Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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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).

Ongoing measures are taken to solicit input and feedback from all stakeholder groups throughout the school year. When the increased funding was allocated, the ESSER III Expenditure Plan was created in August and September, with input from teaching staff, educational consultant, and ERCS Board of Directors with the goal to bring the students back to campus all year safely and to mitigate learning loss from the school closure. The ERCS business manager meets with the Tribal Council at least once per year in the Fall and attends the Impact Aid meetings at RVUSD quarterly. ERCS sends a copy of the Annual Program Audit and a copy of all board meeting agendas to RVUSD and to Round Valley Tribal Office. There is an opportunity for the public to speak on all publicly posted board meeting agendas. The teachers meet or telephone with all parents at least 2 to 3 times a year. The ERCS Site Council meets at least once per year and the Title VI Indian Ed parent committee meets once a year in the Spring. 98% of ERCS students are unduplicated count students so all the programs at the school are for 'under-served' students. The ERCS Board is comprised of 1 community member (former parent at the school) and 3 parents, with 1 current vacancy. ERCS incorporates input from all of these stakeholders when developing school plans and the board meeting agendas and many plans and policies are posted publicly on the school's web site at https://eelriverschool.net. Teachers and staff discussed plans for adjusting the curriculum to the level that students were mastering, instead of "grade" level. Office staff kept abreast of trainings and legal updates for schools. The Business Manager remained in communication with ERCS's sponsoring District and County Office of Education for informational updates.

Remote participation was the preferred option for most stakeholder meetings. Remote options were through using a Zoom meeting room. All ERCS Board meetings were held via Zoom platform. Agendas were posted publicly and on ERCS's website and Facebook page.

As the school received new funds, the monies were budgeted to fulfill the goals and actions already approved. ERCS is a small school and the extra funds have supported hiring a temporary 4th aide for one-to-one instruction, continued to support the education consultant, and supported a temporary 15/hr week custodian. In addition, the funds continue to support efforts for masking at school, personal sanitation measures, and cleanliness of the facility. ERCS business manager has been in contact with the superintendent a couple of times to see if ERCS students could pay a pro-rated share and participate in any after school or summer school programs that the District may offer, as the ERCS funding is not sufficient on its own to set up and run a program and our school does not provide transportation or food services, nor do we have extra funding for additional custodial needs or student supervision for the students and the teachers cannot be expected to work more than their 8-hour day and use their after-school hours for prep for their classroom and independent study students.

The plans and supplements are presented to the school board, made up of parents and a community member, and the board agendas are posted on the school web site and on the school's Facebook page. The plans are discussed at school site counsel meetings. At this time, the consensus at ERCS is that the money is best spent on efforts to reduce the teacher student ratio and provide more one-to-one or small group support to help with COVID19 learning loss. According to the 1st quarter benchmark assessments, all the students are showing growth in ELA and Math, now that they are back in school and receiving daily instruction at school. As expected, the students with the best attendance are showing the most progress.

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 concentration grant add-on additional 15% amounts to $24,390. These funds help to support retaining high quality teachers by ensuring competitive pay, compensation for extra responsibilities, and a good health and welfare plan at a time when enrollment dropped 10 students from the previous year. Due to the decrease in enrollment, the LCFF and supplemental and concentration grant funding was actually reduced overall from the budget adopted in June, yet the number of teachers stayed the same and the number of aides increased by 1. Increased access to one-to-one or small group instruction by reducing the student:teacher/aide ratio continues to be the most successful way to combat the COVID learning loss as evidenced by the first round of benchmark assessments completed this year. This will continue to remain an important LCAP goal.

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.

Parents were surveyed in the spring regarding the LCAP for 21-22. Written questionnaires in English and Spanish were answered by parents regarding possible changes for the 2021-2022 school year. A School Site Council bilingual meeting was held on April 15th, 2021, for parents to give feedback and ideas about the school's proposed goals and actions. The Director of Student Achievement called additional parents to solicit their ideas.

Teachers and staff members were asked for input via conversation, and via a written rough draft of goals and proposed actions. The ERCS Board of Directors, composed of parents, gave input on the operations of the school during the monthly meetings held virtually throughout the school year.

ERCS communicated with student families through calls and text messages in their fluent language (English or Spanish). Translation services, by our bilingual staff, were offered in all communications and meetings. If any stakeholder was unable to access a zoom meeting, accommodations were made to allow them to come in to the school (socially distanced, with masks, less than 10 people at a time) per local Shelter in Place orders.

Remote participation was the preferred option for most stakeholder meetings. Remote options were through using a Zoom meeting room. All ERCS Board meetings were held via Zoom platform. Agendas were posted publicly and on ERCS's website and Facebook page.

School Staff, including teachers and aides:

Agree that learning loss is best counteracted by teaching one to one or in small groups

Agree that a variety of curricula and approaches are best for piquing student interest and engagement

Recognize that holistic assignments such as reader's theatre, plays, skits and student published books are examples of activities to be encouraged at school. Such assignments incorporate different modalities of learning, and contribute to social and emotional well-being of the students.

Would like to temporary hire a 4th aide to help students catch up after their learning loss during the pandemic

An aide recommended a specific curriculum that she observed was engaging to her grandchildren. That curriculum, Lexia, is being researched and will possibly be purchased.

Parents:

Want to continue to have a 6th grade at ERCS even though it means that one class will have 3 grades

Want field trips, holistic projects like the science fair, coupled with a games celebration afterwards when it is safe to do so

Want equity among families and vetoed the idea of homework help after school because it favors parents with the time and ability to transport their children outside of regularly scheduled school. Homework Help will not be offered, because of parent objections.

Approve of one to one and small group instruction, training students to work independently, tutoring for dyslexic kids, counseling for those who need it, health instruction, using a variety of curricula

Many parents would like a few parent teacher group meetings (online) to discuss ways to help children academically

ERCS Board:

Agreed that a longer school day would be dependent on transportation home for students. If the bus was not available, then this idea would not be feasible or practical.

Supports spending for HVAC system in the Main Building.

Approves extra payment for tutoring in the summer and after school, and the hire of a temporary 4th full or part time aide for the 21-22 school year, hiring of temporary 2nd custodian as needed during the Covid pandemic to help with daily cleaning

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.

Responding to the effort to bring students back to school and keep schools open, ERCS trained two staff members to administer COVID antigen tests and the entire staff that is on-site are tested weekly and when they return from a quarantine/isolation. Additionally, tables were purchased for outside use, weather permitting, for breakfast, lunch, tutoring, staff meetings, parent meetings, or for classroom lessons. All staff on official quarantine have received their full pay and we have worked with staff to accommodate child-care issues due to closures and quarantines. Room dividers have been ordered to help with health safety and education in the classrooms. Successes are measured by student gains in state standards benchmark testing performed each quarter. At first quarter all students were showing improvement from the beginning of the year. The teachers are still collecting 2nd quarter benchmark results as many students have been absent since the holiday season began at Thanksgiving. Another success would be no school closures needed through the week of January 14. The first school closure Jan 19-21 is a result of having to close when the District elected to close due to staff shortages. Challenges implementing our plans have to do with the rural nature of the school district. Internet access and power go down frequently, which impacts on-line tutoring and counseling, and makes on-line education platforms for students or live classroom streaming to student homes impossible for all students. Another challenge is that there is only 1 substitute teacher for the entire school district of close to 500 students. Also, if the District closes, then it forces our school to close as the District provides home to school transportation, food service, and SPED services for ERCS. An ongoing challenge is that many students are members of large families in our community with increased opportunities of contracting COVID and spreading it amongst family members. Several families/students/staff members have been on numerous quarantines or isolations this school year.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

As the school received new funds, the monies were budgeted to fulfill the goals and actions already approved and align with the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan. ERCS has used the additional funds to budget the 4th aide and educational consultant for the 22-23 school year, for continued purchases of masks, cleaning supplies, temporary part time custodian, instructional materials, online tutoring (dyslexic students, EL students, students with IEPs, and students that exhibit serious COVID pandemic learning loss), online counseling services for students, installation of HVAC units in the main building of the school (formerly it only had heaters), and secure storage areas for the increased safety supplies and school equipment that cannot be safely used during pandemic situations.

Please see attached 2021-22 Mid-Year LCAP Action/Expenditure Update.

2021-22 Mid-Year Action/Expenditure Update

Goal 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and

Action #	Action Title	Budgeted Expenditures	Expenditures to Date
1A	Support Teacher Salary	78,863.00	46,756.14
1B	3 Classroom Aides	88,551.00	40,813.96
1C	Director of Student Achievement	6,010.00	5,415.56
1D	Temporary 4th Aide	22,681.00	11,632.98
1E	Educational Consultant	37,996.00	20,700.29
1F	Professional Development	2,500.00	1,000.00
1G	Edjoin membership	750.00	0.00
1H	Cleaning Supplies	3,000.00	2,724.00
1I	Wireless Service/Tech Support	10,200.00	5,675.73
1J	HVAC system Main Hall	27,000.00	27,269.00
1K	Interior paint 2 modulars	4,000.00	6,000.00

Goal 2: Pupil Outcomes and pupil achievement, implementation of State Standards, pupil achievem

Action #	Action Title	Budgeted Expenditures	Expenditures to Date
2A	Materials and Supplies	9,000.00	5,982.64
2B	Extended Learning Time	44,000.00	24,592.00
2C	EL Curriculum	10,000.00	10,405.00
2D	Take home materials/incentives	2,000.00	1,922.34
2E	Holistic Projects	400.00	0.00
2F	Dyslexia Tutoring	10,000.00	5,285.00

Goal 3: Improve school climate,parent engagement, participation, reduce chronic absences

Action #	Action Title	Budgeted Expenditures	Expenditures to Date
3A	Presentations to Families	1,800.00	0.00
3B	Teaching Health Awareness	0.00	0.00
3C	Parent/student school events	2,000.00	0.00
3D	Multicultural Studies	10,295.00	0.00
3E	Online counseling	5,000.00	0.00
		376,046.00	216,174.64

ESSER III Expenditures not listed in LCAP Goals 1-3

Storage container, health and safety	30,000.00	17,203.73
Room dividers,charging carts,bookcas	10,000.00	8,488.85
TOTAL	40,000.00	25,692.58

Safe, Clean and Functional School Facilities

% Implemented	Notes
100	hired
100	hired
100	split between two staff members responsible for duties in 21-22
100	hired
100	hired
33	pro dev for DreamBox math program
100	annual bill due mid year
100	purchasing of cleaning supplies has been ongoing
100	Res 0079,3216
100	installed
100	additional painting of shelving-storage container

ent,course access and pupil outcomes

% Implemented	Notes
100	Res 0079,7425,3212
100	Summer tutoring aide/teacher, Stipend I for staff distance learning, COVID safety
100	Lexia, DreamBox, Accelerated Reader
100	Heinemin student books-take home
100	student boooks
100	Res 3212,3213

% Implemented	Notes
0	COVD situation limits campus visitors
100	Teach health practices in classrooms/school
0	COVD situation limits campus visitors
100	Halloween/Dia del Muertos, Native presenters planned
100	Available as needed by recommendation

storage container, labor, yard tables, decking
Res 0079, 3213