



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
Alameda Community Learning Center	Michael McCaffrey Principal	michael.mccaffrey@alamedaclc.org 510-995-4300

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.

This year, our Family and Learner Liaison (FLL) worked to engage learners and families who struggled with attendance-related issues and to support our homeless/foster youth. This position was a full-time position, and our FLL had regular check-in meetings with our learners and their families to support them in engaging with school. When our FLL resigned mid-year, we increased the hours of our part-time Office Manager to take on the attendance-related components of the FLL, including SART/SARB and regular communication with families and check-ins with learners. We also have a full-time Intervention Aide position, and this teacher leads our Learning Labs to support learners who have Ds or Fs in multiple classes. Our Intervention Aide also teaches all 6th and 7th graders in a class called Learning to Learn, and this supports learners with executive functioning skills and overall middle school success at ACLC. We have a full-time counselor as well as a 1/2 time College & Career Counselor that support all learners with mental health needs as well as with College & Career access. We had an English Language Development Coordinator position posted for 6 months so we could better serve our English learners, but did not get any

qualified applicants. We decided to hire a full-time Campus Supervisor to provide a safe environment and a consistent adult present for our learners, and our Campus Supervisor provides 1:1 check-ins with many of our low-income and English learners. Additionally, we invested in West Ed (wested.org) Professional Development for our entire staff over the course of the year - this PD was focused specifically on supporting English learners to make curriculum more accessible to them in all course areas. We also shifted our Instructional Coach to spend some of her time supporting our ELD teacher several hours/week.

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.

We engaged our educational partners in staff meetings, ACLC and CLCS (our Charter Management Organization) board meetings (these boards both include student, staff, parent, and community members), in monthly Finance Meetings that are open to students, staff, and families, as well as by providing open Office Hours via Zoom for direct access to the principal and Curriculum & Instruction Lead.

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.

Curriculum Planning Stipends: We offered all of our teachers stipends for curriculum planning so they could be better prepared to return to a "normal" school year after Distance and Hybrid Learning models. This planning included both a focus on content and pacing as well as on mental health support.

Instructional Coaching: We increased the hours of our Instructional Coach from 5 hours a week to 20 hours/week, allowing her to meet with all beginning and intermediate teachers (with less than 5 years teaching experience). This coaching increase has allowed for a greater consistency and support of all our students through better lesson plans aligned with our ACLC Instructional Model in support of best teaching practices.

ELD Coordinator: We had this position posted for 6 months or so, but did not receive any qualified applicants. We shifted our Instructional Coach to spend more time supporting our ELD teacher and to co-lead ELD courses to build our teacher's skill in this area and with using Lexia, our reading support software program. Though we would have liked a full-time ELD Coordinator, this response has allowed us to better support our English learners and build the capacity of our ELD teacher to support English learners moving forward.

Equity 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.

Science Investments: We invested in our science equipment and curriculum materials, specifically around supporting science labs in all science classes, and our school's participation in eCyberMission, a U.S. Army-sponsored online educational science fair for students in grades 6–9 in the United States or at US Army schools across the world.

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.

In most areas, our spending and implementation of our budget aligned with our LCAP plans. Our main departures from our plans included our decision to hire a full-time Campus Supervisor when we were unable to find qualified applicants for our English Language Development (ELD) Coordinator after posting the position for 6 months. We shifted more of our Instructional Coach's time to support our ELD teacher and co-teach ELD courses to better support those students and build our ELD teacher's capacity to serve English learners moving forward.

Our Family and Learner Liaison (FLL) resigned midway through the year, and we then increased our part-time Office Manager position to be full-time to take on some additional responsibilities around attendance and family support left by the absence of our FLL.

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