

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
Rise Kohyang Elementary School	Kaitlin Foe, Vice President of Strategy	kfoe@brightstarschools.org 530-908-7857

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 Grant

The LEA has applied for the Educator Effectiveness Grant. At a public meeting of the Bright Star Schools Board of Directors via teleconference, pursuant to notice duly given, on December 28th, 2021, Chief Business Officer, Saman Bravo-Karimi presented on the potential uses for Educator Effectiveness Grant funds, the years during which funds may be expended, and how funds are allocated. He also shared details on the required annual, and final, data and expenditure reports, the process and timeline by which unused funds are returned to the California Department of Education, and the grant amounts for each Bright Star School. The grant was reviewed, considered, and adopted on December 28th 2021, in two meetings, both open to all students, families, staff, and community members, as well as the general public.

Expanded Learning Opportunities Program

On April 12th, 2021 and May 13th, 2021 at a public meeting of the Bright Star Schools Board of Directors via teleconference, pursuant to notice duly given, Bright Star Schools Chief Business Officer, Saman Bravo-Karimi presented a deep review of the Expanded Learning Opportunities Grant, its purposes, uses, and timelines. This meeting was open to all students, families, staff, and community members, as well as the general public.

On April 15, 2021, the school leadership presented to students, parents, teachers, and school staff members at its School Site Council (SSC) meeting on the Expanded Learning Opportunities Grant including the purposes of the funds, amounts received and timeline for use.

Universal Prekindergarten Planning and Implementation Grant

The LEA will discuss consideration of the Transitional Kindergarten Expansion Plan at the April 11th, 2022 public meeting of the Bright Star Schools Board of Directors via teleconference, pursuant to notice duly given. The LEA will approve the Transitional Kindergarten Expansion Plan at the June 20th, 2022 public meeting of the Bright Star Schools Board of Directors via teleconference, pursuant to notice duly given. The grant will be discussed in these two meetings, open to all students, families, staff, and community members, as well as the general public.

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.

The LEA used the additional concentration grant add-on funding it received to re-allocate responsibilities and eliminate other duties amongst staff providing direct services to high-needs students, as well as retain staff providing direct services to high-needs students who are low-income, English learners, and/or foster youth .

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.

The LEA did not receive any additional one-time federal funds intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils not included in previous LCAPs.

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.

The LEA is implementing the plans through the following actions:

Reopening from Pandemic and coordination for safe and continuous learning including upgrades to air filters and additional portable filters, facility improvements to increase usable outdoor space to reduce risk of transmission by proximity, COVID-19 testing, Labor and materials for continuous deep cleaning of facilities, and Personal Protective Equipment inventory. In order to operate safe schools for in person instruction the LEA has hired additional staff to support Cluster efforts for Health and Safety, and executed regular, weekly COVID-19 testing for all staff and students to closely monitor the seven day average daily testing positivity rate of cases as directed by the CDPH. The LEA has been able to successfully test all staff weekly, as well as the implementation of testing all students after winter break weekly, and has been able to track COVID-19 cases using a dashboard, shared weekly with staff and families. The LEA has successfully held COVID-19 vaccination clinics for staff, students, and community members. A challenge the

LEA has faced has been staying up to date with the evolving nature of policies regarding COVID-19 and the evolution of the virus, including the omicron strain which led to a week of school closures in January, as well as staff shortages and staffing challenges.

Providing Academic Interventions, Additional Instructional Time and Supports including: Adding Positions of Academic Supports to mitigate the effects of the learning gap increased during the pandemic, adding additional instructional roles to support in the classrooms, adding a School Counselor who will be focused on integrated student supports to address social-emotional barriers to learning, adding positions and/or outside providers to support additional social/emotional counseling, and adding additional operational roles to support the return from the pandemic and guarantee seamless operations with new procedures and protocols.

In order to close learning gaps through enhanced learning support the school has conducted iReady diagnostic assessments throughout the year. The first diagnostic was given in September to establish a baseline understanding of student skills in Math and Reading. Each diagnostic assessment provides an in-depth assessment of student growth, and proficiency on ELA and Math domains. Each student is provided with an individualized learning goal for Math and ELA. Additionally, the school has drafted a School Action Plan which articulates the actions the school will take to ensure student progress on all learning goals. School presents this plan to the Head of Schools, Deputy Superintendent of Instruction, and the network's Executive Director three times throughout the year. Network and School leadership also meet monthly to review the following measures regarding iReady ELA and Math progress: (1) % of students passing iReady lessons, (2) % of students spending 30-50 minutes weekly doing reading and math skills. Schools make adjustments to current practice based on feedback from network leadership during meetings. Additionally the school provided four weeks of summer school to support closing the learning gap for students in July 2021. Challenges with iReady include managing instructional schedules to integrate lessons, as well as impacts on the iReady testing windows due to student absences from quarantine rules and staff shortages. Despite challenges, we have been able to utilize iReady for instruction and testing, which is a success of the action.

Non-Academic Student, Family, and Staff Supports including: Adding positions to support Student and Family Services to support social-emotional barriers to learning, adding positions and/or outside providers to support additional social/emotional counseling, and adding additional operational roles to support the return from the pandemic and guarantee seamless operations with new procedures and protocols

In order to integrate supports to address other barriers to learning the school has administered it's first staff "Pulse Survey" and will administer the second one this school year. On this survey staff are asked questions such as, "do they have the materials and resources to do their jobs well" and "Does Bright Star Schools value diversity, anti-racism and inclusion". The network and school reviews results of the staff survey and makes adjustments to existing practices to address noted areas of concern. Thus working to address any staff related issues that could negatively impact staff members' ability to effectively facilitate a strong educational program. In addition, all students take a school climate survey twice a year, the first of which has been administered, that asks students to respond to questions related to student and teacher relationships, school safety and school culture. The network and school reviews responses to questions and makes adjustments to existing school processes and practices to improve school climate. All students take a social emotional learning survey twice a year, the first of which has been administered. This survey allows students to articulate their feelings about themselves, specifically how they feel they relate to others, manage their feelings, and believe in their ability to overcome obstacles. This data is reviewed by network and school leadership in order to adjust existing

and/or add new programming. All families are asked to provide feedback regarding the educational program and the schools ability to meet the needs of their student on an annual survey. This survey is used as the basis for setting goals, determining family engagement priorities, and understanding any barriers parents see which are impacting their students ability to be successful in school. Three times throughout the year the network pulls data across a series of areas: Student Achievement, Whole Child Development, Teacher and Counselor Learning and Growth and Organizational Sustainability. Network leadership and school leadership reviews all measures included in this dashboard which range from attendance, school financials, school climate, chronic absenteeism, English learner progress, iReady progress (amongst others). Schools and network leadership make adjustments to current practice in an effort to meet articulated goals. The first two data pulls have been completed.

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.

The LEA is using it’s fiscal resources in the manner described above in relation to the ESSER III plan implementation including Reopening from Pandemic and coordination for safe and continuous learning, Providing Academic Interventions, Additional Instructional Time and supports, and Non-Academic Student, Family, and Staff Supports.

The LEA is addressing its 21-22 LCAP goals as follows:

Goal #1 All students demonstrate increased academic growth as measured by state test scores and improved English proficiency.

- Continued investment in curriculum and academic tools to support student growth in core subject area
- Employing instructional support staff whose responsibility includes but is not limited to data analysis, intervention, professional development, and English language learner development.
- Intervention and enrichment programs to support both student's acquisition of core content and topics of interest outside core curriculum.
- Investment in student technology to enhance and support a student's ability to master CA state standards

Examples of spending related to these actions include, but are not limited to: iReady Curriculum, Dean or Assistant Principal of Academic Support/Instruction, Instructional Aides, Substitute Services, ELD Specialist, BIs, Mentors, Lead Stipends, Wellness, Life Experience Lessons, Afterschool Programming, Hotspots, Chromebooks, Cameras

Goal #2 School promotes a school culture which is positive, engaging, calm and supportive for both student social and emotional development.

- School-wide programs and staff professional development to ensure ongoing positive school climate
- Creation of experiences in school which empower students and support their growth socially and emotionally.

- Providing students with opportunities to ensure they have access to experiences and resources they may not be able to afford outside of school

Examples of spending related to these actions include, but are not limited to: Wellness, Life Experience Lessons, Afterschool Programming, and Student Activities.

Goal #3 School actively engages and involves families in their students' learning.

- Investment in materials, tools, programs, and services ensuring accessible parent communication
- School events and programs purposefully created to introduce parents to school staff, the school's educational program, and encourage a parent's ability to advocate on behalf of their student.
- Staff members who play the role of liaison between school and family.

Examples of spending related to these actions include, but are not limited to: Parent Square, Parent Meetings, School level Outreach/Recruitment, Signage, Back to School Night, One Parent Education Seminar, Family Engagement Coordinator, Counselors, Deans/Assistant Principals

Goal #4 School facilities are in good repair. Instructional staff is also properly credentialed and teaching standards aligned instructional material.

- Investment in technology to ensure that teachers are properly credentialed
- Ongoing investment in technology, professional development opportunities, and instructional staff members to support teacher improvement.
- Staff members whose role is to ensure the school is a safe and clean environment for students.
- Investment in the improvement of the school facility and school safety

Examples of spending related to these actions include, but are not limited to: Microsoft Windows/Office, Software and Cloud Services (Program), Staff Fellowship and Appreciation, School Hiring Costs, TFA Hiring Expense, Payroll Processing, Maintenance/Custodial, Dean of Operations and/or Office Manager, Custodial Supplies, Emergency Supplies, Non Capitalized Furniture/Equipment, Equipment Rental and Storage

The LEA is addressing its annual update with the following actions:

In-Person Instructional Offerings

- Purchase of PPE equipment including: face masks, sanitizer and face shields
- Installation of Health and Safety equipment for the School Facility including: Air purifiers, HVAC filters, and Plexi-glass
- Purchase of additional custodial and emergency supplies

- The employment of operational personnel

Pupil Learning Loss

- The employment of Instructional Assistants. These individuals are paired with teachers to provide additional instructional support.
- Professional development for staff so that they can improve their instructional practices in these shifting educational models.
- The employment of home office instructional support staff to provide direct coaching and development both to school leadership and school based instructional staff.
- The provision of staff's mental and physical health (wellness) program
- The employment of English Learner Coordinators to collaborate with our teachers and provide support to English Learners.
- The employment of the school's instructional assistant principals and coaches
- Information Technology
- iReady assessments and curriculum
- Stipends for grade level leads, content leads and new teacher mentors

Additional Action Plans and Requirements

- Employment of counselors
- The employment of home office staff who support school based staff in building school culture and family support services.
- Student and Family Surveys
- Employment of school leadership staff in charge of student culture
- Employment of additional front office staff members to support school operations and coordinate with families and community members.
- Absenteeism prevention

To facilitate the Safe Return to In-Person Instruction, the LEA has used funds to implement the following from its COVID-19 Prevention Program (CPP):

- Installing six feet distance markers in areas where people are likely to queue (i.e. restrooms, entrances, etc)
- Installing directional arrows indicating the flow of traffic.

- We provide clean, undamaged face coverings and ensure they are properly worn by employees over the nose and mouth when indoors, outdoors, and where required by orders from the California Department of Public Health (CDPH) or local health department.
- All staff are provided with 2 reusable face coverings and a face shield if requested.
- If someone is not wearing a face covering or if the mask they are wearing becomes soiled, a face covering is provided.
- Plexiglass barriers have been installed in all of the main offices and also in individual offices that do not allow for six feet between individuals.
- Air Filters have been upgraded to MERV 13 or a UV Light has been installed on centralized units.
- Air Purifiers have been installed in all classroom and office spaces.
- Use EPA approved disinfectants for COVID-19
- Disinfectant wipes are available in each room
- Students are given individual materials.
- Have hand sanitizer available in all classrooms, entrances, reception areas, and other high traffic areas.
- Installed hand washing and sanitizing signage.
- Providing only ethyl alcohol based hand sanitizers on campus.
- Evaluate the need for PPE (such as gloves, goggles, and face shields) as required by CCR Title 8, section 3380, and provide such PPE as needed.
- Employees who had potential COVID-19 exposure in our workplace are offered COVID-19 testing at no cost during their working hours.
- Continuing and maintaining an employee's earnings, seniority, and all other employee rights and benefits whenever we've demonstrated that the COVID-19 exposure is work related. Bright Star Schools provides employees with Covid-PSL hours offered through the Families First Coronavirus Response Act (FFCRA) eligible until March 31, 2021. Through Covid-PSL employees are eligible to take up to 80 hours of paid sick leave, if needed, for self or to care for a family member. In addition, the School maintains a Paid Time Off ("PTO") program, Sick/Vacation Days for instructional employees and Paid Sick Leave for seasonal and part time employees in accordance with the chart and terms outlined in the employee handbook.

Additional reopening protocols can be found on our website here:

<https://brightstarschools.org/District/Department/9-Public-Documents-Information/1508-School-Emergency-Plans.html>

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 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
November 2021