

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).

Outside Creek School District (OCS D) received LCFF Concentration Grant Add-on funds that were not included in the board-adopted 2021 LCAP (\$25,900). To inform on the use of additional funds the district received, input was gathered through in-person board meetings during August 2021 – January 2022. Informal meetings were held with the district's educational partners including students, parents, and classified and certificated staff. The information collected during this process was used to inform on the use of the concentration grant add-on funding.

In February-March of 2022, combinations of in-person meetings, virtual meetings (if necessary), and surveys will be conducted to again engage the district's educational partners in discussions for the development of the 2022-23 LCAP and inform on the ongoing use of concentration add-on grant funding.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

OCSD consists of one school that has an enrollment of students who are low-income, English learners, and/or foster youth that exceeds 55 percent. Currently, the additional concentration grant add-on is being used to fund additional positions for 2021-22 over 2020-21 staffing levels:

- 1) 1 three-quarter English learner intervention teacher
- 2) 1 recess/lunch monitor
- 3) 1 after-school intervention instructor
- 4) Retention of three instructional aides

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.

ESSER funds were the one-time federal funds that were not included in the 2021-22 board adopted budget, but were included in the 1st interim budget report.

To inform on the development of the ESSER III Expenditure Plan, OCSD reviewed collective input, including input gathered during the development of the Expanded Learning Opportunities (ELO) Grant Plan and LCAP, about how the District can provide safe in-person instruction, mitigate lost instructional time and other strategies to address the impacts caused by the COVID pandemic. OCSD engaged with the following educational partners:

- Students, including English learners and underserved students;
- Parents and community at large, including those that speak languages other than English;
- Advisory Committee (English Language Advisory Committee)
- District's Special Education Instructor
- Superintendent, Principal, Teachers, certificated support staff, and classified staff
- Expanded Learning Instructor
- Governing Board (Composed of Parents)

Educational partner engagement included a combination of informal meetings, in-person meetings, virtual meetings, and phone conferencing

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 ESSER III Expenditure Plan, including actions to support implementation of the Safe Return to In-Person Instruction Plan (SRPIP), was adopted by the OCSD Governing Board. The SRPIP has been shared with educational partners and posted on the district's webpage. Safety protocols and practices including masking, healthy hygiene, cleaning of facilities, and measures/process for COVID infection/exposure are outlined in the SRPIP. The District has not experienced any significant challenges with implementing the SRPIP. One of the minor concerns at one point in time was ensuring schools had access to a steady supply of face masks, sanitizer and disinfecting supplies. Although the District has not had a shortage of face masks or other needed supplies to mitigate the spread of infections, the main concern was due to ordering and shipping delays. The District has had to order regular supplies farther in advance and in greater quantities due to shipping delays. For example, our cafeteria may be affected in the future due to a lack of access to trays. Given the recent ESSER III plan adoption, the District does not have any data to indicate challenges but has been able to make progress on implementing several actions that are expected to have a positive impact on sustaining safe in-person instruction and support services to students. These actions include purchasing masks/PPE, cleaning/disinfecting supplies, partitions, upgraded technological and network equipment, outdoor seating, independent study course program, and supplemental instructional materials. Additionally, two staff members have been hired to address the instructional needs of students.

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 District has aligned the use of additional funding resources, when applicable, to the 2021-22 LCAP. In addition to details for allowable use of funds, the Action Description section of board-approved ESSER III Plan includes alignment details of applicable actions to the 2021-22 LCAP. In addition to the alignment of the ESSER III Plan actions and expenditures, the SRPIP also aligns to the District's LCAP under Goal 2 as it relates to providing a safe learning environment. To assist in organizing and coordinating the use of fiscal resources, the District maintains budget/project worksheets that consist of a list of actions addressed in the LCAP/ESSER III Plan with categories that link each item with confirming details including funding source, allocation amount and projected completion date. On a regular basis, the District Administration reviews the budget/project worksheets to monitor ongoing implementation of actions, affirm expenditure of funds, prioritize projects and make adjustments as needed.