

# 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).

Input was solicited from Oakland Military Institute College Preparatory Academy(OMI) educational partners, using the following venues: English Learners Advisory Committee (ELAC) Monthly meetings are held to provide information to our English Learner community and parent town hall meetings. The ELAC parent/guardians and other community members shared their views and expectations on the creation of the LCAP goals. Goal # 2 was created specifically to enhance the academic performance of our English Learners. Whole school Parent Town Halls are held periodically throughout the year as needed, but not less than one per semester. Parents, teachers, students and other stakeholders are given the opportunity to share ideas, provide input and discuss priorities that the school should allocate funding for. Input and feedback received at these meetings were considered during the creation of the 2021-2022 LCAP and continue to guide the school as we implement activities towards those goals. Our monthly school board meetings also provide the opportunity for educational partners to address the OMI Board with information and ideas related to the school goals as well as the funding need to see the goals through to fruition.

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.

OMI has used the additional concentration add-on funds to hire additional ELD I(English language development) tutors for classroom support as well as tutors for the academic support classes held after school. In addition, OMI has contracted with an afterschool program provider which focuses on credit recovery classes for high school students who are credit deficient. The afterschool staff also address the needs of middle school students who have failed at least one class in the current school year. Afterschool tutors are also funded with with the concentration grant add-on funds. All expenditures of grant funds are aligned and consistent with proposed allocations in the LCAP which was approved by the Oakland Military Institute, College Preparatory Academy Board of Directors in June 2021.

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.

OMI began engaging stakeholders on the use of one-time federal starting at its outset and continues to involve them as funds are allocated to the school in increments. An overarching plan was developed with input from parents/guardians, teachers students and other stakeholders including community members. Input was gathered through a variety of venues including town-hall meetings ELAC and SSC meetings, and OMI board meetings. All stakeholders agreed overwhelmingly to use these fund to address the learning loss by creating academic support classes with a robust curriculum and qualified educators and tutors to support students who are struggling after 18 months of distance learning.

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.

OMI has focused its ESSER III funding to support students in their transition into safe, full-time, in-person learning. Priorities include students' social emotional health, increased support for English learners and special education students. For example, OMI allocated funds for a mental health coordinator, academic tutors in math and English language arts, and ELD and SPED aides over the next three fiscal years. OMI also allocated funds for summer school programs and a full-time attendance clerk to increase student attendance. A significant investment has also been made in education software and hardware technology (online reading and math skills-building programs, interim assessments, credit recovery courses, and Chromebooks and upgraded desktops to ensure that each cadet has a functional computer to use in the classrooms for all their classes).

The school's biggest challenges with the implementation of its plan have been difficulties in finding and hiring qualified staff to support our most at-risk students. While OMI has been able to successfully hire some tutors and aide, it has been difficult to find a mental health counselor/coordinator. The school is making progress with Saturday School and the afterschool credit recovery program; but the impact of those programs are still being assessed through the administration of interim assessments.

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.

OMI reinstated in-person instruction in March 2021 and has maintained in-person instruction through the 2021-2022 school year. Academic support classes were built into the school day, and afterschool support classes have also been implemented. OMI continues to administer the local RenStar interim assessment for reading and math in the fall semester and just recently administered the interim assessments in January 2022. Results of these assessments are being reviewed to determine additional supports needed.

OMI has utilized additional one-time funds for purchasing updated curriculum software and hardware - including technology tools such as additional classroom sets of chrome books and charging carts. More recently, the school identified the need for a full-time social/emotional counselor to support students with mental and behavioral supports.

The school has also invested significant resources in professional development for staff and hired coaches to support teachers in differentiating instructional strategies.

# 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  
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