



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).

As a result of the Budget Act of 2021, the Alvord Unified School District (AUSD) received or will be receiving a number of additional grant funds including Educator Effectiveness Block Grant, A-G Completion Improvement Grant, Expanded Learning Opportunities Program, and Pre-K Planning and Implementation Grant. AUSD strongly believes that families and community members are authentic education partners. As such, engagement and feedback from AUSD's educational community were sought for the development of these expenditure plans.

The staff has or intends to call upon existing advisory groups, use survey feedback, as well as public hearings and the public comment section of regularly scheduled Governing Board meetings, in order to engage our community partners on the use of funds for these four plans specifically as follows:

EDUCATOR EFFECTIVENESS BLOCK GRANT (EEBG): Community partners and the public had opportunities to provide input at regularly scheduled meetings of the Governing Board where plans to spend funds for this grant were presented. A presentation for the Educator Effectiveness Block Grant was held on December 9, 2021, and then this plan was presented for approval at a regular meeting of the Governing Board on December 16, 2021.

A-G COMPLETION IMPROVEMENT GRANT (A-G Grant): A preliminary draft plan will be developed by April 1, 2022. Community partners may provide input through a public hearing that is scheduled for the March 3 Governing Board meeting. Finally, an action item with a recommendation for approval will be held AUSD Board meeting in April of 2022.

EXPANDED LEARNING OPPORTUNITIES PROGRAM (ELOP): A survey will be provided to all foster, low-income, and English learner parents in grades K-6 during the spring of 2022. Additionally, periodic meetings with staff are currently calendared and being held.

PRE-K PLANNING AND IMPLEMENTATION GRANT (PreK Grant): Teacher and parent focus groups are currently being held and will continue throughout the second semester of the 2021-22 school year. A survey will be sent out in the early spring to parents and community members with the intent to have a plan presented to the Governing Board in June of 2022.

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

Alvord Unified School District plans to use the concentration grant add-on funding to retain staff providing direct services to students at schools with an Unduplicated Pupil population (foster youth, low-income students, and English learners) of greater than 55 percent. For AUSD this accounts for 22 of the 23 schools. This personnel includes both certificated and classified staff that provide direct services to unduplicated students.

Music & Band (secondary schools) = 7.5 Total

Library Services (secondary schools) = 6 Total

Health Services (all grade levels) = 16 Total

Campus Safety (all grade levels) = 73 Total

Community Worker (elementary schools) = 1 Total

Extracurricular Student Activities (secondary) = 27 Total

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.

Since March of 2020, Alvord Unified School District has received one-time federal funds that intended to support the recovery from the COVID-19 pandemic and the impacts of distance learning on pupils through the CARES Act, including Learning Loss Mitigation (Res 3220), GEER I (Res 3215), GEER (Res 3217), ESSER I (Res 3210), and ESSER II (Res 3212). This funding was used during the initial stages and reactions to the pandemic. The process for seeking input from our community and educational partners is the same process for federal and state funds and input was used in creating each plan to ensure the continuity of services and programs.

At the district level, Alvord's Superintendent of Schools, solicits feedback from students, families, employees, and staff, school sites, and departments with a weekly Roundup text message and emails. In addition, weekly meetings were held with both the certificated non-management employee group and classified non-management employees, while administrative staff provides feedback and input through routine department and principal meetings.

In order to engage Alvord's parents and extended community partners, the ThoughtExchange platform is used to solicit input and ideas. ThoughtExchange is used for the development of districtwide plans such as the Local Control and Accountability Plan (LCAP) and ESSER III Funding Plan. Furthermore, AUSD has formalized parent meetings such as the Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC). The PAC provides advice to the Board of Education and the Superintendent with the intent of improving and increasing services to the district's most under-resourced students, while the DELAC serves as a forum to discuss programs and services specifically for English language learners. Additionally, Alvord Cares, a unique program of the district, is used to address the needs of our homeless and low-income families. The ongoing interaction between the Alvord Cares program, school sites, and staff provides current and relevant feedback of needed services.

In order to garner input regarding the actions for the use of ESSER III funds, students, parents, and staff were invited to an interactive meeting on September 21, 2021. At this session, attendees were given the opportunity to ask questions, gather information, and provide feedback specifically related to the ESSER III Funding Plan.

In addition to the aforementioned opportunity. Alvord Unified School District (AUSD) has established protocols to continuously engage its community partners. For example, school sites use Blackboard, Parent Square, Aeries Parent Portal, ThoughtExchange, and individual school site websites to communicate and determine the specific needs of our students and their families.

Please note: AUSD currently does not have any tribes or civil rights organizations.

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 following is an update on the actions outlined in the ESSER III Expenditure Plan and the implementation of the actions to date:

STRATEGIES FOR CONTINUOUS AND SAFE IN-PERSON LEARNING

1.1 Safe and Healthy Learning Environments: This action to provide extra personnel hours to clean, disinfect, and sanitize classrooms and school facilities are currently being funded through other funding sources (e.g. ESSER I and ESSER II). Once these funds are exhausted, ESSER III funds will be used to extend this service. As such, no funds for this action have been expended to date.

1.2 Personal Protective Equipment (PPE): This action to provide Personal Protective Equipment (PPE) is currently being funded through other funding sources (e.g. ESSER I and ESSER II). Once these funds are exhausted, ESSER III funds will be used to extend this service. As such, no funds for this action have been expended to date.

1.3 Safe and Healthy Learning Environments - The District received capital outlay approval from the State of California for both the purchase of HVAC systems and installation of outside learning environments. The engineering and installation for some of the HVAC systems have been completed and the outside learning environments are beginning in March of 2022.

1.4 Classroom Air Scrubbers: This action to provide additional air scrubbers is currently being funded through other funding sources (e.g. ESSER I and ESSER II). Once these funds are exhausted, ESSER III funds will be used to extend this service. As such, no funds for this action have been expended to date.

ADDRESSING THE IMPACT OF LOST INSTRUCTIONAL TIME

2.1 Early Numeracy: Funding was allocated to continue to fund early numeracy supports that are currently being funded through the Expanded Learning Opportunities Grant. Once these funds are exhausted, ESSER III funds will be utilized to continue these services next year. As such, no funds for this action have been expended to date.

2.2 Early Literacy: Funding was allocated to continue to fund early literacy supports that are currently being funded through the Expanded Learning Opportunities Grant. Once these funds are exhausted, ESSER III funds will be utilized to continue these services next year. As such, no funds for this action have been expended to date.

2.3 Intervention - Middle School: Funding was allocated to continue interventions currently funded through the Expanded Learning Opportunities Grant. Once these funds are exhausted, ESSER III funds will be utilized to extend this support service. As such, no funds for this action have been expended to date.

2.4 Intervention - High School: Funding was allocated to continue interventions that are currently being funded through the Expanded Learning Opportunities Grant. Once these funds are exhausted, ESSER III funds will be utilized to extend this support service. As such, no funds for this action have been expended to date.

2.5 iReady Assessment: Funding was allocated to continue the purchase of iReady assessments in future years. As such, no funds for this action have been expended to date.

2.6 Future Needs for Learning Loss: Funding for this action was allocated to continue to address areas of learning loss through the implementation of evidence-based interventions for the 2022-23 school year and beyond. As such, no funds for this action have been expended to date.

USE OF ANY REMAINING FUNDS

3.1 Additional Athletic positions: Seven additional athletic coaching positions at each comprehensive high school (21 total) have been allocated through the use of ESSER III funding.

3.2 Expansion of Visual and Performing Arts (VAPA): Additional musical instruments have not been purchased to date. Staff attempted to order instruments in November and December of 2022, however, vendors indicated that they would not be bidding due to the difficulty in obtaining instruments during the pandemic. Staff will be reaching out to vendors again this spring.

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 function of the Local Control Accountability Plan (LCAP) is to support comprehensive strategic planning. The development process includes:

1. Analyzing both qualitative and quantitative data
2. Outlining successes
3. Determining the greatest needs
4. Evaluating choices amongst greatest needs
5. Identifying root causes
6. Researching options to address root causes of the greatest needs
7. Engaging community partners
8. Developing goals
9. Applying a cost analysis
10. Evaluating and prioritizing the use of resources to enact the identified priorities
11. Designing actions
12. Determining budgets and analyzing sustainability

The Alvor Unified School District (AUSD) uses these same protocols to develop plans for the additional funds received through the Educator Effectiveness Block Grant, the A-G Completion Improvement Grant, the Expanded Learning Opportunities Program, the PreK Planning and implementation Grant, and ESSER III Funding to increase or improve outcomes for students.

A few examples of this alignment are as follows:

- The ESSER III Goal 3.1 (Additional Athletic Positions) aligns with LCAP Goal 1 (Athletics) by adding additional positions to the LCAP goal for increased services.
- The ESSER III Goal 3.2 (Expansion of Visual and Performing Arts) aligns with LCAP Goal 11 (Visual and Performing Arts) through the purchase of additional musical instruments.
- The ESSER III Goal 2.5 (iReady Assessment) aligns with LCAP Goal 9 (District/Contract Vendors) by extending the iReady diagnostic program for additional years.

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
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