



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).

Edison Bethune Charter Academy (EBCA) has a long established foundational principal of meaningful partner engagement. These efforts were refined and improved through the Local Control Accountability Plan (LCAP) development process. EBCA will continue to engage community partners regarding the additional Cost-Of-Living-Adjustment (COLA) and 15% increase to concentration funds during the LCAP community partners engagement opportunities in the first half of 2022.

Previous engagement opportunities include:

Local Control and Accountability Plan 2021-2022: <https://www.myebca.org/files/user/1/file/2021%20LCAP%20-%20EBCA%20Draft%20052520201.pdf> (pages 4 and 5)

Upcoming engagement opportunities for these funds include:

EBCA plans to have put out a survey to community partners in an effort to gather feedback for the use of these funds in the 2022-23 school year, as well as hosting community meetings to either on campus or via Zoom depending on our community input.

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.

EBCA plans to utilize the additional concentration grant add-on funds received to add 2 additional intervention tutors as well as hire additional instructional aides to help in Special Education and Kindergarten and 1st Grade. We also increased the number of hours for all our instructional aides from 3.5 hours per day to 6 hours to support students in the classroom. We also hired additional staff to supervise students during the day to ensure that we are following social distance and mask requirements. We hired an additional Licensed Vocational Nurse (LVN) to provide additional medical care to our students and staff in order to maintain proper quarantine and contact tracing procedures, as well as assist sick students and staff while on campus. We have also added the new position of Resident Substitute - which is a substitute that is hired full time to come to campus everyday, and when not covering a class is used for intervention tutoring.

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.

Edison Bethune Charter Academy (EBCA) 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. EBCA's practices have been further enhanced during the pandemic as EBCA 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.myebca.org/files/user/1/file/EBCA%20-%20Learning%20Continuity%20and%20Attendance%20Plan%20-%2009242020.pdf> (p. 2)
- Expanded Learning Opportunities Grant Plan <https://www.myebca.org/files/user/1/file/2021%20Expanded%20Learning%20Opportunities%20Grant%20Plan%20-%20EBCA%20Approved%2005272021.pdf> (p. 1)
- Local Control and Accountability Plan <https://www.myebca.org/files/user/1/file/2021%20LCAP%20-%20EBCA%20Draft%20052520201.pdf> (p. 4-5)
- ESSER III Expenditure Plan https://www.myebca.org/files/user/1/file/2021_ESSER_III_Expenditure_Plan_Edison-Bethune_Charter_Academy_20211122.pdf (p. 4-5)

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.

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

Health and safety of students, educators, and other staff

Successes: With the help of our 2 Licensed Vocational Nurses (LVN) we have been able to provide our students and staff the best services to help keep our students safe. We have also purchased PPE for students and staff (ex. masks, hand sanitizer, and cleaning supplies).

Challenges: Attendance, we have really struggled with keeping staff and students at school due to exposure and positive testing. We have implemented additional resources to COVID leave for employees and independent study for students to re-coup their attendance and lost learning time while at home.

Continuity of services

Successes: We have been offering in-person from October 2020, and started 2021-22 school year with a full in-person option only. Our teachers and staff have worked hard to make our school a safe learning environment and providing the best education to our students within our safety parameters.

Challenges: We have adjusted our lunch schedule to accommodate students being properly spaced while eating (with plexiglass dividers in between). We have also had to work on our independent study procedures in order to make sure all students who are needing to quarantine will be able to continue to receive education while out of school.

Implementation of the ESSER III Expenditure Plan

Successes: EBCA has work diligently to make sure that we put into practice all the actions stated in the ESSER III expenditure plan. These actions were important to effectively provide in-person instruction and provide additional services to help close the learning gap. We have been able to maintain our custodial staff, and hire additional LVN to support our students and provide a new position of Residential Substitute to help cover absences as well as provide additional tutoring while they are not on assignment.

Challenges: We indented to have contract for additional student mentors through Hand in Hand Mentoring, but were not able to get all of the positions filled. We have had one mentor be consistent with our students who has had a very positive impact.

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

Edison-Bethune Charter Academy used its fiscal resources to implement the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan by hiring additional staffing or extending hours for existing employees. We were able to hire certificated tutors for additional intervention for students during the day as well as after school. We increased the hours for all of our instructional aides, and all of our before school program paraprofessionals and after school program paraprofessionals to help provide additional services to grade levels kindergarten and 1st grade as well a Special Education. We also added additional positions to provide additional supervision during recess and lunch to ensure safety of the students.

The implementation of these additional funds received in the 2021-2022 school year are specifically aligned to the LCAP by assisting with specific goals related to student mental health, updated technology, additional health staff and student supervision which were identified in the LCAP.

ESSER III Expenditure Plan

Edison-Bethune Charter Academy used its fiscal resources to implement the requirements of the ESSER III Expenditure Plan by putting the resources to use in purchasing additional materials to help improve the delivery of instruction and learning including technology and supplemental instructional materials. We also used the funds to help open up the after school program to more families that wanted to participate in the program. We did this by offering positions that could work as an instructional aide for part of the day as well as work for the after school program. The additional hours were more attractive to potential new hires to support the program attendance ratios. The implementation of the additional funds received in the 2021-2022 school year are specifically aligned to the LCAP by hosting another year of summer school to help students during the summer break that are struggling with English Language Arts and Mathematics, as well as assist students who need additional time for achievement of goals based Individualized Education Plans (IEP). We were also able to maintain an Instructional Coach to help teachers who need assistance in increasing opportunities for learning, bringing students closer to meeting standards and closing the achievement gap.

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
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