



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 Jurupa Unified School District with an allocation of Educator Effectiveness Block Grant (EEBG) funding in the amount of \$4,285,675, Expanded Learning Opportunity Program (ELO-P) funds in the amount of \$5,140,082, and Universal Pre-Kindergarten Grant funding in the amount of \$333,126 since the 2021-22 LCAP was approved. Jurupa Unified School District values our educational partners, which consists of parents, community members, students, teachers, administrators, classified staff, special education staff, District English Learners Committee (DELAC), District Advisory Council (DAC), collective bargaining units (NEA-Jurupa and CSEA-Jurupa). 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 April 2021 on district priorities to support supplemental instruction and support strategies through our Expanded Learning Opportunity Grant, and these responses were included in our Expanded Learning Opportunity Program planning and implementation. In addition, a presentation on the ELOP program and input into continued program planning is scheduled for the March 2022 District Advisory Council meeting. In July 2021, an open-ended survey was provided to allow our educational partners to provide input on our COVID-19 preparedness and instructional response to COVID-19 through the development of our American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER III). Furthermore, in December 2021, we sought input from our educational partners on the needs and desires of the community as

we make decisions regarding the use of state funds. All communication was provided in English and Spanish, and available in a translatable format to reach families that might speak languages other than these primary languages of our families. Our educational partners were notified of the survey using Parent Connect (email, text, phone calls), district website, and social media.

Input on the use of state funds was also sought through our District Advisory Council, which has a representative of each school site and seeks to support the LCAP process and represent low-income, english learners, and foster youth students, with discussion of district actions using state funds on September 9, 2021, November 18, 2021, and we will continue to seek input from DAC at our upcoming meetings (March 3, 2021, April 7, 2022, and June 2, 2022). Additionally, there was discussion on district actions and open dialogue and input at our District English Learner Advisory Council (DELAC) meetings on August 25, 2021, October 27, 2021 and December 15, 2021 and we will continue to seek input from DELAC at our upcoming meetings (February 23, 2022, April 27, 2022). Furthermore, we actively seek input on the use of state funds from our Superintendents Council, Jurupa Leadership Team (including all administrators) and Principals through frequent meetings, with most occurring monthly, and we are proud of our regular and open communication. We have sought input from our Instructional Council during their monthly meetings and we continue to consult regularly with our collective bargaining associations.

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.

Jurupa Unified School District 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 staff (both certificated and classified) who provide direct services to students on school campuses with greater than 55% of unduplicated pupil enrollment (which is all schools for 2021-22). The current or planned increase in staffing are as follows:

- Increase Health Care Aides hours at each school site to allow for additional health supports of students
- Math Support Teacher at each elementary school to provide intervention support for targeted students based on NWEA assessments
- Assistant Principals at five largest elementary schools, and Teacher of Special Assignment - Administrative support at remaining elementary sites
- Additional 0.4 FTE intervention at each high school to provide supports for credit-deficient students
- Bilingual Language Tutor support during Saturday School and Summer LEAP program for elementary schools
- Additional district Nurse to decrease students:nurse ratio
- Additional custodian at each high school to support cleaning, sanitation, and extracurricular activities
- Additional Counselor for Patriot High School to lower the student:counselor ratio as compared to other high schools
- Additional library support through either a 4 hour/6 hour Translator/Clerk Typist (TCT) at each school site
- Additional 1.0 teacher for NVHS to support students who are most credit-deficient
- Virtual Learning staff to provide options for continuous learning, including 42 teachers, 2 Counselors, 1 TCT, 1 Registrar, 1 Secretary, and 1 Director (current as of Spring 2022).

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.

Since March 2020, Jurupa Unified School District has received one-time federal funds that intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils through the CARES Act, including Learning Loss Mitigant Funds, ESSER I, GEER I); the CRRSA Act, including ESSER II, EANS I, GEER II; and ARP Act, including ESSER III. The process for seeking input from our community and educational partners is the same for federal and state funds, and all input is used when creating each plan to ensure continuity of services and a student-asset approach rather than looking at each funding source as a silo. To engage our educational partners on the use of federal funds, we offered an open-ended survey in July 2021 to allow our educational partners to provide input on our COVID-19 preparedness and instructional response to COVID-19 through the development of our American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER III). Furthermore, in December 2021, we sought input from our educational partners on the needs and desires of the community as we make decisions regarding the use of federal funds. All communication was provided in English and Spanish, and available in a translatable format to reach families that might speak languages other than these primary languages of our families. Our educational partners were notified of the survey using Parent Connect (email, text, phone calls), district website, and social media.

Input on the use of federal funds was also sought through our District Advisory Council, which has a representative of each school site and seeks to support the LCAP process and represent low-income, english learners, and foster youth students, with discussion of district actions using federal funds on September 9, 2021, November 18, 2021, and we will continue to seek input from DAC at our upcoming meetings (March 3, 2021, April 7, 2022, and June 2, 2022). Additionally, there was discussion on district actions and open dialogue and input at our District English Learner Advisory Council (DELAC) meetings on August 25, 2021, October 27, 2021 and December 15, 2021 and we will continue to seek input from DELAC at our upcoming meetings (February 23, 2022, April 27, 2022). Furthermore, we actively seek input on the use of federal funds from our Superintendents Council, Jurupa Leadership Team (including all administrators) and Principals through frequent meetings, with most occurring monthly, and we are proud of our regular and open communication. We have sought input from our Instructional Council during their monthly meetings and we continue to consult regularly with our collective bargaining associations.

The following links and page numbers indicate how and when the District 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: Page 1

<https://jurupausd.org/our-district/edserv/accountability/LCFFandLCAP/Documents/2021-22%20LCAP%20Documents/2021%20Expanded%20Learning%20Opportunities%20Grant%20Plan.pdf>

-Elementary and Secondary School Emergency Relief Funding (ESSER III): Pages 2-4

<https://jurupausd.org/our-district/edserv/accountability/LCFFandLCAP/Documents/2021-22%20LCAP%20Documents/2021%20ESSER%20III%20Expenditure%20Plan.pdf>

-Local Continuity and Attendance Plan (LCP): Page 3

<https://jurupausd.org/our-district/edserv/accountability/LCFFandLCAP/Documents/Previous%20LCAPs/LCP%20Template%202020-21%20Board%20Approved%2010.21.20.pdf>

-Local Control and Accountability Plan (LCAP): Pages 7-12 of the LCAP

[https://jurupausd.org/our-district/edserv/accountability/LCFFandLCAP/Documents/2021-22%20LCAP%20Documents/2021-22_JUSD_LCAP_and_BOP_Final%20\(1\).pdf](https://jurupausd.org/our-district/edserv/accountability/LCFFandLCAP/Documents/2021-22%20LCAP%20Documents/2021-22_JUSD_LCAP_and_BOP_Final%20(1).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 District's implementation of our effort to maintain the health and safety of students, educators, and other staff and ensure continuity of services, as required by the federal American Rescue Plan (ARP) Act of 2021, and our implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date is as follows:

-Strategies for Continuous and Safe In-Person Learning: The District has utilized ESSER I and ESSER II funding to implement many of the actions included in this section of our ESSER III expenditure plan, and these actions will be supported as we move forward using ESSER III. The following ESSER III actions have been fully implemented: expand support of Health Care Aides, additional district Nurse, and additional Custodian at each high school. The use of ESSER III funds to support flexible student furniture to allow for each of distancing and cleaning, and facility improvements, including addition of share structures and expanded outdoor eating areas are in the planning and development stage. Approximately 1% of the funds allocated to this section have been spent to date due to remaining funds from other state and federal resources. The additional hours of Health Care Aides and Custodians has been a success for school sites to support student health needs, cleaning and sanitation and to allow extra curricular activities to continue to be offered. The Furniture for Classrooms and Facility Improvements are partially implemented and the district is anticipating will be successfully implemented through the 2022-23 and 2023-24 school years.

-Addressing the Impact of Lost Instructional Time: Each of the actions within this section of our ESSER III expenditure plan have alignment to either the Expanded Learning Opportunity Grant plan or the Local Control and Accountability Plan, and are being fully implemented. All actions within this section are currently being funded using other state and federal resources, and will continue to be implemented through 2023-24 school years using ESSER III funds. Some successes experienced so far include: We have expanded the use of Bilingual Language Tutors through paraprofessional support of ELO (before and after school), Saturday School, and summer enrichment program (LEAP). The use of Paper.co to provide students with unlimited extra help on demand through homework help, writing feedback and study support has continued to expand, with all secondary staff being provided a 2-hour training and use by students continuing to expand. Each high school has received additional 0.4 FTE secondary intervention teacher allocation to support credit recovery for students. We have provided extensive extended instructional learning time, through a robust summer LEAP program for over 2,000 students K-8, tripled the size of summer school offering for high school students, and provided ELO before/after school to over 3,000 students in the Fall of 2021, and on track to support more students in Spring 2022. Software continues to be leveraged to aid in substantial interaction and enhancing learning opportunities among students and between teachers and students. As many industries are experiencing, there has been challenges related

to staffing that has impacted BLT positions and staffing for extended instructional time, however, our certificated and classified staff has been resilient and dedicated.

-Use of Remaining Funds: Each of the actions within this section of our ESSER III expenditure plan have begun to be implemented utilizing other state and federal monies and will continue to be supported in the 2022-23 and 2023-24 school year using ESSER III monies. Approximately 2% of the funds allocated to this section have been spent to date due to remaining funds from other state and federal resources. There has been challenges due to staffing shortages in the expansion of mental health services for students, but active recruiting and onboarding is occurring. We have had success with the new hire incentive action in helping to hire qualified staff for various positions. Another success has been in our Multi-Tiered System of Supports with the implementation of Assistant Principals at our 5 largest elementary school sites, and TSA-Administrative Support for the remaining 11 elementary school sites. In addition, Virtual Learning has been an option for nearly 900 students this school year, and despite the challenges related to program requirements, the service offering has allowed for continuity of instruction for students. We have partially implemented: Instructional Materials with textbook committees working through the adoption process and technology devices have continued with teacher laptops being replaced on the upgrade cycle.

The ESSER III Expenditure Plan was approved in October 2021, and the District has had less than three months (at the time of this writing) to implement the ESSER III Expenditure Plan. Most of the expenditures related to ESSER III actions will begin in the 2022-2023 and 2023-24 school year, with allowable expenditures through September 2024.

Elementary and Secondary School Emergency Relief Funding (ESSER III): Pages 4-10
<https://jurupausd.org/our-district/edserv/accountability/LCFFandLCAP/Documents/2021-22%20LCAP%20Documents/2021%20ESSER%20III%20Expenditure%20Plan.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.

Jurupa Unified School District has been responsive to the needs that have emerged from the COVID-19 pandemic, while also approaching programs and services for students, through an interrelated approach with our existing 2021-22 LCAP and Annual Update. The state and federal funds for the 2021-22 school year have been spent on specific actions related to the district LCAP goals: 1) all students will be college and career ready, 2) all students will have a safe, orderly, and inviting learning environment, and 3) all students will feel connected to their school community through engaging educational practices and partnerships with parents and community. The Expanded Learning Opportunity Program (ELO-P), Educator Effectiveness Block Grant (EEBG), Universal Prekindergarten Planning & Implementation Grant (UPPIG), additional 15% LCFF Concentration Grant funding, ESSER III Expenditure Plan (adopted October 2021) 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:

Expanded Learning Opportunity Program (ELO-P) financial resources will be expended to support development of a district ELO-P plan and implementation of the ELO-P program beginning in Summer 2022 and the 2022-23 school year. The ELO-P program will serve to support all

students in becoming college and career ready. Additionally, the following LCAP actions are planned to be supplemented and supported through ELO-P resources:

- LCAP Goal 1, Action 6: Visual and Performing Arts
- LCAP Goal 1, Action 16: Elementary Extended Day Opportunities
- LCAP Goal 1, Action 23: Secondary Extended Day Opportunities
- LCAP Goal 1, Action 34: Foster Youth Support Services
- LCAP Goal 2, Action 4: Multi-Tiered System of Supports

The Universal Prekindergarten Planning & Implementation Grant financial resources will be expended to support development of a district prekindergarten plan to be implemented between 2022-23 and 2025-26. The grant will serve to support the district LCAP goals specifically for all 4-year old students who become eligible for TK.

Educator Effectiveness Block Grant fiscal resources and plan actions will supplement and support the following LCAP actions:

- LCAP Goal 1, Action 11: Teacher Induction Program will be supported through supplementing and expanded to provide administrator induction and early childhood education professional development
- LCAP Goal 1, Action 2: Teacher Professional Development will be supported through supplementing and expanding professional learning and activities to support student literacy and through personalized professional development
- LCAP Goal 1, Action 20 & 31: AVID Elementary & AVID Secondary will be supported through supplementing and expanding the ability for teacher teams to attend AVID professional development and AVID Summer Institute

The additional 15% concentration fiscal resources will supplement and support the following LCAP actions:

- LCAP Goal 1, Action 21: Secondary Intervention Teachers will be supplemented through an additional 0.4 FTE at each high school
- LCAP Goal 1, Action 24: College Career Indicators will be supplemented through an additional counselor at each comprehensive high school
- LCAP Goal 2, Action 4: Multi-Tiered System of Supports will be supplemented through the use of Assistant Principals at five elementary sites, and Teachers on Special Assignment at eleven elementary sites.
- LCAP Goal 2, Action 7: Athletics Programs will be supplemented through an additional custodian at each comprehensive high school to ensure sanitation, cleaning and set-up support for extracurricular activities
- LCAP Goal 2, Action 10: Health Care Aides will be supplemented through an additional district Nurse

ESSER III Expenditure Plan & Safe Return to In-Person Instruction and Continuity of Services Plan:

- LCAP Goal 2, Action 10: Health Care Aides (Connected to Safe Return to In-Person Instruction as #3 highest requested safety action by stakeholder input) - The use of ESSER III funds allows for additional hours to be provided by Health Care Aides at school sites.
- LCAP Goal 2, Action 2: Furniture for Classrooms (Connected to Safe Return to In-Person Instruction as #5 highest requested safety action by stakeholder input) - The use of ESSER III funds allows for additional classrooms at additional school sites to receive flexible student furniture, beginning with elementary sites

- LCAP Goal 2, Action 1: Facility Improvements (Connected to Safe Return to In-Person Instruction as #1 highest requested safety action by stakeholder input) - The use of ESSER III funds allows for additional school sites to receive facility upgrades (shade structure & expanded eating areas) beyond what is funded through LCAP
- LCAP Goal 1, Action 21: Secondary Intervention Teachers - The use of ESSER III allows for additional partial FTE secondary intervention to support students who are credit deficient
- LCAP Goal 1, Action 14 & 22: Software (#4 highest requested student learning action by stakeholder input) - The use of ESSER III funds allows for additional software and length of time that the software will remain available.
- LCAP Goal 2, Action 4: Multi-Tiered System of Supports (#1 highest requested student need action by stakeholder input) - The use of ESSER III funds allows for Assistant Principals and TSA-Administrative Support to support in-person learning, engagement of students, and reduce chronic absenteeism.
- LCAP Goal 3, Action 6: Parent Involvement and Community Outreach (#2 highest requested student need action by stakeholder input) - The use of ESSER III funds has allowed for additional staff to provide mental health services at each school site.
- LCAP Goal 1, Action 4: Instructional Materials (#5 highest requested student learning action by stakeholder input) - The use of ESSER III funds will allow for an earlier textbook adoption of relevant, standards-aligned curriculum in Science and History-Social Science.

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