

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).

Fall/Winter 2021/2022 Process for Engaging Our Education Partners

We will be surveying families in late February to see if there the feedback that they provided that helped us create our 2021/22 LCAP is different than what they provided last year. So far, most parents have expressed the same concerns that they had last year including providing a safe and healthy learning environment for their children, and addressing students' learning loss and their social-emotional well-being. We have focused resources in all three of these areas both last year and this year based on the feedback and input we have received.

Spring, 2021 Process Used for to Engage The Academy of Alameda's Educational Partners:

- Families:

Continually improving our two-way communication with our families is an annual LCAP goals, as we know that our entire school community benefits - especially the students who we serve. While we always reach out to families using surveys and focus groups to obtain feedback and input on various aspects of our program, the level of communication in 2020/21 was substantially increased as a result of the pandemic and because we have been serving students in a variety ways over the past year (a combination of cohort groups, and in distance only and hybrid groups) that are unfamiliar to all stakeholders in our community and thus necessitated increased communication. In addition to surveying families and holding town hall meetings, we held a two formal parent advisory committee Zoom workshops with advisory committee members that included representatives of our English Learner Advisory Committee. We also held a meeting on June 17 for all families to get final input into our 2021/22 LCAP.

- Students:

We have surveyed students grades 3 through 5 and our middle school students (grades 6-8) to obtain their feedback on elements of our distance only and hybrid learning environments and in regards to our 2021/22 full in-person reopening plans. We have also sought feedback from them in small groups including their daily homeroom check-ins.

- Staff: We have actively engaged our school staff throughout the school year and they have had a significant impact on our total program not only throughout the school year, but especially in preparation for a full reopening in Fall, 2021/22. Teachers and other staff members have provided input in weekly professional development meetings to our Principal, Instructional Coach and Student Culture Coordinator that has helped them to develop a strong program to support the academic, social emotional, and behavioral needs of students as we emerge out of the pandemic and prepare to have all students back on campus for a full day, 180 day schedule of in-person learning.

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.

N/A - We do not qualify for the concentration grant as the Alameda's Unified School District's unduplicated rate is below the 55%.

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.

We used an extensive process to engage our educational partners last Spring (2021) to receive input and feedback regarding our LCAP Plan (See below) That feedback helped us to not only COVID-19 to develop our 2021/22 LCAP, but also our 2021 ESSER III Expenditure and Safe Return to In-Person Instruction and Continuity Plans. We had initial plans to receive more input in January but have delayed sending survey to families until mid to late February due to the challenges around the Omicron variant. The various strategies that we used to engage our educational partners are included below:

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- Students:

We have surveyed students grades 3 through 5 and our middle school students (grades 6-8) to obtain their feedback on elements of our distance only and hybrid learning environments and in regards to our 2021/22 full in-person reopening plans. We have also sought feedback from them in small groups including their daily homeroom check-ins.

- Staff: We have actively engaged our school staff throughout the school year and they have had a significant impact on our total program not only throughout the school year, but especially in preparation for a full reopening in Fall, 2021/22. Teachers and other staff members have provided input in weekly professional development meetings to our Principal, Instructional Coach and Student Culture Coordinator that has helped them to develop a strong program to support the academic, social emotional, and behavioral needs of students as we emerge out of the pandemic and prepare to have all students back on campus for a full day, 180 day schedule of in-person learning.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The main three areas that are using funds allocated to us through the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief Act are:

1. Health and Safety Related Supplies, Equipment, and Staff

Main expenditures include: increasing our custodial support staff and cleaning/sanitation supplies, adding a part-time school nurse that works part-time Monday through Friday, and purchasing mask and outdoor equipment to allow for more outdoor eating at lunch and breaks.

2. Support Staff to Support Students Academic Well-being

We have added math and literacy instructional staff to address learning loss

3. Social Emotional Support - Curriculum and Staffing

We have purchased new advisory curriculum to support the development of students' social-emotional health and increased our counseling services to support students' mental health well-being.

Successes/Challenges We have had a lot of success in address the learning and health and safety needs of our students. I think that the only challenges were the longer than usual wait time on receiving some ordered supplies due to pipeline and inventory issues and while we were able to hire effective staff, it took longer as a result of staffing shortages and we we are looking for ways to retain the additional support staff as their services are needed in future years. Our goal is to maintain staffing - especially as the pandemic's impact will need to be addressed for at least the next couple of years (if not much longer).

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.

We have used and will continue to use the additional one-time state and federal funds that we have received to align to our LCAP goals and actions and to the purposes aligned in each of those funding grants. This includes funding both the additional support staff and necessary health and safety supplies to support our effective implementation of safe and continuous in-person learning.

- To create a safe-in-person environment for students and staff, we have purchased health and safety supplies including outside lunch tables, masks, hand sanitation stations, upgraded HVAC filters and equipment, increased our custodial services , and hired a part-time school nurse.
- Because all students have been impacted by the pandemic to varying degrees, we have used additional state and federal funds to increase our staff that focus on the social-emotional health of students (and staff) as well as their academic well-being. We have hired a school counselor for the elementary school, increased our mental health staffing, and we have hired additional teachers and staff to address the reduction of learning opportunities for students - especially those who have impacted most. These include a math coach, math and literacy aides, and a teacher who works with students that have more significant learning challenges. All of these actions were specified in our 2021/22 LCAP and LCAP Update.

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

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021