Accountability Plan

Supplement to the Annual Update to the 2021-22 Local Control and

<table>
<thead>
<tr>
<th>Outside Creek School District</th>
<th>Local Educational Agency (LEA) Name</th>
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<tbody>
<tr>
<td>(559) 747-0710 <a href="mailto:derkore@outsidecreek.org">derkore@outsidecreek.org</a></td>
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<tr>
<td>Derrick Bravo, Superintendent</td>
<td>Contact Name and Title</td>
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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). In February-March of 2022, combinations of in-person meetings, virtual meetings (if necessary), and surveys will be conducted to

engage, engage the district's educational partners in discussions for the development of the 2022-23 LCAP and inform on the ongoing use of competitive add-on grant funding.

The contact information of the LEA includes: 1. The information collected during this process was used to inform on the use of students, parents, and district staff. The information collected was shared with the district's educational partners.

Outside Creek School District (OCSD) received LCAP Competitive Add-on Grant funds that were not included in the board-approved 2021-22 LCAP ($25,900). To inform on the use of additional funds, the district received input that was gathered through in-person board meetings during August 2021 - January 2022. Informal meetings were held with the district's educational partners. Outlining initiatives that were not included in the board-approved 2021-22 LCAP.

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The following is a one-page mid-year report to the local governing board on the progress made 2021-22 Local Control and Accountability Plan (LEAP) with a significant increase in funding to support students, teachers, staff, and their communities.

Californias 2021-22 Budget Act: The Federal American Rescue Plan Act of 2021, and other state and federal relief funds have provided.

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Educational partner engagement included a combination of informal meetings, in-person meetings, virtual meetings, and phone calls.

- Governing Board (Composed of Parents)
- Expanded Learning Instructor
- Superintendent, Principal, Teachers, certified support staff, and classified staff
- District Education Advisory Committee
- Advisory Committee (English Language Advisory Committee)
- Parents and community at large, including those that speak languages other than English
- Students, including English learners and underserved students

OUSD engaged with the following educational partners:

- OUSD, including local instructional time and other strategies to address the impacts caused by the COVID-19 pandemic.
- ESSER III Expenditure Plan, OUSD reviewed collective input, including input gathered during the development of the ESSER III Expenditure Plan.

To inform OUSD of how and when the LEA has engaged its educational partners on the use of one-time federal funds received.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received.

- Recommendation of three instructional aides
- 3) 7+ hours instruction
- 2) 3+ hours instruction
- 1) 1+ hour on-line instruction

OUSD consists of one school that has an enrollment of students who are low-income English learners and/or foster youth that is greater than 55 percent.

English learners, and/or foster youth that is greater than 55 percent.

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.
implementation of actions, affirm expenditure of funds, prioritize projects and make adjustments as needed.

The LCAP/ESSER III plan with categories that link each element with corollary details including funding source, allocation amount, and the use of fiscal resources, the district maintains budget/project worksheets that consist of lists of actions addressed in the plan and the alignment of the ESSENTIALS Plan actions and expenditures. The STRIP plan includes alignment details of applicable LGSF expenditures of funds. The action description section of board-approved ESSER III Plan includes alignment details of applicable LGSF expenditures of funds. When applicable, the 2021-22 LCAP in addition to details for applicable plans is aligned with the LFA's 2021-22 LCAP and annual update.

A description of how the LFA is using its fiscal resources received for the 2021-22 school year in a manner that is consistent with the needs of students.

Program and supplemental instructional materials, Additionally, two self-members have been hired to address the instructional needs of students, and supplemental instructional materials. Additionally, two self-members have been hired to address the instructional needs of students.

Challenges/challenges, including student performance, student performance, and classroom size. These actions include purchasing masks or PPE, impact on students' attendance, and other actions that have been taken to make progress on implementing several actions that are expected to have a positive impact on student performance but has been hindered by a lack of access to tests. Given the recent ESSER III Plan adoption, the District does not have any data on test scores for comparison.

In order to mitigate the spread of infections, the main concern was due to ordering and shipping delays. The District has had a steady supply of face masks, sanitizer, and disinfecting supplies. Although the District has not had a shortage of face masks or other supplies.

Challenges with implementing the STRIP. One of the major concerns at one point in time was ensuring schools had access to a

measures/processes for COVID infection/exposure are outlined in the STRIP. The District has been shared with educational partners

The STRIP was adopted by the OUSD Governing Board. The STRIP has been shared with all educational partners

A description of how the LFA is implementing the federal American Rescue Plan Act and Federal Elementary and Secondary School

Emergency Relief expenditure plan, and the success and challenges experienced during implementation.