

# 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).

Through the Budget Act of 2021, the Little Lake City School District was allotted additional funding that was not originally included in the 2021-22 Local Control and Accountability Plan (LCAP). Those funds consist of the following:

- Educator Effectiveness Block Grant (EEBG) \$902,011
- Extended Learning Opportunities Program (ELOP) \$3,213,592

In order to engage educational partners, it was critical to collaborate with parents/guardians, teachers, and staff during the planning process. Two surveys were administered to all educational partners as a way to obtain further feedback from students, staff, and parents. The first survey was sent to all partners on April 28, 2021, and the second survey was administered in June 2021. The results were considered in the development of the Educator Effectiveness Block Grant (EEBG). The District is in the initial planning process for the Extended Learning Opportunities Program (ELOP) and will be including our educational partners in the process. We plan to send out a survey to all parents in Spring 2022, seeking their input on the effective use of this funding.

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 Little Lake City School District received an allocation of additional concentration grant add-on funding in order to increase the number of staff who provide direct services to students on school campuses with an enrollment of low-income, English learners, and/or foster youth that is greater than 55 percent. Currently, all nine LLCSD schools meet the criteria of greater than 55 percent, and all nine schools will receive additional staff through this funding. The LLCSD LCAP Central Committee held three meetings to make recommendations for the use of additional funding within the state guidelines. The Central Committee met on October 24, 2021, November 30, 2021, and January 12, 2022.

To engage our educational partners, consultations and a survey took place. Principals at each site held consult meetings with both certificated and classified staff members. In addition, consults occurred with the administrative team, bargaining units (LLEA and CSEA), and parent representative groups (DAC/DELAC). The consult meetings asked participants to identify five recommendations for additional certificated and classified positions (including custodial staff) that provide a direct service to students. Based on the feedback and results from the consults, all educational partners (staff and parents) received a survey (sent November 17 and November 18, 2021) where they were asked to select their top five recommendations out of ten possible choices for the use of these funds.

Based on the feedback from our educational partners and through the work of the Central Committee, the following recommendations for additional staff positions were made: one school counselor, nine 5.0 hour instructional assistants, and fourteen 3.5 hour instructional assistants. This will impact students at all nine schools as each school will see an increase in staff based on these recommendations.

The additional school counselor will service middle school students. Our two middle school sites previously shared a counselor. This addition will allow each middle school to have their own dedicated school counselor on campus, thus expanding access and services to all 6th - 8th grade students across the district. This staff member will provide a comprehensive counseling program which will include small group and individual counseling, identifying issues affecting school performance, collaborating with teachers to address students' needs, and providing outside resources to students and families.

Instructional Assistant positions will be added to all nine school sites. The larger two elementary schools (Lakeview and Studebaker) will have two 5.0 hour instructional assistants and two 3.5 hour instructional assistants. The remaining five elementary schools (Cresson, Jersey Avenue, Lakeland, Lakeview, and William Orr) will have one 5.0 hour instructional assistant and one 3.5 hour instructional assistant. The two middle schools will also receive support, with three 3.5 hour instructional assistants at Lake Center and two 3.5 instructional assistants at Lakeside. The amount of instructional assistant support was determined by student enrollment numbers with more support given to the larger sites with higher student enrollment.

The role of the instructional assistant will be student focused, academic, fluid, and based on site and student needs. Data will be used by site administration and the SALT team to determine placement of the IAs working directly with students/student groups on academic needs. The academic area of focus will be site determined, but will be restricted to academic core content areas (i.e. reading/ELA, mathematics, science, or social studies). Professional development for instructional assistants will be provided.

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.

There have been numerous educational partner engagement opportunities to gather feedback and input on the planned expenditures of one-time federal funds, specifically the funds intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils. This extensive community feedback was not only used to guide funding, but also used in the development of the ESSER III plan and the Expanded Learning Opportunities Grant plan. Educational partner engagement opportunities throughout the 2020-2021 school year targeted the following groups: students, parents and guardians (including parent advisory committees, SSC/ELAC, and DAC/DELAC), teachers (including LLEA), classified staff (including CSEA), school and district administrators, and special education administrators.

During the planning process, it was critical to collaborate with parents/guardians, teachers, and staff. Educational partner groups across the district met between Feb 3, 2021 and Apr 21, 2021. To ensure consistency among groups, all educational partner groups engaged in the same process with the same presentation. The groups were: Certificated Groups (Teachers groups from all 9 sites, LLEA Consult, and Admin Team), Classified Groups (Classified groups from all 9 sites, CSEA Consult), and Parent Groups (SSC/ELAC from all 9 sites, and DAC/DELAC). The District held Central Committee meetings, input meetings and surveyed both parents and staff. The following meetings took place: LCAP Central Committee meetings (Feb. 3, 2021, April 21, 2021, May 26, 2021), consultation meetings were held with the following groups: District Advisory Council (Mar 4, 2021); District English Learners Advisory Committee (Mar 4, 2021); LLEA (teachers' association) (Mar 31, 2021 and April 22, 2021); CSEA (classified employees' association) (April 7, 2021 and April 22, 2021), the Administrative Team inclusive of all K-8 principals (Feb 24, 2021), and the subset of administrators (April 22, 2021). In addition, focus questions were used to solicit input on student needs from all schools' English Learners Advisory Committees, School Site Councils, PTA unit boards, school staffs, and middle school students and on April 26, 2021 a parent input meeting was held with a parent representative from each school site.

Two surveys were also administered to all educational partners as a way to obtain further feedback from students, staff, and parents. The first survey was sent to all partners on April 28, 2021, and the second survey was administered in June 2021. The results were considered in the development of the funding plans including the ELO-P and ESSER III plan. In addition, a draft of the ESSER III plan was posted on the LLCSD website for parents/guardians/staff and the public at large to provide feedback using a Google form. Also, during the second LCAP Central Committee meeting on April 21, 2021 information regarding federal funding was shared with the group. Specific guidelines on allowable expenditures for the following funds were covered, including:

- In-Person Instruction Grant
- Expanded Learning Opportunity Grant
- ESSER II - Elementary & Secondary School Emergency Relief
- ESSER III - Elementary & Secondary School Emergency Relief

The ESSER-III Plan (page 2 and 3) and Expanded Opportunities Grant plan (pages 2-4) are linked below and the pages indicated contain the information on engagement.

[ESSER III Expenditure Plan](#)

[Expanded Learning Opportunities Grant Plan](#)

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.

LLCSD is committed to maintaining the health and safety of students, educators, and staff and is committed to maintaining the continuity of services as required by ARP-ESSER III. Based on the feedback from all of our educational partners and the public at large, the ESSER-III plan was developed to provide support to students in ways that had not previously been covered by other federal funding sources. The plan contains five actions to address student needs.

The first action in the ESSER III plan is elementary interventionists. Elementary interventionists are an integral part of the District's evidence-based in school intervention, Response to Intervention (RtI). Interventionists work with student groups from grades K-5 throughout the day during grade level RtI allowing for a lower student to teacher ratio. This allows our most intensive students to receive daily intervention in small groups with a lower teacher to student ratio and all students to receive instruction at their instructional level. This action has been implemented, but not to the degree of the initial plan. The successes are that students were properly identified and placed into RtI groups based on need. In addition, the RtI groups were formed, interventionists received a much upgraded training from the site TOSA, and RtI began at all elementary sites. As a district, full implementation of the plan would require 31 interventionists, dispersed to elementary school sites based on student enrollment. We currently have 22 interventionists filling those spots due to staffing shortages. Another challenge has been that often times, those interventionists are being pulled to substitute in classrooms due to substitute shortages.

The next action allocated are the Elementary Academic School Site TOSAs. This action allowed the addition of an elementary TOSA at each elementary site to provide support, training, and guidance to all aspects of evidence-based student intervention programs include a revamped and strengthened Response to Intervention (RtI) school-wide program, systematic Tier III intervention, and an after-school tutoring program. A TOSA was hired at each elementary site prior to the first day of school. The TOSAs have been instrumental in ensuring the RtI program is operating and have ensured high quality training for all of our elementary interventionists allowing for a more effective program. Before and after school tutoring is taking place at each site and the TOSAs have spearheaded the efforts for our new online tutoring program, Tutor.com. Tier III intervention is taking place under the guidance of the TOSAs with our most at risk students receiving a third dose of instruction using high yield instructional strategies during the school day.

ESSER funding was also used to support an additional Family Outreach Liaison. The liaisons identify homeless/foster students with support from school, feeder schools, and county/state staff and collaborate with teachers, counselors and administrators in order to advocate, provide, and coordinate services and resources including educational and social services. In addition to case management services, they monitor attendance of homeless students, and ensure that additional academic support is provided to low achieving students in core academic areas through after-school tutoring and/or summer programs. We were able to hire a second full time family liaison to fill this position in August 2021. This addition has allowed us to service additional students, and provide more effective services to families in need.

Along with the Family Outreach Liaison came an additional action for funding for the Family Outreach program. This additional funding assisted in bringing the vision of the Family Resource Center (FRC) to life. Housed centrally at the District Office, the FRC has allowed us to expand services to meet the needs of our homeless, foster youth, and low income students and their families by providing a support center for direct assistance. Services provided include backpack and school supplies, food assistance, uniform/clothing assistance, as well as technology. While the opening of the FRC has been a success, we are still challenged by COVID mitigation. We have not been able to host all of the programs, including parent education and after school tutoring, as planned, but intend to expand services once it is safe to do so.

The final ESSER III Action is school counselors. This action, when coupled with LCAP Goal 3, Action #1, provided full time counselors at each elementary school site. We were able to fill these positions in the summer thus starting the school year with these counseling services in place. Having an assigned school counselor has successfully resulted in increased counseling and social emotional support to meet the targeted needs of students. This has allowed more students the ability to make a direct connection and build a relationship with a counselor in order to meet their social emotional needs post pandemic. In addition to providing individual, small group, and classroom services, the school counselors are facilitating school-wide mindfulness activities and providing support for our SEL program, Second Step.

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 Little Lake City School District is using its fiscal resources for the 2021-22 school year to implement the requirements of applicable plans in a manner that is aligned with the 2021-22 LCAP. In the ESSER III plan each goal is directly aligned to the LCAP ensuring that the focus remains on meeting the needs of our students as identified by both data and educational partner input. Within ESSER III, funding used for Elementary Interventionists ties directly to LCAP, Goal 1, Action #13 Student Interventions. These funds work in collaboration to provide Response to Intervention (RtI) services during the school day to all K-5 students, allowing for their needs to met by either intervention or enrichment at their instructional level.

The funding for Elementary Academic School Site TOSAs is directly linked to LCAP, Goal 1, Action #5 Tier 3 Increased Support and #13 Student Interventions. By coordinating these resources, we are addressing the needs of students by providing a comprehensive intervention program during the school day. While the LCAP funding provides the interventionists needed to provide small group instruction during the RtI program, ESSER III funds the Elementary TOSAs who provide professional development and training to the interventionists to ensure effective instruction and also monitor student placement within RtI. In addition, our efforts for Tier III

intervention services began with LCAP, Goal 1, Action #5 to maintain a full time RSP teacher at each site to assist at-risk students. ESSER III further expands this service due to the Elementary TOSAs overseeing the placement of students in Tier III and working directly with the RSP teacher to provide the needed support to students through intervention.

When considering the social emotional needs of our students which was a high priority of all district educational partners, funds are once again aligned to provide consistent, effective services. LCAP Goal 3, Action #3 maintains five K-8 school counselors that provide direct services to meet the social and emotional needs of both elementary and middle school students. Counselors provide one on one counseling, small group support, and assist teachers with strategies for students with social-emotional needs. Under LCAP, these five counselors were shared among sites. Beginning in the 2021-2022 school year using ESSER III funds, an additional three TK-8 counselors were added, ensuring that each elementary school receive services from a dedicated school counselor five days a week. Furthermore, the Annual Update indicates that funds from the additional concentration grant add-on allocate for one additional counselor to service middle school students. This final addition will allow all nine schools to have their own dedicated school counselor on campus, thus expanding services to all students across the district. The coordination of funding results in the District meeting the expressed needs of the community by providing a comprehensive counseling program which will include small groups and individual counseling, identifying student issues affecting school performance, collaborating with teachers to address students' needs, and providing outside resources to students and families.

Finally, we have coordinated funding and resources to expand services to students and parents through our Family Outreach Liaison program. ESSER III allowed the addition of one full time Family Outreach Liaison which aligns with LCAP, Goal 4, Action #1 which provides one part time Family Outreach Liaison and a full time Family Outreach Liaison (split funded with Title I and MAA). Given the increased need of our homeless, foster, and low income students, in addition to the increased number of students that have been identified, this role allows for services to meet the direct needs of students and their families. Moreover, we are able to grow the program using ESSER III funds to meet the unique needs of homeless, foster youth, and low income students by providing resources and activities including basic school supplies, referrals to community agencies, and the Family Resource Center with access to food and other necessities, technology, and tutoring services.



# 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 2021–22 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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