

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).

Throughout the LCAP development process, GPA receives input on a variety of programs and services provided to students. Due to limited LCFF resources, not all of these expressed needs can be addressed in the LCAP, however this feedback has been considered in the use of additional funds received. In addition, GPA has engaged Educational Partners during the 2021-22 school year as follows:

- Public meetings/forums were held on 09/21/2021, 11/16/2021, 1/18/2022 regarding the additional funding from the Budget Act 21/22 including ELO-G, ESSER III, Mega COLA, and the concentration add-on grant
- A public meeting forum is planned for 2/22/2022 regarding this supplemental report, the LCAP mid-year report, and the Budget Overview for Parents
- Surveys for educational partners have been shared to gather feedback on the ESSER III funds/LCAP, LCFF funding and our safe return to school.
- A “Coffee with the Director” meeting was held on 8/27/2021 to gather feedback on our safe return to campus and student needs.

Funds provided in the Budget Act of 2021 that were not included in the LCAP include ELO-G, ESSER III, Mega COLA, and the concentration add-on grant.

- GPA engaged educational partners in determining use of funds as evidenced by survey results, meeting agendas, and documented feedback from public forums.

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.

GPA has an enrollment of unduplicated students qualifying as low-income greater than 55%.

The results from a survey we sent out in October 2021, showed that our educational partners were most concerned with (a) Learning Loss, (b) the Social Emotional wellbeing of our students and (c) improving facilities to improve environmental health and safety.

Based on this, GPA is using concentration grant add-on funding to provide additional staffing in Special Education, classroom support, custodial services, supervision support, and counseling to mitigate learning loss, ensure direct services to students are uninterrupted and provide ongoing safety measures for students and staff.

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.

Throughout the LCAP development process, GPA receives input on a variety of programs and services provided to students. Due to limited LCFF resources, not all of these expressed needs can be addressed in the LCAP, however this feedback has been considered in the use of additional funds received. In addition, GPA has engaged Educational Partners during the 2021-22 school year as follows:

- During ESSER III plan development ([link to ESSER III Plan](#)), GPA meaningfully consulted with its educational partners to solicit input and feedback on the use through public forum meetings (08/27/2021, 09/21/2021, 11/16/2021, 1/18/202) and surveys.
- During the development of our spending plans for other federal resources (CARES Act - LLMF, ESSER I, GEER I; CRRSA - ESSER II), GPA engaged with its educational partners on the use of one-time federal funds through public forum meetings (08/27/2021, 09/21/2021, 11/16/2021, 1/18/202) and surveys.
- During the development of our spending plans for the Expanded Learning Opportunities, GPA engaged with our educational partners through public forum meetings (08/27/2021, 09/21/2021, 11/16/2021, 1/18/202) and surveys.

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.

- It is a priority of GPA to ensure the health and safety of students, educators, and other staff as well as to ensure continuity of services, as required by the American Rescue Plan (ARP) Action of 2021. To this end, GPA has followed all safety protocols, implemented additional schoolwide safety measures including; face coverings, hand-washing stations, cleaning and ventilation upgrades, created a Covid response team that includes contact tracing and testing, hired additional custodial staff, implemented additional cleaning cycles throughout the school day, developed departments to address needs and ensure continuity of services; such as curbside pickup, tutoring, tech support, hired additional supervision staff to support with social distancing, continually purchased and supplied PPE for students and staff, and increased communication with educational partners. Details can be found included in the following GPA plans: [Link to Safe Return](#) and [Link to Covid Prevention Plan](#)
- GPA has implemented some actions identified in our Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan. Specifically, we have successfully implemented a safe return to school, Covid Prevention Plan, and a plan to address the impacts of learning loss, all of which can be found here [ESSER III](#). We have also experienced challenges to implementation. These challenges

include a staff shortage and drop in daily attendance rates for students and staff.

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.

GPA considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. As such, all additional funds received are viewed through the lens of the LCAP to determine where student needs exist and what services are needed to address those needs. Our plan focused on improving student outcomes, (as identified in our annual comprehensive needs assessment). Additional funds is using its fiscal resources received in 2021-22 school year in alignment with the school’s [2021-22 LCAP](#) as follows:

Applicable plans: Safe-Return to In-Person Instruction & Continuity of Services plan & ESSER III

Alignment with 2021-2022 LCAP:

LCAP #1 and #2: ELA and Math Performance

- Expenditures: Summer School, Professional Development

LCAP #5: Performance for Students with Disabilities

- Expenditures: Special Education Staffing, Classroom Support, Professional Development

LCAP Goal #7: School Culture and Behavior

- Expenditures: *Counselors, SEL / Trauma informed Professional Development*

LCAP Goal # 8: Campus Safety

- Expenditures: PPE for students and staff, increased custodial staffing, handwashing stations and ventilation upgrades, increased supplies, Professional Development and creating COVID Response Team for contact tracing and testing.

GPA is maximizing student outcomes using the additional funding by increasing professional development, increasing staffing supports, intervention supports, and prioritizing health and safety of students and staff to ensure continuity of learning. These supports have allowed us to mitigate additional learning loss from distance learning, and target focus areas based on our identified needs in the LCAP (English Learners, Students with Disabilities, and College prep culture).

We continue to analyze attendance data, grade point average data, quarter final data, lexile levels, interim assessments, and statewide assessments (when applicable and available). We have identified the following areas of need:

- Supporting students with disabilities
- Academic interventions
- Professional Development
- Consistent staffing due to shortages

GPA is coordinating the use of fiscal resources to address the communities needs through ongoing communication, public forum meetings and survey feedback. Survey data from Fall (2021) indicated the top three areas to address as learning loss (83%), students’ social and emotional well-being (70%), and improving facilities to improve environmental health and safety (59%). In addition, our Covid Response Team adjusts to

meet the ever-changing needs of our community through increased Covid testing opportunities, On-site testing, extensive contact tracing, and communication regarding up-to-date vaccination information.