

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).

On November 19, 2021, a staff meeting was held where staff discussed the Educator Effectiveness Grant, as well as Professional Development opportunities they are interested in attending through this grant. Teachers sat in groups and brainstormed PD opportunities that would help them learn and grow as a teacher. For example, some areas we plan to provide Professional Development on are: Social Emotional Learning, progressive teaching methods, Advancement Via Individual Determination, and cross-cultural planning.

In regards to the SELPA Learning Recovery Plan, we decided that spending the funds on hiring two new teaching assistants/special educational assistants would be the best use of the funds. This is so that we can ensure that the needs of students are being met, especially those students who have an Individualized Education Program.

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.

CH Prep will use the additional concentration add-on funds to:

- hire more teaching assistants to better serve students
- increase the number of special education teaching assistants to ensure that instructional minutes are being, and to support learning recovery

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.

CH Prep meets with its educational partners on a regular basis through professional development meetings, and student council/ family meetings. During these meetings, feedback is encouraged and taken into consideration. CH Prep met with its educational partners on August 18, 2021 to review the ESSER III Expenditures Plan, and receive family input.

To support recovery from distance learning during the campus closure, CHPrep has done the following:

- ESSER I and ESSER II funds were used to hire teaching assistants in order to ensure that all students are receiving the appropriate support in classrooms, and to accommodate their needs. Through testing, we saw test scores and were then able to focus on those areas of need. The funds will allow the school to designate a teaching assistant to focus on each students individually, or in small groups. Initially, the teaching assistant will serve as an additional staff member to support students return to in-person instruction in the classroom, and will work with students on their targeted IEP goals.

- Link to ESSER III Expenditure Plan: http://www.cityheightsprep.org/wp-content/uploads/2022/01/ESSER-III-Expenditure-Plan_21.10.22.pdf

- Link to Education Effectiveness Block Grant Plan: <http://www.cityheightsprep.org/wp-content/uploads/2021/12/Educator-Effectiveness-Block-Grant-.pdf>

- Link to Local Control and Accountability Plan: http://www.cityheightsprep.org/wp-content/uploads/2021/06/CHP-2122_LCAPPlan_andLCP_Annual_Update.pdf

On page 39, 41, and 42 you can find a description of how educational partners were engaged in the development of the 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.

We will not use ESSER III Funds this current budget year. However, in the future, we plan to continue the existing programs.

Implementation of the ESSER III Expenditure Plan next year

- Planned Successes: hiring an additional math teacher and a Special Education assistant, purchasing instructional supplies, professional development, and installing a new gate for better school safety

- Challenges: Community engagement may be a challenge since our family meetings are virtual

Link to ESSER III Expenditure Plan : http://www.cityheightsprep.org/wp-content/uploads/2022/01/ESSER-III-Expenditure-Plan_21.10.22.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.

CH Prep is using its fiscal resources in a manner that is consistent with the plans from our 2021-22 LCAP and Annual Update. CHPrep's 2021-22 LCAP is a comprehensive plan to ensure that the needs of students are being met. Funds received will be used to fulfill our LCAP, which is as follows:

- Funds from the Educator Effectiveness Grant will be allocated towards teacher quality. CH Prep will ensure that teachers receive

Professional Development focused on the needs they identified and reported.

- Fiscal resources have been allocated towards hiring additional teaching assistants so that instructional minutes and IEP goals are met for all students.
- Teaching assistants help support learning loss for all students, especially those who are English learners. Students will receive the proper academic support, which will result in academic achievement in English language arts (ELA), math and science as outlined in the Common Core State Standards (CCSS).
- Safe Return to In-Person Instruction and Continuity of Services Plan (link to plan: http://www.cityheightsprep.org/wp-content/uploads/2022/02/2021_Safe_Return_to_In-Person_Instruction_and_Continuity_Plan_City_Heights_Preparatory_Charter_School_20220202.pdf)
- The actions in our Safe Return to In-Person Instruction and Continuity of Services plan align with the 2021-22 LCAP. This is because our Safe Return to In-Person Instruction and Continuity of Services plan ensures that the students will have a safe learning environment where they can learn and grow. Additionally, our plan highlights that all students will have access to the necessary materials needed to succeed, which is also a goal in our LCAP. To bridge this gap, students who do not have access to a computer or WiFi outside of school will be provided with a chrome book and/or MiFi to take home. Moreover, another goal emphasized in our LCAP is that the school's facilities will be maintained in good repair. Our Safe Return to In-Person Instruction highlights that our facility manager will regularly check the ventilation system, replace air filters when needed, and CH Prep will continue to receive annual fire inspections.

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