

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).

Student Feedback

Student feedback was gathered through the parent, student, and staff survey published by the district to gather feedback. Additional feedback was gathered by visiting several classrooms via Teams. Students were asked to provide feedback on what was working well and what they would like to see added or expanded to support their school learning experience and learning.

Staff and Labor Partners

The administrators that form the Teaching and Learning group have provided substantial feedback and support in the development of this plan, including but not limited to: Curriculum Instruction/Professional Development Directors, Student Support Services Directors, School Leadership Directors, Nutritional Services Directors, Communications Department staff, Business Services Directors, Information and Educational Technology Services staff, and members of Cabinet.

The district has been working closely with our labor partners in all phases of the return to In-Person Instruction and the contingencies should the need arise to return to Distance Learning. Feedback was obtained at various bargaining group consultation meetings and during ongoing collaborative meetings.

DELAC

The DELAC committee provided feedback on the original LCAP plan adopted by the Board in June 2021 and provided additional input on the use of new funds provided through the Budget Act of 2021 and the new ESSER III funds at the September 16, 2021 meeting. The meeting was conducted in English and Spanish.

Key Communicators

Superintendent Dr. Noguchi holds monthly meetings with key community partners in education to solicit feedback on a variety of topics. The “Key Communicators” meetings include parents and community leaders, as well as City and County government officials. These meetings provide feedback from a variety of perspectives, including those who do not have children in our schools.

Parent and Community Outreach

Several District online surveys (May 2020 through August 2021) have asked for feedback from parents on what additional supports and/or resources they need to help their student be successful. An online survey was sent out on September 9 to seek additional feedback from parents, students and staff. Over 1,200 responses were received with the majority coming from parents (839).

District leadership solicited input from the following community organizations during their meetings in August and September: South Modesto Partnership, West Modesto Collaborative, Stanislaus Partners in Education, and the Latino Roundtable. Members were provided an overview of the program and asked to provide feedback on what they see working and what they would suggest to support the social, emotional, mental health, and academic success of students.

The LCAP Advisory Committee provided input on the development of the LCAP and the use of additional funds provided through the Budget Act of 2021.

Civil rights organizations

District leadership solicited input from the Stanislaus County Chapter of the NAACP and from Parents Leading Change during meetings in September. Additionally, members of the Black Student Unions provided guidance on ideas for inclusion in the plan.

Advocates for “underserved students”

Feedback was provided from advocates for homeless and foster youth via the district’s Homeless Liaison and Foster Youth Liaison. Additional feedback was provided by Court Appointed Special Advocates (CASA) and by the district Special Education Committee.

Social Media and School Messenger

Modesto City Schools also uses social media to keep its community of students, families, and staff informed. Between the District’s Facebook, Twitter, and Instagram accounts, there are over 17,500 page likes/follows. Social media users regularly engage by commenting on posts and using the private message function on the platforms.

School and District officials use a mass notification system called SchoolMessenger to provide timely, relevant information regarding students’ education and upcoming events. The system sends messages via voicemail, email, and text. This platform, using the survey function, was used to solicit feedback on transportation and internet connectivity.

New for the 2021-2022 school year, school and district staff are using Peachjar® to provide digital distribution of school and community information directly to parents. The new platform increases communication with parents to increase participation in the schools.

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.

Modesto City Schools developed a plan to use the additional concentration grant add-on funding to increase services to students. This plan includes:

- Increased staff to support the expansion of the Multi-Tiered System of Support (MTSS) to all 22 elementary sites. This includes the addition of instructional coaches and paraprofessionals. Also, additional hours were added to provide increased interventions by current staff either before, during, or after school.
- Increased staff to support the mental health of students, specifically low-income, homeless, and foster youth. Additional mental health clinicians, student support specialists, and family assistance specialists will be/ have been added to provide direct services to students in need.
- Increased the number of counselors at the 7-12 level to reduce the counselor to student ratio from 650:1 to 450:1 and the addition of EL counselors to support English learner students.
- Hiring an inclusion coordinator at the 7-12 level to support the inclusion of special education students in the regular day.
- Hiring an inclusion specialist at the TK/K-6 level to support the inclusion of special education students in the regular day.
- Additional yard duty supervisors to provide support before and during the school day.
- Hiring of Board Certified Behavior Analysts to support students and staff.
- Analyzing the ALD staffing to increase the support for English learner students.
- Increasing the number of optional periods to support students needing additional remediation or credit recovery.

The additional concentration grant add-on funding is being used in conjunction with the one-time federal funds to support these added supports for students and specifically students who are low-income, English learners, homeless, and/or foster youth

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.

Student Feedback

Student feedback was gathered through the parent, student, and staff survey published by the district to gather feedback. Additional feedback was gathered by visiting with 3 classrooms via Teams. Students were guided through the purpose of the ESSER III funds and provided feedback on what is currently working well and what they would like to see added or expanded to support their school experience and learning.

Staff and Labor Partners

The administrators that form the Teaching and Learning group have provided substantial feedback and support in the development of this plan, including but not limited to: Curriculum Instruction/Professional Development Directors, Student Support Services

Directors, School Leadership Directors, Nutritional Services Directors, Communications Department staff, Business Services Directors, Information and Educational Technology Services staff, and members of Cabinet.

The district has been working closely with our labor partners in all phases of the plan for the return to In-Person Instruction and the contingencies should the need arise to shift to Distance Learning. Feedback on the ESSER III Expenditure plan was obtained at a September bargaining group consultation meeting and during ongoing collaborative meetings.

DELAC Feedback

The ESSER III Expenditure Plan was discussed with our DELAC committee on September 16, 2021. Parents provided input regarding the plan. The meeting was conducted in English and Spanish.

Key Communicators

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Parent and Community Outreach

Several District online surveys (May 2020 through August 2021) have asked for feedback from parents on what additional supports and/or resources they need to help their student be successful. An online survey specific to ESSER III was sent out on September 9 to seek additional feedback from parents, students and staff. Over 1,200 responses were received with the majority coming from parents (839).

District leadership solicited input from the following community organizations during their meetings in August and September: South Modesto Partnership, West Modesto Collaborative, Stanislaus Partners in Education, and the Latino Roundtable. Members were provided an overview of the program and asked to provide feedback on what they see working and what they would suggest to support the social, emotional, mental health, and academic success of students.

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New for the 2021-2022 school year, school and district staff are using Peachjar® to provide digital distribution of school and community information directly to parents. The new platform increases communication with parents to increase participation in the schools.

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.

Modesto City Schools is working to implement all aspects of the Board approved plan. The plan included three specific areas of concentration – 1. Strategies for Continuous and Safe In-Person Learning; 2. Addressing the Impact of Lost Instructional Time; and 3. Use of Any Remaining Funds. Depending on the area, the planned actions are either completed or in-process.

Strategies for Continuous and Safe In-Person Learning

All of the actions in this area are in-process:

- Staff has been hired to support the increased interest in Modesto Virtual Academy and continues to be hired, as needed.
- COVID-19 Testing/Monitoring is an ongoing process. Staff has been added to facilitate the weekly testing that has been scheduled. Tests have been obtained and a contract is in place for the processing of the test samples.
- Before school care is now offered at the elementary sites and after school programs continue to enroll additional students as staff becomes available.

Addressing the Impact of Lost Instructional Time

Completed actions in this area include:

- Counselors have been added to increase support for students and monitor academic progress
- Additional instructional coaches have been hired to support teachers in supporting student lost instructional time
- MTSS expansion has occurred at all of the elementary sites (still some staffing concerns to address)
- ALD staffing has been hired to provide additional support to English learner students
- Language Institute paraprofessionals have been added
- Remediation/credit recover opportunities have been increased at all grade levels

In-process actions in this area include:

- Providing additional paraprofessionals to support the increased enrollment in the ASES Program (struggling to find staff)
- Hiring of Inclusion Specialist
- Hiring of Inclusion Coordinator
- Providing added Student Assistance Specialists (struggling to fill all positions)
- Summer School Programs are being developed and increased for the upcoming summer session in June 2022

Use of Remaining Funds

The majority of the actions in this area are in-process:

- COVID-19 Oversight, the director has been hired and is providing the needed oversight for the program. The assistant to the director is in-process.
- The Equity & Intervention Specialist has been hired to support the equity work within the district.
- The Parent Ambassador Program coordinator has been hired and is working to identify and place the parent ambassadors at the sites. This will be an ongoing process through the year.
- Technology continues as an in-process action. Some actions have been completed, but most will continue throughout the duration of the plan in an ongoing basis.
- Facilities continues to be an in-process action. HVAC units are being upgraded and sanitation processes have been implemented. Facility improvements to support student safety will be ongoing work following the implementation scheduled.
- Nutrition services continues to support the delivery of safe meals to students.
- Hiring of the Lead Analyst – Fiscal is in process
- Human Resources is adding support staff necessary to hire the additional staff necessary to support the plan.

Successes & Challenges

MCS has been successful in the ability to meet the COVID-19 testing, monitoring, and oversight requirements to provide in-person instruction for our students. The majority of students are attending classes in-person and in-person due to the safety protocols that have been implemented. Opportunities for remediation and credit recovery have been increased to support students struggling with the return to in-person learning and the learning loss that may have occurred during distance learning. Certificated staff have accepted the challenge to provide more courses by adding optional periods to support students. Additionally, the expansion of MTSS, increased counselors, technology supports, and nutrition services are all areas of success.

Staffing continues to be a challenge – both from number of applicants for positions and from being able to offer professional development opportunities for staff. In addition to substitute staff to cover absences, there continues to be a need for paraprofessionals and for after school staff to support students. The hiring of specialized staff has been a major challenge due to lack of qualified applicants for positions. Supply chain issues have also impacted the plan implementation. Often, the items ordered have not arrived in a timely manner causing the projects to be delayed.

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.

Beginning with the 2021-2024 LCAP, Modesto City Schools aligned the actions in the LCAP to the Modesto City Schools Strategic Goals. This alignment was carried through the various plans (ESSER III, ELO, Safe Return, etc.) that are required for use of the various fiscal resources. The coordination of the plans allows for the most effective use of the available resources to support the needs of the districts' students.

Funds designated for specific purposes, such as the Safe Return to In-Person Instruction, were targeted to support the new requirements such as COVID-19 testing or to support necessary facility improvements such as improved HVAC systems. Funds to support remediation were coordinated to continue what was in place, but also increase the opportunities necessitated by the pandemic. The LCAP supported remediation, but the use of ESSER III funds allowed for even more optional periods to be offered for students to make up missing credits.

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/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/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