

# 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).

**Educator Effectiveness** \$117,818 to be spent by FY25-26, <https://www.cde.ca.gov/pd/ee/eef2021.asp>, - none spent yet

*OCS engaged our educational partners for the Educator Effectiveness Block Grant in the following ways: a presentation of the grant was made and input was solicited from parents/caregivers during a Tea with the Directors on 11/30/21; a presentation of the grant was made and input was solicited from faculty during a faculty meeting on 12/1/21; a presentation of the grant was made for the OCS Board of Trustees’ discussion on 12/2/21; and, a presentation of the grant was made to the OCS Board of Trustees for public comment on 12/2/21.*

**Universal TK Planning and Implementation Grant:** \$110,800, <https://www.cde.ca.gov/ci/gs/em/kinderfaq.asp#accordionfaq> – none spent yet

*OCS will engage our educational partners in the process of creating our Pre-K Planning and Implementation plan during March – May 2022. Educational partners include parents/caregivers, faculty and staff, Head Start, Waldorf Early Childhood Association of North America and related educators, the Alliance for Public Waldorf Education, and Gradalis.*

**IPI Grant:** \$133,010 (opened school in person about 2 weeks after eligible)

*OCS engaged our educational partners of teachers, teacher’s union, parents/caregivers, and students about what health and safety measures were needed for students and staff to return to in-person learning as well as what educational supports were needed.*

*Input was gathered through weekly community surveys, a re-opening task force representing all stakeholders, weekly faculty meetings, weekly administrative meetings, weekly Covid Compliance team meetings, and student input during classroom surveys and discussions.*

**Expanded Learning Opportunities Program (ELO -P):** \$71,299 to be used by 6/30/23, <https://www.cde.ca.gov/ls/ex/elofaq.asp> - none spent yet

*OCS is in the planning phase of this grant and will be partnering with our parents/caregivers, our aftercare program and community partners in enrichment fields to develop this plan.*

**ELC Testing Grant – 87,459.00** These funds have been spent by January 2022.

*OCS engaged our educational partners for the ELC testing grant by working with LACOE, LA County Public Health Department; our back-office provider, ExEd; our Business Coordinator; our faculty; our administrative team who conducts testing; our Board of Trustees; our parents/caregivers; and our students.*

- **Expanded Learning Opportunities Grant (G):** *OCS engaged our educational partners for the ELO(P) in the following ways: weekly Teas with the Directors to gather input from parents/caregivers; weekly faculty meetings with teachers; weekly administrative meetings with the administrative team; three (3) support staff meetings to gather input; and consultation with community partners including educational therapists, mental health agencies, and school counselors.*

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.

Ocean Charter does not qualify for concentration grant funding under the Local Control Funding Formula.

OCS' certified UPP % is 22%

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.

**GEER** (\$31,741) and **ESSER I** (\$33,014) - Fully spent in 20-21 – OCS engaged our educational partners through weekly community surveys, weekly Teas with the Directors, weekly faculty meetings, weekly administrative meetings, monthly or bi-monthly Reopening Task Force meetings, and monthly Board of Trustees meetings. Input emphasized the need for smaller group instruction during distance learning and as much classroom support for the return to in-person learning as possible both for health and safety protocols and for learning support.

**ESSER II** \$125,339 to be spent by 9/30/23 – OCS engaged our educational partners through weekly meetings, especially parents/caregivers and teachers, at the start of the 2021-22 school year in determining the need for a long-term independent study option for the 2021-22 school year. Allocating funds to staffing teachers for the independent study program and having an online learning platform was prioritized as a result. Two independent study teachers were hired under the budgeted amount of \$124,385. to provide instruction to students through OCS’ independent study program. Roughly 27% of these funds have been spent as of 2/1/22. Also for the independent study program, OCS invested in EdGenuity for \$28,950 in 2021-22.

**ESSER III** \$225,358 to be spent by 9/30/24 of which at least 25% or \$56,339 to be spent on instructional assistants to be spent by 9/30/24

The ESSER III plan reflects input from various stakeholder groups in our community, including students, families, administrators and special education team members, teachers and our teachers’ union.

**Students:** Student input was gathered both through in class written surveys as well as verbal discussions with teachers about what their challenges have been during the pandemic.

**Families:** Family input was gathered through weekly written surveys over the past year, weekly public meetings with the directors on zoom, and individual meetings with families.

**Administration and Special Education Admin/Providers:** The administrative team gave input during weekly administrative team meetings and based on CARE team referrals from the past year and a half. The special education team, including the APEIS, provided further input on student needs.

**Teachers** gave input on needs coming from the pandemic in multiple areas, including health and safety, student academic needs, and student social- emotional and mental health needs. The teachers’ union, OCTA, also worked with administration on our Covid Safety Plan and Covid-19 Protection Plan and our Covid-19 Containment and Response Plan to ensure both student and employee safety during this time.

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.

#### ESSER III Implementation – Successes and Challenges

Summary: The bulk of the \$281,697.00 received is planned to be spent in 22-23 on the following:

- Lead Supplemental Intervention Teacher \$80,000.
- Supplemental Informal Counseling \$10,000.
- Mental Health Support and training with Circle Ways \$11,000.
- Classroom assistants \$126,697.

To date, \$54,000 has been spent in 21-22 on Covid tests.

Success:

OCS' Covid-19 testing program has been successful in catching positive cases quickly to avoid transmission in school. It has also allowed the school to get students and employees back to work as quickly as possible after a positive case as they are able to test through the school to end their isolation.

Challenge:

Staffing for our testing program and Covid-19 management is still short. The demands have impacted administrative staffing and time as well as instructional assistant time.

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.

Ocean Charter School is using its fiscal resources received for the 21-22 school year in a manner consistent with the applicable plans and in alignment with OCS' 2021-22 LCAP and Annual Update by focusing on the major priority areas of:

- Health and safety of students and staff in person in school
- Mental health services, supports and training
- Academic support strategies, staff and training
- Expanding learning opportunities with standards-aligned instruction, including mentoring support for teachers
- Creating a positive school climate for all with a focus on students with special needs, English Language learners, socio-economically disadvantaged students, and BIPOC students.

OCS' LCAP is a comprehensive planning document that aligns to the 8 State Priorities, schoolwide goals and actions that align to our multi-tiered system of supports and our public Waldorf educational model focused on improving student outcomes. All funds received are viewed through the lens and priorities of the LCAP with a focus on maximizing funds to address identified needs.

The following plans are referenced here:

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

ESSER III Expenditure Plan

Extended Learning Opportunity Grant Plan



# 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](mailto: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 2021–22 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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