

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).

The district conducted a Walk to Success (WTS) feedback survey with the teachers in January 2022. The goal of the survey was to solicit input on the success of the Walk to Success daily intervention program. There are currently three components of WTS: 1) English only students tier 2 and tier 3 interventions, 2) ELD instruction, and 3) Enrichment activities for those students on grade level in reading proficiency. The WTS feedback survey also requested information on how to improve or modify the program based on what is currently being successful and what is not working well.

Subsequently, similar questions were asked of parents during the January Coffee and Conversation with the principal to retrieve qualitative data on the WTS program from the parents perspective. In addition to teachers and parents, the district has collected various data points from students within the WTS program. This includes reading diagnostic results, IXL (an online standards-based intervention program) performance data, SST data, GPA data, and intervention exit results which collectively depict a picture of how the students are performing with the tier 2 and 3 interventions and where our gaps and successes are occurring. Overall, it is the intent of the district to use the additional concentration funds from the Budget Act of 2021 that were not initially in the 2021-2022 LCAP to enhance or modify the WTS program for the 2022-2023 school year.

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.

Based on quantitative and qualitative data results from our parents, teachers, and student educational partners, the district will be adding an Intervention Specialist. This position will work directly with tier 2 and tier 3 intervention students and be responsible for all intervention data that will inform the SST process. Currently, the district's demographics include 73% low income and 18% (73 students) of our low income students are receiving intervention services. Of that 18% receiving services, 50% of them are also English Language Learners. Having an intervention specialist that will strategically focus on our low income and subsequently our ELLs, will provide for an opportunity to increase

not only our reading proficiency rates but also our ELL reclassification rates. The district will also purchase a data management system called EduClimber that will house all of the intervention data in order to efficiently and effectively organize the intervention data of our students. FastBridge will also be purchased which is a normed universal screener that will evaluate our student's academic and mental health needs. Both programs will be maintained and monitored by the Intervention Specialist.

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.

Throughout the year administration meets with various educational partners in order to stay in constant communication about program development, program performance, and retrieve input for LCAP development. Data is retrieved and recorded qualitatively and quantitatively through various surveys depending on the educational partner. The following is a calendar of educational partner meetings during the 2021-2022 school year:

- Grade Level Lead Meetings, Twice a month, meeting minutes
- Certificated PLC Meetings, Weekly, PLC data sheet
- Principal and Pastries (PAC), every other month, meeting minutes
- Classified Staff Meetings, twice a year, note taking guide
- SSC/ELAC (serves as PAC), 3 times per year, meeting minutes
- Superintendent Student Council, 3 times per year, meeting minutes
- SELPA TCOE annually, meeting minutes

Various surveys are also conducted which include opportunities for participants to share on areas of school success and areas of opportunity for improvement. This feedback information is shared and discussed at educational partner meetings and subsequently utilized for the LCAP development process.

- Community Forum Survey October 2021
- Staff Check in Survey, October 2021
- Youth Truth Survey, November 2021
- Walk to Success Feedback Survey January 2022
- Grade Level Lead Check in Survey January 19, 2022
- Educator Effectiveness survey January 2022
- MS Student GPA discussion January 2022
- LCAP Parent Survey Open House April 20, 2022

All survey results and qualitative data is gathered and considered from every educational partner. Once compiled, it is compared to various performance data to identify correlations to performance data. Then administration aligns the needs of the district with appropriate expenditures that produce overall program changes to support a continuous improvement cycle.

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.

Continuous and Safe In-Person Learning:

The district has successfully purchased and dispersed new laptops to every student and teacher. Acquiring updated laptops has allowed every student to have access to all curricular programs and internet access without any interruption, on campus and at home. The district's 5th-8th grade students are able to take their devices home each day. The ELO grant pays for hot spots for any student that does not have internet at home guaranteeing equal access to curriculum and instruction. The Independent Study teacher has been very successful in providing synchronous and asynchronous instruction to a few students who do not feel safe at school. Unfortunately the percentage rate of independent study students reading on grade level is lower than those students who are learning in person. The district has been able to honor the staff requests of professional development in the area of writing instruction. Additionally, the school has a PBIS team that is going through a multi-year training to help build up the schools' positive culture and environment. One definite challenge has been incorporating parent engagement training. It might have been overzealous for us to think that we could accomplish training opportunities for teachers in three different content areas. Teachers are feeling overwhelmed with trying to mitigate the learning loss of students that one more training opportunity is not what they need right now. They need time to collaborate on current instruction that will expedite student learning so that they can access the content.

The Academic Impact of Lost Instructional Time:

The district's plan devoted a lot of money into building the Intervention Resource Center (IRC) because of the importance of focusing on learning loss. The IRC includes the addition of three intervention aides that work with tier 2 and 3 intervention students. Students are evaluated every 6 weeks to determine if their intervention is support learning gains and the evidence shows that it is. In August 2021 the MTSS baseline data showed 68% of students in Tier 1, 30% of students in Tier 2, and 2% of students in Tier 3 interventions. As of June 2022, Tier 1 was at 79.5%, Tier 2 at 18.6%, and 1.9% in Tier 3. The data is showing that our percentages are getting closer to normal ranges (Tier 1 at least 80%, Tier 2 under 15%, Tier 3 under 5%). Specifically, Tier 2 saw a drastic decline of 11.4% of students moving back to Tier 1. This is an indication that our conscientious progress monitoring of all students and intense intervention program is working. Staff surveys have also indicated their appreciation for the program. Although, due to so many students using the IRC, the district has not been able to incorporate as many parent activities in the IRC as it had hoped but the district is optimistic that next year it will be able to meet that goal.

Additional Actions:

OnPoint services continue to support the district in technology needs and has been a valuable resource when our local technology issues are too complex for us to handle on our own.

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.

All fiscal resources received during the 2021-22 school year have been mainly utilized to create a safe environment for student learning, equitable access to learning for all students, and mitigating learning loss from the pandemic. The Safe Return to In-Person Instruction and Continuity Plan and the ESSER III plan details how the district has kept the students and staff safe during the pandemic, how the district provides equal access to curriculum and instruction, and goals to mitigate learning loss while continuing to support the goals of the 2021-22 LCAP. More specifically, additional fiscal resources during the 2021-22 school year have been spent on the following (correlated LCAP goals are listed as well): 1) providing every student with updated laptop devices and access to the internet from home (LCAP Goal 1), 2) provide an Independent Study teacher who delivers standards based instruction to those students at home that do not feel safe to come to school during the pandemic (LCAP Goal 1), 3) on-going professional development for teachers to assist in learning loss (LCAP Goal 3), and 4) an Intervention Resource Center that houses 3 intervention aides for tier 2 and tier 3 intervention strategies to our students who are more than 1 year below in reading proficiency (LCAP Goal 3).

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