

# 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
William S. Hart Union High School District	Jan Daisher Director of Special Programs	jdaisher@hartsdistrict.org 661-259-0033

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 William S. Hart District has not included funds provided through the Budget Act of 2021 into the 2021-22 Local Control and Accountability Plan (LCAP). All plans written to identify the use of funds provided through the Budget Act of 2021 were created and intended to provide services in addition to, and on top of, actions and services included within the LCAP. The LCAP was not adjusted or modified as a result of receiving additional Budget Act funding. There have been numerous community engagement opportunities from August 2021 through November 2021 to gather and streamline feedback to inform the development of the Expanded Learning Opportunities Grant Plan (ELOGP) as well as the Educator Effectiveness Block Grant (EEBG). The extensive feedback from the ELOGP and EEBG was used in the development of the action items included in those plans, as well as the creation of the ESSER III expenditure plan. Community engagement opportunities targeted the following stakeholder groups: students, parents/guardians, school and district administrators, teachers, support staff, and the parents/guardians of students with disabilities, English learners, students experiencing homelessness, those from low income families, and students in foster care. Additionally, public hearings were held and stakeholders were provided an opportunity to provide public comment during public hearings for supplemental grant funded programs and plans.

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.

Not applicable. The William S. Hart Union High School District does not qualify for, and did not receive a concentration grant.

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.

There have been numerous community engagement opportunities during the 2020-2021 school year to gather and streamline feedback to inform the development of the plan to use one-time federal funds to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils. Much of the planning was done in conjunction with LCAP planning to ensure that these one time funding sources were maximized to implement actions and services that the 3-year LCAP plan could not cover. The extensive feedback from all stakeholder meetings, including public hearings, school site meetings, ELAC and DELAC meetings, parent communication councils, and district advisory council meetings was used in the development of the expenditure plans for one-time funds. Community engagement opportunities targeted the following stakeholder groups: students, parents/guardians, school and district administrators, teachers, support staff, and the parents/guardians of students with disabilities, English Learners, students experiencing homelessness, and students in foster care. Additional public hearings were held soliciting input from the community for all plans involving the use of various one-time funding sources, including the CARES Act, GEER funds, ESSER I, ESSER II, and ESSER III funds.

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 William S. Hart District is implementing the federal American Rescue Plan Act and ESSER expenditure plan through the purchase of upgraded air ventilation systems, including the routine replacement of filters; an extensive supply of personal protective equipment to ensure student and staff health and safety; the hiring of additional full-time teachers in the content areas of Math and English to provide additional support to accelerate student learning; the development and implementation of comprehensive summer learning programs as well as before and after-school intervention to accelerate learning and decrease learning loss; and the purchase of additional student technology including Chromebooks and Internet hot spots to facilitate student access to digital content, instruction, assessment, and educationally related services.

Successes include the availability, installation, and effective use of new upgraded air ventilation systems, and plenty of personal protective equipment for all students and staff as needed. The comprehensive summer programs and before and after-school intervention classes have been highly for a limited number of students providing them additional learning opportunities with individualized support. Providing students with Chromebooks and hot spots has been successful in giving them access to learning at home through the integration of educational technology in all programs, content areas, family communication, and counseling and therapeutic services.

Challenges include hiring personnel to fill the new positions requested. An overall hiring shortage exists in all categories of human resources. The availability of qualified credentialed teachers is maxed out. Our district, as well as districts all over the country, are finding it beyond difficult to hire new teachers, substitutes, bilingual instructional assistants, bus drivers, custodians, and additional support staff. Many of our increased staffing positions remain vacant for lack of interested and qualified candidates. Hiring teachers and support staff to run the comprehensive summer programs and intervention classes has been equally challenging. Most teachers are exhausted and unwilling to take on additional duties this year, even for additional pay.

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 is using its fiscal resources received for the 2021-22 school year to implement the Safe Return to In-Person Instruction and Continuity of Services Plan, the ESSER III Expenditure Plan, and the actions and services written in the 2021-22 LCAP and Annual Update in alignment with the goals, actions, and services provided in the 2021-22 LCAP. In the planning for using all fiscal resources, all expenditure plans were written intentionally to separate the new planned actions and strategies from those already provided by the LCAP.

The Safe Return to In-Person Instruction and Continuity of Services Plan focuses on maintaining the health and safety of students, educators, and other school and district staff as related to the increased and specific needs brought on by COVID-19. These services are not included in the LCAP, and include the provision of masks, modifying facilities to allow for physical distancing, additional handwashing equipment and supplies, additional cleaning and sanitizing, improving ventilation, contact tracing, diagnostic testing, appropriate accommodations for students with disabilities, and coordination efforts with local health officials. This aligns with the LCAP Goal #1 to ensure all students have access to safe classrooms and well-maintained school facilities, as well as Goal #4 creating a positive and safe school culture for students to thrive.

The ESSER III expenditures address the highest priorities as indicated by our community and families to be funded through this one-time grant that address students’ academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. This aligns with the LCAP Goal #2 which provides additional targeted support for struggling students, and Goal #4 which supports all students personal and academic growth. All actions and services in these additional plans are intended to serve students on top of and in addition to the actions and services provided by the LCAP.

# 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](mailto: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/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/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