

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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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).

Los Angeles Leadership Primary Academy engaged its educational partners on the use of funds for this year throughout 2020-21 through the following meetings: expense input meetings with classified and credential staff, Instructional and Safety Task Force Committees, School Site Council, DELAC, Coffee with the principal, and Student Leadership. In addition, stakeholders are able to provide input through surveys, phone calls, online newsletters, parent Schoology accounts, and anonymous drop boxes at each site. Further details of educational partner engagement can be found in the 2021-22 Local Control and Accountability Plan here: <http://www.laleadership.org/lcap.html> (p.6-8).

The 2021-22 LCAP was presented at a public hearing on June 9, 2021 and then approved by the governing board on June 11, 2021 at a public meeting. The revised LCAP was approved by the governing board on October 12, 2021.

Los Angeles Leadership Primary Academy 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. The school plans to engage with our educational partners on the use of additional funds provided through the Budget Act of 2021 that were not included in the 2021-22 LCAP during our January 26, 2022 board meeting and at our regular monthly Coffee with the Principal event on January 27th, 2022.

Learning Center teacher use of funding engagement will also occur at Coffee with the Principal January 27th, 2022 regular monthly event.

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.

LALPA is a single school site LEA, and the one campus has an enrollment of students who are low-income, English Learners, and/or foster youth that is greater than 55 percent. LALPA is using the additional concentration grant add-on funding received to increase the number of staff who provide direct services to students by hiring an additional Learning Center teacher to provide additional Tier II direct services to 1st-5th grade students through 30 minute sessions three times each week to support English language literacy.

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.

LALPA believes that stakeholder input drives the development of the plan. LALPA consulted parents, pupils, school personnel including principals, teachers, and the special education administrator, local bargaining units, and the community over the course of the year conducting meetings and administering surveys to all employees, students, and parents.

LALPA does not serve any tribes. There are not any Civil Rights organizations, including disability rights organizations connected to our school community. The LALPA governing board is composed of a diverse group of community members who are part of other organizations that represent the interests of underserved students, such as the Alliance for Children's Rights. The school maintains a partnership with Didi Hirsch Mental Health Services and their staff provides input as to how best to meet the mental health needs of underserved students.

To consult its various stakeholders, LALPA utilized its developing school improvement process: a one-year cycle that involves both internal and external stakeholders in active reflection on the current state of the school and its goals, with the aim of refining the current plan. The goal of the process—to build consensus around a strategic plan that addresses the needs of LALPA's students—is always clear to stakeholders. This process has been characterized by information-sharing between stakeholders that is clear, accurate, and transparent and by the multitude of opportunities for stakeholders to express their opinions. A corollary to LALPA's commitment to stakeholder communication has been the provision of reliable data and objective evidence to serve as the basis for productive discussions and data-based decisions. Teachers and administrators have worked closely to analyze results from the NWEA MAP assessments in reading, language, and math, the CAASPP ELA and math assessments, Children's Progress of Academic Assessment, unit summative assessments, and LALPA's intervention and enrichment programs. Faculty and administrators have used weekly staff meetings and weekly grade level meetings to discuss data and their implications—discussions that have informed the school's developing plans.

While administrators have received input during these sessions with faculty, LALPA has established other formal opportunities for teachers to provide their input. LALPA has explicitly dedicated time during its Wednesday collaborative meetings and pupil-free days to collecting faculty input on organizational plans. LALPA has also regularly surveyed its faculty on various topics ranging from student

discipline to LALPA's professional development program. Teachers have continued to hold reserved seats on LALA's School Site Council, English Learner's Parent Advisory Council, and Curriculum Council, which provided explicit input on the LCAP. Teachers have also had the opportunity to provide input with their direct access to LALPA's Chief Executive Officer/Superintendent, who maintains an open-door policy and has hosted listening forums with the faculty. As for the school's principals and other administrators, they have significant input into the LEA's strategic plans since the school and LEA exist as one. Their input is accounted for in regular meetings of the leadership team. For parents and community members, LALPA has arranged and invited parents to a variety of forums focused on presenting school improvement data and collecting input. During several open forums and regular Coffee with the Principal meetings, administrators and parents have reviewed school-wide student data, contextualizing these results in light of the school's mission and plans. These sessions have provided parents with opportunities to dialogue about progress and make suggestions for improvement. Parents and other stakeholders have been invited to bi-monthly meetings of the school's Board of Directors as well as all meetings of the school's various councils. All these meetings have remained public and continue to reserve time for open commentary. In addition to forums and meetings, LALPA engages in regular communications with families to update them on their students and the school, with parents receiving phone calls, texts and emails, Letters from the Principal, and progress reports every five weeks. LALPA sees its families as important partners and regularly invests in the development of these relationships. As a result, students' teachers become trusted avenues for families to convey their concerns, who in turn have served as their advocates. Similarly, parents have provided input through the school's Parent and Family Coordinator, who has advocated for parents and shared their concerns with school leaders as they have developed. As with faculty, LALPA has also conducted a survey explicitly aligned to the LCAP for families. LALPA also provides an avenue for students to express their voice, supporting a student leadership group. In addition to planning school events and fundraisers, this group voices and champions student initiatives and interests under the guidance of a faculty advisor, who has regularly established communication channels with school administrators. The ESSER III Expenditure plan was discussed at the October 7th, 2021 SSC meeting and the SSC recommended board approval. The ESSER III Expenditure plan was approved by the governing board on October 12, 2021.

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.

Los Angeles Leadership Primary Academy is successfully implementing 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 by providing additional nursing services. This nurse assistant has been well-trained and able to implement clear protocols with regards to health reviews, Covid-19 testing, social distancing, cleaning and sanitizing, and the use of personal protective equipment (PPE) to prevent virus transmission. Consistency in implementation of protocols across campuses, staff members, grade-levels, and classrooms has contributed to the success in bringing students back to school safely this year. There has not been a disruption to continuity of in-person instructional services as of this writing on 1/11/2022.

Progress on implementation of each Los Angeles Leadership Primary Academy ESSER III expenditure plan action:

**Testing Process for Employees and Students and Nursing Services:** LALPA is testing all students and staff every week for COVID-19. Prior to November, all students and vaccinated staff tested every other two weeks. The full time nurse and assistant

coordinate the testing program and associated contact tracing. We have been successful ensuring all students test regularly and any close contacts of infected students are tested in the time period required by the public health department. We are proud of the work collaborating with the teacher's union to come to an agreement on teacher COVID-19 testing protocols. One challenge with the process has been adjusting to changing guidelines and protocols from the County and ensuring prompt, clear communication with all staff, teachers, families, and students about the updated protocols.

**Tutoring Services:** LALPA has successfully provided math tutoring to approximately 115 students so far this year through Spark Tutors online tutoring platform. Students in all grades are eligible for 2-4 hours of weekly math tutoring. English Language Learners and Students with IEPs are eligible to receive additional tutoring hours if requested. The only challenge occurred during the initial roll out when parents were concerned about the tutoring occurring virtually after their child spent over a year in the distance learning format. Once students got started with the program, parent feedback has been overwhelmingly positive.

**Professional Development:** All teachers are participating in ongoing professional development focusing on the integration of language strategies across the curriculum. All teachers participated in GLAD strategies professional development and there is evidence of implementation of these strategies in lesson plans and classroom observations. All teachers are also receiving one-on-one math coaching through WestEd around fostering academic conversations and increasing the amount of student talk versus teacher talk during each math lesson. Classroom observations demonstrate implementation of academic conversations about mathematics. It is too soon to identify academic successes as a result of the professional development, however the fact that the teachers are finding value in the professional development is definitely a success. A challenge in implementation has been with the logistics of developing a professional development calendar that provides enough time for teacher collaboration around implementation of these new strategies. Since the school calendar does not have any pupil free days and substitute teachers are scarce, the school has had to create rotation schedules to ensure teachers have the opportunity to collaborate and observe other teachers.

**Technology Services and Educational Software:** LALPA has purchased additional student MacBooks, 12 teacher MacBooks, 80 hotspots, and additional technology infrastructure to increase bandwidth across the campus. Increased bandwidth has allowed additional use of educational software tools like Renaissance STAR testing and Accelerated Reader on campus. The availability of the hardware and software has allowed students on independent study to be able to use these tools while at home. The challenge has been with supply chain delays that have made the delivery of purchased equipment take longer than anticipated.

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.

Los Angeles Leadership Primary Academy is using the fiscal resources received for the 2021-22 school year with a specific focus on ensuring the academic and social emotional recovery of our students after spending a year or more in a distance learning format. The LCAP prioritizes providing high-quality, standards-aligned instruction with specific supports for our highest need students. Based on our annual update reflections, the plan addresses learning loss through implementation of assessments and a multi-tiered system of academic supports. After returning to school in the Fall, local assessment data indicated a great diversity in student needs and the school pivoted to a small group learning model to ensure each lesson provided appropriate differentiation to meet each student's needs. The ESSER III expenditure plan provides additional supports to address learning loss for students with tutoring, professional development, and additional educational software that supplement the related LCAP actions (Goal 1, Action 2-4, p.10 ). The additional professional development is focused on language standards, but even more so on providing high quality differentiated instruction in literacy centers and small group math instruction. This has required a huge shift in the instructional model and the purchase of additional technology, staff, and instructional materials. The teachers have invested a huge amount of time to set up the procedures and routines in their classrooms to successfully provide small group instruction, to collaborate with their peers to analyze the data and make instructional plans that best meet the needs of each student.

Ensuring our students return to in-person instruction in the safest manner possible, while addressing their social emotional needs is also prioritized in the LCAP this year. The ESSER III expenditure plan Testing Process for Employees and Students and Nursing Services actions supplement the actions previously outlined in the LCAP Safe and Clean Campus action (Goal 1, Action 1, p.13 ).

# 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/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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