

California Department of Education
January 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
Feather River Charter School	Jenell Sherman Executive Director	jenell.sherman@featherrivercharter.com (916) 526-3794

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).

The Educator Effectiveness Block Grant draft was presented and explained to the Governing Board and community members in a public board meeting on December 7, 2021. The Educator Effectiveness Block Grant was subsequently board approved on December 14, 2021.

The A-G Improvement Grant will be presented to the community and Governing Board members at the February 16, 2022 Board Meeting.

The Expanded Learning Opportunities Grant is accessible to the public on our school website, when drafting this plan we initially held several meetings with different departments within our school. Additionally, we sent out surveys to our community, staff, parents, and students to gain insight on school strategies, policies, and areas of focus that could be revisited within academic and social-emotional wellness. The ELO was board approved on May 27, 2021. Please see the link below for more detailed information.

<https://www.featherrivercharter.org/fs/resource-manager/view/e63b379a-89a8-42f4-b934-1358d14293dd>

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.

FRCS did not receive a concentration grant or the concentration grant add-on, therefore this is not applicable.

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.

ESSER III Expenditure Plan: The ESSER III Expenditure Plan includes meaningful consultation with community members in the Community Engagement section. Please see the link below for more detailed information.

<https://www.featherrivercharter.org/fs/resource-manager/view/fd8f1b3c-343c-4426-b4ac-441b6cedc457>

ESSER II Assurances: FRCS completed submission on April 05, 2021 through the CDE portal.

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.

Our ESSER III plans include continuing the programs and safety measures that we have implemented with the ELO and ESSER II funding along with our LCAP goals. Our ESSER III plan will be implemented starting in the 22/23 school year. During the current 21/22 school year we have been able to utilize the ESSER II funding to support the purchase of equipment, materials, PPE supplies, and COVID test kits in order to maintain the health and safety of our staff and students. FRCS has continued to maintain the health and safety of students, educators and other staff along with ensuring continuity of services with the implementation of the ESSER II plan. FRCS has increased nursing services to ensure local, state and federal compliance, as well as COVID support. COVID PPE equipment, supplies and COVID tests, as required by CDPH. FRCS will extend school year learning to address learning loss and credit recovery. Intervention staffing and stipend will support providing additional intervention and learning loss/acceleration programs to students through research based programs and supports. Virtual learning technology and program support will provide students with the capability and connectivity to daily instruction, support and services. FRCS will increase staffing to support identifying and serving students with disabilities. FRCS will increase opportunities and support for mental health offering and social emotional learning.

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.

COVID policies were presented and approved to the Governing Board on October 19, 2021 with a COVID-19 Schoolwide Health and Safety Plan. The plan is based on guidance provided by the U.S. Centers for Disease Control and Prevention, the California Division of Occupational Safety and Health Administration, the California Department of Education and the California Department of

Public Health. The FRCS board asked for clarified language and the revised version was approved on November 16, 2021. FRCS also presented a COVID-19 Testing Policy for staff which was board approved on October 12, 2021. Staff at FRCS regularly attends COVID-19 Webinars and sessions to ensure that the school is up to date on COVID-19 related items. The school's website has a dedicated place for COVID-19 related items and announcements. As adjustments and recommendations are made by CDPH and local authorities for schools, FRCS adjusts and revises communications. FRCS has implemented several safety measures with our fiscal resources such as the purchase of equipment, materials, PPE supplies, and COVID test kits in order to maintain the health and safety of our staff and students. We have also increased nurse services to ensure local, state, and federal compliance as well as COVID-19 support. Some examples of purchases were disinfectant wipes for shared technology and equipment, sanitizer, PPE equipment, COVID Tests, and shipping expenses to ship COVID tests to staff.

Goals and Actions

Goal

Goal #	Description
1	FRCS will continue to develop plans and utilize data to strengthen student achievement for all students. List priorities Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

FRCS is a strong believer in data driven decision making and how we can constantly monitor student academic data to maintain or improve current set policies and procedures. We are working on using various lenses of approach to identify areas of need and focus on implementing new strategies and techniques to increase student achievement. The actions we have initiated will directly contribute to utilizing student achievement data to progress on California State dashboard indicators. We had created these actions and metrics because we saw a performance gap for certain student groups and on specific dashboard indicators and needed to close the achievement gap. Our actions provide additional support and the tools needed to help our student groups performing at a red or orange performance level reach their higher achievement level goals.

For our English Learner progress indicator on the California Dashboard, we have 42% of our English Learners making progress towards English proficiency. To increase support for our English Learners we will create additional professional learning

development for staff and families to focus on instructional strategies to help our students. On our state assessment results for CAASPP our students' distance from standard (DFS) score for English Language Arts was -27.6 and for Mathematics was -85.9 to increase the number of students scoring at standard we have utilized the STAR 360 program in order to monitor the progress of our students by conducting these interim assessments throughout the year. The administration of these assessments will allow for us to collect data in relation to where our students are performing before the state assessments and be able to provide additional individualized support where needed for our students.

Measuring and Reporting Results

Metric	Baseline	Available Outcome Data
100% of students will have home access to technology and the Internet.	100%	100%
Increase participation rate on Interim benchmarks assessments	ELA 92% Math 93%	Outcome is in progress
% of teachers report mastery on program implementation including Data Analysis, differentiation, assessment, and technology use.	93%	Outcome is in progress
100% of teachers will be fully credentialed in the area of instruction or assignment.	100%	100%
% of students enrolled in Direct instruction courses offerings	47%	34.6%
Schoolwide Distance from standard (DFS) on the Caaspp ELA	Baseline: 2018-2019 -27.6	Outcome is in progress
Schoolwide Distance from standard (DFS) on the Caaspp MATH	Baseline: 2018-2019 -85.9	Outcome is in progress

% of students who have access to standard aligned instructional material	100%	100%
Maintain safe facilities as demonstrated in a local inventory report.	FRCS does not have a facility	FRCS has Facility: See FIT Report
Implementation of state standards, particularly English language development	100%	100%
% of students who score at standards Met/Exceeded on California Science Test (CAST)	Baseline: 2018-2019 25.4%	Outcome is in progress
% of students scoring at ready or conditionally ready on the EAP for ELA	Baseline: 2018-2019 42%	Outcome is in progress
% of students scoring at ready or conditionally ready on the EAP for Math	Baseline: 2018-2019 20%	Outcome is in progress
% of priority group students (EL, FY, those with exceptional needs) who received tier 2 support)	14%	7%

Actions

Action #	Title	Description	Budgeted Expenditures	Expenditures to 1/21/22	Remaining Balance
1	Professional Learning related to student learning needs, particularly for English Learners, foster youth, students	We will provide professional learning for families and staff focused on instructional strategies as well as the importance and impacts of state testing. We are aware that certain student groups such as English Learners, foster youth, and students who qualify for free or reduced lunch are in most need of academic support. For example,	\$70,846	\$32,369.34	\$38,476.66

	who qualify for free or reduced lunch	we will meet with families to provide learning resources and strategies. We will also meet once a month as a Professional Learning Community as an entire staff and additionally as a smaller group to focus on professional learning.			
2	Professional Learning related to student learning needs, particularly for Students with Disabilities	We will provide professional learning for families and staff focused on instructional strategies as well as the importance and impacts of state testing. We are aware that certain groups such as our Students with Disabilities are in most need of academic support. For example, we will meet with families to provide learning resources and strategies. We will also meet once a month as a Professional Learning Community as an entire staff and additionally as a smaller group to focus on professional learning. This action aligns with Feather River's Special Education Plan element 3b.	\$85,003	\$20,464.10	\$64,538.90
3	Implement and assess formative and interim assessments	Our dashboard shows that schoolwide our students are 27.6 points below standard for ELA and 85.9 points below standard for Math. We will implement assessments regularly to help us determine whether and to what degree students are making progress toward expected learning outcomes. We will focus on programs for students who are not demonstrating proficiency in ELA and Math from prior CAASPP and STAR 360. This action will improve services for our unduplicated groups and students with disabilities because it will add to our current program. This action will be implemented schoolwide; however, we believe our unduplicated student groups will benefit principally because these groups are less likely to have academic support at home. These are the best use of funds because our data demonstrates that	\$91,142	\$40,790.70	\$49,351.30

		these students need additional support which, as a school we will be able to closely monitor with a data driven model to focus target instruction to mitigate a potential increase in student learning loss. This action aligns with Feather River Special Education Plan Element 3c.			
4	Increase the number of live or synchronous classes/ workshops for Elementary level grades	Our dashboard shows that schoolwide our students are 27.6 points below standard for ELA and 85.9 points below standard for Math. We are creating and implementing a TK-6 academic online program with instruction from our teachers. This program will consist of online/synchronous classes and rotating workshops focusing on standards-based mathematics and language arts foundational concepts. We will target students who are working towards proficiency in ELA and Math from prior CAASPP and STAR 360 testing data. This program will increase and improve services for our unduplicated groups and is in addition to our current program offerings. It will be implemented schoolwide, however, our unduplicated student groups will benefit principally, as students in these groups are more likely to need additional academic support. These are the best use of funds because our data demonstrates that these students need additional support which can be provided by our credentialed teaching staff who can model and closely monitor student understanding.	\$44,208	\$12,827.32	\$31,380.68
5	Purchase additional technology	We will provide mobile internet connectivity and technology for student use for connectivity at home. The goal is schoolwide and is important because most of our resources and curriculum are offered online. An example is to provide a	\$31,000	\$3,420	\$27,580

		standards-based online curriculum for our unduplicated students. Another example is providing hotspots to ensure that our unduplicated students can attend our live or synchronous classes for academic and social emotional well-being. Schoolwide, however, we know priority groups will benefit due to financial restraints of these students.			
6	Hire and maintain certificated staff to provide online/synchronous instruction, programs, and support.	Our dashboard shows that schoolwide our students are 27.6 points below standard for ELA and 85.9 points below standard for Math. We will hire certificated staff to expand our middle school direct instruction courses for English Language Arts and Math. Additionally, we will hire and maintain certificated staff to create online/synchronous instruction support programs for students who are not demonstrating proficiency in ELA and Math from prior CAASPP and STAR 360. This action will increase and improve services for our unduplicated groups because it will add to a current program. This action will be implemented schoolwide; however, we believe our unduplicated student groups will benefit principally because these groups are less likely to have academic support at home. These are the best use of funds because our data demonstrates that these students need additional support due to school closures and the pandemic there is an increase in student learning loss which we hope to mitigate with this action.	\$238,711	\$167,182.13	\$71,528.87
7	Purchase of resources to support Multi-Tiered	We will purchase digital and paper resources, software, and workshops to assist staff, teachers and families with student services and the processes within the department. We are aware	\$1,374	\$2,308.32	(\$934.32)

	System of Support (MTSS), Student Study Team (SST), & Section 504 access, process, and compliance	that student services have certain documents, processes and needs associated with compliance. The purchase of these will help in streamlining the process for our schools. An example of an expenditure is for our Student Study Team and Section 504 processes, Beyond SST will promote a digital manner for making referrals, scheduling, and holding meetings, creating Intervention and 504 plans as well as tracking data. Unduplicated students will benefit from the purchase of resources as some families have requested to remain off technology, therefore the ability to purchase printed materials will accommodate and support their educational requests. This will also support child find and create a continuum of supports and services for students.			
--	---	--	--	--	--

Goals and Actions

Goal

Goal #	Description
2	FRCS will promote a safe, healthy, and engaged learning environment for all students. List Priorities Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed to ensure all students including unduplicated students (foster youth, English learners, and students who qualify for free or reduced lunch) are receiving the additional support they need. Our high school dropout rate was 3.7%. To address this area of concern, we will hire a Guidance Tech to monitor these students and address any individualized needs to be able to provide any additional support. On the California Dashboard, our English Learner Progress Indicator shows only 54.7% of our English Learners are making progress towards English proficiency. To address this area of improvement we will hire and maintain certificated staff to provide online/synchronous instruction, programs, and support for our English Learners. For our 2019-20 school year we had 9.3% of our English Learners reclassified, to improve these results we will fund support staff for unduplicated student support, which includes hiring a bilingual family liaison to support our non-English speaking populations. We hope these actions will contribute to improving our overall Goal to promote a safe, healthy, and engaged learning environment for all our students.

Measuring and Reporting Results

Metric	Baseline	Available Outcome Data
% of students who feel safe or connected to the school	Students: 93% Parents: 92% Teachers: 94%	Outcome is in progress
The percent student suspension rate	0%	Outcome is in progress
The percent student expulsion rate	0%	Outcome is in progress
The percent High school dropout rate	3.7%	Outcome is in progress
The percent Middle school dropout rate	0%	Outcome is in progress
Maintain Chronic Absenteeism Indicator at 0% for all students	0.3%	0%
1% increase in student attendance or maintenance of a minimum of 98% attendance rate annually	100%	100%

Increase opportunities for student participation in leadership, enrichment, and academic events i.e. NHS NJHS, Enrichment	Fall: 77 students Spring: 81 students	Fall: 237 students
% of parents who provide feedback on survey specific to our LCAP actions and goals	100%	Outcome in progress
% of parents/guardians of English learners, foster youth, and students who qualify for free or reduced lunch meet with a resource specialist such as our foster youth liaison or EL coordinator at least once a year	72%	Outcome in progress
The percent of English learners who reclassify	8.9%	10.5%
The percent of English learners who are making progress towards English proficiency on ELPI	54.7%	Outcome in progress

Actions

Action #	Title	Description	Budgeted Expenditures	Expenditures to Date	Remaining Balance
1	Fund support staff for unduplicated student support	We will fund foster/homeless youth and family liaison positions to address specific needs of unduplicated and students with disabilities including augmented communication with families to receive information and support in the appropriate language. For example, we will utilize our foster/homeless youth liaison position to partner with families to assist in meeting the educational, social, and emotional needs of students. We will also hire family liaisons who also speak another language besides English, to support our non-English speaking populations.	\$31,154	\$19,195.17	\$11,958.83

2	Hire and maintain certificated staff to provide online/ synchronous instruction, programs, and support for our English Learners.	Our ELPI results show 54.7% of our English Learners are making progress towards English proficiency and 9.3% of our English Learners reclassified. To address this area of need to improve and increase our academic support for English learners including those with disabilities, we will refine and improve our English language development curriculum and instructional delivery. Expenditures related to this action are the hiring of additional certificated staff and programs.	\$44,208	\$13,179.30	\$31,028.70
3	Fund School Counselor/SST Coordinator	According to our parent survey 46% of our parents who participated in the survey were concerned with their child's mental health. To support our families and provide a resource we will fund the School Counselor/SST coordinator. This position will oversee and provide social-emotional and counseling services, supports and referrals. The Coordinator will work to hold virtual SST meetings. The Counselor/SST Coordinator will offer group sessions/1:1, check in with students, lead SST meetings with a whole child perspective with Social Emotional Learning, academic, suicide risk assessment, students in crisis, dedicated time with unduplicated, collecting community-based resources for families. Although this is a schoolwide support, the position will focus on our priority group of students in need of academic intervention which includes Foster youth, low SED backgrounds, special education, and English learners. This position will provide support to students clinically and educationally. For example, counselors will address social and emotional needs of students through a variety of ways including workshops, whole group practices, small group interventions, and individualized learning activities. Another example is	\$36,413	\$17,265.78	\$19,147.22

		that our counselor will provide ongoing training and support to charter staff.			
4	Fund positions for monitoring student achievement data	Our Calpads report shows our high school dropout rate is 3.7%, to decrease our dropout rate, we will hire personnel for students, focusing on priority group students such as EL, FY, or SED background, who did not re-enroll with the following school year, as well as those that leave during the school year to decrease the dropout rates in middle and high school. This will improve and increase services with a dedicated staff member to collaborate with families, High School Counselors, and the High School Department to assist our priority groups and schoolwide students. Our priority groups will benefit from this position as they will partner with our translators to assist, if needed also.	\$37,517	\$22,120.49	\$15,396.51

Goals and Actions

Goal

Goal #	Description
3	Increase the number of students who are high school, college, career, and life ready. List priorities: Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed to increase college and career readiness amongst our high school students. We had about 8% of our students who graduated with A-G requirements fulfilled, to address this area of need we will increase the number of course offerings in college and career indicators. The 2020 California Dashboard results showed 49.1% of our students were approaching prepared or prepared on the college and career indicator. In addition, for students participating in AP exams we had approximately 6 students who scored at a 3 or higher. To address this area of need and overall increase the number of students participating and improving in college assessments we will provide students with College Readiness Assessments and Preparatory Workshops to ensure they are supported in every way. We hope to ensure all our students in secondary education increase their performance on all college and career readiness measures with the additional support we have planned as actions for the coming school year. We are planning to add additional AG courses to facilitate AG completion. We will collaborate with the College Board to offer onsite locations that offer PSAT, SAT and AP testing. Students have had a difficult time taking AP tests at outside institutions and this will solve that problem. We will add credentialed teacher taught CTE courses in HSVA in addition to the CTE opportunities available through eDynamic/Edmentum and at community colleges. We will offer courses through HSVA that offer more support to the struggling student to help our CAASPP scores in English, math, and science specifically. We will offer military science and leadership courses through HSVA that will help students reach the 2-year requirement for preparedness in that area. We will Contract with Earn and Learn, an organization that facilitates internship opportunities and helps students achieve the capstone course portion of the CTE pathway, making full completion more likely. Additionally, we will continue to encourage concurrent enrollment with local community colleges and seek out opportunities to partner with local colleges to offer dual enrollment to ensure we can continue to create more opportunities for our students to meet the state college and career preparedness requirements. Lastly, we will establish a contact and relationship with the Department of Rehabilitation in order to support our students with disabilities. We will also offer college and career awareness support, services, and workshops to our students with disabilities.

Measuring and Reporting Results

Metric	Baseline	Available Outcome Data
The percent of students graduating with A-G requirements fulfilled	8%	Outcome in Progress
The percent of students participating in a CTE pathway	2%	Outcome in Progress
5% increase in the number of students who score at Approaching	49.1%	Outcome in Progress

Prepared or Prepared level on the College and Career Indicator		
The percentage of students passing the AP examination with a score of 3 or higher	62.5%	Outcome in Progress
The percentage of high school students graduating within 4 or 5 years	90%	Outcome in Progress
Increase CAASPP participation rate or maintain at 95% or higher	Baseline: 2018-2019 92%	Outcome in Progress
Increase percentage of students scoring at standard met or exceeding (level 3 or 4) on CAASPP Mathematics assessments, including all subgroups	Baseline: 2018-2019 20.1%	Outcome in Progress
Increase percentage of students scoring at standard met or exceeding (level 3 or 4) on CAASPP ELA assessments, including all subgroups	Baseline: 2018-2019 42.3%	Outcome in Progress
% of students who complete both A-G and CTE pathway	1%	Outcome in Progress

Actions

Action #	Title	Description	Budgeted Expenditures	Expenditures to Date	Remaining Balance
1	Increase number of course	From our graduation survey results we found that 65.5% of our graduates were not aware of our CTE program. Our dashboard shows that	\$82,344	\$ 55,758.73	\$26,585.27

	offerings in college and career indicators	schoolwide 32.4% of our students are prepared on the college and career indicator. We will expand course offerings and analyze student data to find where a-g completion rates drop-off and expand course offerings. This action will increase and improve services for our unduplicated groups because it will add to a current program. The action will be implemented schoolwide; however, we believe our unduplicated student groups will benefit principally because these groups are less likely to have academic support at home and the offerings will support viable skills outside of schools. Our unduplicated students will have more opportunities for post-high school career opportunities. These are the best use of funds because our data demonstrates that these students need additional support due to school closures and the pandemic there is an increase in student learning loss which we hope to mitigate with this action. Expenditures associated with this action include: For example, we will add CTE course offerings to our High School Virtual Academy. We will also add more A-G course offerings for students to be able to make progress towards A-G Completion.			
2	Provide College Readiness Assessments and Preparatory Workshops	Our CCI Indicator shows that 2.9% of our students scored at the prepared level through the AP pathway. In order to improve on the CCI indicator we will increase the number of students participating on ACT, PSAT, SAT, and AP end of course exams. Although this is a schoolwide action, we will focus our resources and staff towards our unduplicated students and students with disabilities to provide them with more	\$30,069	\$ 19,827.85	\$10,241.15

		opportunities, workshops, and resources to prepare for college readiness.			
3	Partnership with Earn and Learn Organization and additional secondary support programs	Our Dashboard shows schoolwide that our students are 32.4% prepared in CCI. To increase college and career readiness, we will partner with Earn and Learn, an organization that facilitates internship opportunities. This will increase and improve services for our priority groups because it will provide an additional avenue other than a university, college, or community college to gain career exploration. An example is that Earn and Learn will provide resources to support and deepen career pathways for learners including contacts to industry, tools to organize work-based learning, and a collaborative community of peers. We will also be working to develop a contact and relationship with the Department of Rehabilitation to support students with disabilities.	\$2,934	\$0	\$2,934
4	Individualized Graduation Plan	Our Graduation Rate on the 2020 California Dashboard is at 90.4%, although we maintained our graduation rate from the previous year, we did have a performance score of Orange. To improve our graduation rate and performance score we have set procedures to revamp our Individualized Graduation Plan to raise awareness among our teachers so that they understand the actions that make our students classified as CCI prepared. They will be asked to choose a path that culminates in each student qualifying as prepared in a way best suited to their individual needs. We are also setting up free advisory classes, submitted to the College Board for AG credit and led by the counselor. This will assist students/families in making choices that will	\$0	\$0	\$0

		benefit themselves and our dashboard. We have several strategies that are foundational for the training/support offered above. This offering will contribute to CCI preparedness and is more readily accessible. Students with disabilities will have a High School Counselor, Home School Teacher, Special Education Teacher, and parent present at their IEP to assist in developing their course of study in conjunction with their independent transition plan.			
--	--	---	--	--	--

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