

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
CORNING UNION ELEMENTARY SCHOOL DISTRICT	Tiffany Dietz Superintendent	530-824-7700

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 2020–21 Local Control and Accountability Plan (LCAP).

Throughout the year the district has reached out to community members, families of students, and faculty through surveys regarding input for expenditures. In addition the district has and will continue to reach out through Site Councils, the certificated and classified labor unions, ELAC/DELAC, board meetings and "Snacks with the Supt" to engage educational partners in discussion regarding the use of additional funds. The responses from the community/staff/family surveys have largely guided where we will be spending the funds. Input strongly supported summer opportunities for students including academic summer camps, longer summer school, at home experiences for students, and free books. Site Councils and Union feedback indicated a need for shade structures for outdoor learning spaces.

State funds will be utilized to partner with SERRF After School Program to expand the learning opportunities and extend the day. We will be partnering to offer 9 hour summer school days.

The following funds, and amounts, were added after our budget adoption and were utilized to support our LCAP goals:

- LCFF Funds: \$850,491
- Other State Funds: \$2,208,628
- Other Local Funds: \$2,280

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 Corning Union School District received an additional \$778,183 in concentration funds. These funds were utilized to fund a COVID Retention and Recruitment stipend for employees aimed at recruiting new staff members to fill the needed positions at all of our sites and to retain the staff members we already have by tying the retention stipend to completion of the year. In order to provide the services we have in place for our unduplicated students we very much need to retain our current staffing and fill the remaining vacant positions.

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 the district has reached out to community members, families of students, and faculty through surveys regarding input for expenditures. In addition, the district has and will continue to reach out through Site Councils, the certificated and classified labor unions, ELAC/DELAC, board meetings, and "Snacks with the Supt" to engage educational partners in discussion regarding the use of additional funds. The responses from the community/staff/family surveys have guided where we will be spending the funds to best address the learning needs of students during the COVID pandemic. As of 1/27/22, we have 35 classified positions vacant and as of 1/12/22, we have 7 certificated positions vacant so recruitment is a focus. The district is adding four towers to provide free internet access to students. The funds specifically addressed through this engagement process included:

GEER: \$53,301

ESSER II: \$3,783,299

ESSER III: \$8,392,949

ELO-G: \$149,873 (Paraprofessionals) \$730,140 (Tower Project)

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 Corning Union School District has been allocated \$8,392,949 in ESSER III funds. We delineated our plan for using these funds through our ESSER III Expenditure Plan, which was submitted to the Tehama County Department of Education. This plan was approved by the county and CDE. This plan may be viewed on the district's webpage at the following link: <https://corning-ca.schoolloop.com/file/1516177778918/1548059185111/1942929713485735954.pdf>.

As of January, 2022, we have had success in implementing the plan through establishing a COVID assistant to guide students, staff, and parents in testing and contact tracing. We are planning to install new HVAC systems that provide better air circulation within the gyms at Maywood DaVinci and Woodson. SEL supports to students have also been enhanced and have supported the well-being of students as they navigate the pandemic. We plan to provide additional at-home resources for our students. Through this plan, we are working to provide greater consistency in attendance which will support more consistent instruction. Addressing student well-being has also helped students better engage with the learning process.

The district has had success in keeping our schools open and staff employed for in-person learning. We have provided Plexiglass, masks, additional cleaning staff, sanitizers, hand washing stations, additional paraprofessional hours, and updated MERV air filters.

Through this pandemic, we have been particularly challenged by the number of staff and students who have been quarantined. Extracurricular activities have also had to be curtailed which has made it more difficult to help students feel fully connected to the school and their learning. Additionally, staffing shortages have been a challenge.

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.

Funds through the following programs have supported our LCAP:

Through the funds received we have been able to fund two additional counselors, one additional EL Administrator, four newcomer paraprofessionals, two additional bilingual liaisons, and four ELD teaching positions.

Safe Return to In-Person Instruction and Continuity Plan (<https://corning-ca.schoolloop.com/file/1598172491473/1548059185111/7942463194368061262.pdf>): Allowing students to return to in-person learning and stay in school addresses multiple LCAP goals. Our goal of academic improvement for all learners is made possible by maintaining in-person learning so that students are engaged with their teachers and able to collaborate and engage with their peers. Our goals regarding culture and climate are also addressed by keeping the kids in-person learning when teachers implement the SEL strategies and curriculum.

ESSER III Expenditure Plan (<https://corning-ca.schoolloop.com/file/1516177778918/1548059185111/1942929713485735954.pdf>): Shade structures allow for outdoor learning opportunities which address both our facilities LCAP goal and our culture and climate goals because of the positive effects of outdoor learning in a safe space. Learning subscription boxes that will be mailed to every student every month address our academic improvement goals. Increased technology for our K-2 students by providing two Chromebooks for each student - one for home and one for school - addresses our academic improvement goal.

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