



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).

Parents, students, community members, local bargaining units, and other stakeholder groups have been engaged and involved in planning the use of funds provided through the Budget Act of 2021 that were not included in the 2021-2022 Local Control and Accountability Plan (LCAP). School Site Council (SSC) and the District English Language Acquisition Committee (DELAC) met regularly to seek input and make recommendations for spending priorities. Meetings were held on 9/7/21, 9/21/21, 10/12/21, 11/9/21, and 1/11/22.

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 district received \$145,150 in additional concentration grant add-on funding through the 2021 California Budget Act. We have used these funds to add 4 positions to provide direct services to unduplicated students. These positions include a full time after school tutoring coordinator, ELD teacher, paraprofessional, and additional custodial staff.

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.

Parents, students, community members, local bargaining units, and other stakeholder groups have been engaged and involved in planning the use of one-time federal funds that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils. The district took input through surveys, staff meetings and advisory committees such as School Site Council (SSC) and the District English Language Acquisition Committee (DELAC). SSC met regularly to seek input and make recommendations for spending priorities. Meetings were held on 9/7/21, 9/21/21, 10/12/21, 11/9/21, and 1/11/22.

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 district created an expenditure plan for ESSER III funding that included key areas of health and safety of students, educators and other staff to ensure the continuity of services required by the federal American Rescue Plan Act of 2021 and its implementation of the federal Elementary and Secondary School Emergency Relief Plan.

Strategies for Continuous & Safe In-person learning: Purchasing PPE, hot spots, chromebooks and other technology. Hiring an Independent Study teacher and purchasing supplies for the Independent Study teacher

To address learning loss and instructional time the district partnered with SERRF and sponsored kids to attend Summer SERRF as well as afterschool SERRF which extended our school day to include tutoring and enrichment. The district prioritized hiring additional staff for an extended day that included a coordinator for the program, classroom teachers, paraprofessionals and custodial staff. The district also prioritized hiring additional classroom teachers to maintain smaller classes and a 2nd ELD teacher to work with our Tier 2 and 3 EL students. Funds were also used to purchase materials and supplies aligned to MTSS and SEL.

Remaining funds were used to purchase 2 buses and a bell server.

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 LEA 2021-2022 LCAP identifies 4 Goals to serve the needs of students in the Gerber Union Elementary School District. These goals are 1) to increase student achievement; 2) to engage students in learning and provide supports for social, emotional and behavior needs; 3) to upgrade facilities; and 4) to provide home-school-transportation to all students. Over the past several years we have endured the challenges of operating school during a pandemic. Distance learning, hybrid programs and other factors have created barriers and challenges in the ability to make progress in meeting our identified goals. The district has received additional state and federal funding to help support continued services to students. New monies have been allocated to support each of our LCAP goals. The Safe Return to In-Person

Instruction plan outlined the safety measures that the district with put in place so that staff and students are able to work and learn with minimum risk of transmitting the virus. The Continuity of Services Plan maintains that our priority centers on MTSS and differentiating services to meet the academic and social/emotional needs of all learners and the ESSER III Plan provides resources for the district to continue to fund the additional support staff and resources needed to accelerate learning to support remediation of lost time and learning loss. The ESSER III plan also supports Goal 4 in our LCAP that provides all students with home-to-school transportation by allowing the district to purchase 2 additional buses.

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