

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)

Come Back Kids (CBK) received the Expanded Learning Opportunity Grant (Resource 7425 and 7426) that was not included in the CBK LCAP. Come Back Kids Charter held meetings in April and May with stakeholders to obtain input on the development of the plan. During the meetings, the Expanded Learning Opportunities Grant template requirements were reviewed along with the allocations in order to frame the conversation on the development of the plan. The supplemental instruction and support strategies in the expenditure plan template were used to brainstorm and prioritize actions for students. Come Back Kids Charter then sent out a survey in April to teachers, classified staff, parents, and students to gather more input on the development of the plan for those that could not attend the meetings or had some additional input. The feedback from stakeholders was used in relation to student data, the state priorities, and the unique needs of our students. The stakeholders decided to focus on four of the seven areas due to funding for community learning hubs from other resources. All communication, in person and online, is conducted in English and Spanish. Aeries ParentSquare provided translations in multiple languages.

Here is the link to the CBK Expanded Learning Opportunity Grant Plan:

https://www.cbktoday.org/wp-content/uploads/2021/12/CBK-Expanded-Learning-Opportunities-Grant-Plan.cbk_.docx

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.

Come Back Kids received additional concentration grant add-on funding, but not sufficient to increase the number full-time equivalent positions providing direct services to students in CBK with an enrollment of unduplicated students that is greater than 55 percent. Instead, CBK is increasing extra-duty hourly pay after school, three days each week (two hours per day), for training to staff providing direct services to low income students, English learners, and foster youth. In doing so, the additional concentration add-on funding is spent on increases in the total hours of staff time provided to those sites where enrollment of students who are low-income, English learners, and/or foster youth is greater than 55 percent.

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.

Community engagement meetings were held in the summer and fall of 2021 to provide input and ongoing feedback on the needs of the students and community for use of the one-time funding from ESSER II (Resource 3216), GEER II (Resource 3217), and ESSER III (Resource 3218 and 3219). CBK engaged in consultation with families (including families that speak Spanish), teachers, classified staff (Community Dropout Prevention Specialists, Attendance Registration Technicians, Secretaries), district administrators (including special education administrators), principals, members of the Riverside County Teachers Association, CSEA, a representative of a tribe, and underserved students (low-income, English learners, students of color, foster youth, and students with disabilities). A survey was sent to teachers, classified staff, parents, and students to gather more input on the development of the plan for those that could not attend the meetings or had some additional input.

Community input on the ESSER III plan was also obtained at the School Advisory Committee and English Learner Advisory Committee meetings. All communication, in person and online, was conducted in English and Spanish. Aeries ParentSquare provided translations in

multiple languages. The feedback from the community engagement meetings influenced the actions in relation to student data and the unique needs of our students. A number of themes emerged from the community engagement meetings and were prioritized for the ESSER III Plan.

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.

CBK created and implemented health protocols in order to maintain the health and safety of students, parents, staff, and community partners to ensure the continuity of services, as required by the federal American Rescue Plan. PPE was purchased to support the safety of all students and employees during in-person instruction in the ESSER III Plan. The expenditures are aligned with the RCOE Safe Return to In Person Instruction and Continuity of Services plan which addresses the following safety recommendations established by the Center for Disease Control (CDC): daily staff screening questionnaire; universal and correct wearing of masks; modifying facilities to allow for physical distancing; handwashing and respiratory etiquette; cleaning and maintaining healthy facilities; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; required proof of vaccination and weekly testing of staff without vaccination record; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

The ESSR III Plan includes the purchase of personal protective equipment (PPE) for student and staff safety, the acquisition of technology (tablets, desktops, hotspots), professional development on UDL/culturally responsive instruction, teachers on special assignment (TOSAs) for in-class support and professional development, tutoring in ELA and math after school by teachers (paid extra-duty hourly) and through contracted services providers, expanded summer school hours for learning recovery and acceleration, credit recovery courses, elective classes (visual and performing arts), increased behavioral/mental health services/supports, and bus passes for students.

The success of the plan include expanded time to provide supplemental instruction and support through teacher tutoring and by contracted providers after school, which has positively impacted student learning. We initiated the Panorama SEL screener as another measure to support our student behavioral health. Additional funding has enabled the expansion of student support services outside of the school day which support academics and social emotional wellness. Students have options to engage in tutoring, credit recovery, visual/performing arts, activities, CTE, and/or receive support with social-emotional domains of learning such as behavioral/mental health counseling, mentoring, and social work services. Professional development has also been very successful due to the additional funding. Teachers, and principals have engaged in ongoing professional development on Universal Design for Learning and Culturally Responsive Instruction during PLCs (facilitated by Novak Consulting). We hired a teacher on special assignment (TOSA) to provide staff with support in

accelerating progress to close learning gaps and to provide in-class coaching on ELD/ELA. In addition, we use funds for off-campus workshops and consultants. Resources to enhance parent communication and workshops are an important part of resource allocation. All staff members work together to provide a coherent program for all students on a continuous basis.

The only challenge centers on meeting the timelines to spend all of the additional resources.

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.

CBK is using our fiscal resources received in the 2021-2022 school year in a manner that is consistent with our Safe Return to In Person Instruction and Continuity of Services Plan and our ESSER III Expenditure Plan. Resources are coordinated to enhance academic achievement, attendance, and behavior of all students, with a main focus on our English learners, foster youth, socioeconomically disadvantaged students, and students with disabilities, which are aligned with our LCAP. Resources are used to provide supports, programs, and services that are based on data and evidenced-based practices. Just as we do with the LCAP, an analysis of student quantitative data (academic, attendance, and behavior) and qualitative information (student/parent/staff input, survey responses, observations) are prioritized to determine student needs for resource allocations and services. By providing an integrated program, students receive a combination of services to meet their unique needs. Expenditures are directly related to supplemental instruction, support strategies, enrichment programs, and behavioral/mental health services for students to improve academic achievement, attendance, and social-emotional well being. Principals, teachers, and classified staff implement a well articulated program that ensures that students are experiencing success in school.

Specifically, we use our funds to maintain safe and healthy learning environments (PPE, supplies for sanitation, clean facilities) as outlined in our Safe Return to In-Person Instruction and Continuity of Services Plan. We create new initiatives and sustain effective programs in our ESSER III Plan that are aligned with our LCAP to address the unique needs of low-income students, students with disabilities, English learners, foster youth, and youth experiencing homelessness. We purchase educational technology (iPads, Chromebooks, Verizon jetpacks/hotspots), pay teachers extra-duty hourly to provide after school tutoring academic support during summer school, and provide extensive mental health services at our CARE-spaces, which are all a part of our ESSER III Plan and aligned with our LCAP actions/services.

More explicitly, we have enhanced our Multi-Tiered System of Support (MTSS) for students with the ESSER III funds. Tier one universal supports and interventions (all students) for academics include our Accelerate to Graduate after school program for ten hours per week (two

hours per day) for learning recovery all year. In addition, we expanded summer school for all students who need intervention, support, or credit recovery through a two-month program. Tier one universal supports and interventions (all students) for behavioral health have been enhanced with the Panorama SEL screener and access to six CAREspaces (wellness centers). Tier two targeted group supports and interventions (interventions for students who have been assessed for regression of skills) for academics have been enhanced with individualized support and increased instructional time after school from instructors and tutoring from contracted providers. Tier two targeted group supports and interventions (interventions for students at risk) have been enhanced to include CAREspace mental health counseling, Care Solace referrals for families, risk assessments, and choice reinforcement assessments. Tier three intensive individualized supports and interventions include ELA and math intervention courses during summer school and targeted intervention tutoring in ELA and math during the after school tutoring. Tier three Intensive Individualized Supports and Interventions include individual mental health counseling, the ACES screener, the Global Assessment of Functioning (GAF) screener, and Care Solace referrals.

Here is the link to the Safe Return to In Person Instruction Plan:

<https://www.cbktoday.org/wp-content/uploads/2021/04/Reopening-Safety-Plan-Update.pdf>

Here is the link to the ESSER III Expenditure Plan:

<https://www.cbktoday.org/wp-content/uploads/2021/12/RCOE-ESSER-III-Expenditure-Plan-.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 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.

California Department of Education November 2021