

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).

Woodside School District did not include Budget Act of 2021 funds in our 2021-22 Local Control and Accountability Plan. At the time of LCAP approval, the ELO Grant Plan, the Educator Effectiveness Plan and ESSER II Expenditure Plan were not yet available for review and approval. We subsequently held several Board meetings, public hearings, and staff and community meetings to review and approve these three Plans. The Safe Return to In-Person Plan was updated and approved in August 2021.

Woodside School has consulted with multiple stakeholders in order to meaningfully assign these funds to the areas of most need to support programs intended to help students access high quality curriculum in and safe and healthy environment. The administration team met with and heard feedback from parents in Board meetings, DELAC meetings, Woodside Inclusion and Diversity Council meetings, School Site Council meetings, and staff meetings to discuss the need for an extended learning program after school. We also gathered written feedback on this area of need from the annual parent survey, the LCAP planning process, and the staff survey.

Across the board, the community expressed interest in the idea of an after school extended learning program to help fill gaps caused by Covid and to address the needs of our learners below grade level. We have not had an extended learning program before, but after launching a summer program to mitigate learning loss and seeing how successful that was, many parents and staff members asked for a similar opportunity during the school year. We will use ESSER funds to staff this program and to purchase instructional materials and curriculum for the program. All members of the community are excited to have a program to address the needs of our students below grade level and to establish an opportunity for educational enrichment and growth outside of the school day.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The District does not receive a concentration grant or concentration grant add-on because we do not have greater than 55 percent unduplicated pupil enrollment.

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.

Across the board, the community expressed interest in the idea of an after school extended learning program to help fill gaps caused by COVID and to address the needs of our learners below grade level. We have not had an extended learning program before, but after launching a summer program to mitigate learning loss and seeing how successful that was, many parents and staff members asked for a similar opportunity during the school year. We will use ESSER funds to staff this program and to purchase instructional materials and curriculum for the program. All members of the community are excited to have a program to address the needs of our students below grade level and to establish an opportunity for educational enrichment and growth outside of the school day. Aspects of the program include:

- Purchased instructional materials including ALEKS math support licenses for students.
- The supplemental instruction offered after school will include academic supports in the areas of students' needs, including but not restricted to, reading, writing, math, English language development, and social and emotional learning.
- Supplemental support such as nutrition, transportation, and mental health support has been embedded within the instructional plan.
- Hired an additional paraprofessional to provide supplemental instruction and support through the duration of the school year.
- Para-educator training on reading intervention to increase their skill level to support students with learning disabilities, English Language Learners, and students with reading difficulties.
- As a result of the information gathered by parents and teachers as well as other community stakeholders, Woodside identified the need to design a Social-Emotional and Mental Health professional opportunities for staff.

The District has hired 4 certificated and 3 classified staff members from 3:30-5:00 pm two days per week (62 days total) during the 21-22 school year to head an instructional extended learning program afterschool. This program will benefit students who are experiencing learning loss from the prior year or those who are below grade level.

Purchase instructional materials and supplemental curriculum for ELA and Math for students in TK-8 who sign up for the extended learning program offered after school.

Due to the increase in new students in 1st grade and the varied spectrum of learners, an additional support staff member was hired for the 1st grade classrooms to support the effects of learning loss due to Covid.

The District recently purchased a bus that will be delivered for the 2022-2023 school year to provide transportation for students to to attend the Extended Learning Program and participate in extra-curricular activities.

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.

The hiring of a general education para educator is helping us to address the learning loss of some of our youngest students, 1st graders, who had an unusual kindergarten year due to COVID-19. By analyzing classroom data in reading and math, we will be able to determine if there is growth made with an additional adult support in the classroom, and if this support is meeting our end goal of further individualizing and targeting learning goals for all students. Monthly progress monitoring conversations take place with the 1st grade team along with the review of report cards and assessments.

Students who have been most impacted by learning loss as a result of the pandemic, as well as those who are identified as being below grade level in ELA and Math have been invited to join the extended learning program. Teachers in the extended learning program will regularly assess students' progress towards grade level in ELA and Math to ensure adequate growth and to assess effectiveness of instruction, using the purchased instructional materials. This will be done through the use of benchmark and formative assessments. Student growth on these assessments will determine the effectiveness of the materials used to address student needs. Transportation is provided to students in need.

Through the use of instructional materials, benchmark assessments, and progress data from classroom teachers, we will be able to gauge how effective the level of staffing for our extended learning program is. Data from assessments regarding student growth will allow us to continually evaluate if more staff support is needed in order to help our students achieve greater gains.

Challenges have included the time necessary to develop all aspects of the Extended Learning Program: identifying student needs, materials, staffing, and transportation. Another challenge will be tracking progress monitoring assessments for each student in reading and math monthly to determine achievements and future areas of support needed.

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.

ESSER III funds for the District total \$62,739. Of that amount, \$37,152 was targeted for Strategies for Continuous and Safe In-Person Learning (staffing for the Extended Learning Program and materials), and \$25,587 towards Addressing Lost Instructional Time (hiring an additional para-educator for general education support). To support the Safe Return to In-Person Instruction and Continuity of Services Plan, the District hired an additional custodian to sanitize facilities Monday through Friday. COVID supplies were purchased including staff and student masks, sanitizing dispensers and supplies, and COVID antigen tests for staff and students. The School Nurse has been hired for one additional day per week since the start of the pandemic.

LCAP Goal #1 funds being used to implement the requirements of applicable plans:

Math early intervention \$15,000; ELD teaching materials \$10,000; supplemental materials for remote learning \$20,000; stakeholder surveys \$1,340

LCAP Goal #2 funds being used to implement the requirements of applicable plans:

ELD staff \$126,315; translating, materials, student meals \$13,000; DELAC Committee stipends \$4,183; transportation \$145,000

LCAP Goal #3 funds being used to implement the requirements of applicable plans:

Community Engagement: Strategic Plan development \$50,000; DEI Consultant \$40,000; Communication staff member \$66,645

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