

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).

Three Rivers Charter School (TRCS) received funds through the Budget Act of 2021 that were not included in the 2021-22 LCAP. These funds include increased Concentration Grant add-on funds, Educator Effectiveness Block Grant funds and Expanded Learning Opportunities Grant funds. We engaged our educational partners on the use of funds provided through the Budget Act of 2021 at various meetings including Staff Meetings, School Board Meetings and Parent Teacher Network Meetings on 5/25/21, 9/14/21, 11/5/21, 11/9/21, 11/16/21 and 12/16/21. TRCS will continue to engage our educational partners through a Spring Survey and at upcoming meetings of educational partner groups listed above.

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.

TRCS received \$16,242 in additional Concentration Grant add-on funding. Due to pandemic related circumstances TRCS enrollment and Average Daily Attendance (ADA) is much lower than expected. The projected difference from budget development to 1st Interim Budget Report due to the lower enrollment and ADA was \$133,906. Thus, the additional Concentration Grant funds are being used to maintain and retain existing staffing. Direct services to students provided by our Teacher Aides, Student Support Councilor, Reading Intervention Specialist and Student Programs Specialist will continue uninterrupted.

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.

Three Rivers Charter School (TRCS) received one time federal Elementary and Secondary School Emergency Relief (ESSERIII) funds that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. We engaged our

educational partners on the use of these funds at various meetings including Staff Meetings, School Board Meetings and Parent Teacher Network Meetings on 10/8/21, 10/19/21, 11/5/21 and 11/9/21. Additionally, our educational partners were engaged on the use of these funds through an online School Community Survey in October 2021. TRCS will continue to engage our educational partners through a Spring Survey and at upcoming meetings of educational partner groups listed above. The ESSER Plan can be found at this link:

http://www.trcschool.org/wp-content/uploads/2022/02/2021_ESSER_III_Expenditure_Plan_Three_Rivers_Charter_School_20220211.pdf

Engagement of our educational partners on the use of the Expanded Learning Opportunities Grant (ELOG) funds and other one time federal relief funds that were part of the Coronavirus Aid, Relief, and Economic Security Act (CARES) happened as part of the 20-21 Local Control and Accountability Plan (LCAP) design process and was discussed by the school community, including parents and staff, at three Parent Teacher Network Meetings during the 2020-21 school year. As we navigated the changes and challenges brought on by the pandemic, close two-way communication with parents, the school director and teachers were regular via email, phone and meetings both through video conferencing and in-person. Development of the plan to support the students moving forward emerged from this regular two-way communication. The LCAP plan that includes the programs described in the ELOG was reviewed and approved by our Board. The staff at our small school meets weekly and current and future programs that provide supplemental instruction and support are discussed regularly at the staff meetings. ELOG can be found at this link : http://www.trcschool.org/wp-content/uploads/2022/02/2021_Expanded_Learning_Opportunities_Grant_Plan_Three_Rivers_Charter_School_20220211.pdf

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.

One main strategy for continuous and safe in-person learning was to create an outdoor tent area to provide a safe, well ventilated space for students to eat breakfast, snack and lunch out of the elements. We have successfully implemented this goal. Additionally the tent provides a covered outdoor space for students to engage in Physical Education activities on bad weather days and a well ventilated space for musical instrument lessons (specifically wind instruments) and other activities with students from different classes working together. We have not yet purchased the additional seating in the outdoor area as planned and will be placing that order this spring. We have been successful in regularly purchasing the necessary additional materials and supplies for more frequent disinfecting, hand hygiene, etc. We have installed air filtration units in all indoor spaces in the school and maintained the filters, successfully meeting that goal.

Our strategies to to address the impact of lost instructional time include the implementation of a Summer Learning Program for the coming Summer of 2022. Plans are currently being developed to meet this goal. We have successfully purchased and are utilizing online instructional and assessment tools with students to address the impact of lost instructional time. Web based instructional and assessment tools are helping teachers identify current academic levels, gaps in knowledge and are providing customized instruction and support in Math, English Language Arts and other subjects. We have been successful so far this year in using the ESSER funds to provide high quality standards aligned curriculum for all students. Remaining funds are slated to be used to expand our school meals program next year to serve not only breakfast but also lunch. Lastly the funds are being used for classroom technology to update our chromebooks and maintain the student to computer 1:1 ratio.

The ESSERIII Expenditure Plan can be found at this link:

http://www.trcschool.org/wpcontent/uploads/2022/02/2021_ESSER_III_Expenditure_Plan_Three_Rivers_Charter_School_20220211.pdf

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 fiscal resources received for the 2021-22 school year are being spent in a manner that is consistent with LCAP goals of increasing student and family engagement, increasing student achievement and maintaining a positive school climate and culture.

Applicable plans such as the ESSER III Expenditure Plan have overlap of strategies and goals. The ESSER III Expenditure Plan includes an alignment to other school plans in the Actions and Expenditures to Address Student Needs section on page 5: http://www.trcschool.org/wp-content/uploads/2022/02/2021_ESSER_III_Expenditure_Plan_Three_Rivers_Charter_School_20220211.pdf

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