

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).

No additional funds received

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.

Elk Grove Charter has an unduplicated percentage of students who are low-income, English Learners, and/or foster youth that is 37.29 percent, therefore funding is not available for this purpose.

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.

EGCS engaged with the school’s partners regarding one-time funding during the 2021-22 LCAP development cycle. Information was presented to the school’s Advisory Council, Staff, and student councils.

EGCS advisory council meetings are held monthly and bi-monthly throughout the school year. See below for the 2020-21 schedule:

- 4/28/20

- 5/13/20
- 8/18/20
- 11/5/20
- 1/27/21
- 4/14/21
- 5/19/21
- 6/23/21
- 10/7/21
- 11/17/21
- 1/20/22

Staff were engaged in the process during weekly staff/PLC meetings. LCAP is a standing agenda item for these meetings. The LCAP is integrated into the school's other accountability plans and gives the staff the opportunity to engage in the decision making and improvement planning process.

Parents and students were also able to give input through both district and local surveys.

Principal's Student Advisory Committee is another opportunity for students to be involved. This committee is open to all EGCS students (regardless of grade level). During the 2020-21 school year, this committee met 3 times virtually. The LCAP, LCP, and ELO funding were standing agenda items and students were able to give input as to what was working/not working during distance learning and what they hoped to see as the school returned to in-person instruction. The dates of these meetings were:

- 2/5/21
- 3/5/21
- 5/7/21

In addition, the LCAP, LCP and ELO process was presented to Elk Grove Unified School District on the following dates:

- 6/9/20 (LCAP)
- 6/30/20 (LCAP)
- 9/28/20 (LCP)
- 12/15/20 (EL)
- 6/1/21 (ELO)
- 6/15/21 (LCAP and Local Indicators)
- 6/22/21 (LCAP and Local Indicators)

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.

Elk Grove Charter did not receive funding under the federal American Rescue Plan Act or the federal Elementary and Secondary School Relief Act.

Elk Grove Charter School received funds through the LCP and decisions on the planning and use of these funds were guided by the school's four strategic goals. Below represents the success and challenges the school has had in implementing the funds received through the Learning Continuity Plan:

Actions related to in-person instruction:

Actions	Success	Challenges
Employ credentialed teachers to facilitate support workshops and open support labs in ELA/Math	EGCS has been able to maintain its core staffing this school year to meet enrollment demands consistent with prior year enrollment.	Struggled to hire new ISP teachers to meet an increased demand for EGCS's hybrid delivery model.
Purchase adopted curriculum in science and social science	EGCS has been able purchase newly adopted curriculum in both science and social science	Teacher time to create ISP syllabi and fully utilize the curriculum providers services
Provide teachers with compensation (stipends/timesheet) to develop schoolwide assessments across curricular areas and purchase assessment programs that provide formative and summative assessments (ex.PSAT, NMSQT, NWEA, Achieve 3000)	EGCS has been able to provide teachers with additional compensation to develop testing program	Teacher capacity to take on additional tasks outside of everyday teaching and the return to EGCS's hybrid model.
Provide teachers with release time for teacher professional development and materials on instructional best practices focusing on questioning, checking for understand, and assessment.	EGCS has used its Friday PLC/Staff meeting to provide teachers with training and work time	Low availability of subs to provide release time to teachers and staff.

Actions related to distance learning:

Actions	Successes	Challenges
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Release time and stipends for teacher professional development (technology, certification, distance learning best practices)	EGCS has offered stipends and additional timesheet hours for teachers/staff to learn distance learning best practices. EGCS teachers/staff also have access to all of EGUSD provided PD/PL opportunities	Teacher capacity and availability of subs to support teachers in continually learning best practices.
Technology devices/peripherals, software and services	EGCS has been able to purchase Chromebooks, peripherals, software and services. EGCS's connection with EGUSD tech services makes implementation and deployment consistent with EGUSD	Teacher capacity to learn new programs, peripherals, and services. However, the challenges have been minimal.
Stipends for ISP course development and conversion of current textbook based ISP courses to digital delivery platform	PLC groups and individual teachers are working to convert all EGCS ISP courses to digital delivery through Google Classroom	Teacher capacity to take on additional projects and low availability of subs to provide teachers with release time.
Purchase virtual labs for science classes	EGCS has purchased science labs for grades 7-10.	Implementation of the science labs into the school's IS science courses for 11 th -12 th graders.

Actions related to pupil learning loss:

Actions	Successes	Challenges
Summer school program for credit recovery and enrichment for students with impacted schedules or conflicts.	EGCS provided summer school opportunities for all students in 2021.	Focus on credit recovery deterred some students from participating and reliance on strictly virtual IS program was a challenge to teachers, students, and parents in making connections with the school.
EGCS will offer seniors who are not able to complete graduation requirements during the school year or during summer school with the opportunity to enroll in the school's Track-One program. Students are able to extend summer school during	EGCS provided seniors with the opportunity to continue enrolled and able to earn credits after the school's official summer school offering.	Low numbers of students who needed this opportunity and low number of teachers willing to work beyond the school's 5-week summer school.

Mental Health Actions	Successes	Challenges
EGCS students will benefit from lessons and content focused on social-emotional well-being and character education. EGCS will purchase content that is developed by experts in these fields.	EGCS had Character Strong, Digital Citizenship, and PBIS built into every grade level Advocacy class.	Credit deficiency has been a challenge as students/teachers have focused efforts on credit bearing courses rather than on Advocacy electives.
EGCS will provide stipends for teachers and staff to convert purchased SEL materials to the school's on-line platform.	Teachers were provided with stipends to augment the school's advocacy courses.	Teacher capacity/priority on advocacy class development and enhancement over required courses for graduation.
June and July in order to graduate with their cohort class.		
Implementation of morning ELA/Math/Science open labs into the school's master schedule and staff with credentialed teacher.	EGCS included morning ELA/Math labs into the master schedule.	Science teacher schedule overloaded due to lack of credentialed Physics teacher. He is offering 1x1 tutoring for students who need science assistance. Low student turnout to morning ELA/Math lab due to 8:00 am timeslot. Also ELA lab is only available 2 quarters of the year due to the addition of honors ELA 10 in the same room/teacher.
Develop and integrate an on-line credit recovery learning platform as an educational option for EGCS students. EGCS will contract with Edgenuity, a 3 rd party curriculum provider, to purchase access to curriculum and delivery platform. Edgenuity courses will be adapted to EGCS's delivery protocols and teachers will receive training on the program.	Edgenuity is offered to student as credit recovery and 1 st time instruction in select courses. EGCS in-house developed IS courses are the school's 1 st choice, but for students needing remedial math mid-way through the school year; Edgenuity has been successful in meeting their needs.	Teacher capacity and knowledge on the Edgenuity system. Low teacher willingness to learn another program and teachers are overloaded with additional actions. Also testing in Edgenuity is difficult as EGCS requires students to test on-site while proctored.

Actions	Successes	Challenges
Extended Learning: Increase teacher hourly rate	Teacher hourly rate has been increased to \$80 per hour for actions outside of their normal duties.	Teacher capacity and willingness to work extra hours or overload.
Learning gaps: On-line subscriptions, additional teacher time-sheet hours	No progress in this area	EGUSD purchased on-line subscriptions as part of the district implementation.
Student support for barriers: Paraeducator, before-school program	Before school program has been provided to all interested students. There are 2 groups meeting Mon.-Thur.	Low to now Para educator applicants to fill open position.
Supports for credit deficient students: Career technical, admin hourly, teacher/counselor timesheets	Career center was implemented into the school's master schedule and a career technician was hired. Administration was offered hourly rate during summer 2021 to assist students and teachers in learning. Also, teachers/counselors were offered additional timesheet hours to develop programs for credit deficient students during the summer of 2021.	Low applicant numbers for career center technician and slow on-boarding for newly hired technician. Low teacher number of interested teachers to work during the summer of 2021.
Additional academic services: Additional teacher timesheets	Teachers have been offered an increased timesheet hourly rate for work beyond their contract or typical work day. Teachers have focused on end-of-day tutoring for individual students and small groups.	Low student participation and willingness to attend tutoring. Low teacher interest in providing additional hours.
Training for school staff: Conference and workshops	No progress in this area	Health conditions have limited participation in conferences and workshops. Teacher participation in virtual workshops has had very little interest.

AB 86 Extended Learning Opportunities (ELO)

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.

Elk Grove Charter school follows EGUSD established process and practices in relation to continual improvement, planning, and related expenditures. The school uses the four strategic goals outlined by the yearly LCAP as its compass in all programs and services and across all continual improvement plans. The school’s four strategic goals are:

1. High-Quality Curriculum & Instruction: All students will receive high quality classroom instruction and curriculum to promote college and career readiness and close the achievement gap.
2. Student Assessment and Program Evaluation: All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.
3. Wellness: All students will have an equitable opportunity to learn in a culturally responsive, physically, and emotionally healthy and safe environment.
4. Family & Community Engagement: All students will benefit from programs and services designed to inform and involve family and community partners.

The schools collaborates with all its education partners including staff, parents, students, and district personnel to ensure strong connections with the school and its community. As well, the approach ensures strong connections between identified actions/services and expenditures. Action and spending plans are presented to all stakeholder to assist with alignment across the various plans, departments, and programs at EGCS.

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/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