

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.

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).

- Concentration Grant Additional 15% Funding: \$89,861
- Educator Effectiveness Grant: \$128,641
- A-G Completion Improvement Grant: \$160,788

Our Charter will engage all Stakeholders through School Site Council (SSC), English Language Advisory Committee (ELAC), Career Technical Education Advisory Boards, Parent Advisory meetings and Community Informational forums. All Stake Holders will review outlined plans and Budgetary data along with the Schools’ progress year to date. All Stake holders will be provided the opportunity to consider our plans and provide input through Public hearings and Student/Parent Surveys.

Previous engagement opportunities include:

Local Control and Accountability Plan 2021-2022 <https://www.agapeschools.org/lcap.html>

Prompt 2: 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.

Carter G Woodson Public Charter School has an enrollment of 328 (CALPADS) unduplicated student group count which is greater than 55%. As a result, our Charter has increased the number of staff funded to concentration Grant funds. We have hired an additional Guidance Counselor and Student Support Counselor. Our Counselors provide direct services to all students including low income, English Learners and Foster Youth. Services includes Social and emotional Counseling, Academic Guidance, school to Career transition, and evaluation of A-G requirements for each student. These Services have been Increased from the previous year. Additionally, we have hired Credentialed Substitute Teachers to assist in Math and Reading Intervention Services for all students. This is to improve and decrease the number of learning losses experienced by our students.

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.

Carter G Woodson Public Charter School has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The district's practices have been further enhanced during the pandemic as ABC District sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan.

The following links and page numbers indicate how and when the LEA engaged its education partners in the use of funds received to support recovery for the COVID- 19 Pandemic.

- Learning Continuity and Attendance Plan <https://www.agapeschools.org/learning-continuity-and-attendance-plan.html>
- Expanded Learning Opportunities Grant Plan <https://www.agapeschools.org/expanded-learning-opportunities-grant-plan.html>
- Local Control and Accountability Plan <https://www.agapeschools.org/lcap.html>
- ESSER III Expenditure Plan <https://www.agapeschools.org/essser-iii-expenditure-plan.html>
- A-G Completion Improvement Grant <https://www.agapeschools.org/a-g-completion-improvement-grant-plan.html>

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.

Our Charter, has expanded Federal school Emergency Relief Funds on the following items below, in an effort our Students and Staff safe and recover Learning Losses experienced by the Pandemic.

ESSER III Safe Return to In-Person Instruction & Continuity of Services Plan

The majority of Emergency Relief funds have been utilized to prepare and implement a transition in In-person learning. The following obstacles we were able to overcome in 2020 Fiscal Year due to the assistance the federal American Rescue Plan Act provided:

- Reorganizing the functioning of the school from in person learning too fully online.
- Ensuring the safety of staff through PPE materials and 6-foot distancing.
- Ensuring internet was provided to our student's homes within a 60-day period.
- Moving from a 2 to 1 Computer device to student ratio to a 1 to 1 ratio.
- Leveraging the funding to accomplish the goal of purchasing a mass amount of technology devices.
- Purchasing a platform and developing training for teachers and administration to instruct students on the zoom online platform.
- Keeping parents informed though a online platform.
- Set up a telehealth strategy to deliver mental health counseling.
- Helping and assisting parents with food and resources including delivery to homes.

In the 2020-21 school year our school face the challenge of ensuring students with the highest needs were able to return safely for school. We successfully were able to provide:

- Transportation with limited seating and multiple trips.
- Ensure the safety of Students and staff onsite together with high tech equipment and redesigned classroom setups.
- Continuing the transition of online learning and Professional Develop for staff.

ESSER III Safe Return to In-Person Instruction & Continuity of Services Plan

In the current school year of 2021-2022 the most significant challenges we still face is:

- Engaging students back to classroom learning and delivering instruction to online learning.
- Staff shortages due to COVID 19
- Covid tracing which has required additional training and hired Medical Assistance.
- Locating substitute teachers to cover classroom vacancies or staff shortages due to illness.
- Student attendance has decrease by 8%.

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.

Safe Return to In-Person Instruction and Continuity of Services Plan

Carter G Woodson Public Charter school used its fiscal resources to implement the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan by purchasing Personal Protective Equipment (PPE), Cleaning and sanitation, 1:1 Technology devices, hiring Instructional aids, additional counselors, mental health resources, and Professional Development. The implementation of these additional funds received in the 2021-2022 school year are specifically aligned to the LCAP by ensuring school could progress towards each one of its goals outlined in the LCAP.

ESSER III Expenditure Plan

- Strategies for Continuous and Safe In-Person Learning: \$868,926
- Addressing Lost Instructional Time: \$307,774
- In-Person Instructional & Targeted Intervention: \$367,630
- Pupil Learning Loss: \$501,296
- Conditions and Climate: \$307,774

Carter G Woodson Public Charter school used its fiscal resources to implement the requirements of the ESSER III Expenditure Plan by....

The implementation of the additional funds received in the 2021-2022 school year are specifically aligned to the LCAP by.

- 1) Contracted Mental Health and School guidance counselors’ check-ins
- 2) Social Emotional Check-ins
- 3) Student Attendance Tracking
- 4) After- school Program
- 5) ISGI Check-ins
- 6) Food services
- 7) Monthly Newsletters
- 8) Principal Messages
- 9) Teacher to Student check-ins
- 10) EL Program – ELD scheduling
- 11) PBIS/MTSS Implementations
- 12) Foster and Homeless check-ins 1:1
- 13) Student Ratio – Chromebooks, Tablets and Desktops
- 14) Help desk Teaching and Learning
- 15) Classroom Observation
- 16) PLC Supplement Materials Credit Recovery
- 17) Flex Scheduling
- 18) COVID-19 PPE
- 19) HVAC Infrastructure

Carter G. Woodson Public Charter School					
LCAP GOALS - Mid Year Budgeted Expenditures					
Goal(G)/ Action(A)	Action Item Details	Budgeted Expenditures	Estimated Actuals (1st interim)	Difference	Progress To Date
GOAL 1:	Carter G. Woodson will increase student proficiency in English Language Arts and Math				
G1:A1	Intervention	1,821,964	2,510,008	688,044	The school is budgeting additional monies to help students transition back to in-person learning and help those students who aren't meeting educational standards identified utilizing assessment data
G1:A2	Recruit High Quality Teachers	436,810	526,671	89,861	Increase in budget due to a 15% increase in concentration grant funds
GOAL 2:	Long-Term English Language Learners will progress towards English Language Proficiency each year				
G2:A1	English Language Learners Instructional Strategies	411,751	411,751	-	No material change to the approved plan
GOAL 3:	Our school will ensure our teachers are equipped with training, materials, support, and technology to implement the California Common Core Standards				
G3:A1	Teacher Professional Development	116,483	245,124	128,641	Increase budget due to Educator Effectiveness Grant
GOAL 4:	Our school will increase parent participation in shared governance through trainings, Parent Advisory Council, ELAC, and Feedback Collection Initiatives.				
G4:A1	Increase Parent Involvement	15,747	15,747	-	No material change to the approved plan
GOAL 5:	Our school will maintain safe and clean facilities that promote learning with instructional support such as computer labs, online libraries, on-site libraries, sports, summer enrichment, and after-school programs.				
G5:A1	Safe High Quality Facilities	674,898	674,898	-	No material change to the approved plan
GOAL 6:	Our school will maintain a minimum of 90% attendance rate for ASAM students.				
G6:A1	Increase Attendance & Lower Dropout Rates	234,973	484,973	250,000	Due to the pandemic situation and other factors, the school is budgeting additional monies to deal with increasing attendance and dropout rates.
GOAL 7:	Our school will maintain a minimum of 90% attendance rate for ASAM students.				
G7:A1	Implement Dual Credit Partnerships	258,759	258,759	-	No material change to the approved plan
G7:A2	Recruitment of Partners To Increase Opportunities for Career Pathways	90,657	90,657	-	No material change to the approved plan
G7:A3	Workbased Learning Professional Development of Teachers	99,015	99,015	-	No material change to the approved plan
GOAL 8:	Students in our special education populations will make satisfactory progress towards H.S. graduation requirements.				
G8:A1	Base: Special Education	396,646	396,646	-	No material change to the approved plan
G8:A2	Foster/Homeless Liason	4,000	4,000	-	No material change to the approved plan
GRAND TOTAL:		4,561,703	5,718,249	1,156,546	

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/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/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