



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).

The Budget Act of 2021 provided TCSOS with an allocation of Educator Effectiveness Block Grant (EEBG) funding in the amount of \$219,234 and Universal Pre- Kindergarten Grant funding in the amount of \$25,407 since the 2021-22 LCAP was approved. TCSOS values our educational partners, which consists of parents, community members, students, teachers, administrators, classified staff, special education related services staff, bargaining units, and our LCAP Advisory Committee (which includes Foster Youth representatives, parents of socioeconomically advantaged students and parents of English learners). Throughout the planning and decision-making process we have engaged with our educational partners and this continues to be an on-going process as a part of the LCAP process.

To engage our educational partners on the use of state funds not included in the LCAP, we offered an open-ended survey in July and August of 2021 focused on district priorities for providing a safe in-person learning environment, professional learning priorities, and addressing the impact of lost instructional time. Our educational partners were notified of the survey via multiple avenues, including our website, social media, and parent notification systems. We are currently surveying our parents through the CHKS survey in February 2022 to gain their feedback on school climate as we are half-way through the school year and looking toward the 2022-23 school year. The input provided through the survey gives us valuable information into the needs and desires of the community as we make decisions regarding the use of state funds.

Input on the use of state funds was also sought from our Administrative Team (LEA administrators, including special education administrators) during our Leadership Team Meetings held bi weekly. Input will continue to be sought from the Administrative Team each month during Leadership Team Meetings and over the course of the remainder of the year through conversations and interactions with administrators. As a small county office, we are in regular communication with our administrators, and they have an open door to provide input and feedback. Input was also sought from our Curriculum Committee (made up of teachers, administrators, other educators, and bargaining units). We plan to continue to gather input from our committee at the remaining meetings of the school year.

We consulted with the leadership from our certificated and classified bargaining units for input. We also meet monthly as a Superintendent Council which represents multiple departments in the county office.

We also meet annually in the spring our junior high and high students to gain input into the direction and plans of the county operated programs. We will be meeting with our students in the Spring.

We also sought community input to seek the input. We will continue to seek the input from our LCAP Advisory Committee at our upcoming meetings.

The input was captured and represented in the Educator Effectiveness Block Grant (EEBG). Priorities were on providing content area professional development, strategies to support social-emotional learning and improve inclusive practices. The district will continue to meaningfully engage with its educational partners as it does over the remainder of the year, and as described above, Universal Pre-Kindergarten (UPK), and any other federal funds through the LCAP process: community meetings, LCAP Advisory Committee (EPAC), parent, student and staff surveys (CHKS), bargaining unit consultation, Curriculum Committee, Superintendent Council, Student Support Services Council, annual student consultation, and input form on the website.

Educator Effectiveness Block Grant: Pages 1-3 (website)

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.

TCSOS does not receive additional concentration funds as we are a county office.

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.

The TCSOS regularly consults with our educational partners, which consists of families (including those that speak languages other than English and advocates for underserved students), students, school and administrators (including special education), teachers, principals, school leaders, other educators, school staff, and local bargaining units, for their input and feedback into the direction of the district and the use of federal funds. Throughout the planning and decision-making process we have engaged with our educational partners and this

continues to be an on-going process as a part of LCAP planning.

We received Learning Loss Mitigation Funding (LMFF), Governor's Emergency Education Relief Funding (GEER 1), and Elementary and Secondary School Emergency Relief Funding (ESSER II & III). The process for seeking input from our community and educational partners is the same for federal and state funds. We use all input when creating all plans. We engaged our 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 pupils, by using an open-ended survey in July and August of 2021 focused on the priority areas of the ESSER: strategies for continuous and safe in-person learning, addressing the impact of lost instructional time, and the use of any remaining funds.

Our educational partners were notified of the survey via multiple avenues, including our website, parent messaging system. We will also survey our parents through the CHKS survey in spring 2022 to gain their priorities and feedback as we are half-way through the school year and looking ahead to the 2022-23 school year. Input was also sought from our Administrative Team (school and county level administrators, including special education administrators) during our Leadership Team Meetings biweekly. Input will continue to be sought from the Administrative Team each month during Leadership Team Meetings and through conversations over the course of the year. Input was also sought from our District Curriculum Council (made up of teachers, principals, school learners, other educators, and bargaining units) on 9/14/21. The District continues to gather input from our council at the remaining meetings of the school year. We also met with the leadership from our certificated and classified bargaining units for input. We will continue to meet with our bargaining units in winter and spring 2022. We also meet annually in the spring with our junior high and high school students to gain input into the direction and plans of the county programs. We will be meeting with our students again. An input form is available year-round on the district website to encourage input from our educational partners. Comments made to the TCBOE informally as well as during public comment are also taken into consideration. All of this information was paired with data gathered through our LCAP educational partners process, data from the CHKS survey completed by our students, parents, and school staff (classified and certificated), and input from our most recent staff survey. We also held a community survey to seek the input as to the direction of the LEA. We also sought the input of our LCAP Advisory Committee at meetings. The TCSOS will continue to seek input from our LCAP Advisory Committee at our upcoming meetings.

The TCSOS will continue to meaningfully engage with its educational partners as it does over the remainder of the year through the LCAP process: community meetings, LCAP Advisory Committee, community, student and staff surveys (CHKS), bargaining unit consultation, Curriculum Committee, annual student consultation, and input form on the website.

The following links and page numbers indicate how and when the TCSOS engaged its educational partners in the use of funds received to support recovery for the COVID-19 pandemic:

Expanded Learning Opportunities Grant (ELOG) Expenditure Plan: pages 1-9; https://www.tcsos.us/wp-content/uploads/2021_Expanded_Learning_Opportunities_Grant_Plan_Tuolumne_County_Office_of_Education_20220131.pdf

Elementary and Secondary School Emergency Relief Funding (ESSER III): pages 1-6; https://www.tcsos.us/wp-content/uploads/2021_ESSER_III_Expenditure_Plan_Tuolumne_County_Office_of_Education_20220131.pdf

Local Control and Accountability Plan (LCAP): pages 9-12; https://www.tcsos.us/wp-content/uploads/2021-24-Local-Control-and-Accountability-Plan-TCSOS_BOP_LCP_Annual-Update_06_25_2021.pdf

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 TCSOS implementation of its effort 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 for 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date is as follows:

1) To Safely Open and Operate Schools for In-Person Learning

A) Personal Protective Equipment (PPE) - Safe Classroom and Work Environment

TCSOS has utilized ESSER III funds to purchase personal protective equipment to replenish needed supplies throughout the course of the year. This not only allows us to provide youth and adult face masks, shields and gloves, but more specialized equipment such as N95 respirators and appropriate equipment for our special education and court classrooms. Primarily, TCSOS purchases disposable face masks for students throughout the year. This portion of our ESSER III plan is partially implemented and will continue to be implemented as long as PPE is required to ensure staff and student safety. TCSOS has not experienced challenges with the ongoing acquisition of PPE. The success is that we have plenty of the PPE needed, including specialty PPE.

B) SEL Support - TCSOS increased SEL training in order to provide resources for staff to increase their understanding of SEL and meet the needs of students in crisis. This included purchasing supplies to support implementation of SEL curriculum and materials for classroom projects.

C) Technology - TCSOS continued to expand its staffing in the area of technology support to support teachers and staff in the use of technology in their classroom, provide professional development, and equipment to staff and students. This also included working with ISPs to increase connectivity to students in their homes.

2) Loss of Instructional Time

A) Curriculum specialists, instructional aides, and supplies

TCSOS provides one Math consultant and one STEM consultant at each of the sites to address the academic impact of lost instructional time. They provide instructional support and training to staff in content areas and also in the use of technology. They are also available to provide consultation to teachers to build their capacity. This is partially implemented. An instructional aide position was filled in the Gold Ridge Educational Center.

The ESSER III Expenditure Plan was approved in the Fall, and therefore TCSOS has had less than three months (at the time of this writing) to implement the ESSER III expenditure plan. Most of the above expenditures will begin in late winter/spring of 2022. The District has through September 2024 to expend ESSER III funds, which it fully plans to do.

Elementary and Secondary School Emergency Relief Funding (ESSER III): pages 1-3; https://www.tcsos.us/wp-content/uploads/2021_ESSER_III_Expenditure_Plan_Tuolumne_County_Office_of_Education_20220131.pdf

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.

TCSOS has been allocated state, local and federal funds for the 2021-22 school year totaling \$1,168,049. Through December 2021, approximately 25% of the total funds allocated for this school year have been spent on specific actions related to the goals. The Educator Effectiveness Block Grant Plan and the ESSER III Expenditure Plan and the Safe Return to In-Person Instruction and Continuity of Services Plan have aligned and enhanced the goals and actions as well as supported and supplemented the offerings in the LCAP in the following ways:

ESSER III
Personal Protective Equipment - This aligns to the Safe Return to In-Person Instruction and Continuity of Services Plan by providing students and staff with essential equipment to return safely to school. It also ties with Goal 1 of the LCAP, to create a climate for an exceptional learning environment. Students must feel safe within their environment to be successful academically, ensuring all students demonstrate academic growth.

Testing Program - This aligns to the Safe Return to In-Person Instruction and Continuity of Services by creating learning and working environments that are safe for our students and staff. It also ties with Goal 1 of the LCAP, to create a climate for an exceptional learning environment. Students must feel safe within their environment to be successful academically, which also aligns to Goal 1, ensuring all students demonstrate academic growth.

Math and STEM Consultants - This aligns and supports LCAP Goal 5 Action 3

SEL - This is in alignment with and supports our Safe Return to In-Person Instruction and Continuity of Services by addressing the students' and staffs' social, emotional, and mental health needs. It also aligns and supports LCAP Goal 1 Action 1 (Implementation of PBIS) and Action 1 Counselor to address the needs of our unduplicated students).

Technology - Purchasing additional technology to address opportunity gaps and the academic needs of students aligns with Safe Return to In-Person Instruction and Continuity of Services by allowing each student to have their own device to limit exposure to COVID-19 and not have a disruption in services due to lack of technology. The use of technology is also aligned to LCAP Goal: 3

EDUCATOR EFFECTIVENESS BLOCK GRANT

Content Area Professional Development - Providing our teachers with content area professional development strengthens the academic program for students. This aligns and supports LCAP Goal 2.

Strategies to Support Social Emotional Learning - This is in alignment with and supports our Safe Return to In-Person Instruction and Continuity of Services by addressing the students' social, emotional, and mental health needs. It also aligns and supports LCAP Goal 1.

Universal Design for Learning Training - This is in alignment with LCAP Goal 2.

Educator Effectiveness Block Grant (EEBG): pages

Elementary and Secondary School Emergency Relief Funding (ESSER III): https://www.tcsos.us/wp-content/uploads/2021_ESSER_III_Expenditure_Plan_Tuolumne_County_Office_of_Education_20220131.pdf

Local Control and Accountability Plan (LCAP): pages 52-71; https://www.tcsos.us/wp-content/uploads/2021_LCAP_Combined_TuolumneCOE_20210915.pdf

Safe Return to In-Person Instruction and Continuity of Services Plan: pages 1-8; <https://www.tcsos.us/wp-content/uploads/2021-2022-TCSOS-Covid-Safety-Plan.-Revised-08182021-01.pdf>

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
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