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## U N I F I E D

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### SCHOOL DISTRICT

## 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
Clovis Unified School District	Dr. Eimear O'Brien, Superintendent	eimearobrien@cusd.com 559-327-9000

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 Clovis Unified Adopted Budget included all updates to ongoing revenues approved through the Budget Act of 2021. The Adopted Budget did not include the new ongoing Expanded Learning Opportunity Program (ELO-P), the one-time A-G Completion Improvement Grant, or the one-time Educator Effectiveness Block Grant (EEBG). The District is projecting to receive about \$7.3M for the 2021-22 fiscal year for the ELO-P. This is a new program enabling the District to offer a nine-hour school day, with the support of Child Development with before- and after-school programs. The plan for this new program is actively being discussed with a plan to implement the program in the 2022-23 fiscal year. The District recently submitted an application for the A-G Access Grant and A-G Learning Loss Mitigation grant. District allocation is projected to be \$2.6M. A plan will be prepared prior to the deadline of April 1, 2022 and will be presented to the Governing

Board by the end of this fiscal year. The District is projected to received \$10.3M from the one-time EEBG. The plan for this grant was taken to our Board for discussion on November 17, 2021, and for Action on December 10, 2021.

The one-time funds received through EEBG are available to school districts through June 30, 2026. The District's Plan committed the majority of its allocated funds (\$7.8M) towards coaching and mentoring of staff as well as new teacher and administrator induction. This will be accomplished by with contracted professional development, teachers on special assignment to support classroom teacher's ability to attend professional learning opportunities, induction and pre-induction mentor stipends to support the increased number of teachers in the induction and pre-induction programs, and substitute allocations for observations related to induction participants and mentors. The balance of the District's allocation will be used to support instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development. This will be accomplished by offering tuition reimbursements to meet the needs of the expansion of the Universal Transitional Kindergarten (UTK) program. To implement UTK there will be additional credentialing requirements, staff needed to prepare for the implementation of UTK, and training opportunities for existing staff. The implementation of the Plan has been somewhat difficult due to staffing shortages. The District is diligently working to recruit qualified employees to fill these positions.

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.

Clovis Unified School District's Unduplicated Pupil Percentage three-year rolling average is below the 55% threshold. The District does not receive concentration grants or the concentration grant add-on.

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, teachers, students, staff, and community members were involved in the development of the ESSER III Expenditure Plan. The ESSER III Plan was developed in conjunction with the 2021-2022 school year's Local Control Accountability Plan (LCAP) and Expanded Learning Opportunity (ELO) Grant Plan. During processing, over 100 district-wide stakeholder engagement meetings were held. Informational meetings were offered in multiple languages, in person, and virtually in January and April 2021. In addition, students and parents were surveyed in the Spring of 2021 to gather identifying strengths and areas of improvement for all three plans. These surveys thoroughly covered individual school site and districtwide topics such as engagement, instruction, school connectedness, technology access, and differentiated assistance for foster and homeless youth. The data was reviewed at both district and site levels. Comments were organized and processed with input from school site leaders, school site staff members, and parents to identify actions, services and budget for all COVID relief funds, including ESSER III.

During the April 20, 2021 District English Learning and Advisory Committee meeting a needs assessment for the 2021-22 school year was discussed. Committee members were provided with tools to submit input related to after school programs and the Local Control Accountability Plan (LCAP). An interactive LCAP has been created and stored on the District webpage. All documents, including forms to

submit comments, are available in English and Spanish. This information contributed to the actions and services included in LCAP, ELO, and ESSER III Expenditure Plan.

As a part of the District's Title VI Native American Indian Program a parent survey was conducted from February 15 through March 3, 2021. The survey was an opportunity to receive suggestions for parent trainings, ways to get parents more involved in the school system, how to prepare students for college or career planning, and student needs. The survey results were compiled with all other data collected and contributed to the actions/services of the LCAP, ELO, and ESSER III Plans.

To ensure we are collaborating with external agencies representative of our entire student population, additional outreach is conducted through our Student Services and School Attendance, Special Education, and Supplemental Services teams. The teams collaborate with the following groups on an ongoing basis: (1) Fresno-Madera Continuum of Care Committee – A group that includes all agencies that work with homeless in Madera and Fresno Counties; (2) Fresno County Foster Youth Services Executive Committee – A group that includes all Fresno County Foster Youth Educational Liaisons and Fresno County Department of Social Services Educational Liaisons; (3) Clovis Unified Foster Youth Advisory Committee – A group that includes representatives from Clovis Unified Group Homes, Foster Parents, Social Workers, Transition Coordinators, CASA Advocates and SSSA; (4) Fresno County Education Transition Services Sub-Committee – A group that includes representatives from all Fresno County School Districts, Juvenile Probation, Juvenile Justice Educational Center, and Violet Heintz; (5) Exceptional Parents Unlimited; (6) Jakara Movement; and (7) Marjaree Mason Center.

It was important to the Board and District Administration to also gather feedback from our employees who worked on the front lines when bringing students back onto campus for the first time during the 2020-21 school year. The District organized a committee comprised of representatives from all District employee groups and all school areas in the District: teachers, principals, special education administrators, school site support staff, district office business support, operations employees, and district administrators. The Committee's first meeting was held on March 10, 2021. There was a series of five meetings, with a final recommendation made on April 28, 2021. This committee worked together to provide input and discuss a proposal of eligible expenditures. A list of over 150 items was developed. Each lead presented information on the items and provided projected costs. After gathering feedback from others in their employee groups and from their site's community, the committee prioritized the list. Input from this committee contributed to development of the ESSER III expenditure plan.

A form aimed to gather questions and concerns from our community regarding the 2021-22 school year was and continues to be available on the District website. Comments and questions submitted here were used to help with communication to our community and to provide input towards the development of expenditure plans related to COVID relief funds. <https://www.cusd.com/2021-22SchoolYear.aspx>. The District's Return to Campus webpage is reviewed weekly by key staff members. Updates are consistently made to address the everchanging guidelines set forth by the Fresno County and California Department of Public Health and the Governor's office. It is important to note that all information on the District's website can be automatically translated into one hundred different languages.

The Plan was available on the District website for public comment, beginning on October 13, 2021 through October 19, 2021. The Board took Action on the ESSER III Expenditure Plan during the October 20th, 2021 Board of Director's meeting. The District's approved ESSER III Plan can be accessed at the following link, <https://www.cusd.com/Downloads/Clovis%20USD%20ESSER%20III%20Expenditure%20Plan7.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.

### Health and Safety of students, educators, and other staff

#### Successes:

- (1) District continues to order devices with 1:1 as a goal.
- (2) Upgraded HVAC systems throughout the District, enhanced daily cleaning practices, deliver Merv 17 rated HEPA filter units to every classroom, multi-purpose room, and gym throughout the District.
- (3) Thirty-five district sites will have a new shade structure installed by the end of the year. This will allow our students to enjoy an outdoor learning and meal service space to assist with mitigating the spread of the virus.
- (4) Positions for additional custodial staff to assist with increased cleaning standards and additional health services staff to assist with testing and contact tracing have been posted and continue to be filled with qualified team members. Every site has at least one COVID Assistant to assist health services. Drive thru testing sites have been added to bring students and staff back to school as soon as possible according to the current quarantine/isolation guidelines. The District's Risk Manager is the point person for reporting cases to the Fresno County Health Department. The work our team has done to implement automated forms has been a tremendous help.

#### Challenges:

Staffing continues to be a challenge. It has been difficult to recruit new team members to fill the positions established. We have leaned on our existing staff to work extra time and over time to be sure that we are able to provide a safe working environment for our staff and to ensure our students are able to return to school.

### Continuity of Services

#### Successes:

- (1) The changes to the Independent Study laws created a new layer of complexity to an already complex year. The District entered into a contract with Docu-Sign to streamline the paperwork needed to recover ADA while students are out due to COVID quarantine or isolation. Teachers and Classified staff are being compensated to work after hours to ensure our students have the support they need to complete assignments while out of school due to COVID. Teachers provide necessary assignments and engage with students, classified staff ensures the appropriate paperwork is completed.
- (2) Software programs implemented while students were learning online became an important part of the instructional day. To capitalize on the new tools the District was able to extend contracts for many of these software programs. The online support these programs have provided have allowed for continuity of services whether the student is in class learning or at home learning via the independent study program.

#### Challenges:

- (1) Implementing the new process was difficult at first. The Clovis Unified team has really stepped up to make sure our students are provided the support they need to be successful and not miss out on important instructional time.
- (2) The District will need to be diligent in analyzing the use of the software programs to ensure they are being utilized throughout the District. A plan will need to be developed to fund the programs beyond COVID relief dollar authority.

### Implementation of the ESSER III Expenditure Plan

The District has successfully begun the implementation of the actions included in the approved ESSER III Plan. Staffing shortages and supply chain issues have created challenges. Our team continues to pivot as needed to ensure our staff and students have the tools needed to mitigate the spread of the virus and to mitigate any learning loss that may result from lost classroom time.

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 LCAP, Safe Return to In-Person Instruction & Continuity of Services, and the ESSER III Expenditure Plan are all consistently aligned to each other as well as to the District's Strategic Plan which provides the framework of the District's budget.

#### Safe Return to In-Person Instruction and Continuity of Services Plan

Clovis Unified School District used its fiscal resources to implement the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan by providing outdoor learning and meal service spaces for students, upgrading air quality systems throughout the District, and adding positions critical to providing a safe in-person learning environment.

The implementation of these additional funds received in the 2021-2022 school year are specifically aligned to the LCAP by creating better air quality systems our staff and students could return on-site knowing that the District upgraded systems proven to reduce the spread of the COVID virus. If the pandemic has taught society one thing, it is the students need to be at school to maximize achievement and for their social emotional wellbeing. Contact tracing and COVID testing has been a critical component to keep students on campus and to allow students to participate in co-curricular activities. Hiring high quality employees to assist with testing and providing extra time and over time as needed for existing employees was imperative to ensure student and staff safety.

#### ESSER III Expenditure Plan

Clovis Unified School District used its fiscal resources to implement the requirements of the ESSER III Expenditure Plan by providing instructional opportunities beyond the normal school day. To implement new independent study laws additional teachers were needed to ensure students at home due to illness or isolation were consistently engaged.

The implementation of the additional funds received in the 2021-2022 school year are specifically aligned to the LCAP by ensuring all staff and students have appropriate access to technology to ensure the District is operating as effectively and efficiently as possible. The technology, software programs, and additional staff are an important part of student achievement.

# 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

**Budget Overview for Parents  
LCAP Mid-Year Update  
Fiscal Year 2021-22**

<b>Budget Item</b>	<b>Projected 2021-22 Budget Amount</b>	<b>1st Interim 2021-22 Budget</b>	<b>Difference</b>
Total LCFF Funds *	\$416,909,623	\$411,514,358	\$ (5,395,265)
<i>LCFF Supplemental &amp; Concentration Grants</i>	<i>\$ 37,626,968</i>	<i>\$ 35,206,656</i>	<i>\$ (2,420,312)</i>
All Other State Funds	\$ 87,538,643	\$117,000,880	\$ 29,462,237
All Local Funds	\$ 13,669,580	\$ 14,811,447	\$ 1,141,867
All Federal Funds	\$ 97,777,377	\$ 91,338,197	\$ (6,439,180)
All Other Sources & Transfers In	<u>\$ 5,036,000</u>	<u>\$ 2,536,000</u>	<u>\$ (2,500,000)</u>
<b>Total Projected Revenues</b>	<b>\$620,931,223</b>	<b>\$637,200,882</b>	<b>\$ 16,269,659</b>
<b>Total Budgeted General Fund Expenditures</b>	<b>\$613,717,700</b>	<b>\$688,971,549</b>	<b>\$ 75,253,849</b>

\*This includes Supplemental Grants CUSD will receive.

# LCAP Metrics

## Goal 1

Metric	2020-2021 Baseline	Desired Outcome for 2023-2024	2021-2022 Mid-Year Update
A-G Completion Rate	59.80%	63%	Data available in Fall 2022
Percent of EL Students Scoring Level 3 or Level 4 on ELPAC	56%	62%	65.1% (2021 Results)
EL Reclassification Rate	18%	22%	Data available in Fall 2022
AP Course Enrollment	22.80%	26%	21.8%
AP Course Offering	29	29	29
AP Passage Rate	73%	78%	Data available in Fall 2022
EAP ELA	TBD	TBD	Data available in Fall 2022
EAP Math	TBD	TBD	Data available in Fall 2022
High School Graduation Rate	95%	96%	95.3% (2021 Rate)
Smarter Balanced ELA	TBD	TBD	Data available in Fall 2022
Smarter Balanced Math	TBD	TBD	Data available in Fall 2022
Percent earning Healthy Fitness Zone in Grade 5	TBD	TBD	Data available in Fall 2022
Percent earning Healthy Fitness Zone in Grade 7	TBD	TBD	Data available in Fall 2022

Percent earning Healthy Fitness Zone in Grade 9	TBD	TBD	Data available in Fall 2022
Middle School Dropout Rate	0%	0%	Data available in Fall 2022
High School Dropout Rate	2%	1.50%	Data available in Fall 2022
ELA Local Benchmarks (iReady)	62%	70%	47.0%
Math Local Benchmarks (iReady)	57%	65%	36.0%
CTE Pathway Completion Rate	39%	40%	Data available in Fall 2022
EL Students Making Progress Toward English Proficiency	56%	60%	Data available in Fall 2022
A-G Completion and CTE Pathway Completion Rate	21.96%	25%	Data available in Fall 2022

## Goal 2

Metric	Baseline	Desired Outcome	2021-2022 Mid-Year Update
Suspension Rate	2.70%	2.30%	2.2%
Chronic Absenteeism	8%	7%	7.1%
Attendance Rate	95%	97%	91.9%
Expulsion Rate	0.04%	0.03%	less than 0.01%
Parent Involvement at the School Site	70%	75%	Data available in Fall 2022
Parent Overall Safety Satisfaction	81%	90%	Data available in Fall 2022
Staff Overall Safety Satisfaction	87.40%	92%	Data available in Fall 2022
Student Overall Safety Satisfaction	84%	90%	Data available in Fall 2022
Student Overall Connectedness to School	66%	75%	Data available in Fall 2022
Access to Broad Course of Study as Measured by Review of Teacher and/or Master Schedule	100%	100%	100.0%
Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Initial Implementation	Full Implementation	Data available in Fall 2022

## Goal 3

Metric	Baseline	Desired Outcome	2021-2022 Mid-Year Update
Appropriately Assigned and Fully Qualified Teachers	0% Misassignments	0% Misassignments	0% Misassignments

Fully Credentialed Teachers	0% Vacancies	0% Vacancies	0% Vacancies
Provide Professional Development	100%	100%	On track for 100%
Implement CA Content Standards Via Walk Through and Formal Teacher Observations	100%	100%	On track for 100%
Access to Standards-Aligned Instructional Materials	100%	100%	100%
Implementation of Standards for All Students and Enable Els Access to CCSS and ELD Standards	Full Implementation	Full Implementation and Sustainability	Full Implementation
Facilities Maintained in Good Repair	100%	100%	100%