



# 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).

San Diego Cooperative Charter School (SDCCS) is committed to communicating and seeking feedback from its stakeholders. We used surveys to receive feedback from parents that assisted in helping to guide our budgeting process when deciding how to spend different funds. Staff was also essential in deciding what kinds of Professional Development were wanted and needed as we face the unprecedented needs in our classrooms. In addition to both parents and staff, we worked closely with our Board of Directors, seeking feedback, reviewing plans, and ensuring that we are in compliance. All additional funds have required plans for reporting and spending in their unique restrictions.

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

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.

SDCCS utilizes surveys, public meetings, newsletters, and parent association meetings to engage our stakeholders in the use of one-time federal funds. Our plans included expanded learning, additional academic services, device upgrades and connectivity, professional development, mental health supports, and increased health and safety measures.

Four different surveys were given in 2021 directed to parents, teachers, and staff. These surveys both guided and supported our ideas around the recovery of learning loss and additional academic services. Monthly board meetings included the mandatory written plans along with presentations on stakeholder feedback and similar discussions that happened at our parent/teacher organization meetings.

The summer plans were created to support a variety of students in multiple ways. Feedback from parents reflected the student's need for socialization and connection to other students for mental health after a challenging distance and a hybrid learning year. Other parents have expressed concern about the impacts that COVID had on students' mental health, anxiety, and academics. Our program took these concerns into account and created a diverse offering of supports to meet the needs of our diverse population.

Our staff has been involved in the thinking around the creative ways of providing supplemental activities to reduce the learning gap, provide targeted interventions, increase engagement over the summer, and provide social and physical activities for our students' well-being. Our Administrators were crucial in looking at the limited 30,000-foot data to identify student groups to target to reduce the learning gap.

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.

We have built an all-encompassing ESSER III plan that will be implemented in future years with a focus on safety of staff and students while ensuring the continuity of our ample educational offerings.

Our ESSER III plan is extensive and diverse. We have created the plan with the idea of targeting our unduplicated students while also making sure to offer opportunities to all of our student groups as distance learning impacted every student.

Both staff and parents were surveyed, gauging the need for and interest in programs. The suggestion of Science Camp was given by parents and created from their suggestions. Between our Extended School Year and camps, we provided seven weeks of free learning opportunities that supported families who were looking for affordable child care as well as summer learning opportunities.

#### Extended School Year

Students are assessed for our Extended School Year (ESY) by their Case Managers and Director of Special Education. Determining ESY eligibility should be a data-informed decision-making process that helps the IEP team determine whether services are necessary for a student to progress over time and to benefit from the IEP.

Two themes emerge in the determination of eligibility:

1. ESY services are necessary when a child will experience significant regression in the absence of an educational program and the time it will take to relearn the skills is excessive, referred to as the regression/recoupment model.
2. ESY services are necessary when the progress the student made during the school year will be significantly jeopardized during school breaks; when a student is at a critical point in skills acquisition (e.g., demonstrating emerging skills).

### Chillin' and Skillin'

Our Chillin' and Skillin' camp will be an invite only camp for our unduplicated students. Their eligibility will be determined predominantly by teacher recommendation with the use of our NWEA Maps spring assessments. We can identify students that are not making expected progress along with the skill that need to be addressed.

### Dance, Art and Science Camps

The Dance, Art, and Science Camps will be open to anyone who would like to participate. We will ask for our 8th grade Mentors to participate and support these programs.

### Instructional Assistant Training

We will train any of our IA's that will be hired. Our plan is to provide this training in August to all of our IA's. We will film the training and continue to offer professional development to IA's as we onboard them throughout the school year.

### Teacher Narrative on Targeted Interventions

All teachers will participate in training regarding narrative report cards that include data and targeted interventions to support the students in their summer learning.

### Zero Hour and After School Tutoring

This will be available for any student to sign up for and for some will be a very intentional invitation. Teachers will have an important role in recommending students and sending work or targeted activities for students. We will also use the data from our Spring CAASPP and Spring MAPS assessments to identify students who would benefit from the extra time to narrow the learning gap.

### Winter and Spring Camps

These camps will be open to all students that want to attend.

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.

SDCCS has very clear goals to support all of our students but with a specific focus on our unduplicated students. We have not only written it into our LCAP goals but we have also invested our federal funds and fiscal resources to support this goal. SDCCS has created opportunities such as tutoring, summer camps and invested in additional staff to support classroom teachers. All of these plans have been conducted with a focus on health, safety, and equity.

These plans were not made in a bubble but rather with the feedback and engagement of our stakeholders and community. We continue to seek feedback and align our practices with the desires of our community. Our Administration is committed to clear and consistent two-way communication with our families and staff.



# 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](mailto: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  
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