

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).

Stockton Unified School District is committed to providing all students with an equitable, safe, and rigorous learning experience, and by engaging our educational partners and community advisory groups throughout the school year, SUSD has continued those strong efforts. In the 2021-2022 school year, the Local Control and Accountability Plan (LCAP) development process and stakeholder engagement continues to provide face-to-face interaction and via zoom online sessions due to the continuance of the COVID-19 pandemic.

The following descriptions show the different types of engagement sessions that were provided:

For the Special Education Learning Recovery Supports, the first discussions began in the Special Education’s Executive Meeting which included, Sp. Ed. Administrators, Program Specialists, School Psychologists Chair and the Speech Language Pathology Chair. The Community Advisory Committee discussed the plan on Wednesday, October 20th of this school year. The plan was also discussed at the Parent Educational Presentations! (PEP!) with TEAM Charter and TEAM Academy during the month of November this school year.

Currently the district has 18 TK classes operating at various school sites throughout the district and draft projection reports have identified baseline enrollment data to add 5 to 8 classes in the 2022-23 school year. The Early Childhood Education department will engage the community through a variety of forums (district PAC, Latino PAC, African American Black PAC, Native American Indian PAC, DELAC, Migrant PAC and Early Childhood Education PAC), to gather community input and engagement to inform and guide the district with implementation plans. Early Childhood Education (ECE) Administration will be presenting at the Principals meetings/district office hours meetings, and Partner’s in Education meeting. The ECE administration will also be engaging the wider district community and staff through an online survey. During the engagement activities, educational partners will be asked how they would prioritize spending of the funds.

The Educator Effectiveness Grant also provided additional funds for our district in the form of supporting our educators through professional development efforts aligned to the commitments made to support students impacted by the COVID-19 pandemic. A survey was provided to our certificated, classified, and administrators of our district. From the results, 62% of our educational partners who took the survey would like to see funds spent on acquiring practices that create a positive school climate and strategies to implement social-emotional learning, and other approaches that improve pupil well-being. From the results, 51% would like to focus on strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs. We are currently focusing on Universal Design for Learning for our district’s professional

development day on January 31, 2022 to help lay the groundwork for future PD for our administrators and teachers to enhance student learning district-wide.

With the A–G Completion Improvement Grant Program, SUSD is focusing on the graduation rates and how to improve access for our students. This goal is aligned with our LCAP 2.24 goal and action to provide services for social-emotional, behavioral and academic learning supports and A-G course completion. The grant funds are currently being implemented.

With the Expanded Learning Opportunities Grant, educational partner input was critical in the Spring of 20-21 as it helped with our summer program, the start of resource family learning hubs for SUSD, and a virtual academy. The plan has been implemented and is ongoing. SUSD will continue to involve educational partners by providing summaries of existing actions and projects, engaging them with surveys for additional input, and informal face to face and/or zoom meetings. Social media outlets will also be utilized for input.

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.

Stockton Unified School District is receiving an additional concentration amount of approximately \$12.4 million 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. In January 2022, two different surveys were created for input pertaining to staffing and sent district-wide via our district web page, administrators, community, and students. One of the surveys was created for the SUSD's educational partners in the community and for the district's personnel: classified and certificated. The other survey was created for 7th - 12th grade students asking them to provide additional input on their school experiences. With this information we can provide insight into staffing needs across the district. Educational Partners in the community forums will also continue to be another medium for parent engagement. From current survey data, we are seeing a need for bilingual instructional assistants, school psychologists, mentors, social service case workers, resource specialists, intervention teachers, behavioral assistants, and more. The plan is expected to be constructed during early spring as input is continuing to be collected.

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.

SUSD received ESSER I and II funds during a critical moment of student learning loss during the COVID-19 pandemic. These funds were utilized to support daily attendance to address the impact of lost instructional time. With regard to ESSER I - SUSD hosted LCAP parent, student, and staff forums for input. Forums were held monthly utilizing FaceBook Live for parent input. Zoom meetings were held monthly for both staff and student input. MOU process with all bargaining units occurred regularly to provide input around the safe return to school. The funds were utilized for emergency needs at the time and have all been spent.

ESSER II funds were received in June 2021. These funds were allotted to address learning loss among students disproportionately affected by the coronavirus and school closures. The ESSER II funds were used to implement actions from the LCAP survey that was provided from January to March 2021. The previous ESSER I survey results also provided additional input on how to best use these funds. The vacant positions that impacted student learning across the district was another large indicator of the district's needs. To best support our students,

these funds were utilized to recover vacated positions across the district, to rescind previous layoffs, and to fund additional positions that were needed. Implementation of these funds continues to be ongoing.

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.

As part of receiving ESSER III funds, SUSD developed a plan for how we were going to use these funds. In the plan, SUSD explained how we intended to use these funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. The plan was created in the early part of the school year and was board approved in October 2021. The plan, also posted on the LCAP page of our district's website, indicates the different areas, departments, and allotments that it will address. The Student Services, Educational Services, Research, and the Business departments meet periodically to discuss the implementation and monitoring phases of the plan. SUSD coordination between grant management, management teams, and school site administrators has begun although with the size of our district and the multiple differences in schedules was a challenge that was overcome. We are looking forward to a successful implementation of the ESSER III plan.

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.

All applicable funds that have been received by our district for the 2021-22 school year are aligned with the district's mission and with SUSD's Local Control Accountability Plan. The fiscal resources received combined with our current LCAP has provided a roadmap for our district to achieve and maintain student achievement, to counter learning loss, fill the void and needs with staffing, and to provide access to more opportunities for our students. Our goals continue to lead the way where every child by the end of the 3rd grade will read and comprehend at the proficient level. Every child by the end of the 9th grade will demonstrate mastery of Algebra concepts and application. Every child by the end of the 12th grade will graduate and be college or career ready. SUSD is committed to support access to rigorous coursework and focused on increasing graduation rates by aligning fiscal resources with actions that will provide services for social-emotional, behavioral and academic learning supports and A-G course completion.

We also continue to improve our facilities and our school cultures in order to create safe and healthy learning environments, as well as establishing meaningful partnerships within our sites and beyond as aligned in our LCAP. Our educational partners continue to be a part of our LCAP process, creating engagement opportunities throughout the year via zoom and in-person.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021