



Amethod Public Schools

Regular Meeting of the AMPS Board of Directors

Published on February 11, 2022 at 3:50 PM PST

Amended on February 16, 2022 at 4:42 PM PST

Date and Time

Wednesday February 16, 2022 at 6:00 PM PST

This meeting will be by teleconference pursuant to [Government Code Section 54953\(e\)](#).

The Board of Directors (Board) and employees of Amethod Public Schools shall meet via the Zoom meeting platform. Members of the public who wish to access this Board meeting may do so at:

<https://us02web.zoom.us/j/82044350547>

Participating by Telephone: 669-900-9128 Meeting ID: 820 4435 0547

Public Comment: Members of the public who wish to comment on an agenda item please physically raise your hand, use the raise hand tool in the zoom meeting platform or press star (*) nine if joining by telephone. The Board Chair will call on you. Please note that comments are limited to two minutes. The Board Chair may increase or decrease the time allowed for public comment, depending upon the topic and number of persons wishing to be heard.

Access to Board Materials: A copy of the written materials which will be submitted to the School Board may be reviewed by any interested persons on the Amethod Public School's website at www.amethodschools.org along with this agenda following the posting of the agenda at least 72 hours in advance of this meeting.

Disability Access: Requests for disability-related modifications or accommodations to participate in this public meeting should be made 72 hours prior to the meeting by calling (510) 701 -2415. All efforts will be made for

reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
A. Call the Meeting to Order		Gilbert Lopez Jr.	1 m
B. Roll Call		Luis Romo	3 m
C. Announcements		Gilbert Lopez Jr.	6 m
D. Public/Board Comments			
II. Business I			6:10 PM
A. Approval of Findings regarding Virtual Board meetings pursuant to AB 361 and Government Code Section 54953	Vote	Gilbert Lopez Jr.	
Board findings pursuant to Government Code Section 54953(e)			
<p>The Charter School Board of Directors determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.</p>			
III. Consent Agenda			
A. Approval of Board Meeting Minutes 01/19/2022	Approve Minutes	Luis Romo	

	Purpose	Presenter	Time
IV. Business II			6:10 PM
A. CEO Report	Discuss		15 m
B. Northwest Evaluation Association (NWEA) Data Presentation	Discuss	Michael Bradley	15 m
C. Supplement to the Annual Update to the 2021-2022 Local Control and Accountability Plan (LCAP)	Discuss	Evelia Villa	45 m
V. Closing Items			7:25 PM
A. Adjourn Meeting			

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE. Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice. **REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY.** The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed. **SPECIAL PRESENTATIONS MAY BE MADE.** Notice is hereby given that; consistent with the requirements of the Ralph Brown Open Meeting Act, special presentations not mentioned in the agenda may be made at this meeting. However, any such presentation will be for information only. **REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY.** Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting the Amethod Public School Inc., 2101 Livingston Street Second Floor. Oakland, CA 94606; telephone, (510) 434-7017 ext.117 info@amethodschools.org. **FOR MORE INFORMATION.** For more information concerning this agenda, please contact Amethod Public Schools Main Administration, 2101 Livingston St. Second Floor. Oakland, CA 94606; telephone, (510) 436-0172 ext. 106; Email: lromo@amethodschools.org

Coversheet

Approval of Board Meeting Minutes 01/19/2022

Section: III. Consent Agenda
Item: A. Approval of Board Meeting Minutes 01/19/2022
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Regular Meeting of the AMPS Board of Directors on January 19, 2022

APPROVED



Amethod Public Schools

Minutes

Regular Meeting of the AMPS Board of Directors

Date and Time

Wednesday January 19, 2022 at 6:00 PM

This meeting will be by teleconference pursuant to [Government Code Section 54953\(e\)](#).

The Board of Directors (Board) and employees of Amethod Public Schools shall meet via the Zoom meeting platform. Members of the public who wish to access this Board meeting may do so at:

<https://us02web.zoom.us/j/89871618404>

Participating by Telephone: 669-900-9128 Meeting ID: 898 7161 8404

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ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Directors Present

E. Quiroz (remote), G. Lopez Jr. (remote), J. Azubuike (remote), M. Gonzalez (remote), N. Driver

Directors Absent

None

Directors who arrived after the meeting opened

N. Driver

Guests Present

L. Romo (remote)

I. Opening Items

A. Call the Meeting to Order

G. Lopez Jr. called a meeting of the board of directors of Amethod Public Schools to order on Wednesday Jan 19, 2022 at 6:07 PM.

B. Roll Call

C. Announcements

There were no announcements.

D. Public/Board Comments

There were no public comments.

II. Business I

A. Approval of Findings regarding Virtual Board meetings pursuant to AB 361 and Government Code Section 54953

J. Azubuike made a motion to Approval of Findings regarding Virtual Board meetings pursuant to AB 361 and Government Code Section 54953.

E. Quiroz seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

E. Quiroz Aye
N. Driver Absent
G. Lopez Jr. Aye
J. Azubuike Aye
M. Gonzalez Aye

III. Consent Agenda

A. Approval of Consent Agenda

M. Gonzalez made a motion to approve the consent agenda including items B & C.

J. Azubuike seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

N. Driver Absent
E. Quiroz Aye
M. Gonzalez Aye
J. Azubuike Aye
G. Lopez Jr. Aye

B. Approval of Special Board Minutes 12/15/2021

M. Gonzalez made a motion to approve the minutes from Special Meeting of the AMPS Board of Directors on 12-15-21.

J. Azubuike seconded the motion.

The board **VOTED** unanimously to approve the motion.

C. Approval of Board Meeting Minutes 12/15/2021

M. Gonzalez made a motion to approve the minutes from Regular Meeting of the AMPS Board of Directors on 12-15-21.

J. Azubuike seconded the motion.

The board **VOTED** unanimously to approve the motion.

IV. Business II

A. CEO Report

Evelia Villa makes her presentation.

B. Approval of John Henry High School Comprehensive School Safety Plan (CSSP)

J. Azubuike made a motion to Approve the John Henry High School Comprehensive School Safety Plan.

M. Gonzalez seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

G. Lopez Jr. Aye
J. Azubuike Aye
M. Gonzalez Aye
N. Driver Absent
E. Quiroz Aye

C. Approval of Lightweks Contract for Hybrid Classroom Setup at Downtown Charter Academy

E. Quiroz made a motion to Approval of Lightweks Contract for Hybrid Classroom Setup at Downtown Charter Academy.

J. Azubuike seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

G. Lopez Jr. Aye
N. Driver Absent
M. Gonzalez Aye
J. Azubuike Aye
E. Quiroz Aye

D. Approval of AMPS Audit for the Fiscal Year Ended June 30, 2021

M. Gonzalez made a motion to approve the financials as presented with possible edits to the instructional minutes section of the report.

E. Quiroz seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

G. Lopez Jr. Aye
N. Driver Absent
J. Azubuike Aye
E. Quiroz Aye
M. Gonzalez Aye
N. Driver arrived at 7:15 PM.

E. Concerning Measures to Address Ongoing Impacts of COVID-19

E. Quiroz made a motion to approve the Concerning Measures to Address Ongoing Impacts of COVID-19.

The board **VOTED** unanimously to approve the motion.

Roll Call

N. Driver Aye
J. Azubuike Aye
M. Gonzalez Aye
E. Quiroz Aye

Roll Call

G. Lopez Jr. Aye

V. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:19 PM.

Respectfully Submitted,
G. Lopez Jr.

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Coversheet

Supplement to the Annual Update to the 2021-2022 Local Control and Accountability Plan (LCAP)

Section:	IV. Business II
Item:	C. Supplement to the Annual Update to the 2021-2022 Local Control and Accountability Plan (LCAP)
Purpose:	Discuss
Submitted by:	
Related Material:	LCAPBriefing.pdf OCHS LCAP Supplement 21-22.pdf RCA LCAP Supplement 21-22.pdf OCA LCAP Supplement 21-22.pdf DCA LCAP Supplement 21-22.pdf BJE LCAP Supplement 21-22.pdf JHHS LCAP Supplement 21-22.pdf



HONOR HARD WORK

Amethod Public Schools Board Item Overview

Date: 2/15/2022

Subject: IV Business

B. Annual update to the 21-22 Local Control Accountability Plan

Action:

☐

Information:

☒

Committee:

☐

RECOMMENDATIONS:

None now

SUMMARY OF PREVIOUS
BOARD DISCUSSION AND
ACTION:

The LCAP is **a tool for local educational agencies to set goals, plan actions**, and leverage resources to meet those goals to improve student outcomes.

Where does LCAP money come from?

Money from **the Local Control Funding Formula** accounts for about 80 percent of general funding that districts get from the state. The law requires that districts detail how they will spend the money in a document called the Local Control and Accountability Plan or LCAP.

What is LCAP Funding in California?

- Student Engagement.
- Parent Involvement.
- School Climate.
- Student Outcomes.
- Student Achievement.
- Course Access.
- Implementation of State Standards.
- Basic Services

What is the LCAP annual update?

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a **three-year plan**, which is reviewed and updated annually, as required.

SUMMARY OF KEYS ISSUES:

What is the LCAP supplement?

The LCAP is **a tool for local educational agencies to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes**. This page provides resources to support the planning, implementation, and evaluation of an LCAP.

Amethood Public Schools NA FISCAL ANALYSIS	Regular Meeting of the AMPS Board of Directors - Agenda - Wednesday February 16, 2022 at 6:00 PM
ATTACHMENT(s):	Annual updates: BJE, RCA, JHHS, OCA, DCA, and OCHS

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
Oakland Charter High School	Malcolm McArthur, Site Director	mmcarthur@amethodschools.org (510) 436-0101

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).

In addition to our engagement efforts, as described in the 2021-22 Local Control and Accountability Plan (LCAP), the school has engaged our educational partners in several ways during the 2021-2022 school year. Through staff meetings, leader meetings, parent meetings, and parent, student, and staff surveys, the school has been able to get feedback from our partners on the use of funds provided through the Budget Act of 2021. Plans, expenditures, and feedback is solicited from various stakeholders during meetings and through survey responses. The school meets with the Family Staff Team on a quarterly basis. Staff meetings are held at least once per month. Student surveys are conducted on a semi-annual basis, with the last one conducted in October. Parent and community meetings are held through Zoom at various points throughout the year. The school plans to continue to solicit feedback from our educational partners through the remainder of the school year.

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.

The school is using and plans to continue to use the additional concentration grant add-on funding to increase and retain the number of staff who provide direct services to low-income and English learners at our school. Most of our student population is low-income and there is a significant number of English learners who attend our school. Some of the concentration funds are being used to provide professional development for teachers and paraprofessionals who work directly with students to enhance their skills in providing targeted instruction and supports. The school employed a School Counselor to provide direct support to students regarding

mental health issues, social skills, and executive functioning skills to increase student success. Paraprofessionals have been retained and new ones will be employed to provide one-on-one and small group support to students, specifically addressing academic deficiencies in math and English. We will continue to assess services, data, and information gathered from stakeholders to ensure that additional concentration grant add-on funding is used effectively to provide direct services to students at our school.

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 school received one-time federal COVID Emergency Relief Funds to support the recovery from the pandemic and the impacts of distance learning on our students. The school has been engaging its educational partners on the use of these funds since 2020. Despite the many challenges we faced because of the COVID-19 pandemic, the school was able to engage with a broad range of stakeholders, through multiple avenues, to solicit feedback and input on the development of expenditure plans. During the meetings, we looked at data to better understand the impacts of distance learning on students. We are fortunate to have an engaged community that precedes the COVID pandemic. We have hosted Zoom meetings with families where they were able to ask questions, provide feedback and input since our transition from distance learning. To inform our plans, we have used the input from the development of our Local Control Accountability Plan to address learning loss, accelerate learning progress for pupils as we move through the 2021-2022 school year, and return to in-person instruction safely and with the supports that students, staff, and families need. The efforts to solicit stakeholder feedback began in the summer and have continued throughout the school year.

Engaging in outreach and surveying stakeholders has provided and continues to provide valuable input to inform our planning in Academics, Attendance & Engagement, Culture & Climate, and Public Health. A survey was also administered, in October, to parents, students, and staff to seek their feedback on their experience and what they hoped to see as we return to in-person instruction. Since June, Home office and Site Directors held multiple information sessions with key stakeholder groups to seek additional feedback regarding the return to in-person learning for the 2021-2022 school year. These sessions included brief overviews of the vision for reopening schools, guiding principles informing planning, and potential distance learning frameworks if students had to be quarantined. We also posted COVID resources and plans on our website and solicited feedback with the use of our social media accounts. Materials were translated into multiple languages to reach stakeholders that speak languages other than English. Additional input received during the start of the school year, through Family Staff Team (FST) meetings, staff meetings, and student input also supported the efforts to engage our educational partners on the use of one-time federal funds.

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 school is implementing the federal American Rescue Plan Act and the federal ESSER expenditure plan to ensure continuous and safe in-person learning, address the impact of lost instructional time during distance learning, and use remaining funds to equip classrooms with technology to promote 21st century skills and accelerate learning.

To ensure continuous and safe in-person learning, supplies have been purchased to mitigate COVID infections. The school has purchased KN-95 masks for staff and students, air purifiers and filters for all spaces at the school, hand sanitizer, soap, disinfecting wipes, and sanitizing equipment to protect against the spread of infection. The school has repaired and is planning further repairs to our HVAC units and other existing devices that are needed for safe in-person learning. We have also increased facility maintenance to ensure that all spaces are safe to operate as we return to in-person instruction. This includes inspection, testing, repair, and replacement of materials, supplies, and equipment to improve indoor air quality as well as facility repairs and improvements to enable the operation of school to reduce COVID transmission and exposure. So far, the challenge has been to find enough materials and supplies since the demand for some of these is more than available supply. In the Fall semester, there were long wait times for some items that we had ordered and to get services rendered at the school. As more supplies became available, we were able to secure everything that we needed to purchase, and repairs have been constant since.

To address the impact of lost instructional time, the school has tried to hire additional paraprofessionals and tutors as well as SPED staff and mental health/wellness counselors. We also plan to offer more professional development to staff to ensure that they are using research-based strategies to support learning. The school plans to purchase curriculum and materials to engage students during summer school and extended day activities. The school site has been able to secure some staff for this but has had a challenging time securing all the staff that we were planning to employ this year. This is due to a shortage of staff in California. We expect to hire more staff for the 2022-2023 school year to be successful in implementing our efforts.

The school plans to use remaining funds to equip classrooms with technology to promote 21st century skills and accelerate learning. The technology equipment that the school plans to install in classrooms will facilitate interaction between teachers and students and between student to student. There is a contract that has been signed with the company who will be installing the technology in the classrooms. The staff and students are looking forward and agree that this technology will help support their growth. However, the challenge has been to schedule times when the school is not in session to be able to upgrade the systems and install the necessary equipment in the classrooms. The other challenge has been that some of the equipment that is needed has been backordered and has not arrived at the site. This has pushed the date back for the company to start installation in some of our classrooms.

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 school is using its fiscal resources received for the 2021-22 school year in a manner that is consistent and aligned with the school’s 2021-22 LCAP and Annual Update. The school considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. As such, all additional funds received are viewed through the lens of the LCAP to determine where student needs exist and what services are needed to address those needs.

The LCAP is organized into 4 goals:

- Goal 1: Provide High Quality Curriculum, Assessment, and Intervention Systems that Promote College and Career Readiness and the Acquisition of 21st Century Skills.
- Goal 2: Hire and retain a High-Quality Teaching Staff who are developed, supported, and cultivate a shared sense of community.
- Goal 3: Create an engaged parent community that is invested in and connected to the school culture and academic program.
- Goal 4: Create a safe, inclusive, and welcoming school climate where students are engaged and supported by staff who are committed to the academic and socio-emotional well-being of all students.

The additional funds received complement the existing LCAP in some of the following ways:

To meet the above goals, the school has added curriculum and services to support, not only academic gaps that occurred during this pandemic during distance learning, but also to support the social and emotional growth of our students as they transition back to in-person instruction. The school will continue the use of NWEA and other assessments to focus on the specific skills and content to meet grade level standards, purchase curriculum that aligns to standards like Common Core in Math and NGSS in Science, implement a robust advisory program which will focus on both College and Career readiness and socio-emotional growth, invest in teacher support by continuing to provide Professional Development and coaching, and double down on parent engagement with more community events and parent workshops. The school has also used funds to purchase supplies and materials to ensure that students and staff are safe as we continue to battle the COVID-19 pandemic. The emotional well-being of our students is also at the forefront this year, which is why the school has increased supports for students, families, and staff's mental health and social emotional well-being as well as purchased materials to create a positive school climate that is safe, inclusive, and welcoming. Some funds are also being used to increase student access to technology and equip them with the skills needed to be successful in the 21st century.

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 2021–22 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/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/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

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
Richmond Charter Academy	Sylvia Flores, Site Director	sflores@amethodschools.org (510) 235-2465

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).

In addition to our engagement efforts, as described in the 2021-22 Local Control and Accountability Plan (LCAP), the school has engaged our educational partners in several ways during the 2021-2022 school year. Through staff meetings, leader meetings, parent meetings, and parent, student, and staff surveys, the school has been able to get feedback from our partners on the use of funds provided through the Budget Act of 2021. Plans, expenditures, and feedback is solicited from various stakeholders during meetings and through survey responses. The school meets with the Family Staff Team on a quarterly basis. Staff meetings are held at least once per month. Student surveys are conducted on a semi-annual basis, with the last one conducted in October. Parent and community meetings are held through Zoom at various points throughout the year. The school plans to continue to solicit feedback from our educational partners through the remainder of the school year.

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.

The school is using and plans to continue to use the additional concentration grant add-on funding to increase and retain the number of staff who provide direct services to low-income and English learners at our school. Most of our student population is low-income and there is a significant number of English learners who attend our school. Some of the concentration funds are being used to provide professional development for teachers and paraprofessionals who work directly with students to enhance their skills in providing targeted instruction and supports. The school employed a School Counselor to provide direct support to students regarding

mental health issues, social skills, and executive functioning skills to increase student success. Paraprofessionals have been retained and new ones will be employed to provide one-on-one and small group support to students, specifically addressing academic deficiencies in math and English. We will continue to assess services, data, and information gathered from stakeholders to ensure that additional concentration grant add-on funding is used effectively to provide direct services to students at our school.

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 school received one-time federal COVID Emergency Relief Funds to support the recovery from the pandemic and the impacts of distance learning on our students. The school has been engaging its educational partners on the use of these funds since 2020. Despite the many challenges we faced because of the COVID-19 pandemic, the school was able to engage with a broad range of stakeholders, through multiple avenues, to solicit feedback and input on the development of expenditure plans. During the meetings, we looked at data to better understand the impacts of distance learning on students. We are fortunate to have an engaged community that precedes the COVID pandemic. We have hosted Zoom meetings with families where they were able to ask questions, provide feedback and input since our transition from distance learning. To inform our plans, we have used the input from the development of our Local Control Accountability Plan to address learning loss, accelerate learning progress for pupils as we move through the 2021-2022 school year, and return to in-person instruction safely and with the supports that students, staff, and families need. The efforts to solicit stakeholder feedback began in the summer and have continued throughout the school year.

Engaging in outreach and surveying stakeholders has provided and continues to provide valuable input to inform our planning in Academics, Attendance & Engagement, Culture & Climate, and Public Health. A survey was also administered, in October, to parents, students, and staff to seek their feedback on their experience and what they hoped to see as we return to in-person instruction. Since June, Home office and Site Directors held multiple information sessions with key stakeholder groups to seek additional feedback regarding the return to in-person learning for the 2021-2022 school year. These sessions included brief overviews of the vision for reopening schools, guiding principles informing planning, and potential distance learning frameworks if students had to be quarantined. We also posted COVID resources and plans on our website and solicited feedback with the use of our social media accounts. Materials were translated into multiple languages to reach stakeholders that speak languages other than English. Additional input received during the start of the school year, through Family Staff Team (FST) meetings, staff meetings, and student input also supported the efforts to engage our educational partners on the use of one-time federal funds.

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 school is implementing the federal American Rescue Plan Act and the federal ESSER expenditure plan to ensure continuous and safe in-person learning, address the impact of lost instructional time during distance learning, and use remaining funds to equip classrooms with technology to promote 21st century skills and accelerate learning.

To ensure continuous and safe in-person learning, supplies have been purchased to mitigate COVID infections. The school has purchased KN-95 masks for staff and students, air purifiers and filters for all spaces at the school, hand sanitizer, soap, disinfecting wipes, and sanitizing equipment to protect against the spread of infection. The school has repaired and is planning further repairs to our HVAC units and other existing devices that are needed for safe in-person learning. We have also increased facility maintenance to ensure that all spaces are safe to operate as we return to in-person instruction. This includes inspection, testing, repair, and replacement of materials, supplies, and equipment to improve indoor air quality as well as facility repairs and improvements to enable the operation of school to reduce COVID transmission and exposure. So far, the challenge has been to find enough materials and supplies since the demand for some of these is more than available supply. In the Fall semester, there were long wait times for some items that we had ordered and to get services rendered at the school. As more supplies became available, we were able to secure everything that we needed to purchase, and repairs have been constant since.

To address the impact of lost instructional time, the school has tried to hire additional paraprofessionals and tutors as well as SPED staff and mental health/wellness counselors. We also plan to offer more professional development to staff to ensure that they are using research-based strategies to support learning. The school plans to purchase curriculum and materials to engage students during summer school and extended day activities. The school site has been able to secure some staff for this but has had a challenging time securing all the staff that we were planning to employ this year. This is due to a shortage of staff in California. We expect to hire more staff for the 2022-2023 school year to be successful in implementing our efforts.

The school plans to use remaining funds to equip classrooms with technology to promote 21st century skills and accelerate learning. The technology equipment that the school plans to install in classrooms will facilitate interaction between teachers and students and between student to student. There is a contract that has been signed with the company who will be installing the technology in the classrooms. The staff and students are looking forward and agree that this technology will help support their growth. However, the challenge has been to schedule times when the school is not in session to be able to upgrade the systems and install the necessary equipment in the classrooms. The other challenge has been that some of the equipment that is needed has been backordered and has not arrived at the site. This has pushed the date back for the company to start installation in some of our classrooms.

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 school is using its fiscal resources received for the 2021-22 school year in a manner that is consistent and aligned with the school’s 2021-22 LCAP and Annual Update. The school considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. As such, all additional funds received are viewed through the lens of the LCAP to determine where student needs exist and what services are needed to address those needs.

The LCAP is organized into 4 goals:

- Goal 1: College and Career Readiness for All: Provide an academically rigorous, common core aligned college preparatory program with academic support and interventions for students' academic development.
- Goal 2: Positive School Climate and Student Engagement: Create a safe, inclusive, and welcoming school climate where students and staff are engaged and fully invested in students' academic, health and socio-emotional learning.
- Goal 3: Parent Support and Engagement: Create an engaged parent, student, staff, and overall community population that is fully invested in and actively connected to the school community and academic program.
- Goal 4: Increased student access to technology: Provide access to relevant technologies to all students while educating students in Digital Citizenship, Research, and Information Fluency to equip them with skills for the 21st century.

The additional funds received complement the existing LCAP in some of the following ways:

To meet the above goals, the school has added curriculum and services to support, not only academic gaps that occurred during this pandemic during distance learning, but also to support the social and emotional growth of our students as they transition back to in-person instruction. The school will continue the use of NWEA and other assessments to focus on the specific skills and content to meet grade level standards, purchase curriculum that aligns to standards like Common Core in Math and NGSS in Science, invest in teacher support by continuing to provide Professional Development and coaching, and double down on parent engagement with more community events and parent workshops. The school has also used funds to purchase supplies and materials to ensure that students and staff are safe as we continue to battle the COVID-19 pandemic. The emotional well-being of our students is also at the forefront this year, which is why the school has increased supports for students, families, and staff's mental health and social emotional well-being as well as purchased materials to create a positive school climate that is safe, inclusive, and welcoming. Some funds are also being used to increase student access to technology and equip them with the skills needed to be successful in the 21st century.

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 2021–22 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/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/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

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
Oakland Charter Academy	Philip Ellingberg, Site Director	pellingberg@amethodschools.org (510) 532-6751

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).

In addition to our engagement efforts, as described in the 2021-22 Local Control and Accountability Plan (LCAP), the school has engaged our educational partners in several ways during the 2021-2022 school year. Through staff meetings, leader meetings, parent meetings, and parent, student, and staff surveys, the school has been able to get feedback from our partners on the use of funds provided through the Budget Act of 2021. Plans, expenditures, and feedback is solicited from various stakeholders during meetings and through survey responses. The school meets with the Family Staff Team on a quarterly basis. Staff meetings are held at least once per month. Student surveys are conducted on a semi-annual basis, with the last one conducted in October. Parent and community meetings are held through Zoom at various points throughout the year. The school plans to continue to solicit feedback from our educational partners through the remainder of the school year.

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.

The school is using and plans to continue to use the additional concentration grant add-on funding to increase and retain the number of staff who provide direct services to low-income and English learners at our school. Most of our student population is low-income and there is a significant number of English learners who attend our school. Some of the concentration funds are being used to provide professional development for teachers and paraprofessionals who work directly with students to enhance their skills in providing targeted instruction and supports. The school employed a School Counselor to provide direct support to students regarding

mental health issues, social skills, and executive functioning skills to increase student success. Paraprofessionals have been retained and new ones will be employed to provide one-on-one and small group support to students, specifically addressing academic deficiencies in math and English. We will continue to assess services, data, and information gathered from stakeholders to ensure that additional concentration grant add-on funding is used effectively to provide direct services to students at our school.

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 school received one-time federal COVID Emergency Relief Funds to support the recovery from the pandemic and the impacts of distance learning on our students. The school has been engaging its educational partners on the use of these funds since 2020. Despite the many challenges we faced because of the COVID-19 pandemic, the school was able to engage with a broad range of stakeholders, through multiple avenues, to solicit feedback and input on the development of expenditure plans. During the meetings, we looked at data to better understand the impacts of distance learning on students. We are fortunate to have an engaged community that precedes the COVID pandemic. We have hosted Zoom meetings with families where they were able to ask questions, provide feedback and input since our transition from distance learning. To inform our plans, we have used the input from the development of our Local Control Accountability Plan to address learning loss, accelerate learning progress for pupils as we move through the 2021-2022 school year, and return to in-person instruction safely and with the supports that students, staff, and families need. The efforts to solicit stakeholder feedback began in the summer and have continued throughout the school year.

Engaging in outreach and surveying stakeholders has provided and continues to provide valuable input to inform our planning in Academics, Attendance & Engagement, Culture & Climate, and Public Health. A survey was also administered, in October, to parents, students, and staff to seek their feedback on their experience and what they hoped to see as we return to in-person instruction. Since June, Home office and Site Directors held multiple information sessions with key stakeholder groups to seek additional feedback regarding the return to in-person learning for the 2021-2022 school year. These sessions included brief overviews of the vision for reopening schools, guiding principles informing planning, and potential distance learning frameworks if students had to be quarantined. We also posted COVID resources and plans on our website and solicited feedback with the use of our social media accounts. Materials were translated into multiple languages to reach stakeholders that speak languages other than English. Additional input received during the start of the school year, through Family Staff Team (FST) meetings, staff meetings, and student input also supported the efforts to engage our educational partners on the use of one-time federal funds.

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 school is implementing the federal American Rescue Plan Act and the federal ESSER expenditure plan to ensure continuous and safe in-person learning, address the impact of lost instructional time during distance learning, and use remaining funds to equip classrooms with technology to promote 21st century skills and accelerate learning.

To ensure continuous and safe in-person learning, supplies have been purchased to mitigate COVID infections. The school has purchased KN-95 masks for staff and students, air purifiers and filters for all spaces at the school, hand sanitizer, soap, disinfecting wipes, and sanitizing equipment to protect against the spread of infection. The school has repaired and is planning further repairs to our HVAC units and other existing devices that are needed for safe in-person learning. We have also increased facility maintenance to ensure that all spaces are safe to operate as we return to in-person instruction. This includes inspection, testing, repair, and replacement of materials, supplies, and equipment to improve indoor air quality as well as facility repairs and improvements to enable the operation of school to reduce COVID transmission and exposure. So far, the challenge has been to find enough materials and supplies since the demand for some of these is more than available supply. In the Fall semester, there were long wait times for some items that we had ordered and to get services rendered at the school. As more supplies became available, we were able to secure everything that we needed to purchase, and repairs have been constant since.

To address the impact of lost instructional time, the school has tried to hire additional paraprofessionals and tutors as well as SPED staff and mental health/wellness counselors. We also plan to offer more professional development to staff to ensure that they are using research-based strategies to support learning. The school plans to purchase curriculum and materials to engage students during summer school and extended day activities. The school site has been able to secure some staff for this but has had a challenging time securing all the staff that we were planning to employ this year. This is due to a shortage of staff in California. We expect to hire more staff for the 2022-2023 school year to be successful in implementing our efforts.

The school plans to use remaining funds to equip classrooms with technology to promote 21st century skills and accelerate learning. The technology equipment that the school plans to install in classrooms will facilitate interaction between teachers and students and between student to student. There is a contract that has been signed with the company who will be installing the technology in the classrooms. The staff and students are looking forward and agree that this technology will help support their growth. However, the challenge has been to schedule times when the school is not in session to be able to upgrade the systems and install the necessary equipment in the classrooms. The other challenge has been that some of the equipment that is needed has been backordered and has not arrived at the site. This has pushed the date back for the company to start installation in some of our classrooms.

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 school is using its fiscal resources received for the 2021-22 school year in a manner that is consistent and aligned with the school’s 2021-22 LCAP and Annual Update. The school considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. As such, all additional funds received are viewed through the lens of the LCAP to determine where student needs exist and what services are needed to address those needs.

The LCAP is organized into 4 goals:

- Goal 1: College and Career Readiness for All: Provide an academically rigorous, common core aligned college preparatory program with academic support and interventions for students' academic development.
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- Goal 4: Increased student access to technology: Provide access to relevant technologies to all students while educating students in Digital Citizenship, Research, and Information Fluency to equip them with skills for the 21st century.

The additional funds received complement the existing LCAP in some of the following ways:

To meet the above goals, the school has added curriculum and services to support, not only academic gaps that occurred during this pandemic during distance learning, but also to support the social and emotional growth of our students as they transition back to in-person instruction. The school will continue the use of NWEA and other assessments to focus on the specific skills and content to meet grade level standards, purchase curriculum that aligns to standards like Common Core in Math and NGSS in Science, invest in teacher support by continuing to provide Professional Development and coaching, and double down on parent engagement with more community events and parent workshops. The school has also used funds to purchase supplies and materials to ensure that students and staff are safe as we continue to battle the COVID-19 pandemic. The emotional well-being of our students is also at the forefront this year, which is why the school has increased supports for students, families, and staff's mental health and social emotional well-being as well as purchased materials to create a positive school climate that is safe, inclusive, and welcoming. Some are also being used to increase student access to technology and equip them with the skills needed to be successful in the 21st century.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

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Introduction

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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

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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 2021–22 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/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/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

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
Downtown Charter Academy	Claudia Lee, Site Director	cllee@amethodschools.org (510) 535-1580

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).

In addition to our engagement efforts, as described in the 2021-22 Local Control and Accountability Plan (LCAP), the school has engaged our educational partners in several ways during the 2021-2022 school year. Through staff meetings, leader meetings, parent meetings, and parent, student, and staff surveys, the school has been able to get feedback from our partners on the use of funds provided through the Budget Act of 2021. Plans, expenditures, and feedback is solicited from various stakeholders during meetings and through survey responses. The school meets with the Family Staff Team on a quarterly basis. Staff meetings are held at least once per month. Student surveys are conducted on a semi-annual basis, with the last one conducted in October. Parent and community meetings are held through Zoom at various points throughout the year. The school plans to continue to solicit feedback from our educational partners through the remainder of the school year.

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.

The school is using and plans to continue to use the additional concentration grant add-on funding to increase and retain the number of staff who provide direct services to low-income and English learners at our school. Most of our student population is low-income and there is a significant number of English learners who attend our school. Some of the concentration funds are being used to provide professional development for teachers and paraprofessionals who work directly with students to enhance their skills in providing targeted instruction and supports. The school employed a School Counselor to provide direct support to students regarding

mental health issues, social skills, and executive functioning skills to increase student success. Paraprofessionals have been retained and new ones will be employed to provide one-on-one and small group support to students, specifically addressing academic deficiencies in math and English. We will continue to assess services, data, and information gathered from stakeholders to ensure that additional concentration grant add-on funding is used effectively to provide direct services to students at our school.

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 school received one-time federal COVID Emergency Relief Funds to support the recovery from the pandemic and the impacts of distance learning on our students. The school has been engaging its educational partners on the use of these funds since 2020. Despite the many challenges we faced because of the COVID-19 pandemic, the school was able to engage with a broad range of stakeholders, through multiple avenues, to solicit feedback and input on the development of expenditure plans. During the meetings, we looked at data to better understand the impacts of distance learning on students. We are fortunate to have an engaged community that precedes the COVID pandemic. We have hosted Zoom meetings with families where they were able to ask questions, provide feedback and input since our transition from distance learning. To inform our plans, we have used the input from the development of our Local Control Accountability Plan to address learning loss, accelerate learning progress for pupils as we move through the 2021-2022 school year, and return to in-person instruction safely and with the supports that students, staff, and families need. The efforts to solicit stakeholder feedback began in the summer and have continued throughout the school year.

Engaging in outreach and surveying stakeholders has provided and continues to provide valuable input to inform our planning in Academics, Attendance & Engagement, Culture & Climate, and Public Health. A survey was also administered, in October, to parents, students, and staff to seek their feedback on their experience and what they hoped to see as we return to in-person instruction. Since June, Home office and Site Directors held multiple information sessions with key stakeholder groups to seek additional feedback regarding the return to in-person learning for the 2021-2022 school year. These sessions included brief overviews of the vision for reopening schools, guiding principles informing planning, and potential distance learning frameworks if students had to be quarantined. We also posted COVID resources and plans on our website and solicited feedback with the use of our social media accounts. Materials were translated into multiple languages to reach stakeholders that speak languages other than English. Additional input received during the start of the school year, through Family Staff Team (FST) meetings, staff meetings, and student input also supported the efforts to engage our educational partners on the use of one-time federal funds.

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 school is implementing the federal American Rescue Plan Act and the federal ESSER expenditure plan to ensure continuous and safe in-person learning, address the impact of lost instructional time during distance learning, and use remaining funds to equip classrooms with technology to promote 21st century skills and accelerate learning.

To ensure continuous and safe in-person learning, supplies have been purchased to mitigate COVID infections. The school has purchased KN-95 masks for staff and students, air purifiers and filters for all spaces at the school, hand sanitizer, soap, disinfecting wipes, and sanitizing equipment to protect against the spread of infection. The school has repaired and is planning further repairs to our HVAC units and other existing devices that are needed for safe in-person learning. We have also increased facility maintenance to ensure that all spaces are safe to operate as we return to in-person instruction. This includes inspection, testing, repair, and replacement of materials, supplies, and equipment to improve indoor air quality as well as facility repairs and improvements to enable the operation of school to reduce COVID transmission and exposure. So far, the challenge has been to find enough materials and supplies since the demand for some of these is more than available supply. In the Fall semester, there were long wait times for some items that we had ordered and to get services rendered at the school. As more supplies became available, we were able to secure everything that we needed to purchase, and repairs have been constant since.

To address the impact of lost instructional time, the school has tried to hire additional paraprofessionals and tutors as well as SPED staff and mental health/wellness counselors. We also plan to offer more professional development to staff to ensure that they are using research-based strategies to support learning. The school plans to purchase curriculum and materials to engage students during summer school and extended day activities. The school site has been able to secure some staff for this but has had a challenging time securing all the staff that we were planning to employ this year. This is due to a shortage of staff in California. We expect to hire more staff for the 2022-2023 school year to be successful in implementing our efforts.

The school plans to use remaining funds to equip classrooms with technology to promote 21st century skills and accelerate learning. The technology equipment that the school plans to install in classrooms will facilitate interaction between teachers and students and between student to student. There is a contract that has been signed with the company who will be installing the technology in the classrooms. The staff and students are looking forward and agree that this technology will help support their growth. However, the challenge has been to schedule times when the school is not in session to be able to upgrade the systems and install the necessary equipment in the classrooms. The other challenge has been that some of the equipment that is needed has been backordered and has not arrived at the site. This has pushed the date back for the company to start installation in some of our classrooms.

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 school is using its fiscal resources received for the 2021-22 school year in a manner that is consistent and aligned with the school’s 2021-22 LCAP and Annual Update. The school considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. As such, all additional funds received are viewed through the lens of the LCAP to determine where student needs exist and what services are needed to address those needs.

The LCAP is organized into 4 goals:

- Goal 1: College and Career Readiness for All: Provide an academically rigorous, common core aligned college preparatory program with academic support and interventions for students' academic development.
- Goal 2: Positive School Climate and Student Engagement: Create a safe, inclusive, and welcoming school climate where students and staff are engaged and fully invested in students' academic, health and socio-emotional learning.
- Goal 3: Parent Support and Engagement: Create an engaged parent, student, staff, and overall community population that is fully invested in and actively connected to the school community and academic program.
- Goal 4: Increased student and teacher access and fluency to technology: Update technological devices for students and teachers and provide professional development and guidance to manage relevant technologies to all students while educating students in Digital Citizenship, Research, and Information Fluency to equip them with skills for the 21st century.

The additional funds received complement the existing LCAP in some of the following ways:

To meet the above goals, the school has added curriculum and services to support, not only academic gaps that occurred during this pandemic during distance learning, but also to support the social and emotional growth of our students as they transition back to in-person instruction. The school will continue the use of NWEA and other assessments to focus on the specific skills and content to meet grade level standards, purchase curriculum that aligns to standards like Common Core in Math and NGSS in Science, invest in teacher support by continuing to provide Professional Development and coaching, and double down on parent engagement with more community events and parent workshops. The school has also used funds to purchase supplies and materials to ensure that students and staff are safe as we continue to battle the COVID-19 pandemic. The emotional well-being of our students is also at the forefront this year, which is why the school has increased supports for students, families, and staff's mental health and social emotional well-being as well as purchased materials to create a positive school climate that is safe, inclusive, and welcoming. Some are also being used to increase student access to technology and equip them with the skills needed to be successful in the 21st century.

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 2021–22 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/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/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

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
Richmond Charter Elementary-Benito Juarez	Evelia Villa, Chief Executive Officer Michael Bradley, Director of Data	evilla@amethodschools.org mbradley@amethodschools.org (510) 215-7009

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.

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The school is using and plans to continue to use the additional concentration grant add-on funding to increase and retain the number of staff who provide direct services to low-income and English learners at our school. Most of our student population is low-income and there is a significant number of English learners who attend our school. Some of the concentration funds are being used to provide professional development for teachers and paraprofessionals who work directly with students to enhance their skills in providing targeted instruction and supports. The school employed a School Counselor to provide direct support to students regarding

mental health issues, social skills, and executive functioning skills to increase student success. Paraprofessionals have been retained and new ones will be employed to provide one-on-one and small group support to students, specifically addressing academic deficiencies in math and English. We will continue to assess services, data, and information gathered from stakeholders to ensure that additional concentration grant add-on funding is used effectively to provide direct services to students at our school.

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The school received one-time federal COVID Emergency Relief Funds to support the recovery from the pandemic and the impacts of distance learning on our students. The school has been engaging its educational partners on the use of these funds since 2020. Despite the many challenges we faced because of the COVID-19 pandemic, the school was able to engage with a broad range of stakeholders, through multiple avenues, to solicit feedback and input on the development of expenditure plans. During the meetings, we looked at data to better understand the impacts of distance learning on students. We are fortunate to have an engaged community that precedes the COVID pandemic. We have hosted Zoom meetings with families where they were able to ask questions, provide feedback and input since our transition from distance learning. To inform our plans, we have used the input from the development of our Local Control Accountability Plan to address learning loss, accelerate learning progress for pupils as we move through the 2021-2022 school year, and return to in-person instruction safely and with the supports that students, staff, and families need. The efforts to solicit stakeholder feedback began in the summer and have continued throughout the school year.

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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 2021–22 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/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/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

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).

In addition to our engagement efforts, as described in the 2021-22 Local Control and Accountability Plan (LCAP), the school has engaged our educational partners in several ways during the 2021-2022 school year. Through staff meetings, leader meetings, parent meetings, and parent, student, and staff surveys, the school has been able to get feedback from our partners on the use of funds provided through the Budget Act of 2021. Plans, expenditures, and feedback is solicited from various stakeholders during meetings and through survey responses. The school meets with the Family Staff Team on a quarterly basis. Staff meetings are held at least once per month. Student surveys are conducted on a semi-annual basis, with the last one conducted in October. Parent and community meetings are held through Zoom at various points throughout the year. The school plans to continue to solicit feedback from our educational partners through the remainder of the school year.

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.

The school is using and plans to continue to use the additional concentration grant add-on funding to increase and retain the number of staff who provide direct services to low-income and English learners at our school. Most of our student population is low-income and there is a significant number of English learners who attend our school. Some of the concentration funds are being used to provide professional development for teachers and paraprofessionals who work directly with students to enhance their skills in providing targeted instruction and supports. The school employed a School Counselor to provide direct support to students regarding

mental health issues, social skills, and executive functioning skills to increase student success. Paraprofessionals have been retained and new ones will be employed to provide one-on-one and small group support to students, specifically addressing academic deficiencies in math and English. We will continue to assess services, data, and information gathered from stakeholders to ensure that additional concentration grant add-on funding is used effectively to provide direct services to students at our school.

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 school received one-time federal COVID Emergency Relief Funds to support the recovery from the pandemic and the impacts of distance learning on our students. The school has been engaging its educational partners on the use of these funds since 2020. Despite the many challenges we faced because of the COVID-19 pandemic, the school was able to engage with a broad range of stakeholders, through multiple avenues, to solicit feedback and input on the development of expenditure plans. During the meetings, we looked at data to better understand the impacts of distance learning on students. We are fortunate to have an engaged community that precedes the COVID pandemic. We have hosted Zoom meetings with families where they were able to ask questions, provide feedback and input since our transition from distance learning. To inform our plans, we have used the input from the development of our Local Control Accountability Plan to address learning loss, accelerate learning progress for pupils as we move through the 2021-2022 school year, and return to in-person instruction safely and with the supports that students, staff, and families need. The efforts to solicit stakeholder feedback began in the summer and have continued throughout the school year.

Engaging in outreach and surveying stakeholders has provided and continues to provide valuable input to inform our planning in Academics, Attendance & Engagement, Culture & Climate, and Public Health. A survey was also administered, in October, to parents, students, and staff to seek their feedback on their experience and what they hoped to see as we return to in-person instruction. Since June, Home office and Site Directors held multiple information sessions with key stakeholder groups to seek additional feedback regarding the return to in-person learning for the 2021-2022 school year. These sessions included brief overviews of the vision for reopening schools, guiding principles informing planning, and potential distance learning frameworks if students had to be quarantined. We also posted COVID resources and plans on our website and solicited feedback with the use of our social media accounts. Materials were translated into multiple languages to reach stakeholders that speak languages other than English. Additional input received during the start of the school year, through Family Staff Team (FST) meetings, staff meetings, and student input also supported the efforts to engage our educational partners on the use of one-time federal funds.

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 school is implementing the federal American Rescue Plan Act and the federal ESSER expenditure plan to ensure continuous and safe in-person learning, address the impact of lost instructional time during distance learning, and use remaining funds to equip classrooms with technology to promote 21st century skills and accelerate learning.

To ensure continuous and safe in-person learning, supplies have been purchased to mitigate COVID infections. The school has purchased KN-95 masks for staff and students, air purifiers and filters for all spaces at the school, hand sanitizer, soap, disinfecting wipes, and sanitizing equipment to protect against the spread of infection. The school has repaired and is planning further repairs to our HVAC units and other existing devices that are needed for safe in-person learning. We have also increased facility maintenance to ensure that all spaces are safe to operate as we return to in-person instruction. This includes inspection, testing, repair, and replacement of materials, supplies, and equipment to improve indoor air quality as well as facility repairs and improvements to enable the operation of school to reduce COVID transmission and exposure. So far, the challenge has been to find enough materials and supplies since the demand for some of these is more than available supply. In the Fall semester, there were long wait times for some items that we had ordered and to get services rendered at the school. As more supplies became available, we were able to secure everything that we needed to purchase, and repairs have been constant since.

To address the impact of lost instructional time, the school has tried to hire additional paraprofessionals and tutors as well as SPED staff and mental health/wellness counselors. We also plan to offer more professional development to staff to ensure that they are using research-based strategies to support learning. The school plans to purchase curriculum and materials to engage students during summer school and extended day activities. The school site has been able to secure some staff for this but has had a challenging time securing all the staff that we were planning to employ this year. This is due to a shortage of staff in California. We expect to hire more staff for the 2022-2023 school year to be successful in implementing our efforts.

The school plans to use remaining funds to equip classrooms with technology to promote 21st century skills and accelerate learning. The technology equipment that the school plans to install in classrooms will facilitate interaction between teachers and students and between student to student. There is a contract that has been signed with the company who will be installing the technology in the classrooms. The staff and students are looking forward and agree that this technology will help support their growth. However, the challenge has been to schedule times when the school is not in session to be able to upgrade the systems and install the necessary equipment in the classrooms. The other challenge has been that some of the equipment that is needed has been backordered and has not arrived at the site. This has pushed the date back for the company to start installation in some of our classrooms.

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 school is using its fiscal resources received for the 2021-22 school year in a manner that is consistent and aligned with the school’s 2021-22 LCAP and Annual Update. The school considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. As such, all additional funds received are viewed through the lens of the LCAP to determine where student needs exist and what services are needed to address those needs.

The LCAP is organized into 4 goals:

- Goal 1: Provide High Quality Curriculum, Assessment, and Intervention Systems that Promote College and Career Readiness and the Acquisition of 21st Century Skills.
- Goal 2: Hire and retain a High-Quality Teaching Staff who are developed, supported, and cultivate a shared sense of community.
- Goal 3: Create an engaged parent community that is invested in and connected to the school culture and academic program.
- Goal 4: Create a safe, inclusive, and welcoming school climate where students are engaged and supported by staff who are committed to the academic and socio-emotional well-being of all students.

The additional funds received complement the existing LCAP in some of the following ways:

To meet the above goals, the school has added curriculum and services to support, not only academic gaps that occurred during this pandemic during distance learning, but also to support the social and emotional growth of our students as they transition back to in-person instruction. The school will continue the use of NWEA and other assessments to focus on the specific skills and content to meet grade level standards, purchase curriculum that aligns to standards like Common Core in Math and NGSS in Science, implement a robust advisory program which will focus on both College and Career readiness and socio-emotional growth, invest in teacher support by continuing to provide Professional Development and coaching, and double down on parent engagement with more community events and parent workshops. The school has also used funds to purchase supplies and materials to ensure that students and staff are safe as we continue to battle the COVID-19 pandemic. The emotional well-being of our students is also at the forefront this year, which is why the school has increased supports for students, families, and staff's mental health and social emotional well-being as well as purchased materials to create a positive school climate that is safe, inclusive, and welcoming. Some funds are also being used to increase student access to technology and equip them with the skills needed to be successful in the 21st century.

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 2021–22 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/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/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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