



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).

All engagement opportunities included discussions of one-time federal funds. These efforts began in the spring of 2020 and have continued through the present. Engaging with our stakeholders is a priority, so we are intentional about diversifying the way that we connect and engage with our stakeholders to have a broader outreach and increased participation. Stakeholders were engaged via a variety of formats including virtual meetings, surveys, phone calls, student focus groups, and home visits. Examples of our inclusion of educational partners - parents, teachers, and school staff - in the development of the plan include, but are not limited to:

- Executive Council on the following dates: 8/26/2021, 9/30/2021, 10/28/2021, 12/9/2021, 12/16/2021
- Online survey to families and staff (February - March 2021)
- Meetings with English Learner Advisory Committee (ELAC)
- Phone banking to underrepresented groups in the survey including calls to 1,976 households who speak languages other than English.
- Presentation to the Superintendent's Parent Advisory Council (October 16, 2019, February 19, 2020, January 27, 2021 and meetings scheduled on March 17, 2021 and April 21, 2021)
- Family Educational Options (June 2020, October 2020, and January 2021)
- Special Education CAC meetings (August 20, 2020, February 18, 2021, March 18, 2021 and April 28, 2021)
- NUSD Learning Disruption Family Feedback Survey (January 2021)
- 18- Month Plan Parent Questionnaire (January 2021)
- Students Needing Additional Support Survey (January 2021)
- Family Survey on Learning Disruption (January 2021)
- Multiple negotiation meetings with Natomas Teachers Association (NTA) with 4 Memorandum of Understandings (July 2020-Present)
- Meeting with California State Employees Association (CSEA) for input from our labor partners to provide insight and guidance on building plans to support students and school sites.
- Early Check-in Survey (September 2020)
- Learning Continuity and Attendance Plan Survey (September 2020)
- Expanded Family Options Survey (July 2020)
- Foster/Homeless Youth: Over 2,900 phone calls were made by the SES team (April and August 2020), Housing questionnaire - 1,117 responded, 53 new McKinney Vento cases identified (May 2020)
- Technology Survey (March 2020 and July 2020)
- Distance Learning Survey (March through May 2020)
- 2020-21 Local Control and Accountability Plan (LCAP) Stakeholder Engagement Survey (February 2020)
- Direct Communications
- School Site Council (SCC) meetings
- Sunday Messaging from site leaders
- Parent Teacher Association (PTA) Meetings
- District Communications

- Special Education - Community Advisory Committee (CAC)

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.

Additional funds are being used this year to hire and Administrative Technician (classified) to support school staff, students, and families to improve student outcomes, primarily in the area of student attendance.

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.

All engagement opportunities included discussions of one-time federal funds. As noted in the ESSER III Report:

NUSD staff has engaged and continues to engage parents, teachers, and school staff in the development of our approach to addressing learning disruption through Expanded Learning Opportunities for our students. These efforts began in the spring of 2020 and have continued through the present. Engaging with our stakeholders is a priority, so we are intentional about diversifying the way that we connect and engage with our stakeholders to have a broader outreach and increased participation. Stakeholders were engaged via a variety of formats including virtual meetings, surveys, phone calls, student focus groups, and home visits.

Examples of our inclusion of educational partners - parents, teachers, and school staff - in the development of the plan include, but are not limited to:

- Online survey to families and staff (February - March 2021)
- Meetings with English Learner Advisory Committee (ELAC)
- Phone banking to underrepresented groups in the survey including calls to 1,976 households who speak languages other than English.
- Special Education CAC meetings (August 20, 2020, February 18, 2021, March 18, 2021 and April 28, 2021)
- NUSD Learning Disruption Family Feedback Survey (January 2021)
- 18- Month Plan Parent Questionnaire (January 2021)
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- Foster/Homeless Youth: Over 2,900 phone calls were made by the SES team (April and August 2020), Housing questionnaire - 1,117 responded, 53 new McKinney Vento cases identified (May 2020)
- Technology Survey (March 2020 and July 2020)
- Distance Learning Survey (March through May 2020)
- Direct Communications
- School Site Council (SCC) meetings
- Sunday Messaging from principal
- Parent Teacher Association (PTSA) Meetings
- School Communications

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.

Several reports and presentations for LGA-specific use of ESSER and American Rescue Plan funds were made to the Executive Council on the following dates: 8/26/2021, 9/30/2021, 10/28/2021, 12/9/2021, 12/16/2021

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 2021-2024 LCAP includes actions titled, 18-Month Learning Recovery Plan, Pandemic Response Actions, and Mental Health/Social Emotional Support Program, all of which are closely aligned to learning recovery needs for students, a safe return to in-person instruction for students and staff, and the ESSER III Expenditure Plan. All of these actions and investments are aligned with our school goals.

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