



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).

Novato Charter School continually engages with all educational partners when determining programs to support student safety and learning, including programs funded by the the Educator Effectiveness Block Grant, The Expanded Learning Opportunity Program, The SpEd Learning Recovery Grant, the American Rescue Plan Grants, the Universal Pre-K Planning Grant, and the Universal TK Grant. As a small school, our faculty and staff meet weekly to discuss all aspects of the school from school safety to supporting student learning.

Parents and guardians are engaged as educational partners via parent evenings which occur at least four times a year per grade level for all grades TK through 8th. Additionally teachers hold conferences with each child's family one to two times a year and use the time to both share information and hear feedback.

The Novato Charter School admin team and staff hold regular community meetings both in person and via zoom to provide time for families to connect, to gain information, and to share feedback. We also email a weekly school newsletter to parents and guardians informing them of school programs as they are developed and refined. This school year we have held community meetings in December 2021 and January 2022. We have additional meetings planned for February, April, and May 2022.

In January 2022, NCS will administer the annual California Healthy Kids Survey to students in grades 5 through 8, and the California School Parent Survey to all parents and guardians. Our Special Education Department has begun a parent group that will meet to inform and receive feedback from the parents and guardians of students with Individualized Educational Plans. The NCS SpEd Parent group was initiated with a survey form to query parent interest topics to explore further when meeting.

Our admin team and kindergarten faculty have met to discuss the implementation of increasing the TK age range. This team has joined a larger group of kindergarten educators hosted by the Novato Charter School authorizing district, Novato Unified School District. These ongoing meetings are focused on developing TK programs to address the needs of younger students.

This year, in anticipation of mitigating student learning loss, the faculty has worked together to develop and deliver a program that utilizes ongoing supports and assessments for all students. The first step was to identify students in need of additional support. Next, we developed a during and after school program to provide academic support to students in small group settings. The team that supports this program, including both certificated and classified staff, meet regularly to monitor student progress and to implement changes in the program as needed. We communicate the details of this academic support program directly to parents and guardians of participating students through group and individual emails and phone calls.

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.

N/A

Novato Charter School did not receive concentration grant add-on funding.

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.

Plans for the use of all one-time funds (federal and AB86) were included in our 2021-22 LCAP. No new federal funds were received as a result of the final Budget Act that were not included in the 2021-22 LCAP.

We have engaged our educational partners in the use of these funds through admin team meetings, faculty meetings, community meetings, grade-level parent meetings, annual or bi-annual parent-teacher conferences, the weekly school newsletter, weekly class newsletters for each grade level, and annual parent and student 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.

N/A

Novato Charter School did not receive any ARP or ESSER funding.

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.

Novato Charter School is following its normal fiscal procedures and controls in using its 2021-22 fiscal resources consistent with applicable plans and the 2021-22 LCAP, including ongoing reviews at regular public board meetings, regular fiscal updates and reports, such as the 1st and 2nd Interim Budget Reports, and other mandatory reporting to state and federal agencies.

Plans for the use of all one-time funds were included in our 2021-22 LCAP and used consistently with the five goals described in our LCAP,

1. Provide a safe, secure, and fully equipped environment for optimal student learning.
2. Increase stakeholder (student, parent, faculty) engagement and understanding of curricular expectations in order to support student success.
3. Provide Multi-Tiered System of Support including Response-to-Intervention, Social-Emotional Support, and Special Education resources.
4. Provide a high quality education aligned with the core principles of Public Waldorf Education.
5. Ensure continued student success on CAASPP exams.

Specifically, we used one-time funds to hire extra certificated and classified staff, to improve and strengthen our Multi-Tiered System of Support, Response-to-Intervention, and Special Education programs, to establish an after school program to provide academic support to

students in need of extra support, and to purchase assessment tools, and academic curriculum to help us to better identify students in need of academic support.

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
November 2021

**21-22 Mid Year LCAP Supplement:
Budget Overview for Parents**

Projected Revenue

Novato Charter School

Description	Object Code	2021-22 7/1 Budget	2021-22 Budget Act	2021-22 1st Int Est	Var (\$) 1st vs 7/1	
A. REVENUES	ADA	263.26	263.26	257.85	(5.41)	
1. LCFF Sources						
State Aid - Current Year	8011	955,684	955,684	944,966	(10,718)	
EPA State Aid - Cur Yr	8012	372,200	372,200	359,515	(12,685)	
State Aid - Prior Years	8019	-	-	-	-	
In-Lieu of Property Taxes	8096	990,876	990,876	975,550	(15,326)	
Other LCFF Transfers	8091,97	-	-	-	-	
Total LCFF Sources		2,318,760	2,318,760	2,280,031	(38,729)	
2. Federal Revenues						
Special Education - Federal	8181-82	33,750	33,750	33,750	-	
Child Nutrition - Federal	8220	-	-	-	-	
COVID CRF (3220)	8290	-	-	-	-	
COVID GEER (3215)	8290	-	-	-	-	
AB86 - ESSER II (3216)	8290			22,565	22,565	
AB86 - GEER II (3217)	8290			5,179	5,179	
AB86 - ESSER III (3218)	8290			14,709	14,709	
AB86 - ESSER III LL (3219)	8290			25,357	25,357	
Total Federal Revenues		33,750	33,750	101,560	67,810	
3. Other State Revenues						
State Special Education	8792	171,201	171,201	170,028	(1,173)	
ERMHS (SpEd)	8590	2,400	2,400	-	(2,400)	
SpEd Lrng Recovery (6537)	8590		14,752	14,752	14,752	Budget Act
SpEd Alt Dispute Res (6536)	8590			-	-	Budget Act
Mandated Cost-One Time	8590	-	-	-	-	
State Lottery Unres	8560	39,489	39,489	42,030	2,541	
State Lottery Prop20/Restr	8560	12,900	12,900	16,760	3,860	
State Lottery Unres - PY	8560	-	-	-	-	
State Lottery Prop20/Restr - PY	8560	-	-	-	-	
Mandated Block Grant	8590	4,531	4,531	4,531	-	
Prop 39 Closeout	8590	-	-	-	-	
COVID Prop 98 (7420)	8590	-	-	-	-	
In-Person Instruction (7422)	8590	-	-	11,179	11,179	
Expanded Learning Opp (7425)	8590			(38)	(38)	
Expanded Learning Opp (7426)	8590	-	-	-	-	
Educator Eff: FY21-26 (6266)	8590		43,484	43,484	43,484	Budget Act
Exp Lrng Opp Program (2600)	8590		(see note)		-	Budget Act
Univ PreK Planning Grant (6053)	8590		(see note)		-	Budget Act
CAASPP Testing / ELPAC	8590	780	780	820	40	
Total Other State Revenues		231,301	289,537	303,546	72,245	
4. Other Local Revenues						
Foundation Grants	8699	200,000	200,000	-	(200,000)	
Interest Income	8660	6,000	6,000	6,000	-	
Misc Revenue	8699	8,000	8,000	8,000	-	
PPP Proceeds (SPEC)	8699			354,502	354,502	
Total Local Revenues		214,000	214,000	368,502	154,502	
5. TOTAL REVENUES		2,797,811	2,856,047	3,053,639	255,828	

Notes:

- Note: Expanded Learning Opportunity Program (2600) - The 21-22 State Budget Act included this provision, with the school allocated \$50K. We are not including this in the 1st Int Budget pending clear decision to participate and development of a plan.
- Note: Univ PreK Planning Grant (6053) - The 21-22 State Budget Act included this provision, with the school entitled to receive \$50K. The allocations, application instructions, and other details have not yet been released by the CDE.

LCFF Funds	\$2,318,760	Total Personnel	\$2,393,305
Other State Funds	\$354,272	Total Non-personnel	\$515,676
Local Funds	\$202,199		
Federal Funds	\$33,750		
Total Funds	\$2,908,981		\$2,908,981

Goal	Action #	Title	21-22 LCAP	Mid Year Status
1	1	Community Building Events		In Progress/No Significant Change
1	2	Technology Maintenance	\$15,384.00	In Progress/No Significant Change
1	3	Technology Training		In Progress/No Significant Change
1	4	Digital Literacy Education		In Progress/No Significant Change
1	5	Anti-Bias Education		In Progress/No Significant Change
1	6	Training - General Ed	\$15,000.00	In Progress/No Significant Change
1	7	Training - RTI	\$1,000.00	In Progress/No Significant Change
1	8			In Progress/No Significant Change
2	1	Skill and Habit Reporting		In Progress/No Significant Change
2	2	ELA and Mathematics Skills through the Grades Chart		In Progress/No Significant Change
2	3	Homework Expectations		In Progress/No Significant Change
2	4	Parent Volunteering		In Progress/No Significant Change
2	5	Parent Education		In Progress/No Significant Change
2	6	Subject Through the Grades Chart		In Progress/No Significant Change
2	7	Parent-Teacher Meetings		In Progress/No Significant Change
2	8	Core Curriculum/Enhanced Academics Implementation - Total Staff Costs	\$1,269,143.00	In Progress/No Significant Change
3	1	School Counselor	\$16,000.00	In Progress/No Significant Change
3	2	Community Partners for SEL Learning	\$62,486.00	In Progress/No Significant Change
3	3	Response-to-Intervention Practices	\$414,016.00	In Progress/No Significant Change
3	4	Universal Design for Learning (UDL) Practices		In Progress/No Significant Change
3	5	Implement Multi-Tiered System of Support		In Progress/No Significant Change
3	6	PBIS and SEL Supports		In Progress/No Significant Change
3	7	After School Instruction Support		In Progress/No Significant Change
3	8	Delivery of Special Education/IEP Services	\$239,258.00	In Progress/No Significant Change
4	1	Teacher Qualifications		In Progress/No Significant Change
4	2	Alliance for Public Waldorf Education	\$2,700.00	In Progress/No Significant Change
4	3	Professional Development		In Progress/No Significant Change
4	4	Arts Curriculum		In Progress/No Significant Change
4	5	State Standards Alignment		In Progress/No Significant Change
4	6	Enhanced/Expanded Curricular Programs - Music, Practical Arts, Physical Education	\$130,770.00	In Progress/No Significant Change

Goal	Action #	Title	21-22 LCAP	Mid Year Status
4	7	Waldorf Program Class Materials and Supplies	\$20,800.00	In Progress/No Significant Change
4	8	Management and Admin / Food Services - Staff Costs	\$357,771.00	In Progress/No Significant Change
4	9	Materials and Supplies Costs - General / Operating	\$31,200.00	In Progress/No Significant Change
4	10	Other Operating Costs (Facilities/General)	\$333,453.00	In Progress/No Significant Change
5	1	Interim CAASPP Assessments		In Progress/No Significant Change
5	2	Professional Development		In Progress/No Significant Change
5	3	Universal Tools and Designated Supports for Standardized Tests.		In Progress/No Significant Change
5	4	Benchmark Assessments		In Progress/No Significant Change
5	5	Testing and Assessments Coordinator		In Progress/No Significant Change