

# 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).

Paso Robles Joint Unified School District included within the 2021-22 LCAP the applicable funding from the Coronavirus Aid, Relief, and Economic Security (CARES) Act that had been received prior to the adoption of the LCAP. These funds were identified within the goals and actions in the adopted 2021-22 LCAP. In addition, specialized one time funds from AB 86, Expanded Learning Opportunity Grant, were presented in a plan that was adopted by the Board of Trustees (item K.2 on the May 21, 2021 Board Agenda) prior to the LCAP adoption. The funding related to the LCAP goals from AB 86 was then included within the 2021-2022 LCAP goals and actions.

There were three sources of funding not included within the 2021-22 LCAP plan as these sources were allocated or identified subsequent to the adoption. The first source of funding was additional one-time funding from the Elementary and Secondary Schools Emergency Relief Funds (ESSER) III. The expenditure of these funds was addressed in the ESSER III plan that was adopted by the Board of Trustees on October 12, 2021 (See Item I.3 on the Board agenda). The development of this plan included input from educational partners including community members, site and district staff, surveys of parents and student input. A community focus group was convened to give input into the ESSER III plan and became the foundation for the ongoing LCAP Community Educational Partnership Committee. In October 2021, an additional parent survey was conducted to determine if parent concerns had changed from the spring 2021 LCAP survey. The actions and expenditures of the ESSER III plan were aligned to the goals of the 2021-22 LCAP and the input received from educational partners.

The second source of funding was a five-year Educator Effectiveness Fund Block Grant. This state grant required that a five-year plan be developed that identified actions based on state allowable uses. The plan was presented as an information item at the November 9th Board meeting (see item J.3) and was adopted by the Board of Trustees at the December 14th Board meeting (see item J.2). The development of the Educator Effectiveness Fund Block Grant plan included input from site and district staff, bargaining units, LCAP Community Educational Partners and the results of parent surveys sent out as part of the development of the ESSER III plan.

The final source of funding was an increase in the amount of supplemental and concentration grant funds. This increase of funds was due to an increase in the unduplicated population. An additional \$709,143 was added to funding to be used to increase and improve services for

unduplicated students. This funding was used to expand services that were already identified within LCAP with particular attention to goal 1: Connecting Students and Families to School and Engaging Students in Learning which continued to be a high priority for all educational partners. The LCAP Community Educational Partners recommended that we review the development of a Wellness Center at the comprehensive high school and expand access to mental health services. Site and district staff conducted a visitation to a neighboring district to identify needed resources for a Wellness Center. In addition, the Counseling and Mental Health Subcommittee reviewed the student counseling data and recommended adding counseling services to support more intensive needs of students.

The following documents and page numbers indicate how and when the district engaged with its education partners in the use of funds received to support recovery for the COVID-19 Pandemic.

The following plans can be found on the LCAP website <https://www.pasoschools.org/domain/593>

2020-21 Local Continuity and Attendance Plan, pages 3-9

2021-22 Local Control and Accountability Plan, pages 11-15

The following plans can be found on the Reopening Schools website

<https://sites.google.com/pasoschools.org/reopen>

2021 Expanded Learning Opportunity Grant Plan (AB 36), pages 1-3

ESSER III Expenditure Plan, pages 2-3

Additional educational partner meetings and surveys have been scheduled as follows. While the focus of these meetings is the development of the 2022-23 LCAP, educational partners are provided the information regarding one-time funds (ESSER, CARES) and are able to provide input on additional services and actions.

LCAP Parent Advisory Committee

All Meetings are 6:00 - 7:15 pm

February 28th

March 21st

May 9th

LCAP Community Educational Partners Committee

All Meetings are 6:00 - 7:15 pm

February 24th

March 10th

May 2nd

LCAP District Educational Partners Committee

All Meetings are 3:45 - 5:00 pm

February 9th

March 14th

May 2nd

DELAC (LCAP is included as an agenda item at the following DELAC meeting)  
December 1st  
February 9th  
May 18th

LCAP Parent and Student Surveys - February 20 - March 15  
CA Healthy Kids Survey - March 1 - April 30

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 became eligible for concentration grant funds for the first time in the 2021-22 school year based on an increase in the percentage of students who are low-income, English learners, and/or foster youth (unduplicated students). These funds were not part of the 2021-22 LCAP adopted on June 22, 2021. The overall concentration grant funds received by the district was \$302,675 of which approximately \$39,500 was the concentration grant add-on funding. The concentration grant add-on funding was used with concentration grant funding to hire two additional elementary counselors to provide the four elementary schools who have over 55% of unduplicated students with increased counseling services. The remaining concentration grant funds were used to support the development of a Wellness Center at Paso Robles High School. These uses were determined through our Counseling and Mental Health Subcommittee which received input from our educational partners including district and site staff, DELAC, LCAP Parent Advisory Committee and our LCAP Community Educational Partners.

The district has the following schools that are at or above 55% of unduplicated students on the California 2021 Dashboard:  
Georgia Brown Dual Immersion Magnet Elementary  
Virginia Peterson Elementary  
Winifred Pifer Elementary  
Glen Speck Elementary School (listed as Arts Academy at Bauer Speck)  
Flamson Middle School  
Liberty Continuation High School

Rationale for selecting elementary schools at or above 55% of unduplicated students:

Due to the small amount of concentration grant add-on funding (\$39,500), it was determined that the add-on funding would be combined with the new additional concentration grant funds and used at the four elementary schools that are at or above 55% to provide additional counseling services to students. Based on the student data for discipline, academic intervention, and PBIS tiered supports, the Counseling and Mental Health Subcommittee along with input from our educational partners determined that an increase in counseling services was needed at the elementary school level focusing on the schools that are at or above 55% unduplicated students.

Positions hired using concentration grant add-on funding (in combination with additional concentration grant funds):

The concentration grant add-on funding along with new concentration grant funds was used to hire two additional elementary counselors which will provide an additional .5 counselor for each of the elementary schools at or above 55% of unduplicated students.

The direct services provided to students:

The direct services being provided to students is an increase in the number and duration of counseling services that occur on the school campus through an multi-tiered system of support (MTSS) process.

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.

PRJUSD used a braided approach to engaging with educational partners. Throughout the pandemic, parent, student and staff surveys were conducted to gauge concerns, challenges and success of distance learning, hybrid learning and in-person learning along with student academic success, students social and emotional health and perceived safety concerns. The district maintained formal subcommittees to navigate various learning options and requirements. These subcommittees were Staffing; SEL and Mental Health; Student Support including English learners, students with disability and homeless and foster youth; Fiscal Services; Health and Safety; Food Services; and Educational Services. The subcommittees met to identify key areas of focus, instructional models, protocols and actions that were included in Paso Robles Joint Unified School District's Reopening Plan and the return to in person instruction. These subcommittees included site and district administration and certificated and classified staff including staff that worked with English learners, homeless and foster youth and students with disabilities. Interviews were conducted with district staff who provided support to families of unduplicated students to identify successes, areas of weakness, and student and family needs during the school closures, hybrid instruction and in person instruction. These interviews also included staff who worked with families without the internet, who struggled with connectivity.

Formal LCAP committees were convened to develop the 2021-24 three year LCAP which included LCAP Parent Advisory, DELAC and Educational Stakeholders Committee who reviewed needs assessments (student engagement data, student achievement data and survey data) and provided input into goals and actions. Input was also gathered at regular scheduled meetings of teachers and site administrators. At all meetings, educational partners were provided information regarding the state and federal funds that were part of the CARES act (including, ESSER and GEER). Educational partners were encouraged to identify the needs of any students. In addition, input was sought that focused specifically on unduplicated students for inclusion in the 2021-22 LCAP.

In October of 2021, to guide the development of ESSER III plan, a focus group was convened from the city school's diversity panel. Members of the focus group were then invited to form the nucleus of the LCAP Community Educational Partners Committee for developing the 2022-23 LCAP. The committee provided input on the additional concentration and supplemental grant funds as well on the ESSER III plan. Students and parents surveys were conducted in October as part of the ESSER III plan development to determine if areas of focus had changed from the spring of 2021 and to identify any additional areas of need. The LCAP District Educational Partners includes bargaining units, teachers, classified staff and site and district administration. This committee met last year and this year as the LCAP, Expanded Learning Opportunities Grant (AB86) and ESSER III plans were written.

The following documents and page numbers indicate how and when the district engaged with its education partners in the use of funds

received to support recovery for the COVID-19 Pandemic.

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2021 Expanded Learning Opportunity Grant Plan (AB 36), pages 1-3

ESSER III Expenditure Plan, pages 2-3

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 use of the Elementary and Secondary School Emergency Relief (ESSER) one-time funds and the federal American Rescue Plan Act has been budget to: assure the safety and health of students and staff during the pandemic including following the protocols and procedures required by the San Luis Obispo Public Health Department; provide in-person instruction, mitigate learning loss and learning disruptions; provide for the social emotional and mental health of students; and connect families and students to school and engage students in learning. These actions were documented in the ESSER III plan adopted by the Board of Trustees on October 12, 2021 (Item I.3). A summary of key areas is listed below

Funds that were used for health and safety of students and staff included improving indoor ventilation, upgrading indoor learning spaces for health and safety, providing outdoor learning spaces and curriculum, providing equipment and supplies for new cleaning and sanitizing protocols, obtaining materials to maintain social distancing (as required), providing supplies for PPE and mask mandates, providing supplies and staff for required COVID testing and contact tracings, and additional nursing and student health staff.

To provide continuity of services, funds were used to expand food services production to provide meals to students throughout the pandemic, add additional transportation vans to meet the shortage of bus drivers, add additional psychologists and staff for Multi-tiered Systems of Support (MTSS), provide one-to-one devices for students at all grades and hotspots for connectivity, provide additional certificated and classified staff to allow for parents to choose either distance learning or in-person instruction, provide support for attendance monitoring and tracking and provide connection to parents through technology and parent education opportunities.

To address lost instructional time funds were used to provide an expanded summer school, certificated staff to provide additional opportunities for credit recovery, K-5 mathematics intervention teachers, professional development and coaching for reading for all K-5 teachers, and certificated and classified staff to support student's social emotional health on the return to school including guidance specialists, behavior paraeducators, a mental health therapist and social and emotional learning (SEL) curriculum.

Health and safety and students, educators and other staff:

Successes

Our successes have centered around the ability to provide in-person instruction for all students. The health and safety protocols we have established and followed ensured that parents and staff know that we are following all guidance from SLO County Public Health Department. With a few exceptions, we have been able to maintain in-person school and extracurricular options to the greatest extent possible. There have been very few classroom closures. Funds have allowed the district to update interior classroom space and ventilation, establish outdoor learning spaces, provide healthy and nutritious meals to all students  
Implementation of the ESSER III expenditure plan.

### Challenges

Our challenges have centered on the ever-changing guidelines for health and safety protocols. Each new change requires that we provide information to all audiences including the community. There has been division within the community regarding requirements of the SLO Public Health Department and thus the plans and protocols are clearly identified, documented and researched to be able to mitigate the division. In addition, based on guidance, additional supplies and materials need to be ordered. The delay in the supply chain has impacted the purchase of supplies and technology.

### Continuity of Services

#### Successes

We have been able to provide a robust multi-tiered system of support (MTSS) for behavior, social emotional and academic supports for students on their return to full in-person school. We are currently seeing growth in academic performance in targeted areas (reading and mathematics) and a decline in negative behaviors as students have returned to in-person school. We have been able to provide 1-1 devices for all students which has facilitated instruction for students who must be home due to class closure or quarantine. In addition, we have been able to provide at-home devices for families in grades K-5 (for students who do not daily take home a device) along with hotspots to families K-12 to provide at-home access to district programs and support. All after school programs have also been provided with devices in grade K-5 to allow students to complete homework and to practice skills. We have been able to purchase additional smaller vans to provide additional home-to-school transportation and transportation for field trips and extracurricular activities.

#### Challenges

We were not able to fill all the positions that have been identified in the many plans that have been developed to support students, academically, behaviorally and emotionally and to provide extended learning. This includes psychologist positions, certificated teachers with specialized credentials, bilingual certificated and classified staff and bus drivers along with teachers for summer and afterschool programs. Based on district academic data, there is a significant learning gap between students who were successful during distance and hybrid learning and students who were not. This will require continued student support and intervention through academic, behavior, and social emotional MTSS structures for the foreseeable future. Supply chain delays impacted the receipt of educational technology and materials.

### Implementation of the ESSER III Expenditure Plan

#### Successes

The ESSER III Expenditure Plan was adopted on October 12, 2021. The plan allows for the continuation of academic, social emotional and behavior MTSS supports and extended learning opportunities that were established using CARES funding. This continuity of services allows the district to maintain and hire qualified staff. In addition, the expenditure plan provides the ability to continue to purchase health and safety

supplies including masks, PPE and COVID tests, continues the upgrade of indoor learning spaces including ventilation and expands the outdoor learning spaces available to students.

### Challenges

It has been challenging to fill positions that support students, academically, behaviorally and emotionally and to provide extended learning. This includes psychologist positions, certificated teachers with specialized credentials, bilingual certificated and classified staff and bus drivers along with teachers for summer and afterschool programs.

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 three year 2021-2024 LCAP adopted by the Board of Trustees on June 22, 2021 and approved by the San Luis Obispo County Office of Education (SLOCOE) is the guiding document for all applicable plans and decision making. The five goals identified in the plan represent the areas of focus that were developed with extensive input from educational partners including parents, staff, students and community and the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan.

### Safe Return to In-Person Instruction and Continuity of Services Plan

Paso Robles Joint Unified School District used its fiscal resources to implement the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan by

Implementing health and safety measures including upgrading indoor ventilation, upgrading indoor learning spaces for health and safety, providing outdoor learning spaces and curriculum, providing equipment and supplies for new cleaning and sanitizing protocols, obtaining materials to maintain social distancing (as required), providing supplies for PPE and mask mandates, providing supplies and staff for required COVID testing and contact tracings, and additional nursing and student health staff.

Implementing continuity of services including funds to expand food services production to provide meals to students throughout the pandemic, add additional transportation vans to meet the shortage of bus drivers, add additional psychologists and staff for Multi-tiered Systems of Support (MTSS), provide one-to-one devices for students at all grades and hotspots for connectivity, provide additional certificated and classified staff to allow for parents to choose either distance learning or in-person instruction, provide support for attendance monitoring and tracking and provide connection to parents through technology and parent education opportunities.

addressing lost instructional time including funds to provide extended learning opportunities including additional opportunities for credit recovery, provide academic interventions, provide professional development and coaching, and support student's social-emotional health

The implementation of these additional funds received in the 2021-2022 school year are specifically aligned to the LCAP by supporting the following goals and actions

### LCAP Goal 1 - All students and families will be connected to school and engaged in learning

Providing health and safety equipment and protocols to allow students to return to in-person school and allow students to receive services for academic, social-emotional and behavior supports. Providing 1-1 devices for students allows instruction to continue regardless of the model or method of instruction (distance learning, hybrid or in-person)

LCAP Goal 2 - All students will be college and career ready

A MTSS for academic intervention along with expanded learning time and opportunities for credit recovery provide students the pathway to regain grade level proficiency which leads to college and career readiness.

LCAP Goal 3 - All English learners will make progress each year toward reclassification

Providing students with 1-1 devices and hotspots for home so staff can continue to provide designated ELD for all English learners and allow students to have access to supplemental digital programs that support students' progress towards reclassification. Devices also provide a way to maintain communications with families.

LCAP Goal 4 - All students will read at grade level by the end of third grade

Providing students with 1-1 devices and hotspots allowed students and families to access district programs to support and enhance reading. Expanded learning time provides additional opportunities to support students' growth in reading.

LCAP Goal 5 - All students will be ready for Algebra I

Providing students with 1-1 devices and hotspots allows students and families to access district programs to support and enhance mathematics. Expanded learning time provides additional opportunities to support students' growth in mathematics.

## ESSER III Expenditure Plan

Paso Robles Joint Unified School District used its fiscal resources to implement the requirements of the ESSER III Expenditure Plan by identifying actions and services in the following areas

Strategies for Continuous and Safe In-Person Learning including:

Maintain clean and COVID-safe learning environment

Maintain clean and COVID-safe air quality

Provide touchless inks to decrease transmission in high touch areas

Additional technology support for students, staff and families

Water bottle refill stations

COVID compliant transportation to/from school which prevents the spread of COVID 19

Staffing to support the increased response to student needs associated with COVID 19

Decrease pollutants and bacteria in the work environment

Expand outdoor learning opportunities

Additional PE equipment to minimize spread of COVID 19

Additional outdoor seating for school and athletic events at PRHS

Addressing the Impact of Lost Instructional Time including:

Attendance outreach and support during COVID 19

Elementary guidance specialist

Social-emotional support  
Mental health support  
Credit recovery for high school students  
Algebra I support at PRHS  
Behavior support K-8  
Increased opportunities for career readiness post high school graduation  
Parent education for English learner families  
Professional development for certificated/classified staff  
Literacy coach at each elementary school  
LETRS foundational reading professional development for elementary teachers  
Curriculum Coordinator  
Math Intervention teachers at each elementary school  
Special Education supports and resources

Use of Remaining Funds  
Updated technology to support increased dependency on digital learning and communication

The implementation of the additional funds received in the 2020-21 school year are specifically aligned to the LCAP by providing the following services:

LCAP Goal 1 - All students and families will be connected to school and engaged in learning by providing:

Attendance outreach and support during COVID  
Social-emotional support with two additional psychologists  
Mental health support through an additional mental health therapist  
Additional certificated staff to do credit recovery in grades 9-12  
Behavior support at grades K-8 through the use of behavior support paraeducators  
Guidance Specialists at all elementary school sites  
Purchasing additional small vans for provide more student transportation

LCAP Goal 2 - All students will be college and career ready by providing  
Extended opportunities for summer school to mitigate learning loss  
Expanding the support for students in Algebra I support classes through the use of tutors  
Increasing the opportunities for students to receive paid internships through CTE pathways

LCAP Goal 3 - All English learners will make progress each year toward reclassification by providing  
Additional opportunities for parent education for English learner families  
Providing professionals development for teachers and paraeducators in the best instructional practices for English learners (EL)

LCAP Goal 4 - All students will read at grade level by the end of third grade by providing

Professional development and coaching on reading for all K-5 teachers and site administrators

LCAP Goal 5 - All students will be ready for Algebra I by the end of 8th grade by providing Mathematics intervention teachers at all K-5 sites

# 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 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