



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).

N/A

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.

Nea does not have 55% or greater enrollment of students who are low-income, English Learners, and/or foster youth.

This year we added the Student Support Coordinator role to work with the Family and Learner Liaison this year. We found that the need to focus on our SART/SARB process, upgraded engagement with families, and ongoing communication were all paramount to supporting our hardest-to-reach families. These two staff members are holding weekly meetings to follow up on learners or concern lists, holding small

group emotional support, after-school homework club, family meetings as needed, and bridging support with the classroom facilitators. The check-in also works through the weekly D/F list to ensure no one is slipping through the cracks.

Our college and career counselor has been working closely with the Student Support Coordinator to keep learners on track for graduation. We decided to add a part-time learner support staff member who works alongside our campus supervisor as well as does homework help with learners who are struggling to attend class and complete work. 1:1 check-ins have provided a great connection and engagement to school for many of our low-income and English Learners.

Lastly, we added a second part-time ELD facilitator for our middle and high school learners.

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.

Nea used the one-time funds to engage our educational partners at staff meetings, board meetings (members include members of staff, learners, parents, and the larger community), and monthly finance that is open to staff, learners, and the community. We held our monthly morning coffee with the administration via zoom to give access to the school site activities. We wanted to make sure families could engage even when they could not come onto the site this school year.

Nea used one-time funds to provide access to education in our community in many ways. We expanded our after-school learning opportunities through Homework Club two days a week for our middle and high school learners led by our Student Support Manager, Dean of Students, and a credentialed facilitator. Nea hired a dedicated intervention specialist for small group instruction as well as a tech support associate to maintain our computers and in-class technology. We created a position for Learner/Family Liaison to work with families on truancy, basic household needs, academic needs, and for social/emotional support through small groups. We also have dedicated COVID managers who maintain PPE supplies for all learners and classrooms, update administration of critical COVID numbers, support contact tracing, and manage testing for all learners and staff. School breakfast and lunch are free this year to all learners.

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.

Nea received ESSER III funds that went towards staffing, programming, training, computer hardware, and facility improvements.

Staffing: added Student Success Coordinator and part-time student support role.

Training: Contracted with Instructional coach for the new staff member training

Professional Development: We invested in an outside facilitator to lead our entire staff through Equity work around internal bias and recognizing our own "triggers" in the classroom. We role-played different challenging scenarios within our staff to better prepare us to keep our own privilege and adult trauma out of interactions with our young people. This work will continue next year. It is hard to measure the impact of this work directly, but our staff report that they appreciate this time and focus, and that it is helping them respond better in challenging moments with students.

Nea applied the ESSER III funds across many areas of the school. Our biggest portion of the budget went to our intersession program. We ran four weeks of intervention camps during our Fall and Spring intersessions. Learners were invited based on the data through our Renaissance STAR and MAP benchmark testing programs.

Our curriculum committees met and share the targeted needs for specific instructional materials and supplies like Toolbox SEL curriculum.

Continued resupply and maintenance for our computers and ensuring that we had 1:1 machines. We also updated all our classrooms with Epson projectors so that our hybrid classes could be taught live to learners that were at home and to keep us prepared to continue instruction in the case of a shutdown.

Learner support coaches were hired for each elementary school classroom to provide additional academic support in the room as well as running lunch and yard support so we could maintain a safe distance for our learners during the school day. We added a 50% FTE ELD coordinator to run small groups and oversee our ELPAC and ELD family engagement.

Certificated staff members were paid a stipend to review the curriculum scope and sequences as we prepared for return to the 2021-22 school year. All staff participated in Project-Based Learning Training through PBL Works and our elementary school staff went through three-part training for the newly purchased SEL Toolbox curriculum.

Lastly, funds were expended on furniture purchases so that classrooms were appropriately furnished to provide learners with safe spacing during in-school instruction.

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.

Fiscal resources received were carefully managed to prepare Nea to meet the academic and safety needs of our learners to meet our plans described in the LCAP.

In most areas, our spending and implementation aligned with our LCAP plans. We did add in the role of Student Support Coordinator early on in the year and a part time learner support role for 1:1 and small academic and social group support.

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
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