



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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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).

Community engagement is vital to the development, implementation, and accountability of school programs. Stakeholder groups meet regularly throughout the year to discuss school progress toward goals and to make changes to actions and services as they are deemed appropriate. The School Site Council (SSC), which is open to the public, acts as the Parent Advisory Committee and they meet regularly throughout the school year. While the SSC is specifically charged with examining the use of Federal Funds, UPCS has broadened their role to look at all of our programs as a whole. There are also opportunities to get the broader perspective from the school community through input meetings and the annual family survey, which takes place in the spring. UPCS students and teachers are also given an opportunity to respond to a survey, annually, that helps to guide the development of the school’s plans including the LCAP and all COVID relief money

including ESSER and additional funds included in the Budget Act of 2021, like Educator Effectiveness Block Grant, Expanded Learning Opportunities Program, and Pre-Kindergarten Planning and Implementation Grant. As new funding resources have been allocated, UPCS has added them to the regular opportunities for community input. By looking at all of these funding sources together, UPCS is able to create cohesive programs and services that would be sustainable for 3-4 years and include them in the school's 21-24 LCAP.

Meetings with community groups are designed to explain the funding sources available to the school and the associated regulations and priorities. In this last year, schools were presented with a new set of challenges related to the COVID-19 pandemic. Community members are provided background information like demographics, current data, and the metrics used to evaluate the current needs of students at the school and specifically the current needs of the underserved populations. Examples of things covered and discussed in each of these meetings include: an up-to-date review of the current year plan including a look at metrics and goal setting for next year's plan. Through facilitated conversations, parents/community members/student groups are given the opportunity to share their ideas for school improvement.

While we didn't know exactly all the funding sources that would become available when we adopted the LCAP in June 2021, we had spent countless hours discussing school priorities and creating comprehensive school goals through the LCAP strategic planning process. Below is a list of opportunities from last year and those we have had thus far this year. The two areas that we are just beginning planning/meeting are the Expanded Learning Opportunities Program and the Pre-Kindergarten Planning and Implementation. These two areas require the creation/expansion of programs that have a great impact on our facilities and staffing. We are working with the state and county to be able to implement structures and systems that can be sustainable in our current situation.

Family/Community input meetings specifically about goals related to the school plan and the use of local and federal resources:

August 3 and 4, 2020

April 29, 2021

Planned for Spring 2022

Annual Family Survey:

May 2021

Planned for March 2022

Annual Student Survey: This data is disaggregated by grade, special education, low income, and English learner status to assist the school in determining unique challenges that may be specific to these underserved groups.

May 2021

Planned for March 2022

Annual Teacher/Staff Survey:

April/May 2021

Planned for March 2022

The Board of Directors, SSC, and ELAC meet 1 time a month in general. At each of these group's meetings the current goals, actions, services, and metrics are discussed. These ongoing conversations around the plan keep it alive and allow the school to make adjustments when things aren't working.

Board of Directors Meetings:

July 31, 2020

August 20, 2020

August 28, 2020

September 11, 2020

October 30, 2020

November 20, 2020

December 11, 2020

January 28, 2021

February 26, 2021

March 26, 2021

April 30, 2021

May 27, 2021

June 25, 2021

August 26, 2021

September 24, 2021

October 22, 2021

November 18, 2021

December 10, 2021

February 25, 2022

Planned: March 25, 2022, April 29, 2022, May 27, 2022, June 10, 2022 and June 24, 2022

School Site Council (Parent/Teacher/Staff Advisory)

September 22, 2020

November 17, 2020

January 26, 2021

February 23, 2021

March 23, 2021

April 27, 2021

May 25, 2021

June 15, 2021

September 21, 2021

October 19, 2021

November 16, 2021

Planned: February 22, 2022, March 29, 2022, April 26, 2022, May 24, 3033, June 14, 2022

English Learner Advisory Council

September 29, 2020

November 17, 2020

January 26, 2021

February 23, 2021

March 30, 2021

May 21, 2021

June 3, 2021

September 28, 2021

October 19, 2021

November 30, 2021

January 25, 2021

February 22, 2022

Planned: March 23, 2022, April 26, 2022, May 24, 3033, June 14, 2022

The school leadership team regularly participates in a cycle of improvement/inquiry. The meetings below were specifically focused on the 21-24 school plan.

Leadership Team - Admin, TOSA, and School Counselor and in 2021-2022 grade level/team representatives

February 8, 2021

February 11, 2021

February 18, 2021

March 2, 2021

March 4, 2021

March 15, 2021

April 21, 2021

April 28, 2021

April 29, 2021

August 2,9,17,23, 2021

September 13, 20, 27, 2021

October 4, 20, 2021

November 1, 8,15,18 2021

December 6, 13, 2021

January 10, 20, 24, 31, 2022

February 3, 2022

Planned: Weekly/monthly meetings

Consultations were held with the following:

VCOE - Equity Conference: Examining access, capacity, opportunity and outcomes for underserved students (English learners, students of color, foster youth, homeless youth)- February 25, 2021

VCOE - SELPA (Special Education)- March 2, 2021

VCOE - Homeless/Incarcerated Youth - April 23, 2021

Boys and Girls Club of Camarillo- 6/25/2021

Ventura County Diversity Collective - Holly Baxter August 12, 2021

While our Native American population is small, UPCS will be consulting with the Indian Education Consortium to better understand the needs of this community.

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.

UPCS does not receive concentration funds.

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.

UPCS received the following one-time Federal Funds for the 21-22 school year:

Governor's Emergency Education Relief Fund (GEER)

Elementary and Secondary Emergency Relief (ESSER)

A family survey was also conducted twice over the 20-21 school year to collect family feedback on the school's response to the pandemic and our plan for the 21-22 school year. Family information and input nights were held several times over the last year. The information gathered from stakeholders greatly affected the development and implementation of the school's response to the pandemic. Over this last year we have made necessary shifts to COVID mitigation due to shifts in guidance, family feedback, and faculty feedback. The annual family, student, and staff survey will go out this spring to further guide our work. There are several advisory groups that meet regularly: School Site Council, English Learner Advisory Committee, School Leadership Team, and the Board of Directors. Each of these groups actively discuss the school's response to the pandemic and the ongoing impacts on student's learning and social emotional well being.

These funds were generally used for COVID-19 mitigation strategies and resources, expanded services for social emotional well-being, and intervention programs and staffing. All of these programs were also funded through other funding sources.

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.

UPCS has made overall excellent progress in the implementation of actions and services delineated through the American Rescue Plan Act and federal ESSER funds.

The LCAP engagement process provides for extensive strategic planning that could be expanded upon with the additional relief funds we have received from both the state and federal government. With the addition of these funding streams and timelines, we are able to create programs that can be sustained over multiple years. It is clear that the challenges that exist because of the pandemic cannot be resolved in one year's time.

There are three factors that have driven the community's decisions:

- * Safety of students and staff
- * Learning Recovery due to the pandemic
- * Social Emotional supports

Successes:

- * Enhanced processes for continuous ventilation.
- * Personal protective gear provided to students and staff as needed. With the onset of the Omicron Variant, the shift was made to provide N95 masks to those who wanted them.
- * Increased handwashing routines and hand-sanitizer stations across campus.
- * Additional campus supervisors and custodians to help with the implementation of COVID safety measures.
- * Increased Social Emotional supports and programs across the campus.
- * Additional staff to provide learning recovery assistance in push-in and pull-out programs during the school day, as well as, before school, after school and during intercession.
- * Expansion of after school programs.
- * Maintenance and enhancement to technology resources.

Challenges:

- * Staffing - UPCS, along with schools across the state, have struggled to find additional teachers and substitutes. We haven't been able to fully implement some of the programs as planned due to these staffing challenges. We have also struggled to find as many teachers as we would like for our after school and intercession programs. We also had some last minute staff changes with one of our teacher coaches leaving and a classroom teacher going out on leave for a year. At the late notice we were not able to replace the coach and we ended up having to move a bilingual intervention teacher into a classroom fulltime. We have also had to utilize enrichment and intervention staff regularly to cover for classroom teachers who are out sick or on quarantine due to COVID.
- * The supply chain has also created some challenges for us. Many materials are very hard to get or take a very long time to procure.

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.

The UPCS Local Control Accountability Plan was designed to complement and enhance the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan. The LCAP process is a year long process of development and analysis of school programs, services, and metrics. The additional funding sources provide the opportunity to expand and extend these programs for both the current year and future years. Safely returning to school is possible due to the resources provided to schools through these various funding sources. Needs that were driven by the pandemic like personal protective equipment, and cleaning materials did not deplete regular school funding thanks to the additional funds.

All plans align with the 21-22 LCAP goals:

Goal 1: UPCS will provide students with an education that will prepare them to contribute to society in positive ways and give them a solid foundation for college and/or career. UPCS will provide students with an education based on state standards matched with a broader perspective to include bilingualism, multicultural education, and a world view. UPCS understands that each student comes with their own unique gifts, strengths and challenges. UPCS will strive to close the achievement gaps experienced by SWD, ELLs, FY, and low-socio-economic status.

- * ESSER - summer programs, increase SEL staff, learning recovery, after school programs, teacher collaboration, enrichment programs
- * IPI/ELO-G - intervention, summer school, professional development.
- * Expanded Learning Opportunities - additional after school/intercession learning opportunities

Goal 2:

UPCS will nurture an environment where lifelong learning and growth is valued and modeled by faculty and staff. The continued professional growth of faculty and staff will result in higher quality educational experiences and outcomes for UPCS students. Learning will focus on the unique needs of unduplicated students, English Learners, low socio-economic, foster youth and students with disabilities. Collaborative learning experiences centered on meeting the diverse needs of our students will strengthen teacher and collective efficacy and resiliency.

- * ESSER - professional development activities extended for multiple years
- * IPI/ELO-G - professional development activities
- * Educator Effectiveness - professional development
- * Pre-kindergarten planning and implementation - training for staff

Goal 3:

UPCS will provide a learning environment that fosters a sense of interconnectedness, belonging, safety, creativity and inclusiveness for students, teachers, and families. Supporting the whole child is a focus for UPCS. Students' social and emotional needs should be addressed proactively with supports in place for moments of crisis. Providing all students with opportunities to participate in enrichment classes focused on life skills, the arts, science and engineering, and other areas of student interests broadens students' experience quotient. This is especially

significant for our SWD, ELL's, FY, and low socio-economic students. Connectedness also applies to the home-school connection and the impact it has on student success.

- * ESSER - social emotional programs and staff

- * IPI/ELO-G - social emotional curriculum, social emotional programs and staff, classroom furniture, professional development

- * Expanded Learning Opportunities - after school and intercession enrichment opportunities

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