</b> WIS - Strategic and intensive ELA and math support (lab) classes.	2021-2024	Yes	LCFF 75,000.00		\$75,000.00	\$79,893.00  YTD expenditures for ELA and Math lab classes
2.10	<b>Strategic Support for At Risk Students - ELA and Math</b> Provide Saturday School and Anytime School opportunities for credit / ADA recovery and intervention support at all schools	2021-2024	Yes	LCFF 15,000.00	LCFF 5,000.00	\$20,000.00	\$5,000.00  TYD expenditures for Saturday School

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
2.11	<b>Strategic Support for At Risk Students - ELA and Math</b> WIS - Back to School math and ELA two week "Boot Camps" to provide support for below grade level students.	2021-2024	Yes	Federal	10,000.00	Federal	5,000.00	\$15,000.00	\$0  No activity in 2021/22
2.12	<b>Strategic Support for At Risk Students - ELA and Math</b> Hire a District-wide Distance Learning / Long Term Independent Study Teacher to ensure instructional options for students need an alternative learning model. Additional staff may be hired based on program need.	2021-2024	No	Federal	95,000.00			\$95,000.00	\$45,474.00  YTD expenditures for district-wide independent study teachers for long-term ISP
2.13	<b>Strategic Support for At Risk Students - ELA and Math</b> Purchase Edgenuity (online learning platform) for credit recovery (WHS) and distance learning (District-wide) needs.	2021-2024	Yes			LCFF Federal	10,000.00 25,000.00	\$35,000.00	\$58,485.00  YTD expenditures for Edgenuity for WHS & District-wide needs
2.14	<b>Strategic Support for At Risk Students - ELA and Math</b> Purchase Read 180 and/or other supplemental program(s) to increase supports for students who are not reading at their grade level.	2021-2024	Yes			Other State	100,000.00	\$100,000.00	\$0 for Read180 - Alternative?

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.15	<b>Strategic Support for At Risk Students - ELA and Math</b> Employ one teacher for a 4 week incoming Frosh Summer Boot Camp for ELA math support.	2021-2024	Yes	Other State 15,000.00		\$15,000.00	\$0  No activity in summer 2021
2.16	<b>Strategic Support for At Risk Students - ELA and Math</b> Hire three (3) math intervention teachers (one per school site) to provide strategic and intensive support to students during the school day.	2021-2024	Yes	Other State 285,000.00		\$285,000.00	see item 2.6
2.17	<b>Strategic Support for At Risk Students - ELA and Math</b> Hire an four (4) English intervention teachers to provide strategic and intensive support to students during the school day.	2021-2024	Yes	Other State 380,000.00		\$380,000.00	see item 2.6
2.18	<b>ELD Students</b> Continue to provide materials and resources to increase successful outcomes for English Learner students	2021-2024	Yes		LCFF 7,500.00 Federal 3,000.00	\$10,500.00	\$1,200.00  YTD expenditures for EL materials
2.19	<b>ELD Students</b>	2021-2024	Yes	LCFF 10,000.00		\$100,000.00	\$19,586.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Increase Instructional Aide staffing to provide greater support to ELD / bilingual programs.			Federal 90,000.00			YTD expenditures for increased EL Aide staffing at WIS and WHS
<b>2.20</b>	<b>Foster/Homeless Youth Services</b> WUSD will monitor and provide necessary resources for our Foster/Homeless Youth. This may include supplies (e.g. backpacks) and transportation (e.g. bus tickets).	2021-2024	Yes		LCFF 15,000.00 Federal 5,000.00	\$20,000.00	\$2,000.00  YTD expenditures to support foster / homeless youth; materials, transportation, etc.
<b>2.21</b>	<b>Implement College and Career Readiness Curriculum</b> Professional development for MES and WIS teachers regarding utilizing college and career readiness curriculum and resources for elementary and middle school students.	2021-2024	Yes		LCFF 10,000.00 Other State 5,000.00	\$15,000.00	\$0  Not yet purchased
<b>2.22</b>	<b>Implement College and Career Readiness Curriculum</b> Implement K-12 college and career readiness curriculum.	2021-2024	Yes		Other State 30,000.00	\$30,000.00	\$2,550.00  YTD expenditures for Get Focused, Stay Focused curriculum
<b>2.23</b>	<b>Implement College and Career Readiness Curriculum</b> College and career readiness professional development for district	2021-2024	Yes		LCFF 5,000.00 Other State 5,000.00	\$10,000.00	\$17,500.00  YTD expenditures for WHS College & Career Tech and

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	teachers and counselors and provide 2 college and career techs.						professional development
<b>2.24</b>	<b>Student Support Services</b> Continue to employ paraprofessionals to work with our students in groups and individually.	2021-2024	Yes	LCFF 150,000.00 Other State 50,000.00 Federal 50,000.00		\$250,000.00	\$145,000.00  YTD expenditures for paraprofessionals
<b>2.25</b>	<b>Testing Materials and Supplies</b> Continue to purchase necessary equipment, materials, supplies to help with student achievement (e.g. headphones, snacks, etc.).	2021-2024	No		LCFF 10,000.00	\$10,000.00	\$1,500.00  YTD expenditures for testing materials and supplies
<b>2.26</b>	<b>CTE Pathways</b> WUSD will continue to investigate the possibility of adding additional CTE Pathways (e.g. courses) - implementation timeline and costs unknown at this time.	2021-2024	No				
<b>2.27</b>	<b>Opportunity Program</b> Continue to provide Opportunity Classrooms (e.g. Opportunity teacher/s/) and programs in our district and purchase materials and supplies to support the students.	2021-2024	No	LCFF 230,000.00	LCFF 10,000.00	\$240,000.00	\$98,321.00  YTD expenditures for opportunity classes at MES and WIS

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
2.28	<b>Support for After-School Program</b> Continue to support our after-school programs SPARK/ASAP by providing professional development to staff, purchasing materials and supplies, engaging families and community, providing resources to bridge student needs from the instructional day to the after school programs, etc.	2021-2024	No	LCFF 40,000.00 Other State 110,000.00	LCFF 20,000.00 Other State 20,000.00			\$190,000.00	\$98,652.00  YTD expenditures for SPARK / ASAP after school programs

### Goal 3

The schools and district will develop and maintain a systematic method for partnering with students, parents, county resources and community members to improve student engagement. Priority 3 - Parental Involvement, Priority 5 - Pupil Engagement and Priority 6 - School Climate.

### Rationale

Based on data, 12.8% of all students are absent 10% or more of the instructional days they were enrolled in 2019. The following groups were chronically absent in 2019: 15.1% white, 14.5% SED, 11.1% Hispanic and 10.6% English Learners. Only 87.8% of all students graduated in 2019 and 5.5% of all students were suspended at least one time.

### Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
3	Local Indicator/Parent Involvement/Local Evaluation Tool	WUSD is at a 4- Full Implementation in Parent and Family Engagement as indicated on the 20-21 Dashboard Local Indicator.	WUSD is a 4-Full Implementation in Parent and Family Engagement, as indicated on the 2020/21 Dashboard Local Indicator.	WUSD would like to be at a 5-Full Implementation and Sustainability in Parent and Family Engagement as indicated on the 22-23 Dashboard Local Indicator.
3	Local Indicator/Parent Involvement/Local Evaluation Tool	WUSD did not provide any Parent Education Nights for unduplicated pupils in the 20-21 school year.	WUSD provided Parent Education Nights that included PIQUE at WHS, two FAFSA	WUSD would like to provide at least two or more Parent Education Nights for



Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			support events and three LCAP advisories.	unduplicated pupils in the 23-24 school year.
3	Local Indicator/Parent Involvement/Local Evaluation Tool	WUSD graduation rate for individuals with exceptional needs are above 85.7% as indicated on the 20-21 Special Education Plan.	WUSD graduation rate for individuals with exceptional needs are above 85.7%, as indicated on the 2020/21 Special Education Plan.	WUSD would like to see the graduation rate for individuals with exceptional needs be maintained at the 85.7% or better as indicated on the 22-23 Special Education Plan.
5	State Indicator/Student Engagement/Chronic absenteeism rates	WUSD Chronic Absenteeism rate is 12.8% as indicated on the 18-19 Dashboard.	2020 and 2021 data for chronic absenteeism is not available on the CDE Dashboard. WUSD chronic absenteeism rate is listed in Dataquest as, not available for 2019/20 and 31.5% for 2020/21.	WUSD would like the Chronic Absenteeism rate to be 9% or lower as indicated on the 22-23 Dashboard.
5	State Indicator/Student Engagement/High School Graduation Rate Indicator	WUSD graduation rate is 87.7% as indicated on the 18-19 Dashboard.	WUSD graduation rate is not available of the CDE dashboard for 2019/20 and 2020/21. CDE Dataquest indicates WUSD graduation rates as 87.7% for 2019/20 and 88.3% for 2020/21.	WUSD would like the graduation rate to be 90.7% or higher as indicated on the 22-23 Dashboard.
5	Local Metric/Student Engagement/Middle school dropout rate	WUSD is 0% dropout rate at the middle school as indicated on the 2019-2020 CALPADS reports.	WUSD has a 0% dropout rate at the middle school, as indicated in the 2020/21 CALPADS reports.	WUSD would like to maintain a 0% dropout rate at the middle school as indicated on the 2022-2023 CALPADS reports.
5	Local Metric/Student Engagement/High school dropout rate	WUSD had 4 students dropout at the high schools as indicated on the 19-20 CALPADS report 1.12.	WUSD had 4 students dropout at the high schools, as indicated on the 2020/21 CALPADS report (1.12).	WUSD would like to have no students dropout at the high schools as indicated on the 22-23 CALPADS report 1.12.
6	State Indicator/Student Suspension Indicator	WUSD suspension rate for how many students suspended at least once is 5.5% as indicated on the 18-19 Dashboard.	WUSD suspension rate is not available of the CDE dashboard for 2019/20 and 2020/21. CDE Dataquest indicates WUSD suspension rate for how many students were suspended at	WUSD would like the suspension rate to be 2% suspended at least once as indicated on the 22-23 Dashboard.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			least once, is 4.6% for 2019/20 and 2.4% for 2020/21.	
6	Local Indicator/Local tool for school climate	WUSD students perceive school to be safe are as followed from the 19-20 CA Healthy Kids Survey: 7th grade (53%), 9th grade (60%), 11th grade (48%), and WCHS (62%).	WUSD did not complete the CHKS in 2020/21 and is awaiting the results for the 2021/22 CHKS survey.	WUSD would like the students to perceive school to be safe in the following 23-24 CA Healthy Kids Survey: 7th grade (56%), 9th grade (63%), 11th grade (51%), and WCHS (65%).
6	Local Metric/Expulsion rate	WUSD expulsion rate is 0% as indicated on the 19-20 Dataquest Expulsion Rate Report.	WUSD expulsion rate is 0%, as indicated on the 2020/21 Dataquest Expulsion Rate Report.	WUSD would like to maintain the 0% expulsion rate as indicated on the 22-23 Dataquest Expulsion Rate Report.
5	State Indicator/Student Engagement/Chronic absenteeism rates	WUSD average attendance rate is 85% as indicated on Aeries--Daily Apportionment by Month Report.	WUSD average attendance rate is 84.5%, as indicated on AERIES-Daily Apportionment by Month Report.	WUSD would like our average attendance rate to be 92% or better as indicated on the 23-24 Aeries--Daily Apportionment by Month Report.

### Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	<b>Personalized Graduation Plans for Grades 7-12</b> Provide professional development for district counselors to guide students in development and implementation of personalized graduation plans.	2021	Yes		LCFF 5,000.00	\$5,000.00	\$1,500.00  YTD expenditures for professional development
3.2	<b>Pathways to Viable Careers</b> Hire two (2) part time classified Career Technicians to promote and track CTE pathway completion (all sites).	2021-2024	No	Other State 75,000.00		\$75,000.00	See item 2.  One Career Technician hired for WHS

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.3	<b>Personalized Graduation Plans for Grades 7-12</b> Purchase 9th grade "Get Focused...Stay Focused" curriculum and implement ongoing units of study in grades 10-12.	2021-2024	No		Other State 10,000.00	\$10,000.00	See item 2.
3.4	<b>Community Outreach</b> Implement a Director of Student, Family & Community Engagement position to provide attendance oversight & outreach, coordination of truancy mitigation, and to expand efforts to ensure engagement in our school community. Provide materials and resources for these activities.	2021-2024	Yes	LCFF 25,000.00 Other State 15,000.00 Federal 100,000.00	LCFF 50,000.00	\$190,000.00	\$50,781.00  YTD expenditures - Position currently vacant
3.5	<b>Community Outreach</b> Employ two (2) classified Bilingual Community Liaisons to help improve outreach and engagement with our school community.	2021-2024	Yes	Other State 85,000.00		\$85,000.00	\$24,685.00  YTD expenditures for two bilingual parent liaisons
3.6	<b>Community Outreach</b> WUSD will continue to communicate with parents using a variety of media sources (e.g. Blackboard, letters, etc.).	2021-2024	No		LCFF 10,000.00 Other State 5,000.00	\$15,000.00	\$9,290.00  YTD expenditures for Blackboard and other communication media
3.7	<b>Community Outreach</b>	2021-2024	Yes	LCFF 10,000.00	LCFF 10,000.00	\$45,000.00	\$3,500.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	WUSD will provide Parent Education Nights with an emphasis for our subgroups (CTE Pathways, Information Nights for undocumented subgroups, etc.).			Other State 10,000.00	Other State 15,000.00		YTD expenditures for parent outreach activity
3.8	<b>Environmental Camp</b> Murdock Elementary School will offer an opportunity for 5th graders to attend Shady Creek Environmental Camp.	2021-2024	Yes		LCFF 13,000.00	\$13,000.00	\$0  Spring 2022 activity
3.9	<b>River Jim</b> Willows Intermediate School will offer an opportunity for all 6th graders to go on a River Jim field trip.	2021-2024	Yes		LCFF 5,000.00	\$5,000.00	\$0  Spring 2022 activity
3.10	<b>Attendance</b> WUSD will develop and implement Positive Attendance Programs to encourage student engagement in the school community.	2021-2024	Yes		LCFF 5,000.00	\$5,000.00	\$0
3.11	<b>Social and Emotion Learning</b> WUSD will provide academics, behavioral, and social-emotional learning programs.	2021-2024	Yes		LCFF 20,000.00 Other State 15,000.00	\$35,000.00	\$0
3.12	<b>Student Services</b>	2021-2024	No	LCFF 310,000.00		\$475,000.00	\$185,832.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	Continued to employ counselors to support all our students socially, emotionally, and academically.			Federal	165,000.00				YTD expenditures for counselors at all schools
<b>3.13</b>	<b>Health Aide Services</b> Continue to employ a nurse districtwide and additional health aide(s) as needed. Continue to provide supplies and materials needed to support student health services.	2021-2024	No	LCFF	175,000.00	LCFF	5,000.00	\$200,000.00	\$134,635.00  YTD expenditures for District Nurse and 3 classified health aides
<b>3.14</b>	<b>Student Support Services</b> Provide positive alternatives to school suspension/discipline.	2021-2024	Yes			LCFF	5,000.00	\$5,000.00	\$0
<b>3.15</b>	<b>Outdoor Education, Science, Nutrition</b> WUSD will continue to support the Murdock Elementary School Garden by providing an allocation for materials and supplies.	2021-24	Yes			LCFF	1,000.00	\$1,000.00	\$1,000  YTD allocation to the Murdock Garden

## Goal 4

## Rationale

## Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24

**Actions and Services**

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report

**Goal 5**

**Rationale**

**Expected Annual Measurable Objectives for Goal 5**

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24

**Actions and Services**

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report



# 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
Willows Unified School District	Emmett Koerperich Superintendent, Willows Unified School District	ekoerperich@willowsunified.org (530) 934-6600

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 Budget Act of 2021-22 provided Willows Unified School District (WUSD) with an allocation of Educator Effectiveness Block Grant (EEBG) funding in the amount of \$313,885, Expanded Learning Opportunity Program (ELOP) funds in the approximate amount of \$336,369, and Universal Pre-Kindergarten Planning Grant (UPK) in the amount of \$69,941; since the 2021/22 Local Control Accountability Plan (LCAP) was approved on June 17th, 2021. WUSD values our educational partners, which consists of parents, community members, students, teachers, administrators, classified staff, special education staff, District English Language Advisory Committee (DELAC), bargaining units, and our LCAP Advisory volunteers (who included representation of foster and homeless youth, socioeconomically disadvantaged students and English learner students and parents). Serving as the foundation of the planning and decision-making process, WUSD continues to engage with our educational partners in the review and development of the 2022-23 LCAP.

To engage our educational partners on the use of state funds not included in the LCAP, WUSD has offered an open-ended survey (with a version in Spanish for families in which English is a second language), while focusing on the specific requirements of each during School Site Councils, English Language Advisory Committee (ELAC) meetings, District English Language Advisory Committee (DELAC) meetings, LCAP Advisory meetings, EEBG Committee meetings, and in the CIA (Curriculum, Instruction and Assessment committee) meetings. In addition, we have also surveyed our educational partners through the CHKS survey, through December and early January, to gain their feedback and priorities as we look forward to the 2022/23 school year.

Input on the use of these state funds was also collected from the administrative team (school and district administrators) during our bi-weekly Management Team meetings. Throughout the coming months, input will continue to be gathered from our educational partners and representative groups and committees through ongoing surveys and meetings, as well as from the administrative team through the ongoing Management Team meetings and ongoing conversations and interactions with the administrators. As a small district, we are in regular communication with our administrators, and they have an open door to provide input and feedback. In addition, input has also been and will



continue to be gathered from our Curriculum, Instruction and Advisory committee (CIA) on 9/29/2021 and 1/27/22, which works as a collaboration of teachers, counselors and administrators from throughout the district. We will continue to work closely with our bargaining units throughout the spring, along with site SSCs (having met on 10/14/21, 11/17/21, 12/9/21, and 12/16/21), ELACs (having met on 9/16/21, 9/22/21, 9/24/21, 12/10/21, and 12/15/21), the DELAC (having met on 8/24/21 and 10/27/21), and EEBG committee (having met on 11/15/21). LCAP Advisory meetings have been held on 11/17/21, 12/15/21, and 1/19/22; providing not only time to review students assessment data and reviews of the LCAP, but opportunities to discuss budgetary elements that has included the Budget Act of 2021, American Rescue Plan Act of 2021, A-G Completion Improvement Grant, and the EEBG.

WUSD will continue to meaningfully engage with our educational partners throughout the remainder of the year, as described above, on the Expanded Learning Opportunity Program (ELOP), Universal Pre-Kindergarten (UPK), and any other state or federal funds through the ongoing LCAP process: community meetings, ELAC, DELAC, Site Councils, LCAP Advisory, CIA Advisory, and ongoing surveys available to all educational partners.

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.

Willows Unified School District (WUSD) is using the concentration grant add-on funding, consistent with the California Education Code Section 42238.02, as amended, to increase the number of certificated staff who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment. The added positions are as follows:

- 1) Intervention teachers and aides at Murdock
- 2) EL teachers at Murdock
- 3) Intervention teachers and aides at Willows Intermediate School
- 4) Intervention teachers and aides at Willows High School
- 5) Additional bilingual aide support at Willows Intermediate School
- 6) Additional bilingual aide support at Willows High School

Any additional expenses with the hiring of these employees that exceed the allocation of funds will be covered by other revenue sources.

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.

Willows Unified School District (WUSD) consults regularly with our educational partners, which consists of families (including those that speak languages other than English and advocate for underserved students), students, teachers, school staff, school and district administrators, other educators, and local bargaining units; for their input and feedback into the direction of the district and the use of federal

funds. The process of gathering feedback also included site and district-based meetings with School Site Councils (SSC), the District English Language Advisory Committee (DELAC), English Language Advisory Committees (ELAC), and the Curriculum, Instruction and Assessment advisory committee (CIA). Throughout the planning and decision-making process, we have engaged with our educational partners and this continues to be an on-going process as part of the LCAP planning.

WUSD received Learning Loss Mitigation Funding (LLMFF), the Governor's Emergency Education Relief Funding (GEER 1) and Elementary and Secondary School Emergency Relief Funding (ESSER II & III). The process for seeking input from our community and educational partners on the use of the one-time federal and state funds it received, and intended to support recovery from the COVID-19 pandemic and the resulting impacts of distance learning on pupils. WUSD continues to place and emphasis on the soliciting of engagement and input from all populations, including those who are socio-economically disadvantaged, English Learners, students with disabilities, racial and ethnic minorities, students experiencing homelessness, and those who are in foster care. Community engagement and input opportunities remain a fundamental focus in adding to the evolving comprehensive efforts throughout 2020/21 and continuing through 2021/22, which include: open-ended surveys, Blackboard messaging, School Site Councils (SSC), DELAC, site ELAC's, CIA Advisory, ongoing surveys (used with LEA personnel, parents, community, students), as well as collaboration with local bargaining units. In addition to our previous survey from the Spring of 2021 and our current ongoing survey of educational partners (survey opened on 12/1/21); input is has been sought from our Management Team during meetings on 8/17/21, 9/28/21, 10/26/21, 11/30/21, and 1/25/22), from SSC's (on 10/14/21, 11/17/21, and 12/16/21), from ELAC meetings (9/24/21 and 12/15), DELAC meeting (on 10/27/21), CIA meeting (on 1/27/21), and LCAP Advisory meetings (11/17/21, 12/15/21, and 1/19/22). Plans to continue our collaborative enterprise with educational partners include scheduled meetings with the Management Team (every two weeks), SSC (2/2/22, 2/10/22, 2/17/22, 4/14/22, 4/27/22, and 5/15/22), ELAC (3/3/22, 3/4/22, 3/9/22, 5/11/22, 5/19/22, and 5/20/22), DELAC (2/9/22 and 4/27/22), CIA (2/10/22), LCAP Advisory (2/16/22 and 5/11/22), and meetings with the local bargaining units that are being coordinated.

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.

Willows Unified School District will be utilizing funding received from the American Rescue Plan Act and Elementary and Secondary Emergency Relief expenditure plan during the 2022-23 and 2023-24 school years to sustain measures implemented in 2020-21 and 2021-22. These measures include:

- 1) Increased staffing including teachers, instructional aides, health aides, bilingual liaisons, bus drivers, custodians, and other instructional and pupil support roles
- 2) Instructional materials and resources including additional materials and furnishings to maximize social distancing and minimize shared materials, online instructional and supplemental platforms for expanding learning opportunities and assessments, and resources to support SEL and behavior intervention strategies.
- 3) Enhanced health and safety measures including PPE for staff and students, training for staff on COVID mitigation measures, testing, and tracing, and implementation of protocols to help reduce the spread of COVID.

4) Extended learning opportunities including expanded before and after school programs and tutoring and summer and intersession sessions.

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.

Willows Unified School District is utilizing LCFF, Expanded Learning Opportunity Grant and In-Person Instruction Grant, GEER I, and other federal and state program funds to implement and sustain the activities outlined in our 2021-22 LCAP, Safe Return to In-Person Instruction Plan and Continuity of Services Plan, Expanded Learning Opportunities Grant Plan, and ESSER Expenditure Plans.

# 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/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