

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

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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)

Throughout the LCAP development process, HSHMC receives input on programs and services provided to students. This feedback has been considered in the use of additional funds received through the 2021-22 Budget Act. HSHMC continued to reach out to educational partners for ideas on how to improve the educational experience for all students, not just for during the pandemic, but to build a stronger program for the years to come.

In 2020-21 HSHMC involved Educational Partners through:

- Parent LCAP Survey - March/April 2021 (in English and Spanish)
- Principal Office Hours - via Zoom, weekly
- Parent Advisory Committee meeting
- Teacher/Staff meetings - occur weekly; discussions include how to improve the academic outcomes and social/emotional experiences at the school.
- Student input - Surveys were used to capture student input formally. Staff also share information about informal discussions with students regarding the educational experience.
- Principals/Administrators - meet regularly
- Consultation with SELPA - the SELPA is consulted and gives input on the LCAP

Many of these regularly scheduled meetings continue during the 2021-22 school year. Especially useful are the Principal Office Hours where parents can discuss concerns and ideas; staff/principal/administrator meetings to review and discuss the success of current improvement strategies; and informal discussions with students. A survey will be done this Spring to gather comparative data to evaluate changes in academic and social/emotional programs.

HSHMC will continue to engage in two-way communication with their educational partners to gather input on how to best use new resources to support the health, wellness, social/emotional and academic needs of their students and staff

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.

HSHMC Charter School has an unduplicated student count of over 55%, and will use the concentration grant add-on funding to increase the time/hours allocated to staff who are already engaged in direct services to students at HSHMC, with a focus on the needs of Low Income, English Learners and/or Foster Youth. This will allow the school to expand services listed in the LCAP in Goal 2, Actions 1 and 3.

Action 1 - Provides supplemental personnel (ie. Instructional Coaches, Graduation coach, RTI teacher, etc...) focused on meeting the needs of unduplicated student groups. This also includes the Academic Recovery Program and SWAG Lab.

Action 3 - Students who are not meeting attendance standards will receive counseling and home visits from attendance staff.

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.

Health Science High and Middle College has a strong relationship with the students at the school and their families. Students and families choose to attend the school because it does have a strong connection to the community and because it has a strong college and career preparation program and culture. The collaboration and connections between the community partners, school staff, administration, students and families creates a strong safety net for students and families, and a strong support for promoting student motivation and success. This web of connections continued during the pandemic and will continue to support the school moving forward into the future.

The specific engagement with educational partners regarding the development of the ESSER III plan, and other plans such as the ELOG plan, was outlined in the ESSER III Expenditure Plan and aligns with the LCAP development process outlined in prompt #1.

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.

While HSHMC has not expended any of its ESSER III funds yet, it will be doing so in alignment with Expenditure Plan and with a focus on maintaining the health and safety of students, educators, and other staff, and to 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.

Specifically ESSER III funds will be used to:

- Provide additional supplies and upgraded facilities to ensure students and staff are learning/working in a safe and healthy environment.
- Provide additional ELD tutoring and Extended Day/Year options to meet the needs of diverse learners, especially EL, Low Income and Foster/Homeless students
- Supplemental Personnel/Class Size Reduction teachers
- Additional Counseling to help students get the academic and social/emotional support they need to be successful.

Each of these actions builds on priorities and actions in the 2021-22 LCAP

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 HSHMC 2021-22 LCAP and Annual Update is the foundational document that guides decisions for the charter school. The LCAP is created with substantial community input and reflects the priorities of the staff, parents and community. The LCFF funds within the LCAP provide for the basic needs of the charter and foundational resources for learning. The additional resources from LCFF S/C funds provide additional support for struggling students and expanded programs to connect students and families to school. Other state and federal funds that HSHMC receives complement and extend the actions and services already in place. The LCAP goals are the lens through which decisions are made on how to spend additional resources.

During COVID additional needs were addressed through the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan, among others. These plans addressed health and safety requirements not imagined before, and also provided support to maintain a focus on quality instruction in new and challenging environments. The additional resources will help the charter meet new challenges and maintain its focus on the priorities and actions in the LCAP, through new means and formats.

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/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.