



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
Gridley Unified School District	Justin Kern Superintendent	jkern@gusd.org 530-846-4721

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 additional funding sources arrived or were re-adjusted in allocation from the state, the LEA leadership allocated the additional funding to items that were already a part of the LCAP in almost all cases. At the time of fund arrivals in the fall, COVID numbers were still running higher than expected and in-person engagement meetings were minimal aside from the required School Site Council Meetings. As the spring brings reduced COVID counts and the LEA moves toward budget planning for the 22-23 school year, a series of engagement meetings are planned monthly from the end of February through the end of the school year for the major educational partner groups. In the interim, the additional funds received thus far were budgeted to increase campus security (already in the LCAP), increase instructional aide and teacher support for struggling learners (already in the LCAP), and maintain student and staff access to technology and Internet in the face of inflation and decreased supplies of competitively priced technology that was not foreseen in the original budget planning almost a year ago. Aside from the receipt of the additional LCFF funding, in preparing the other plans of the past 18 months, the LEA has incorporated partner feedback received through the Parent Version of the Healthy Kids survey in spring of 2021, and similarly timed surveys around the needs and feelings of parents about school safety, school reopening, transportation needs, etc. that were circulated through the Google Forms medium in English and Spanish.

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.

Additional add-on funding was directed principally to instructional aide increases, campus supervision increases such as noon duty supervisors, bringing on an additional education specialist position for students with disabilities, and with struggles to maintain the current bus fleet to ensure transportation for students, the hiring of mechanic support for the motor pool. All school sites in the LEA have unduplicated pupil counts in excess of 55%, but the bulk of additional services were targeted toward the lower grades to boost the experience of our youngest learners who have been arguable affected the most so early in their education careers during the pandemic.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The initial waves of COVID-related monies went largely to preparing the schools to reopen safely and remain open and/or to provide the needed fast pivot to distance learning early in the pandemic. At that time, minimal educational partner input was done due to the lockdowns, though Google Forms surveys were used to get input about family questions and concerns about the return to school and to gauge the need level to provide Wi-Fi hotspots to families to continue educating students. As school returned in 2020-21 and the LEA was forced to begin the school year in distance learning, a considerable portion of money was spent in order to provide the technology to staff to allow them to teach from home or in the distance learning mode required to be offered even after regular school resumed in October of 2020. As new and additional sources of funding became available, the LEA leadership looked to additional Google surveys of family needs, as well to the traditional surveys used each spring to learn about student, staff, and parent perceptions of the school environment. Virtual engagement meetings in spring of 2020 also provided opportunity for the LEA to present its plans to the public and receive feedback and questions about these drafts prior to final board adoptions. In the current school year, the additional sources that continued to become available were used to enhance what the educational partners already had been presented with and approved. As each successive funding source had later and later ending deadlines to expend the funds, the LEA used the bulk of the additional funding to extend the life of supports already enacted, or to add additional supports for which in the initial rounds of discussion could not be supported with the available funding, such as a district social worker to enhance the efforts of getting students back in their classrooms and families in the challenges faced in pandemic education, and adding instructional coach positions that had been sunsetted previously in favor of increased socio-emotional counseling supports. As the LEA looks ahead to 2022-23 and pandemic precautions ease, the team looks forward to holding monthly engagement meetings in person through the spring of 2022 for its various partner groups. In these discussions, the effects of the pandemic on students will be made clear as the data continue to accumulate - with a few exceptions, state test scores are declining, chronic absenteeism is well out of hand, and in turn with the absenteeism a loss of learning on the part of students - independent study is no substitute for in-person learning and socialization as we are seeing with increased behavioral difficulties at the youngest grades we presume to be at least in part due to decreased social opportunities in the past two years. District plans are available for review at <http://www.gusd.org/District-Plans-LCAP-and-Others/index.html>

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 ESSER III plan largely extends the already planned for implementation of actions in previous plans funded by one-time money such as the Expanded Learning Opportunities Grant. A large portion of ESSER III funding has been allocated to extend the life of programs and positions that would otherwise have to end in 1-2 years. The availability of the ESSER III funding allows the district to extend supports such as summer school, additional paid professional development done locally in key areas to staff to mitigate the loss of in-person professional development that has been largely absent for two years. The funding has also enabled the district to offer enhanced services such as a district-wide social worker position to help re-engage families and get students back to their in-person classes, and to expand educational opportunities to students in the district through funding expansions of the high school's Career and Technical offerings in the form of a powder coating setup for the metals program. Technologically, the funding has also been earmarked in part to keep the district's internet functional through replacing an aging Wi-Fi controller that, if it were to go down, would stop all Wi-Fi within the district. The plans have not been without challenge however, as despite offering numerous positions through the funding, there has been a struggle to attract applicants to the available positions. The one-time nature of the funding has been a struggle as well in that it can be doubly difficult to attract applicants to positions that are effectively grant-funded and are not seen as secure and stable employment into the future. District plans are available for review at <http://www.gusd.org/District-Plans-LCAP-and-Others/index.html>

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.

As has been mentioned elsewhere in this update, the LEA leadership has been diligent in efforts to maintain the spirit and intent of the original LCAP for 21-22 as a guiding district document with all of the expenditures enacted or planned to be enacted under the various spending plans related to ESSER, Expanded Learning Grant, and so forth. Each action in the plans can be tied directly back to one or more goals and/or actions in the original LCAP. More often than not, the additional dollars in the succession of new plans have been used to extend out actions that would have had a short life span and this little potential to have long term positive effects on students and families. Dollars continue to be allocated too for safe return to then maintenance of in-person instruction, with upgrades to air filtration and HVAC, individual bottle fillers instead of mouth-on water fountains, PPE freely available, and so forth. District plans are available for full review at <http://www.gusd.org/District-Plans-LCAP-and-Others/index.html>

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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