



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 |
|-------------------------------------|---------------------------------|--------------------------------------|
| CIELO VISTA CHARTER SCHOOL | JUANITA PEREZCHICA Principal | jperezchica@psusd.us 760-416-8250 |

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).

CVC continues to meet with educational partners regularly; we expanded our efforts to engage our partners in several ways when additional funds became available. We provide opportunities for them to give input regarding school programs. We gathered input collected from Parent and staff groups both within meetings and through surveys with our Leadership Team, ELAC, PTG, LCAP Surveys, School Climate Survey, and the LIM MRA. These events are calendared and sent out to families via a variety of communication platforms.

- CVC Coffee Chats
- CVC ELAC Meetings
- CVC PTG Meetings
- LIM Parent MRA (Measurement Results Assessment)
- LIM Student MRA (Measurement Results Assessment)
- Panorama Survey
- LCAP Survey

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.

Based on data and educational partner input we developed a plan to support our students, the vast majority of whom are low-income and English Learners. We have added Instructional Aides (Paraprofessionals) dedicated to supporting our most vulnerable students, including our low-income, English Learners, and/or foster youth. We have added after school tutoring, additional ELPAC Enrichment Days, and increased intervention support staff. Finally, we extended the hours of our SPED Instructional Aides who are focused on our students with IEPs.

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, CVC, expanded our efforts to engage our partners in several ways. School-based colleagues engaged during our bi-weekly leadership team meetings (Lighthouse Team), bi-weekly CVC intervention team meetings, School Mental Health Team, SPED Team, and School Counselors, monthly department meetings, and our monthly ELAC meetings.

CVC Coffee Chats

CVC ELAC Meetings

CVC PTG Meetings

LIM Parent MRA (Measurement Results Assessment)

LIM Student MRA (Measurement Results Assessment)

Panorama Survey

We also dedicated these funds to expanded summer school programming, instructional materials, and one-time technology purchases.

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.

CVC continues to maintain a safe and healthy environment. Funds have been used by adding additional staffing on the custodial team. This will include a contracted health provider at our site. Additionally, there will be a continuation and expansion of Local Continuity and Attendance Plan (LCP) actions such as MERV 13 for better HVAC filters, water bottle filling stations, air purifiers, COVID-related signage, and personal protective equipment (PPE).

Additional portable sinks will be added

Masks, PPE, Cleaning, and Hygiene

Locks, Doors, Fences, and Gates

Security Staffing

Cameras and Alarms

Bullying Prevention

Emergency Drills and Training

Challenges: We have also experienced some challenges to full implementation on expanded tutoring and parent engagement. Due to the Omicron variant there was a dramatic decrease in student attendance, affecting our after school programs, and parents/guardian participation during our education series of workshops and monthly meetings (despite moving them all to Zoom).

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.

CVC is implementing the use of The additional funds received under complement the existing LCAP in the following areas:

Goal 1 - Highly Effective Teachers: ongoing professional development, two Literacy coaches for instructional support and reading intervention, full-time aides in all Tk-3 classrooms, Tier 3 math interventions, school business subs

Goal 2 - All students will engage in rigorous, relevant and differentiated learning that develops the 21st century skills: Makerspace Materials, STEM Backpacks, A-G approved Spanish courses being offered, Tysen Knight art mentoring connected to Leader In Me, Maintaining hotspots, device replacements and VR headsets

Goal 3 - School Connectedness, safety, and SEL: Leader in Me, Restorative Practices, Intramurals, After school Clubs and Activities, 3 full-time PE teachers. Playworks Coach, Employ two full-time School Counselors and a Mental Health Therapist that will perform a variety of duties. Employ 5 Supervision Aides as mentors to our students during their lunchtime

Goal 4: Parent and Community Partnerships Engagement: Upgrade Library to a modern Media Center, Latino Literacy

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