

# 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 2020–21 Local Control and Accountability Plan (LCAP).

The school's governing board makes spending determinations regarding the funds associated with the Budget Act of 2021 Expanded in open session of a public meeting. Throughout the 2020-21 school year, Stone Bridge School's administration, faculty, and staff have maintained an ongoing conversation regarding the needs of students and challenges associated with remote, hybrid, and in-person learning. In order to develop the plan for Expanded Learning Opportunities Grants, Administration met with staff, teachers, parents, and community members on numerous occasions to discuss strategies to accomplish unfinished learning and mitigate learning loss.

The discussion of student needs took place in a variety of situations: during weekly faculty meetings, Zoom meetings with school's Executive Director, presentation at Parent Council meetings, and meetings of the Charter Council (aka Board of Directors). Surveys to faculty and staff and parents were distributed to garner input from stakeholder groups. Information from the surveys will be included in the school's LCAP due on July 1, 2021.

In faculty meetings, teachers and staff were given the opportunity to offer suggestions for funding. Communication will continue throughout the 2021-22 school year to assess the effectiveness of this plan and offer feedback on its implementation.

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.

No concentration grant funds were received by Stone Bridge School for the 2021-2022 school year.

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.

No ESSER funds were received by Stone Bridge School for the 2021-2022 school year.

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.

No ESSER funds were received by Stone Bridge School for the 2021-2022 school year.

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.

Stone Bridge School is using its fiscal resources from the budget act to focus on providing supplemental instruction/support to address unfinished learning, and mitigate learning loss in supporting the school’s LCAP goals over multiple years in the following ways:

In Support of LCAP Goal #2:

SBS has added and will retain for multiple years (through at least the 2022-2023 school year), additional classified staff to provide grade level classroom support.

Purchased ELA and Math assessment system aligned to state assessment criteria to conduct benchmark testing, and screenings to determine learning loss and inform course of instruction. The school also funded the addition of a Long-term sub to free up teacher and aide time to administer benchmark and interim assessments, and provide staff time to review and analyze assessment results, and plan interventions with RTI coordinator.

Purchase of independent study curriculum platform and Waldorf content for students selecting distance learning for continued health concerns and to mitigate any unfinished learning from the need for short-term independent study for some students during the continuing pandemic and need for quarantine and isolation periods for students and staff.

In Support of Goal #3

Significantly increased funding for staff and resources related to school diversity goals that include:

Increasing the hours for the Diversity Outreach Coordinator to provide more significant outreach and support for the school community in the areas of diversity, equity, and inclusion.

Increased the funded hours for translation services for diversity outreach efforts in all the school’s media and enrollment information.

Increased funding for teacher/parent/student anti-bias training in connection with school diversity week.

Added Website consultant and funding for website redesign and translation to make that resource more accessible and relevant to a broader community.

Added brochure layout and printing for bilingual brochure and hand out resources.

Additional funds for meals and/or snacks provided to families who qualify for free and reduced lunch.

Increased time professional development that addresses academics, as well as social-emotional support for staff individually and as a group, virtually and in-person.

In Support of Goal #4

Reading, writing, and math intervention on campus has been expanded to more students with unfinished learning through the addition of a RTI an additional RTI staff member to perform one-to-one and small group interventions.

# 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 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/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  
November 2021

# 2021-22 Mid-Year LCAP Progress Report

**Goal 1:** Create a safe, secure, fully-equipped campus on our new site so all stakeholders can continue to experience a positive climate and student learning can be optimized.

**State Priorities:** This goal meets state priorities: 1 (Basic), 3 (Parental Involvement), 4 (Pupil Achievement), 5 (Pupil Engagement), and 6 (School Climate). This is a school-wide goal which is applicable to the same extent to all subgroups at SBS.

Mid-Year 2021-22 Progress: Measuring & Reporting Results			
Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023–24
Move to a new site at 1019 2nd Avenue, Napa CA	In process with move completion slated for mid-July.	Move completed July 2022.	
Ensure all buildings and rooms are equipped with appropriate furniture, materials, and WiFi connectivity	All furniture, materials and supplies have been moved to the new site. Unpacking and setting up classrooms will happen in August with a dedicated time during pre-service in mid-August.	Move completed July 2022.	
Students and teachers with access to devices to devices for assessments and use of digital platforms		Completed.	
Middle school students to receive digital literacy education (Cyber Civics)	0% have received full digital literacy education	Approximately 80% of students in grades 6-8 to have received digital literacy education	100% of students in grades 6-8 to have received full digital literacy education
In-Person Community Building Events	5% of regular in-person community building events	Occasional in-person events as determined by COVID protocols and conditions.	100% of regular in-person community building events held
Annual Parent Survey	66% of parents strongly agree that their child is safe on campus.	Pending	At least 90% of parents strongly agree that their child is safe on campus.
Annual Student Survey	81% of students always or usually feel safe when at school and in classroom	Pending	At least 90% of students feel safe when at school and in classroom
Annual Teacher/Staff Survey	60% of faculty/staff strongly agree that they feel safe on campus all or most of the time	Pending	At least 90% of faculty/staff strongly agree that they feel safe on campus

**Mid-Year 2021-22 Progress: Status of Implementation and Expenditures**

Action #	Title	Contributing	Planned - Total Funds	Mid-Year - Total Funds	Status
1	Campus Move	No		See Below	Full
2	Fully-equipped Facilities	Yes	\$3,000.00	\$114,500	Full
3	Digital Literacy Education	Yes	\$8,319.00		Partial
4	In-Person Community Building Events	No			Partial
5	Annual Parent Survey	Yes	\$3,080.00		Planned
6	Annual Student Survey	Yes	\$1,760.00		Planned
7	Annual Faculty/Staff Survey	No	\$2,640.00		Planned

**Goal 2:** Identify and support students who experienced unfinished learning since the school's closure on March 13, 2020. By implementing interim and benchmark assessments, increasing student support staffing, and bolstering math instruction and digital learning, SBS will work towards all students demonstrating expected learning growth during the 2021-22 school year.

**State Priorities:** This goal meets state priorities: 1 (Basic), 2 (State Standards), 4 (Pupil Achievement), 5 (Pupil Engagement), 7 (Course Access/Conditions of Learning), and 8 (Other Pupil Outcomes). This is a school-wide goal which is applicable to the same extent to all subgroups at SBS.

**Mid-Year 2021-22 Progress: Measuring & Reporting Results**

Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023–24
Interim CAASPP Administration of another local assessments	Interim CAASPP will be conducted for the first time in the 2021-22 school year	EasyCBM Fall Assessment conducted as baseline benchmark for grades 3-8.	Interim CAASPP conducted at least once annually in grades 4-8
Smarter Balanced Summative Assessment ELA scores	In the last CAASPP tests taken by SBS students 5-8 (2019), the percentage of students meeting or exceeding standards were (with comparison to results to State and NVUSD: ELA - 69.57% SBS 48.11%NVUSD 51.10% State of CA	Assessment scheduled for May 2022	Summative CAASPP conducted annually in grades 3-8 with at least 95% participation rate. At least 65% of our students in grades 3-8 will meet or exceed the standard
Smarter Balanced Summative Assessment Math scores	In the last CAASPP tests taken by SBS students 5-8 (2019), the percentage of students meeting, or exceeding standards were (with comparison to results to State and	Assessment scheduled for May 2022	At least 72% of our students in grades 3-8 will meet or exceed the standard

	NVUSD: Math - 51.75%      SBS34.84%      NVUSD 39.73% State of CA		
Math Support Classes	Math support classes not held during 2020-21 school year but will be reinstated for the 2021-22 school year.	At least one class per week is held to support students in grades 5-8 on an ongoing basis. Additionally tutoring is also provided after regular school hours.	At least one class per week to be held to support students in grades 5-8 on an ongoing basis

Mid-Year 2021-22 Progress: Status of Implementation and Expenditures					
Action #	Title	Contributing	Planned - Total Funds	Mid-Year - Total Funds	Status
1	Interim Assessments and other Local Assessments	Yes	\$12,800.00	\$12,800	Partial
2	Increase General Ed support staffing	Yes	\$21,000.00	\$21,000	Partial
3	Math Support Classes	Yes	\$3,600.00	\$3,600	Partial
4	Evaluation of grade1-8 math program	No			Planned

**Goal 3:** Implement a strategic and long-term approach to increase student population diversity along with the adoption and integration of an anti-bias curriculum. SBS will utilize outreach events, ensure bilingual access to critical school information, and continue deepening its awareness and implementation of anti-bias practices and policies to be fully inclusive of Napa Valley's diverse population.

**State Priorities:** This goal meets state priorities: 2 (State Standards), 3 (Parental Involvement), 5 (Pupil Engagement), 6 (School Climate), and 7 (Course Access/Conditions of Learning). This is a school-wide goal which is applicable to all students at SBS, but aims to attract and serve an increasingly diverse student population, especially English Learners.

Mid-Year 2021-22 Progress: Measuring & Reporting Results			
Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023–24
Increase in student population diversity (non-white subgroups)	Current non-white student population is 23%	Increased funding allocated and in-progress on Diversity Outreach Coordinator position.	Increase of non-white student population of at least 10%
Anti-bias curriculum and training	One in-service event focused on anti-bias training and awareness	Curriculum selection in progress and training session scheduled for late 2022	Adoption of anti-bias curriculum and at least one anti-bias professional development event per school year for faculty/staff

Bilingual access to critical school information	Critical enrollment materials available in both English and Spanish; majority of curricular information is currently available in English only	Translation of enrollment materials complete. Website redesign and translation scheduled for completion Summer 2022.	Critical SBS enrollment and curricular information available in both Spanish and English, both in paper form and on school website
Faculty/staff survey	76% of faculty/staff felt that SBS diversity and outreach efforts needed significant revision.	Survey scheduled for late 2021-2022 school year.	Less than 25% of faculty/staff feel that SBS diversity and outreach efforts need significant revision.

#### Mid-Year 2021-22 Progress: Status of Implementation and Expenditures

Action #	Title	Contributing	Planned - Total Funds	Mid-Year - Total Funds	Status
1	Outreach Coordinator and Task Force	Yes	\$2,500.00	Increased to \$24,000	Partial
2	Bilingual Resources	Yes	\$1,000.00	Increased to \$6,350	Partial
3	Bilingual Presentations	Yes			Partial
4	NVUSD Desegregation Plan	Yes			In Progress
5	Anti-bias Curriculum	Yes	\$3,600.00	Increased to \$4,225	In Progress

**Goal 4:** Improve teacher/staff awareness and utilization of tools within SBS's Multi-Tiered System of Support and articulate our Response-to-Intervention and Social-Emotional Support resources more clearly. This goal, working in tandem with Goal #2, aims to support every student to fulfill their unique potential, mitigate unfinished learning, and address social-emotional needs.

**State Priorities:** This goal meets state priorities: 1 (Basic Services), 2 (State Standards), 3 (Parental Involvement), 4 (Pupil Achievement), 5 (Pupil Engagement), 7 (Course Access/Conditions of Learning), and 8 (Other Pupil Outcomes). This is a school-wide goal which is applicable to the same extent to all subgroups at SBS.

#### Mid-Year 2021-22 Progress: Measuring & Reporting Results

Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023–24
Faculty trained in MTSS practices	The majority of the SBS faculty has beginning understanding of MTSS model	One staff session reviewing MTSS with staff at weekly staff meeting completed with 80% of the staff.	100% of faculty will utilize MTSS model to identify students struggling with ELA and Mathematics

Faculty trained in SEL practices	80% of faculty has received training in SEL awareness	Planned	100% of faculty have received training in SEL awareness and practices
Faculty trained in gender-identity awareness	50% of faculty has received training in gender-identity awareness	Planned	100% of faculty have received training in gender-identity awareness
Faculty trained in RTI practices	100% of faculty are familiar with RTI practices	Planned	100% of faculty will utilize RTI practices to support student needs
Annual Student Survey	41% noted that they felt anxious or upset a lot this year	Planned	Less than 25% note that they felt anxious or upset this year.
Annual Student Survey	78% always or usually feel that, if they have a problem, they can solve it or find someone who can help them	Planned	Greater than 85% feel that, if they have a problem, they can solve it or find someone who can help them.

**Mid-Year 2021-22 Progress: Status of Implementation and Expenditures**

Action #	Title	Contributing	Planned - Total Funds	Mid-Year - Total Funds	Status
1	MTSS Training	No			Planned
2	SEL Practices	Yes	\$2,400.00		Planned
3	Gender-Identity Awareness	No			Planned
4	Response-to- Intervention (RTI) Practices	Yes			In Progress
5	Student Survey	No			Planned
6	"Lunch Bunch"	No			Planned

**Goal 5:** Facilitate a deeper understanding of the core principles of Public Waldorf Education in order to provide the highest quality education to our students. Both in-house and outside professional development will be provided for teachers, including peer mentoring and guidance from the Educational Program Director. The SBS Charter Council has voiced a desire to have the school, teachers, and staff complete the accreditation process through the Alliance for Public Waldorf Education.

**State Priorities:** This goal meets state priorities: 1 (Basic Services), 2 (State Standards), 4 (Pupil Achievement), 6 (School Climate), and 8 (Other Pupil Outcomes). This is a school-wide goal which is applicable to the same extent to all subgroups at SBS.

**Mid-Year 2021-22 Progress: Measuring & Reporting Results**

Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023–24
Professional Development	Recently hired teaching staff for the 2021-22 school year have had minimal training in Public Waldorf teaching pedagogy and methodology.	Initial review and discussion of Waldorf Core Principals at weekly staff meeting. Initial engagement in Public Waldorf School certification started.	100% of teaching staff will receive professional development to increase their understanding of Public Waldorf teaching pedagogy and methodology.
Teacher goals and evaluations	Professional goal setting and teacher evaluations were not conducted in 2020-21.	Initial 2021-2022 and 2022-23 goals set by teachers and administration.	Professional goal setting and teacher evaluations will occur annually for all lead teachers.
Parent Education	0% of parents attended a parent education event on Public Waldorf education in 2020-21	Planned (delayed by pandemic)	Parent education events on Public Waldorf education will be held annually and available to all parents and community members.

**Mid-Year 2021-22 Progress: Status of Implementation and Expenditures**

Action #	Title	Contributing	Planned - Total Funds	Mid-Year - Total Funds	Status
1	Professional Development, in-house	No			In Progress
2	Professional Development, external	No			In Progress
3	Alliance for Public Waldorf Education		\$2,730.00		Full
4	Professional Goals and Evaluations	No	\$8,800.00		In Progress
5	Parent Education	No			Planned
6	Alignment with Common Core State Standards	Yes	\$1,760.00		In Progress