

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).

The funds referred to above include the Educator Effectiveness Block Grant, the A-G Improvement Grant, and the Expanded Learning Opportunities Grant.

Educator Effectiveness Block Grant educational partner engagement: A draft plan was developed by a District team of program managers from the Curriculum and Professional Learning, Student Support and Health Services, Research and Evaluation, Family and Community Engagement, English Learner Services and Educational Equity departments. This plan will be reviewed, discussed and recommendation sought from the District labor partner leaders. The labor partners include American Federation of State, County, and Municipal Employees (AFSCME); Amalgamated Transit Union (ATU); California School Employees Association (CSEA); Elk Grove Education Association (EGEA); Elk Grove Teams for Education/Administrative Management and Support (EGTEAMS); National Union of Healthcare Workers (NUHW); and Psychologists’ and Social Workers’ Association (PSWA). The final plan will be one collaboratively developed, and will include rollout, communication and evaluation strategies.

A-G Improvement Grant educational partner engagement: Planning has not yet begun. Collaboration will include representatives from school counseling and administrative staff, District administration, parents and students.

Expanded Learning Opportunities Grant educational partner engagement: A complete detailing of educational partner activities, dates, and numbers of participants is noted below in the third prompt.

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.

EGUSD has an unduplicated percentage of 52.96 of students who are low-income, English Learners, and/or foster youth; 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.

Meaningfully engaging educational partners in the provision of input, feedback—and where appropriate, programmatic design—development, and decision-making has been a priority and core practice in EGUSD for many years. These practices have been continuously refined since the onset of the Local Control and Accountability Plan in 2013.

The District considers its educational partners to include all staff, bargaining unit leaders, students, families, and community advocates. Engagement efforts are implemented at all schools led by site administrators and school leaders and also at the District level. A combination of in-person/virtual meetings with established District committees, focus groups, and feedback surveys have been used to gather input from the widest range of educational partners as possible. There were specific efforts taken to ensure important constituencies were heard representing students with special needs, English learners, foster youth, Title school populations, and students who identify as Black/African American. Examples of targeted feedback groups included, but were not limited to:

- Community Advisory Committee – parents of students with disabilities
- District Advisory Committee – parents of students attending schools receiving Federal Title monies
- District English Learner Advisory Committee
- Families of Black Students United
- Foster Parent Advisory Committee
- High school student focus group
- Parent virtual input sessions – open to all parents in the District
- Site councils at all 67 EGUSD schools

Survey development, distribution, data synthesis and analysis, and reporting results have been consistently and closely analyzed and modified for optimal implementation. Survey development was a collaborative effort that crossed multiple departments and frequently leveraged the input/feedback from bargaining unit leaders.

Parent and student survey forms and informational fliers about the various surveys were translated into Spanish, Vietnamese, and Hmong, the top three languages in the District other than English. To maximize outreach to families, EGUSD distributed the surveys using various methods including electronically via email and text message. In addition, families who participated in drive-thru meal

pick-up services during the pandemic also received fliers inviting them to complete the surveys. Food and Nutrition Services estimate they served about 11,000 students per day, reaching approximately 5,000 families.

District staff also developed targeted call lists to prioritize personalized phone outreach to families historically underrepresented in electronic survey responses. Factors that may influence families' low electronic survey responses include English Learner status, socioeconomic status, race/ethnicity, special education status, and school of enrollment. District departments and offices that work most closely with families, such as School Improvement Support (SIS) and Family and Community Engagement (FACE), called individual families and administered surveys over the phone. Bilingual Teaching Associates (BTAs) from the department of English Learner Services (ELS) contributed to the effort, making parent phone calls to administer the survey in primary languages other than English. District staff placed 1,273 phone calls to families over a two-week period.

During the pandemic conditions, EGUSD used the survey information to respond to families' acute distance learning needs. Survey responses helped the District identify families and staff in immediate need of devices, internet connectivity, and technical assistance. Respondents who indicated insufficient technology for distance learning were asked to include contact information for follow-up assistance. During the survey data collection window, school site staff received daily updates of families requesting devices. On a rolling basis, sites arranged for families to pick up Chromebooks from the school or directed them to resources for free or low-cost internet solutions.

A notable input/feedback strategy improvement has been the District's use of open-ended response survey prompts. This has enabled survey responders to increasingly provide customized and more detailed information versus that from drop-down menu selections.

To efficiently summarize the comments and develop emergent themes, a semi-automated technique was used to cluster comments together into groups with consistent phrasing. The Gibbs Sampling Dirichlet Mixture Model¹ algorithm was used as a first step to rapidly group short pieces of text based on common phrases and words. Then a research analyst reviewed the groupings of comments and described the groupings in terms of a theme.

Educational partner engagement information is provided for the following plans in sequential order of Board of Education adoption as noted below:

1. Local Continuity and Attendance Plan (LCP)
2. Expanded Learning Opportunities (ELO) Grant
3. Local Control and Accountability Plan (LCAP)
4. Elementary and Secondary School Emergency Relief (ESSER III)
5. Educator Effectiveness Block Grant (EEBG)

Please note there will be duplicate survey/action dates across plans. This is because survey and feedback data from earlier plans informed the development of subsequent plans. Also note the links to the above five plans are included below for ease of reference.

¹Implementation used here: Walker, R (2017) GSDMM: Short text clustering [Source Code]. <https://github.com/rwalk/gsdmm>. Walker's implementation based on this work: Yin, Jianhua & Wang, Jianyong. (2014). A Dirichlet multinomial mixture model-based approach for short text clustering. Proceedings of the ACM SIGKDD International Conference on Knowledge Discovery and Data Mining. 10.1145/2623330.2623715.

Local Continuity and Attendance Plan (Board adopted September 28, 2020)

<http://www.egusd.net/wp-content/uploads/2021/07/EGUSD-Learning-Continuity-and-Attendance-Plan-adopted-2020-0928.2.pdf>

Activity, Date, and Number of Participants/Responses:

- April 16, 2020: Connectivity and Communication Survey to parents, students and staff
Parents = 7,286, Students = 10,014, Staff = 1,505
- May 17, 2020: Distance Learning (DL) Reflection Survey to parents, students and staff
Parents = 4,928, Students = 12,978, Staff = 1,700
- June 19, 2020: Parent Input and Preference Survey
Parents = 38,860
- August 3, 2020: Learning Continuity and Attendance Plan (LCP) Feedback Survey to families, students and staff
Parents = 9,718, Students = 21 (Supt. Advisory and Equity Councils only), Staff = 1,566

Expanded Learning Opportunities Grant (Board adopted June 1, 2021)

<http://www.egusd.net/wp-content/uploads/2021/07/EGUSD-ELO-Plan-Board-Approved-2021-0601.pdf>

Activity, Date, and Number of Participants/Responses:

- April 16, 2020: Connectivity and Communication Survey to parents, students and staff
Parents = 7,286, Students = 10,014, Staff = 1,505
- May 17, 2020: Distance Learning (DL) Reflection Survey to parents, students and staff
Parents = 4,928, Students = 12,978, Staff = 1,700
- June 19, 2020: Parent Input and Preference Survey
Parents = 38,860
- August 3, 2020: Learning Continuity and Attendance Plan (LCP) Feedback Survey to families, students and staff
Parents = 9,718, Students = 21 (Supt. Advisory and Equity Councils only), Staff = 1,566

- November 2020: Distance Learning/Learning Continuity and Attendance Plan/Local Control Accountability Plan (DL/LCP/LCAP) Needs Survey to students, parents, teachers, administrators and service providers
Parents = 5,049, Students = 17,314, Staff = 2,227
- February 17, 2021: COVID Safety Plan Feedback to public
Parents = 2,102, Students = 121, Staff = 203
- February-March 2021: EGUSD LCAP Needs Analysis Process
Parents = 10,282, Students = 21,407, Staff = 2,699
- April 21-22, 2021, May 19, 2021: Parent Advisory Team (PAT)
Parents = 206 (April 21-22), 70 (May 19)
- April 29, 2021, May 20, 2021: Educational Model Advisory Team (EMAT)
High School Reps = 10 (April 29), 3 (May 20)

Local Control and Accountability Plan (Board adopted June 25, 2021)

<http://www.egusd.net/wp-content/uploads/2021/06/2021-0625-2021-24-LCAP-ADOPTED.pdf>

Activity, Date, and Number of Participants/Responses:

- April 16, 2020: Connectivity and Communication Survey to parents, students and staff
Parents = 7,286, Students = 10,014, Staff = 1,505
- May 17, 2020: Distance Learning (DL) Reflection Survey to parents, students and staff
Parents = 4,928, Students = 12,978, Staff = 1,700
- August 3, 2020: Learning Continuity and Attendance Plan (LCP) Feedback Survey to families, students and staff
Parents = 9,718, Students = 21 (Supt. Advisory and Equity Councils only), Staff = 1,566
- November 2020: Distance Learning/Learning Continuity and Attendance Plan/Local Control Accountability Plan (DL/LCP/LCAP) Needs Survey to students, parents, teachers, administrators and service providers
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- February-March 2021: EGUSD LCAP Needs Analysis Process

Parents = 10,282, Students = 21,407, Staff = 2,699

- April 21-22, 2021: Parent Advisory Team (PAT)
Parents = 206
- April 29, 2021: Educational Model Advisory Team (EMAT)
High School Reps = 10
- May 19, 2021: Parent Advisory Team (PAT)
Parents = 70
- May 20, 2021, June 17, 2021: District Advisory Committee (DAC)
Parents (May 20) = 43, Staff (May 20) = 34
- May 20, 2021, June 17, 2021: District English Learner Advisory Team (DELAC)
Parents (May 20) = 43, Staff (May 20) = 34
- May 20, 2021: Educational Model Advisory Team (EMAT)
High School Reps = 3

May 27, 2021: Community Advisory Committee (CAC—District’s Special Education group)

- June 17, 2021: District Advisory Committee (DAC)
Parents = 8, Staff = 26, Parent/Staff = 1
- June 17, 2021: District English Learner Advisory Team (DELAC)
Parents = 8, Staff = 26, Parent/Staff = 1
- March-May: School LCAP Processes (all schools)
 - School Site Council, English Learner Advisory Committee, staff and students are engaged in the Site LCAP development process at each of the District’s 67 schools
 - February 25, 2021, April 12, 19, 26, 2021, May 10, 20, 2021, June 10, 2021: Labor partners
 - June 15, 2021: Public hearing
 - June 25, 2021 (continuation of June 22, 2021 meeting): Adoption by Board of Education

ESSER III (Board adopted September 21, 2021)

<http://www.egusd.net/wp-content/uploads/2021/08/EGUSD-ESSER.pdf>

Activity, Date, and Number of Participants/Responses:

- August 3, 2020: Learning Continuity and Attendance Plan (LCP) Feedback Survey to families, students and staff
Parents = 9,718, Students = 21 (Supt. Advisory and Equity Councils only), Staff = 1,566
- February-March 2021: EGUSD LCAP Needs Analysis Process
Parents = 10,282, Students = 21,407, Staff = 2,699
- July-August 2021: ESSER Plan Survey
Parents = 6,276, Students = 17,191, Staff = 2,262

Educator Effectiveness Block Grant (Board adopted December 14, 2021)

<https://agendaonline.net/public/Meeting/Attachments/DisplayAttachment.aspx?AttachmentID=1361157&IsArchive=0>

A team of directors from the Education Services & Schools division analyzed staff professional development needs related to practices that create an inclusive school/district climate and engage all students in the learning process. It was determined that all district staff will participate in 28 hours of professional development over a two to three year period. The topics selected by District leadership are based on feedback from surveys and observation. The 28 hours will include 20 hours designated for all staff and the remaining 8 hours will allow for personal choice on a variety of equity based topics. Topics include, but are not limited, to implicit bias, culturally and linguistically responsive instruction, and engaging all families in the learning process.

Bargaining unit leaders will be engaged in needs analysis and implementation feedback to ensure professional learning and development needs are optimally met and EEBG monies are best allocated. The District's Expanded Partners in Education (EPIE) team consists of the Superintendent, District administration, and leaders from all bargaining units. Team meetings are scheduled on the following dates:

- February 8, 2022
- April 12, 2022
- May 19, 2022

Note that the District applies four levels of evaluation to professional learning and professional development activities:

- Level 1: Reaction – The degree to which participants find the training favorable, engaging and relevant to their jobs.
- Level 2: Learning – The degree to which participants acquire the intended knowledge, skills, attitude, adult developmental characteristics, and commitment based on their participation in the training.
- Level 3: Behavior – The degree to which participants apply what they learned during training when they are back on the job.
- Level 4: Results – The degree to which targeted outcomes occur as a result of the training, support and accountability package.

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 District's four Strategic Goals guide all planning and decision. These are what form the structure of the District's LCAP and there is alignment among the various plans, programs, and expenditures.

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 structure to the response to the fourth prompt is:

- A listing of actions, services and personnel planned to be acquired through the use of the funds noted above. They are organized by alphabetically ordered departments.
- Following each Department section are:
 - Successes
 - Challenges

BUSINESS SERVICES & FACILITIES

What was received:

- Elementary and Secondary School Emergency Relief (ESSER III)
 - Additional and replacement school buses
 - Timeclock system for Food and Nutrition Services
 - Food and Nutrition Services central kitchen modernization
 - Food and Nutrition Services software upgrade
 - Food and Nutrition Services truck
 - MERV 13 or better HVAC filters for all sites through June 2024
 - Custodial Supplies and Equipment
 - Water bottle filling stations
 - Air Purifiers as deemed appropriate/necessary
 - Custodial overtime for COVID sanitization
 - COVID-19 Signage Production and Replacement
 - Personal protective equipment (PPE)

- Additional Print Shop Equipment
- Additional Warehouse Equipment
- Learning Continuity and Attendance Plan (LCP)
 - Tablet and pen pads, scanners on mobile stands
 - Mobile carts to transport food
 - Packaging line
 - Commercial truck
 - Food and Nutrition Services labor costs
 - Food pre-ordering software
 - Cleaning supplies
 - Electrostatic disinfecting sprayers for each school
 - Personal protective equipment
 - Hand held thermometers
 - Sneeze guards
 - Custodial support
 - Dispensers
 - MERV filters
 - Night shift differential for custodians
 - Signage
 - Electronic driver log software

What was accomplished/successes:

- Custodial Support, Supplies and Equipment:
 - The District's Maintenance and Operations Team has been instrumental in building and executing plans to bolster the District's Custodial operations in response to COVID-19.
 - Additional equipment and critical supplies have been purchased and provided to custodial and site-based staff to enhance cleaning practices, address safety needs and provide greater efficiency.
 - An additional swing shift deep cleaning team has been developed, which includes weekend coverage to better address responses to COVID-19 cases and to thoroughly clean and disinfect schools and sites.
- Filtration:
 - Enhanced air quality filtration has been provided for all schools and sites.
 - Significant enhancements and modifications have been made to HVAC systems to ensure maximum fresh air flow and cycles in all spaces.
 - Heightened focus and priority has been placed on all HVAC issues to assure systems are maintained and/or repaired in short order.
- PPE, Hand Sanitizer, Thermometers and Sneeze Guards:
 - Purchasing, Warehouse and Print Shop established an effective system to maintain central and site inventory of all necessary PPE as well as thermometers, hand sanitizer and sneeze guards.

- Site supply carts were established, fully stocked and distributed. A detailed process was established for sites to order more relevant supplies with expedited delivery from the central warehouse.
- The central warehouse has been able to maintain ample inventory to address site needs.
- Sneeze guards were manufactured in house by print shop staff using specialized fabrication equipment, resulting in significant savings and prompt supply based on demand.
- COVID-19 Signage Production and Placement/Additional Print Shop Equipment:
 - With the ingenuity and commitment of the district's print shop staff the district has designed and fabricated all COVID-19 related signage consistent with guidance and best practices. This includes posters, wall, window and floor/ground decals, lawn style signage, A-frames, metal signage and much more. Schools order signage as needed on demand from the print shop. This massive undertaking has resulted in thousands of units of COVID-19 related signage, while saving the District thousands of dollars in potential expenses. The success of this herculean effort cannot be understated. The District's Maintenance department was also instrumental in the continued support of this work including the placement and mounting of signage throughout the campuses.
- School Buses:
 - The District has solicited quotes for new buses that include enhanced ventilation and filtration systems. During the analysis of the existing bus fleet it has also been determined that rather than replace certain buses, that it would be more cost effective and prudent to modify some existing buses with enhance ventilation and filtration systems. Quotes for this work have also been solicited. In all, the District is pursuing the acquisition of 28 new buses and modification of 31 existing buses. The District continues to work through the Equipment and Capital Expenditures Approval process for this project.
- Food and Nutrition Services:
 - Tablet, pen pads, scanners and mobile carts to transport food have all been purchased and are being utilized to make food service operations more efficient and safer in response to COVID-19.
 - Labor costs, staffing shortages and overtime needs are being addressed with additional funding.
 - The purchase and deployment of a new packaging line and an additional delivery truck are under way.
 - The District has an active Request for Proposals to purchase and implement the new food pre-ordering software, Food and Nutrition Services software upgrade and timeclock system for Food and Nutrition Services staff.
 - Planning is underway for the Food and Nutrition Services central kitchen modernization.

Challenges:

- Custodial Support, Supplies and Equipment:
 - The most significant challenges have been staffing shortages that have resulted from a lack of ample workforce and leaves due to COVID-19.
 - Custodial Staff have been required to work significant overtime and weekends to address the needs throughout the District, not just for daily typical duties, but also in response to specific COVID-19 health and safety needs.
 - Finding ample custodial substitutes has been an ongoing challenge.
- Filtration:
 - Supply chain issues have occurred.

- Maintenance and Operations Staff have been required to reallocate time and personnel resources to ensure COVID-19 air quality standards are being met and maintained.
- Adjustments to HVAC system to ensure maximum fresh air has resulted in spaces being cooler or warmer, depending on the weather, resulting in numerous work orders and education for occupants.
- PPE, Hand Sanitizer, Thermometers and Sneeze Guards:
 - Establishing protocols and consistency of application for sneezeguards based on ever-changing guidance was a constant challenge.
 - Constantly changing guidance on proper PPE such as mask wearing and mask types.
 - Availability of hand sanitizer and the type of hand sanitizer for specific application (liquid versus gel) was an issue early in the pandemic.
- Additional Warehouse Equipment
 - Working through the Equipment and Capital Expenditures Approval process for the Coronavirus Aid Acts has resulting in a finding that the most appropriate use of the funds would be to utilize a leased warehouse in lieu of expenditures to modify the existing warehouse to try and accommodate the additional warehouse and storage needs related to COVID-19 goods.
- Food and Nutrition Services:
 - Staff shortages continue to be very a significant challenge.
 - Food cost increases and shortages continue to be a challenge.
 - Supply chain shortages have led to challenges in areas of packaging, serving and general food service supplies.

CURRICULUM & PROFESSIONAL LEARNING

What was received:

- ESSER III
 - Update secondary and elementary libraries with diverse titles
 - Support timesheet work at all 42 elem school sites to provide additional classroom support at the K/1 level with an emphasis on foundational reading skills
 - Virtual lab simulations – Labster science program
 - Professional learning and implementation costs of the new student assessment system (including Illuminate subscription)
 - SEL curriculum and steering committee
 - Extend contracts/provide overtime for currently employed staff to catalog new additions to libraries
- LCP
 - Professional learning and implementation costs of the new student assessment system (including Illuminate subscription)
 - Lost or damaged materials, equipment, or library books
 - Creation of recorded online lessons
 - LETRS training for select K1 teachers

- Virtual science labs
- SEL curriculum and steering committee
- Professional learning for, including, but not limited to: technology platforms being used, virtual home visit training, EL/newcomer support training, supporting team work and development, Illuminate student assessment system, and effective distance learning teaching strategies

What was accomplished/successes with utilizing ESSER III funds:

- The process to diversify titles at elementary and secondary sites started by seeking input from librarians and Families of Black Students United. We are in the process of submitting initial orders for all sites.
- 25 of our 42 elementary sites have submitted a budget proposal to access K/1 funds to provide classrooms with push in support
- Virtual Science labs have been purchased for the current and next school year
- Continued training and costs associated with the Illuminate System are being met
- Multiple staff members will have the opportunity to meet work demands that exceed current contracts
- In process for hiring a 1.0 project implementor to manage increased PD/PL needs related to pandemic

What was accomplished/successes with utilizing LCP funds:

- Purchased multiple years of the Illuminate System and trained over 3,500 employees, compensating over 700 certificated staff at per diem rate
- Lost materials continue to be replaced upon request
- LETRS training for over 175 teachers is in progress
- Virtual science labs were purchased to meet educator needs
- SEL steering is successfully moving through a pilot and adoption process for districtwide curriculum
- Professional learning opportunities were provided to support Distance Learning and the new integration of a wide variety of digital tools

Challenges experienced with both funding sources:

- LCP funds for recording online lessons was not a need, nor was it feasible with staff capacity
- Staff capacity to take on additional work
- Implementing the assessment system during a pandemic is not ideal and requires constant adjusting/pivoting to meet the needs of staff and all unit members CPL strives to support

CURRICULUM & PROFESSIONAL LEARNING – VISUAL AND PERFORMING ARTS

What was received:

- ESSER III
 - Art Kits for all 5th Grade Students: Provide Art Experiences for students and PD for Teachers – for two years

- Contract with Arts Organizations to provide Professional Learning opportunities to support implementation of the VAPA Framework and Standards
- Make all programs “whole” – to refresh, update, and enhance VAPA programs and facilities.
- Arts Discipline Collaboration Time
- Allocate funds for VAPA program materials and supplies
- Contract with organizations to provide Arts Education in Elementary Schools
- 4.0 curriculum specialists

What was accomplished/successes:

- Purchased 5,000 art kits from Davis Art Center. Tentative arrival date to sites is mid-February.
- PD contract with Davis Art Center has been submitted.
- Purchased 3-year subscription to CLARA CLASSROOM, a digital platform to support the instruction of the performing arts in our elementary schools
- Created a process for teachers from the same arts discipline across the district to be compensated for collaboration time
- Planning phase is in progress with arts organizations to provide professional learning opportunities
- Planning phase is in progress with arts organizations to bring arts education to our elementary sites
- Initiated a needs analysis of all secondary sites to develop a plan and process to make VAPA programs whole again

Challenges:

- Hiring/Staffing
- Determining how best to allocate funds to secondary sites is a time-consuming and involved process

EDUCATIONAL EQUITY

What was received:

- ESSER III
 - 12.0 FTE Equity/SEL Coaches - Teachers (9), Wellness (3)
 - Student Equity Councils – advisor stipends; Year 1: 12 sites (HS+AltEd); Year 2: 21 (all Secondary); Year 3: all schools
 - School equity grants – equity planning and leadership
 - School equity grants – equity Professional Learning/Development
 - Student Equity Councils – operations
 - 2.0 FTE Program Specialists - Universal Equity Programs; Targeted Equity Programs
 - 1.0 FTE Research Analyst
 - 1.0 FTE Ethnic Studies Specialist
 - 3.0 FTE Program Educators - Black Excellence Programs, Native American Education Programs, Student Equity Councils

What was accomplished/successes:

- Hired: 1.0 FTE Equity/SEL Coach; 3.0 FTE Program Educators; 1.0 FTE Research Analyst; 2.0 FTE Program Specialists.
- Expanded supports to school sites, Student Equity Councils, Black Student Unions, Native American students.
- Developed additional metrics to monitor equity program implementation and impact at school sites.
- Engaged new community organizations to support district equity efforts for both voluntary and contracted services.

Challenges:

- Hiring challenges: Issues with recruiting certificated staff mid-year during a workforce shortage and getting those offered positions to be released from their previous employment contracts.
- New hires have joined over the course of several months prolonging department team development and orientation.
- Impact of pandemic-related challenges have required postponement of new programs such as the launch of Equity Planning Teams.
- Many of the equity professional learning opportunities have been postponed as they are either designed to be provided in-person or require the release of staff during the school day, which has not been possible due to the staffing shortages on campus.

ENGLISH LEARNER SERVICES

What was received:

- ESSER III
 - 1.0 FTE ELS program specialist
 - Centralized ELPAC Assessment Administration Team to supplement sites with 1-on-1 portion of the ELS assessment, ensuring expedited results, placement, and reclassification opportunities
 - Expanded family support (FACE, ELS) - translation services
 - 1.0 FTE each EL Coordinators at Florin and Valley High Schools (please see separate logic models)
 - 10.0 FTE teacher to support needs of secondary EL
 - 3.0 FTE Bilingual Teaching Associates (Farsi/Dari/Pashto, Spanish, Cantonese/Mandarin) to support school/home communication
 - EL Speaker Series (\$50,000 for contracts, books for participants, and timesheet if teachers are off-contract; minimum of 5 different speaker opportunities).
- LCP
 - EL curriculum software
 - English Learner Proficiency Assessments for California (ELPAC) assessment instructional support
 - Talking Points to support multilingual communication (four years)
 - Intersession for EL at year-round sites
 - K-12 supplemental Saturday/evening support (all students with a particular focus on EL, Foster Youth, and Special Education academic, behavioral, SEL support)

What was accomplished/successes:

- Will hold EL Program specialist interviews in February to specifically oversee supports for immigrant and refugee students and families.
- Collaborated with Research and Evaluation Department in crafting communication and trainings shared with HR specific to ELPAC.
- Continue to provide increased translations and interpretation support in a variety of languages, especially related to health and safety.
- Purchased multiple years of Imagine Learning for all English Learners in the district and held ongoing trainings for staff throughout the year.
- Increased school and home communication in 100 languages, along with ongoing staff training related to Talking Points.
- Provided Intersession for Long Term English Learners (LTELs) at all year-round sites with concentrated EL Instructional Support.
- Florin High School and Valley High School have been able to have dedicated 1.0 FTE EL Coordinators for the 21-22 school year.
- Additional staffing has been provided to support newcomer and LTEL students at middle and high school.
- We have 2 new BTAs starting in February and continue to interview additional candidates.
- 3 Speaker Series with books have been held with over 100 participants (classified and certificated staff).
- Provided tutoring (small group and classroom support) to EL newcomers in 4th- 6th grade based on common literacy skills in 65 classrooms across the district.

Challenges:

- Hiring and staffing continue to be a problem
- Staff capacity continues to be an overall challenge as it relates to helping new staff get hired
- Due to the spike in Covid numbers and the hiring shortage, we have not been able to start our Saturday supports for newcomer families yet.

ENGLISH LEARNER SERVICES/FAMILY & COMMUNITY ENGAGEMENT

What was received:

- LCP
 - Expanded family support (FACE, ELS) - translation services
 - Expanded newcomer/immigrant program to include academic and English support for students and parents

What was accomplished/successes:

- Translation of materials and communication has expanded to accommodate various Family and Community Engagement programs
- Plans and workshops are being created to support newcomer and immigrant families

Challenges:

- Staff capacity overall continues to present challenges as it relates to work created through additional funds

EXPANDED LEARNING

What was received:

- ESSER III
 - Teacher, paraeducator, and related service personnel to staff enrichment opportunities/ address learning loss as well as material costs for enrichment opportunities (i.e., after school tutoring and Expanded Learning Opportunities)
 - 1.0 FTE Program Specialist for additional days to be added to Program Specialist and Coordinator workdays for 2021-2022 and 2022-2023 school years at per diem rates to assist with implementation of ESY and ELO
 - Summer Learning Programs 2022-2024
All T/MT elementary, all MS, all HS, alt ed, and Jump Start included
 - 1.0 FTE Program Assistant—clerical and technical support for grant-funded afterschool programs, support for program evaluation/attendance,
 - Increase administrator from Academic Program Coordinator on special assignment to Program Specialist, Expanded Learning to better align with job description, to accommodate the demands of the work, and to enable direct supervision of APCs on site
 - Intersession programs for YR elementary sites 2022-2024
 - Credit Recovery (afterschool)
- LCP
 - Summer School 2021
 - STEM and VAPA after school enrichment (CREST during distance learning)
 - Edgenuity
 - ASES Day Camps (internal and vendor-provided programs)
 - Expand PRO Youth and Families mentoring program
- Expanded Learning Opportunities (ELO) Grant
 - Extending instructional learning time (INTERSESSION)
 - Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports (ONLINE TUTORING CONTRACT)
 - Support for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility
 - Additional academic services for students (TUTORING)
 - Integrated student supports to address other barriers to learning (SEL DURING SUMMER)

What was accomplished/successes:

During distance learning, ASES Day Camps provided full day in-person support and access on 17 elementary campuses (4). The Capital Region Engineering, Science & Technology (CREST) program was transitioned to an online model. Participating teachers and students received the materials and resources needed to participate in quarterly online STEM and VAPA competitions (2). Students at five secondary sites were provided with opportunities to participate in mentoring with a focus on mental health and wellness during distance learning (5). Summer Learning Programs 2021 served approximately 17,000 students (1). Programs included academic engagement, opportunities for credit recovery, and social emotional support (3, 8, 18). Planning and program development has begun for summer 2022 (12). See the Summer Evaluation here: <https://drive.google.com/file/d/1AShUdJRM-Mx1sllwWnzsZGhh8fLde0xZ/view?usp=sharing>. Year-round sites continue to serve students during intersession using the model established for Summer Learning Programs 2021 and have plans to continue this support into the 22-23 school year (6, 16). After school tutoring is being provided by certificated teachers at every site in the district (9) and credit recovery is available afterschool for any high school student who would benefit from this opportunity as recommended by school counselors (17). Additional online tutoring access through a subcontracted vendor is currently in the contract process with an anticipated start date of February 2022 (7). Before and after school enrichment opportunities such as VAPA, leadership, and STEAM are operating on more than 20 school campuses with additional sites and opportunities continuing to be added (10). To support the work in Expanded Learning, two additional staff members have been hired and trained (11, 14, 15).

Challenges:

Hiring and retaining quality staff for ASES Day Camps was challenging which limited capacity of the programs (4). This challenge trend has continued and despite offering an enhanced rate of pay, the afterschool programs continue to operate below capacity due to limited availability of staff (13).

FAMILY & COMMUNITY ENGAGEMENT

What was received:

- ESSER III
 - 3.0 FTE Family Resource Teacher to support Family Teacher Academic Teams (FTAT) at Title Schools
 - 2.0 FTE Mental Health Therapist
 - 4.0 FTE Program Educator – 1 per Newcomer Welcome Center
 - 3.0 FTE Program Specialist
 - 9.0 FTE Family Community Liaisons – (1 per region)
 - Timesheet teachers for two one-hour FTAT meetings and two hours of prep for Title I elementary teachers
 - 2 paras per site to cover 2 one-hour FTAT meetings 21/22 3 schools, 22/23 6 schools and 23/24 9 schools.
 - BTA support for FTAT meetings
 - Supplies for FTAT meetings Printshop costs, supplies for learning activities, materials for trainings
 - Supplies and furniture for 2 Newcomer Welcome Centers

What was accomplished/successes:

- New positions have been created and approved

- New positions have been posted and the hiring process has begun
- Plans have been created and approved for the two Newcomer Centers
- Trainings are being developed for FTAT (Family Teacher Academic Teams)

Challenges:

- Hiring and staffing continue to be a problem
- Staff capacity continues to be an overall challenge as it relates to helping new staff get hired

PREK-6 EDUCATION

What was received:

- ESSER III
 - 1.0 FTE Academic Intervention Teachers at each TK-6 site
 - Outside agency/district created recess support for more structured SEL focused recesses
 - Field Trips – Funds for virtual trips/funds for 6th graders to visit colleges, camps, etc.
 - Elementary supplies
 - 8.0 FTE (2 VP's at largest Elementary School; 1 VP at all T1 sites; .5 VP at non-Title)
 - 42.0 FTE SOA II Front office staff or increase hours of existing office staff
- LCP
 - Elementary supplies

What was accomplished/successes:

- Supplies:
 - Substantial support to the general fund, especially given the increase in the cost of supplies. Principals were surveyed and their needs for startup supplies averaged out to \$60 per student.
 - Teachers were able to purchase additional resources to support increased intervention and to restock/increase materials that were sent home and not returned such as hands-on manipulatives
- AIT:
 - Helping increase services to ALL grade levels who were not previously receiving AIT interventions/support.
 - Attending and supporting SSTs and IEPs as additional resource providers.
 - 42 positions requested – one for each elementary site; Title sites that already had an AIT would get one additional AIT, and sites without would receive one total.
 - Provide intensive small group focused interventions to address the assessment data indicating any learning recovery needs.
- Outside agency recess support: ASSIST
 - Identified 12 sites; services began 1/24
 - Sites shared the positive impact they have on the site. One site leader shared, “ASSIST staff were professional, energetic and great with site staff and students.”

- This support has been instrumental in ensuring our students were able to maintain cohorting zones and maintain safe distances when out of the classroom
- Coaches are engaging students in structured outdoor activities and reinforcing PBIS rules and character goals.
- Field Trips: Due to public health guidelines, field trips are currently on hold.
- VPs:
 - Have hired all 8 positions. Waiting for one to start due to backfill of current position.
 - Allow additional support by providing site coverage to enable Principals to observe in classrooms and manage timelines regarding certificated and classified evaluations
 - Ensure there is access to admin when needed by parents, staff and students
 - Support with contract tracing
 - Increasing support for COVID related SEL needs to students through PBIS and MTSS process
- SOA/Front Office Support:
 - Has been pivotal in increasing parent contact
 - Support with COVID related matters such as contact tracing and attendance
 - Provide additional support for the fluctuating site enrollment due to expanded options for families (ie. virtual academy)
 - Support with parent calls, emails, front counter visits
 - Support provided to offices due to staff absences/quarantine status

Challenges:

- Common challenge in all expenditures involving additional staffing is finding the appropriate personnel to fill the need. With big ticket items, a challenge has been receiving them due to shortages.
- Challenges with Transitional Kindergarten are parents feeling comfortable sending their child during COVID, available classrooms, finding teachers with the proper credentialing to teach TK
- Start times create a challenge because we need to address how this impacts elementary transportation (how will we supervise students after school if busses are scheduled later?), will this impact field trips if drop off/pick up window increases?

PREK-6 EDUCATION/SECONDARY EDUCATION

What was received:

- LCP
 - Additional office staff and library technicians (Additional office staff for elementary include above as “42.0 FTE SOA II...”)

What was accomplished/successes:

- Office staff is covered in section above; Library tech was given additional hours to catalog new additions to library
- Inventory on missing textbooks

- Checking books/Chromebooks for distance learning
- Roll out of new science curriculum and consumables

Challenges:

- Missing textbooks and sanitizing; health issues

SAFETY & SECURITY

What was received:

- ESSER III
 - 42.0 FTE Campus Supervisors – One full time employee at each site TK-6 site
 - Site radios to support safe return to in person learning

What was accomplished/successes:

- Campus Supervisors:
 - Each elementary site was allocated 1.0 FTE for a campus supervisor
 - Collaborated with admin regarding safety and security protocols and procedures and increasing support
 - Students who need the most support during recess were identified and relationships were developed with a goal of decreasing referrals
 - Managing check in/check out systems to increase individualized support
 - Plans a variety of activities for students to learn sportsmanship and increase social skills
 - In addition to recesses & lunches, assist with escorting students to the COSI room, monitoring bathrooms, and supporting students having a difficult time reacclimating
 - PBIS input
 - Provides increased arrival/dismissal supervision and support
 - Additional all-day support has directly helped reduce suspensions and referrals
- Site Radios:
 - With an increase in personnel, these are needed to ensure communication is fluid. Due to delay in delivery caused by COVID, radios have yet to be received

Challenges:

- Common challenge in all expenditures involving additional staffing is finding the appropriate personnel to fill the need. With big ticket items, a challenge has been receiving them timely due to shortages.

SCHOOL IMPROVEMENT SUPPORT

What was received:

- ESSER III

- Transition the Universal GATE testing to the online NNAT platform
- Professional Learning and Development for School Improvement Supports (SIS)
- Funding to build and implement PL/PD at all sites in the following areas: Systems Thinking, Improvement Science, Leadership Development

What was accomplished/successes:

- A contract with Pearson has been negotiated and completed to transition the Universal GATE testing program to the NNAT Platform
- Staff members in School Improvement Support have registered for the following Professional Learning and Development:
 - Carnegie Foundation Introduction to Networked Improvement Basics
 - Carnegie Foundation Summit on Improvement Education
 - International Society for Performance Improvement Performance Improvement Conference

Challenges:

- Designing and reorganizing the Department of School Improvement and Support (SIS) has been slowed due to COVID Pandemic related challenges at schools, leading to a delay in School Improvement PL/PD.
- School Improvement PL/PD is designed to be in-person and will require staff to be released during the school day and/or travel. This has not been possible due to the staffing shortages on campus and various travel restrictions.

SECONDARY EDUCATION

What was received:

- ESSER III
 - Expansion of AVID services to all elementary schools
 - Continue existing AVID programming and coordination K-12 (formerly funded through the Low Performing Student Block Grant which is sunseting)
 - 6.0 FTE AVID coaches
 - K-12 reintroduction to school – ASB, PBIS and other activities (based upon approved site plans)
 - Secondary supplies
 - 15.0 FTE for Independent Study to support a safe school environment during COVID-19
 - 14.0 FTE secondary counselor staffing to create ratio of 375:1
- LCP
 - Secondary supplies

What was accomplished/successes:

- Supplies:

- Sites purchased supplies in a wide range of areas, including, but not limited to, core academics, Visual and Performing Arts, technology, and Physical Education, in order to prepare classrooms for the return to full in-person learning.
- AVID:
 - Funds supporting the ongoing K-12 implementation of AVID supports the research-based effective program meeting the needs of students throughout the Elk Grove Unified School District.
- 6.0 AVID Coaches:
 - A plan is in place to hire 6.0 AVID coaches in order to support the ongoing implementation and effectiveness of the district wide AVID program in EGUSD.
- K-12 reintroduction to school:
 - Sites received funding to support students return to school after district learning. This included a wide range of support to activities that address both the social-emotional needs of students, as well as the academic needs of students.
- 15 FTE for Independent Study
 - Staffing for Las Flores/Elk Grove Virtual Academy was augmented by 15.0 FTE in order to meet the demand of families choosing to have their children attend an independent study program during the COVID-19 pandemic.
- 14.0 FTE secondary counselor staffing
 - Due to increased social emotional needs of students, 14.0 FTE for additional counselors in secondary education was added to reduce counselor to student ratio to 375 to 1. Counselors have been hired and FTE increased at several sites as of January 27, 2022, and will continue until the 14.0 FTE and 375 to 1 ratio is met.

Challenges:

- Supplies:
 - The main challenge was in sites receiving supplies in a timely manner due to supply chain delays.
- 6.0 AVID Coaches:
 - Challenges include the need to write new job descriptions for the positions, and then hiring new staff with all the other staffing needs that have been evident during the pandemic
- 15 FTE for Independent Study
 - Meeting the demand of teachers for the increased enrollment of students to independent study during the start of the 2021-22 school year was a challenge.
- 14.0 FTE secondary counselor staffing
 - While much of the FTE has been filled as of January 27, 2022, it is still a challenge to hire all the FTE needed mid-year with counselors at this time.
 - ensuring the 375 to 1 ratio at time with shifting enrollment during the pandemic is a challenge.

SPECIAL EDUCATION

What was received:

- ESSER III
 - Digital and physical curricula and assessment for 3 years: Imagine Learning, Ultimate SLP and Everyday Speech, DALs, Behavior Advantage
 - Special Education assessments
- LCP
 - Special Education assessments

What was accomplished/successes:

- Digital and physical curricula have been purchased for one-year: Imagine Learning, Digital Assessment Library for Schools Renewal (DIGITAL)—Pearson, Digital Assessment Library for School PLUS—Pearson, Behavior Advantage, Everyday Speech, CASL-2/Opus—Pearson. Total = \$531,000
- 2.0 FTE School Psychologists hired for 2021-2022 to assist with facilitating the increase in demand for Special Education assessments.
- Additional hours provided to teachers and service providers in order to complete increased numbers of Special Education assessments and subsequent IEP meetings.
- Successes: In providing the requisite tools for assessment and enhancing the FTE and time with which these assessments can be completed, Special Education continues to make progress towards completing Special Education assessments.

Challenges:

- The challenges align with the successes, in that despite the additional resources to afford more time for professionals to complete assessments, there are limits to the extent to which employees can go above and beyond. Even with the prospect of hiring additional FTE, there are limitations with one-time funding, as hiring employees on a temporary basis can present challenges.

STUDENT SUPPORT & HEALTH SERVICES

What was received:

- ESSER III
 - 1.0 FTE Social Worker
 - 2.0 FTE Regional Team Program Technician
 - 1.0 FTE Academic Intervention Teacher
 - 6.0 FTE Paraeducator Support
 - 1.0 FTE Project Implementor
 - Tutoring Services Contract
 - 1.0 FTE Elementary Academic Intervention Teacher
 - 1.0 FTE Secondary Academic Intervention Teacher
 - 9.0 FTE Realignment of General Paraeducators to General Teaching Associate

- 5.0 FTE School Nurses
- 5.0 FTE LVN
- NPA Staffing at each school site
- 42.0 FTE Intervention Specialists (PPS Credential) at all TK-6 sites
- 20.0 FTE Social Workers at Secondary Schools
- SEL Curriculum K-12 Tier 1
- SEL Curriculum for Wellness Providers Tier 2 and 3
- PBIS Tier 3 PCOE contract (PTR, Wraparound, RENEW)
- Instructional and informational videos on mental health and district services
- 3.0 FTE Project Implementor
- Purchase FastBridge/SAEBRS (universal screener and progress monitoring assessment)
- 1.0 FTE SEL Program Specialist
- LCP
 - Additional health services - Certified Nursing Assistants (CNAs), Medical Assistants, and Licensed Vocational Nurses (LVNs)
 - MTSS module for Synergy

What was accomplished/successes with utilizing ESSER III funds:

- New positions and job description have been developed and hiring process is in place.
- SAFE Center Regional Team Program Technicians were hired and support homeless youth and families and in the process of interviewing/hiring second Regional Team Program Technician
- Youth Development project implementor was hired to provide brief intervention drug and alcohol counseling to students. In the process of interviewing and hiring 2 additional project implementors to do tobacco/vaping cessation and drug and alcohol support group conducting, staff trainings on LGBTQ+ topics, and develop conflict management training at elementary level.
- NPA health service staff to provide COVID 19 testing support and monitor the COVID Student Isolation room (COSI) for each school extended for 3 years.
- Hired 4 LVN's to provide health services support to school sites.
- For our SEL Curriculum we are piloting Culturally Responsive Minds and Character Strong. Elementary piloted both programs in the fall and secondary is piloting both programs this semester. The SEL Steering Committee will make a recommendation based on feedback from pilot teachers.
- Purchased FASTBridge/SAEBERS universal screener. Trained district team. Currently working on developing a pilot program to implement SAEBERS at various school sites as part of the MTSS process.
- SEL program specialist was hired and has been working on SEL Curriculum adoption, staff training and supporting SEL as part of the MTSS framework.
- Currently working with HR and CSEA to reclassify paraeducators to teaching associate.

What was accomplished/successes with utilizing LCP funds:

- All schools are staffed with a health professional to assist with testing and monitor the COVID Student Isolation Room (COSI Room).
- MTSS Module from EduPoint was purchased. Tier 2 teams at 8 pilot schools were trained and using module. additional sites are coming on board and being trained with district wide training to occur fall of 2022 school year.

Challenges experienced with both funding sources:

- Hiring and staffing continue to be a challenge

TECHNOLOGY SERVICES

What was received:

- **ESSER III**
 - 18 additional site-based Desktop Support Technicians (able to fund 9 of 18 requested positions – Computer Training and Support Specialists)
 - 22,000 Student Chromebooks annually
 - Hotspots for Students
 - Unpaid Purchase Order from Local Continuity Plan (LCP)
 - Technology Service Equipment/Delivery Vans
- **LCP**
 - Computer monitors
 - Technology to include such things as webcams, hotspots, Zoom subscriptions and webinar licenses, Chromebooks, laptops, and digital tools and online curriculum
- **ELO**
 - Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports

What was accomplished/successes:

- All monitors were purchased
- Have hired 8 of the 9 site-based positions. Working to interview and hire the remaining 10.
- Placed order for 17,000 Chromebooks to cover next year's enrollment projections and extras for replacements.
- Hotspots are available if needed.

Challenges:

The supply chain is still an issue. Obtaining products in a timely manner is extremely challenging. An example is working to obtain delivery Vans. We are unable to purchase any in the year 2022 because of availability. We are unable to lock in pricing and availability for the 2023 model yet as they are not released.

We are going to have challenges hiring the remaining site-based positions, especially with funding that ends in two years.

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 information provided previously details specifically how the various funds were used and the links provided to each plan where further details are available. The plan information confirms that all funds are being allocated and used in a manner consistent with spending requirements.

The District has long-standing processes in place that ensure fiscal resources are used consistently with all requirements associated with particular funding sources. These processes are established at multiple levels within the District, including the Superintendent’s Cabinet and within and across departments. Fidelity to these processes is assured by the highly defined workflow structures that exist between program and service departments and the District’s budget department.

The District’s planning for the use of fiscal resources does not begin with the funding amount. Rather, the process begins from the programming perspective with student and family needs at the core. A continuous improvement methodology has been institutionalized that guides thinking, planning, decision making, implementation, evaluation, and progress reporting.

The model is derived from Human Performance Technology (HPT). HPT is defined by the International Society for Performance Improvement as a systematic approach to improving productivity and competence, uses a set of methods and procedures, and a strategy for solving problems for realizing opportunities related to the performance of people (Dessinger, Moseley, and Tiem, 2012). It is a process that focuses on results and outcomes. The EGUSD model includes:

- Data analysis
 - Input Data: What we invest
 - Output Data: What we do
 - Outcome Data: What our efforts result in
- Gap analysis
- Cause analysis
- Intervention selection – design, development, and/or purchase/acquire
- Success assurances
 - Why-How-What implementation methodology
 - Stakeholder analysis
 - Implementation planning and timelines – project management
 - Determination of professional learning and professional development needs associated with the planned action; this includes an evaluation strategy for the training/s
 - Evaluation strategy – implementation and outcome relationship analysis
 - Communication strategy including messaging progress

As was noted in the previous prompt, the District's four Strategic Goals are what guide planning and decision-making. During this time of significant funding from multiple funding sources, the goals also serve to ensure there is coherence and alignment among programs, actions and services.

STRATEGIC GOALS

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 District's organizational structure and functional norms require strong collaboration and partnership across departments, and depending upon the scope of work, expands beyond the District to include community partners. The strong teaming approach reinforces alignment of actions and related expenditures.

Simple yet highly effective cross-walk planning documents were developed and used to map actions/services associated with the various COVID-19 relief funding sources. These planning documents helped ensure alignment within and across the various plans and include every planned action/service, as well as funding sources, amounts, and recommending educational partner group(s).

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