



SCHOOL
DISTRICT

EDUCATING LEARNERS FOR THE 21ST CENTURY

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).

Educational partner involvement continues to be a key component in identifying student needs as well as developing the necessary actions to meet the goals of providing a successful and quality learning experience for all students. The Rio School District continuously seeks and encourages educational partner feedback through district community meetings with the superintendent, leadership meetings, curriculum council meetings, ongoing parent surveys, phone calls, emails, staff meetings, parent meetings, School Site Council, ELAC, PAC and PELAC meetings, LCAP community meetings and public board meetings. In addition to providing time to receive feedback, school sites and district meetings regularly provide updated information on budgets, plans and progress toward goals. All parent meetings are in English and Spanish, parent surveys are provided in English and Spanish and additional support is provided to our Mixteco parent population through MICOP promotora collaboration.

Previous engagement opportunities include all meetings indicated on the LCAP, page 5 under "Stakeholder Engagement (and found at our

website <https://rioschools.org/departments/educational-services/lcflcap/>) but more recently include:

Rio School District Board Meetings: 8/18/21, 9/15/21, 10/20/21, 11/17/21, 12/15/21, 1/19/22, 2/16/22

LCAP Community Meeting: 2/22/22

PAC/PELAC Meetings: 10/18/21, 12/6/21, 1/24/22

Rio Parent Webinars: 8/9/21, 9/20/21, 10/25/21, 11/15/21, 11/29/21, 2/22/22

Curriculum Council Meetings: 12/13/21, 12/14/21, 1/11/22, 1/24/22

Youth Truth Parent, Student and Staff Surveys: 1/2022

After the 2021-2022 LCAP adoption, the following funds provided through the Budget Act of 2021 were approved to further support the LCAP goals and actions of the district:

LINK to Educational Services where all plans are located: <https://rioschools.org/departments/educational-services/>

1. Elementary and Secondary School Emergency Relief to provide expanded social and emotional support for students and safety in re-opening for in-person instruction ESSER III (pages 2-6)
Learning and Continuity Plan (pages 2-7)
2. Educator Effectiveness Block Grant to provide expanded district instructional coaches (TOSA/COSA) support
3. Expanded Learning Opportunities Grant to provide additional learning opportunities for students after school, on Saturdays and during the summer. (pages 1-4)

Educational partner input from the various meetings, surveys and the supporting plans listed above resulted in the plans for the supplement to the LCAP.

Future engagement will include LCAP community meeting, analysis of stakeholder surveys, review of goals and actions, monthly PAC/PELAC meetings, annual department review, LCAP public hearing in June and monthly board meetings.

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 following schools in the Rio School District have greater than 55% unduplicated enrollment of students who are low-income, English learners, and/or foster youth: Rio Plaza, Rio Real, Rio Rosales, Rio del Norte, Rio del Mar, Rio Lindo, Rio Vista and Rio del Valle. The additional concentration grant add-on funding supports staffing to maintain lower class sizes by helping to retain full-time equivalent teachers, at schools that have experienced declining enrollment, in the 2021-2022 school year, it also supports additional custodial support to help maintain safe in-person instruction. Additional funds and plans approved after the adoption of the LCAP also provide direct access to expanded counselor support, additional instructional assistants to support student literacy and behaviors on campuses, additional campus supervisors for safety measures, additional outreach to our Mixteco and low socio-economic population, staffing support for Saturday school, staffing for long term independent study and supplemental transportation costs.

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.

As part of our annual LCAP process, the Rio School District connected with the following educational partners to discuss how the district should prioritize recovery efforts specifically in the areas of safe in-person learning, lost instructional time, and other pandemic impacts:

- Students
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units.
- Indian Education Tribal consortium coordinator, Community Advocacy/Civil Rights Groups and Community based Representatives

Documentation related to these educational partner engagement efforts can be found at <https://rioschools.org/departments/educational-services/lcfflcap/>

Community Stakeholder involvement from all community groups is a key component in identifying student needs as well as developing the necessary goals and actions to provide a successful and quality learning experience for all students. In addition, parental involvement is particularly important during this unprecedented and challenging time of distance learning. Rio School District continuously seeks and encourages community feedback through on-going parent surveys, phone calls, emails, staff meetings, parent meetings, School Site Council, ELAC, PAC & PELAC meetings, LCAP community meetings and public board meetings. Per parent input, the Rio School District uses one communication system (Parent Square) to communicate with parents by providing emails and text messages as well as automated phone calls in the specified home language. Specifically, the Pac/PELAC meeting on 12/6/21 and 1/24/21 focused on LCAP review and input and LCAP budget and input. An additional LCAP community meeting is planned for 2/22/22 to offer additional opportunities for the broader community to provide input into the needs of the community. This input will be used to assist this district in the ongoing review and plans of addressing the needs of students and impacts of COVID-19 on learning.

Educational partner participation at school site and district meetings has increased throughout the pandemic through expanded access of technology and online meeting platforms such as Google Meet and Zoom. Online meetings offered ways for parents to engage in providing input for safely re-opening schools and addressing the impacts of distance learning. Community meetings included information and opportunity for feedback about the Learning Continuity and Attendance Plan (2021-2022 LCAP), the ESSER III expenditure plan, the Expanded Learning Opportunity Plan and the Educator Effectiveness Block Grant. The input received assists the Rio School District in adjusting, where appropriate, to the needs of accelerating student learning to mitigate the impacts of distance learning. The input received continues to prioritize emotional supports for students, engaging students in school to improve attendance and providing safe schools as we re-open for in-person learning.

The following link provides the website location of the plans used to support student learning while we safely re-open schools:

<https://rioschools.org/departments/educational-services/>

1. Elementary and Secondary School Emergency Relief to provide expanded social and emotional support for students and safety in re-opening for in-person instruction ESSER III (pages 2-6)
Learning and Continuity Plan (pages 2-7)
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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 Rio School District has utilized the federal American Rescue Plan Act funds to support students and safely re-opening through the coordination of the LCAP and supporting ESSER III plan, ELO Grant and the Learning and Continuity Plan. The Rio School District hired additional staff, Teacher on Special Assignment (TOSA) and Counselor on Special Assignment (COSA), to help support school sites with expanding learning support, accelerating learning, refining the MTSS process and providing behavioral supports in response to an increased need during the return to in-person instruction. One success has been the collaboration of the district behaviorist, county SELPA support and counselors to provide professional development to teachers and targeted support to students exhibiting high needs in the areas of behavior and emotional distress. As students returned to in-person instruction feelings and experiences of anxiety and stress were shared from all stakeholder groups. Teachers and support staff have expressed the need to teach children how to socialize with peers and how to adjust to school routines and expectations while supporting sustained engagement in classroom practices. The Rio School District has responded by attempting to provide as much additional support as appropriate but due to COVID-19 outbreaks staffing has been significantly impacted. The district human resource department continues to make significant efforts to recruit additional staffing in order to support school site needs. Additional counselors have been hired and are being supported by the district COSA while they adjust to their new positions.

The Rio School District continues to provide access to devices and increase connectivity to our low socio-economic communities. This support continues to be necessary while high numbers of students participate in Independent Studies programs while out for COVID related reasons.

Safety supplies continue to be provided in response to COVID-19 needs and public health guidelines. Contracts for LVN services at school sites have been extended to maintain support in school health offices. LVN staffing services continue to be impacted with staffing challenges as well. This results existing support covering multiple sites and additional hours for current employees in order to support contact tracing and COVID-19 prevention and safety responses.

Despite declining enrollment and significant loss of daily attendance, the Rio School District maintained Full-time equivalent teachers to support lower class size ratios.

The Rio School District has expanded access to after school programming and extended day on Saturdays for an increased number of students with the support of the ELO grant funds. Staffing shortages continues to be a challenge for expanded learning programs as well. Ongoing recruitment for program staff and teachers to support extended learning continues to be a priority.

An additional parent liaison was hired to support the families most at need in our community. The additional liaison and additional counselors have expanded access to community supports, basic needs and direct services for the whole family. Another success has been the increased partnerships with community agencies and public health departments in our area. The referral process and access to services has helped to support the significant need in our community.

Although professional development for UDL and ELD was planned, shortages of substitutes has resulted in the need to cancel or postpone some of the workshop days. In response to this, the district TOSAs/COSA are supporting school sites and teachers through a coaching model and 'just in time' support. To further support the assessment and accountability of students, additional paid hours are provided for coordination and professional development related to assessments and accountability.

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 Rio School District ESSER III plan and the Safe Return to In-Person Instruction and Continuity of Services Plans are directly aligned to the district LCAP.

All fiscal resources received for the 2021-2022 school year are consistent with providing positive and healthy pupil outcomes, thriving pupil conditions and provides an environment where students can fully engage in through enriching opportunities that support academic progress. First and foremost, the Rio School District has prioritized safe environments through ongoing review of prevention and school safety measures in response to COVID-19. The district safety protocols have been in line with state mandates as all employees work together to provide the safest school community for the children we serve. The Safe Return to In-Person Instruction and continuity of services plan provides explanation of masks wearing protocols, disinfection, screening, and vaccine and testing requirements for safely re-opening for in-person instruction.

The actions found within the ESSER III, ELO Grant and teacher effectiveness block grant all support the need to accelerate learning in all content areas while supporting healthy and happy children in our schools.

The ESSER III and ELO plans directly align with LCAP by supporting learning through expanded opportunities and engaging students in enriching learning experiences. The ESSER III closely aligns with the district's focus goal of maintaining and strengthening learning environments the fully engage and provide enriching opportunities that support academic standards.

The following link provides the website location of the plans used to support student learning while we safely re-open schools:

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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/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