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).

During this 2021-2022 school year, our LCAP/Federal Funding Parent Advisory Committee (PAC) will review our additional funding received through the Budget Act of 2021 and priorities based on community feedback to make recommendations on implementation and adjustments. This committee, which represents educational partners who are parent leaders on site-based SSCs, ELACs, and our Foster Youth and McKinley work, met on February 2, 2022 and will continue to meet through the months of March, April and May. To make all meetings accessible to the community and build parent leadership capacity, the District has developed easy-to-digest training materials on school funding, the LCAP/Federal Funding and State grants process, and our district needs/goals in English, Spanish, and Chinese. In addition, every school site is holding community forums/engagement events to collect voice on how the LCAP year one implementation is going and other needs that could be addressed with the funding from the Budget Act of 2021. All this data will be received by the District PAC in order to inform recommendations and adjustments.

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.

The district has used additional concentration funds received this year to increase custodial services at school sites to reflect an enrollment-based allocation. All elementary sites now have minimum custodial staffing of 2.0 custodians, and elementary schools with more than 500 students now have at least 2.5 custodians. Our middle schools are now staffed with 4.0 custodians. The additional custodial services alleviated most of the "split" custodial positions between sites, resulting in more time spent on school sites.

The district is reviewing plans to increase Office Technician support at school sites to provide for a minimum of 1.0 Office Tech at each site (7.5 hours per day). There are also plans to use the additional concentration dollars to fund additional playground supervisor hours at each site.

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.

San Leandro was well aware that additional funding would be coming for the 2021-2022 school year, and engaged educational partners during the normal LCAP engagement process to document community needs and get input for a running list of priorities. Due to the pandemic-related school facility closures, the San Leandro Unified School District took the opportunity to broaden the scope of staff and community engagement that was made possible through virtual meeting formats. Every site held community engagement events and solicited input on what the priorities should be for not only LCAP related funding (Supplemental and Concentration funds, including any additional funds that could come) but also expected COVID-19 one time funds. This qualitative data was reviewed by the District Parent Advisory Committee, Union Work Groups, and then collated into recommendations that included a running list of priorities that were on standby in case funding increased. It is important to note that our school sites also surveyed staff, students, and families to provide another data set to inform priorities for funding and programming. This data was also reviewed by the PAC and other workgroups. Our educational partners were appropriately engaged and the ease of attending virtual meetings rendered a much higher degree of participation from all groups than in the past. To make all meetings accessible to the community and build parent leadership capacity, the District developed easy-to-digest training materials on school funding, the LCAP/Federal Funding and State grants process, and our district needs/goals in English, Spanish, and Chinese.

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.

San Leandro Unified School District is implementing the following actions using ESSER III funds in the 2021-2022 school year:

- COVID Risk Management Personnel and Systems
- Expanded Learning Intervention and Enrichment Programs
- Enhanced Summer School (in-person)
- TK-5 Intervention Specialists
- Secondary Intervention Counselors
- Technology Education Consultants (Peer to Peer support)
- Information Data Specialist

- Professional Development Coordination and Math Intervention Coordination Staff
- Classroom Level Extra Support for English Language Learners
- Independent Study Teachers
- Art classroom supplies
- Playground conflict resolution, SEL, community building support
- 6-12 Community Student Outreach Personnel/Parent Facilitators
- Outdoor education

Some of the successes that we have experienced include:

- Partnerships with local agencies to provide more access to vaccines and testing, and a consistent increase in the number of students and staff going to our testing and vaccination sites.
- An expansion of our after-school programs to provide academic support and enrichment for TK-12 students with focused attention to students who are English Learners, Low Income, Foster youth, and/or unhoused or unaccompanied minors.
- An in-person summer school (2021) to provide academic support and enrichment for TK-12 students, serving students across 1 high school, 1 middle school, and 3 elementary sites, including an in-person extended school year program for students with IEPs.
- The hiring of 6 Intervention Specialists that support our 8 elementary schools. Our Intervention Specialists support the implementation of our Multi-tiered Integrated Intervention Support System (MIISS), conducting assessments and evaluating the data to provide direct academic (math and English/Spanish Language Arts) and behavioral intervention services to TK-5 students during the school day and before or after school, with focused attention to unduplicated students.
- Our secondary schools hired Intervention Counselors to provide intervention programs and outreach to students and families, with a focus on academic and behavioral intervention services through our Multi-tiered Integrated Intervention Support System (MIISS), with focused attention to students who are English Learners, Low Income, Foster youth, and/or unhoused or unaccompanied minors.
- Twenty-five Technology Education Consultants support their colleagues in implementing instructional technology and blended learning platforms to support cross-curricular instruction.
- The district added a new staff member to enhance the use of our technology platforms and provide data to inform in-person instructional support programs, with a focus on providing timely data to help monitor progress and needs of students who are English Learners, Low income, and Foster Youth.
- Elementary schools are working with an independent contractor to provide professional development on implicit bias, social-emotional learning, and racial literacy. At the secondary level, we are working with a research organization to provide professional development for teachers in order to shift discipline outcomes, particularly for African American/Black and Hispanic/Latinx students.
- Independent study teachers are using district-supported virtual platforms and resources that were enhanced during distance learning in order to provide standards-based instruction to students who are not currently attending school in person.
- All of our elementary schools are working on the details for an outdoor education experience in the spring for their 5th-grade students.
- Each of our secondary schools hired their Secondary Parent Engagement and Resource Center Support Staff to support parent engagement events and outreach efforts to connect families and students to resources.
- Elementary students are receiving additional services to support their physical and emotional wellbeing from a partner organization that focuses on conflict resolution, community building, and socio-emotional learning.

A challenge that cuts across all actions is that staffing and procuring contracts related to staffing have been delayed or inconsistent due to staffing shortages and COVID-related absences and quarantines. Continued efforts to accelerate learning and mitigate learning loss have been difficult given the ongoing unpredictability of student and staff attendance.

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.

In San Leandro Unified our LCAP is aligned with our district's 2021-2024 strategic plan. Our strategic goals are designed to bring organizational focus to our district. Each goal is supported by key initiatives which provide the categories of work necessary to successfully achieve the goals on behalf of our students, staff, and families. The goals and key initiatives provide the road map for making the improvements required to deliver world-class 21st-century education and to improve the educational outcomes for all the students we serve. The tactics for each goal are derived from analyzing our current conditions, evaluating our student data, and community input to outline action steps that drive our LCAP. This strong alignment that goes all the way into each site's SPSA allows us as an organization to ensure coherent alignment between centralized and site-based resources. Our format for engaging our educational partners is more comprehensive than just addressing Supplemental and Concentration funds. As our Parent Advisory Committee and Union Workgroups and community members are kept abreast of all funding coming into the district, they can create a plan that has priorities for each funding source and a running list of priorities should funding increase or decrease. These recommendations are tethered to our demands of each resource allocation and aligned to metrics so we can review and adjust. Below are the LCAP Goals which link to our Strategic Plan. As new allocations related to Covid-19 or the impacts of the pandemic arrive, we review which community priorities and needs the funding could address based on the funding goals and then also create alignment with our Strategic Plan/LCAP goals where possible.

Here is an overview of our LCAP/Strategic Plan goals:

Goal 1: Every classroom and program in the District will support high-quality, universally accessible learning experiences across the content areas to foster the essential competencies expressed in the District's Graduate Profile. The following key initiatives and tactics provide the structural framework to build welcoming, engaging, responsive, and culturally relevant learning spaces that foster and encourage our students' intrinsic love of learning across all content areas. These key initiatives and tactics also proactively identify class and cultural biases as well as practices, policies, and institutional barriers that negatively influence student learning, perpetuate achievement gaps, and impede equal access: a) Deliver comprehensive, standards-based TK-12 science and history-social science education through the newly adopted board curriculum and the development of corresponding assessments and projects. b) Engage students in daily cross-curricular instruction using Project-Based Learning methods, arts integration, and social justice standards to address real-world, relevant issues and themes. c) Improve performance outcomes for students in mathematics to ensure that every student, including multilingual students, students with disabilities, and other historically marginalized student groups, have powerful, joyful learning experiences that foster positive mathematical identities. d) Foster critical literacy in English Language Arts and across the content areas for all students by centering complex texts and systematic language development opportunities throughout the instructional day that intentionally develops our English Language Learners' multilingual success. d) Strengthen comprehensive and inclusive assessment systems that provide students multiple and varied opportunities

to make learning visible and support equitable grading practices. e) Explore and expand alternative education and expanded learning opportunities for students TK-12 to support both intervention, enrichment, and multimodal teaching and learning methods. f) Enhance implementation of our Multi-tiered Integrated Intervention Support System to address academic and behavioral goals of TK-12 students comprehensively. g) Systematize supportive, collaborative transitions from elementary to middle to high school through inter-school programs. h) Build educators' capacity to support students by using anti-racist and culturally linguistically responsive practices, arts-integrated methodology, and Universal Design for Learning.

Goal 2: The district will provide comprehensive, adaptive, and productive TK-12 career and college programming, with work-based learning and post-secondary opportunities, robust mentoring, aligned with the SLUSD Graduate Profile. In a global economy and society, our students will need a strong sense of self and a comprehensive understanding of the world's diversity around them to address the pressing challenges our community faces. To establish this sense of purpose, we will implement the following key initiatives and tactics: a) Foster civic engagement and leadership through community partnerships, work-based learning, and implementation of the State Seal of Civic Engagement program and Ethnic Studies Model Curriculum. b) Develop and apply critical media and information literacies at school and in the community. c) Cultivate career, college, and lifelong goal achievement by strengthening mentoring, academic counseling, career & college counseling, community partnerships, and local and national programming access. d) Expand initiatives and efforts that prioritize multilingualism and raise multilingual student achievement across all content areas, including expansion and maintenance of Dual Language Immersion programs, world language programs, and access to the state Seal of Biliteracy. e) Systematize structured supports that address the needs of long-term English learners and newcomer students. f) Develop self and social awareness for collaborative solutions to community issues that impact students' day-to-day lives. g) Implement an integrated teaching model that embeds social-emotional learning competencies across the content areas. h) Utilize an assets-based multi-tiered intervention and post-intervention framework for ongoing student mental health and wellness, emphasizing anti-racist, trauma-informed care, healing-centered engagement, and restorative practices to reduce disparities in discipline and better respond to students' needs.

Goal 3: All staff and district partners meaningfully collaborate and remain fully engaged around our student learning goals to provide outstanding educational experiences to all students. We want to ensure that those who work with our students are the best trained, most qualified, and culturally competent educators available. In our efforts to align all district personnel, we will implement the following key initiatives and tactics: a) Cultivate support for employees to deliver gold standard customer service. b) Improve fiscal processes to maximize funds, staff, and other resources for equity and excellence. c) Celebrate staff contributions to the District. d) Attend to employee safety and wellness in the workplace and awareness about the District and community resources. e) Attract, hire and retain the best employees in the District to meet district-wide goals for cultural competency. f) Develop the skills for all employees through professional development and create pathways for professional advancement within the organization. h) Recruit teachers and administrators that reflect the diversity of our students. i) Engage staff with ongoing training to create school environments that support all students, staff, & families to thrive regardless of race, ethnicity, religion, gender, LGBTQ+ identities, or abilities. j) Implement effective teacher collaboration practices within and across schools to foster cycles of inquiry and expand the sharing and alignment of professional expertise in the service of continuous improvement and success for all learners.

Goal 4: SLUSD will support and strengthen reciprocal relationships between families and our community that enhance our students' positive social, emotional, and academic development. We focus on developing and maintaining authentic, dynamic partnerships with our families and our community partners that enhance our students' positive social, emotional, and academic development. Through the following key

initiatives and tactics, all parents and families, especially those who have historically been marginalized, will be more connected to our schools: a) Systematize parent engagement analysis at the district and site level to respond to student needs at home and prepare for post-secondary college and career choices. b) Deliver outstanding, consistent translation services to our multilingual community. c) Provide and participate in various engagement forums that provide feedback. d) Foster partnerships with families, local industries, public agencies, public foundations, and our city to maximize resources to support all students. e) Build family leadership capacity and ensure a high standard of family engagement. f) Provide informative, responsive school websites and communication. g) Evaluate, analyze best practices for gender-neutral and inclusiveness in language, policies.

Goal 5: SLUSD will improve and maintain facilities and technology infrastructure to provide optimal learning environments for all students. This goal will include significant modernization at all of our schools with funding from Measure N, a $198 million bond that San Leandro voters approved in 2020. We will achieve this through these key initiatives and tactics: a) Implement the following Measure N bond projects successfully: New high school gymnasium, new continuation high school campus, new entryways, new field, and new middle school modular buildings. b) Initiate planning for additional bond projects, including classroom and field renovations. c) Continue to maintain our facilities for future generations of students. b) Maintain our state-of-the-art technology infrastructure. d) Install and maintain energy-efficient infrastructure and utilize green building methods to reduce district impact on climate change. b) Maintain focus on the energy efficiency of district buildings and reducing total CO2 emissions. e) Sustain the availability of personalized learning devices for students by enacting a regular cycle of review and replacement to ensure access to modern technology. f) Facilitate safe and secure opportunities for all students to have consistent access to the internet and software resources needed to develop 21st-century skills, whether learning on or off-campus. g) Empower the entire SLUSD community's use of technology by creating a resilient, safe, and secure high-speed network environment. h) Create training opportunities and resources to ensure all staff and students can efficiently and fluently utilize adopted technology platforms.

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