

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

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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).

San Luis Coastal Unified School District held a variety of stakeholder (students, staff, parents, community) meetings throughout the 2021-22 school year. With virtual options and in-person meetings, we tried to give everyone an opportunity to participate. At the beginning of the school year, we had separate meetings for staff and students/parents about our return to campus and shared updates from our COVID Safety Plan and Prevention Plan. All of this information can be found on our district website. We held public hearings for each of the required plans and presented the information for a second reading at public Board meetings (in-person and virtual options).

The district puts out separate staff and parent/community communications every two weeks. Each plan for the new funds was shared through these communications, as well as at our Board of Education Meetings. Other engagement opportunities occur through our Student Senate, monthly PTA/parent meetings, DELAC meetings, site parent meetings, site ELAC meetings, staff meetings, site parent communications (ParentSquare), District Title I Advisory Committee meetings, and Equity Leadership Team meetings. We also included a question on our district LCAP survey specific to the use of these funds.

We are beginning our 2022-23 LCAP planning process. The district has an LCAP Advisory Committee composed of a variety of stakeholders. This committee develops an annual survey that we use to solicit feedback on our current LCAP strategies, as well as what they may want to see changed. In addition, we hold LCAP-specific input meetings with several groups, including DELAC, District Equity Leadership Team, and the LCAP Advisory Committee. We are currently in the first year of our three-year LCAP cycle.

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.

San Luis Coastal Unified School District does not receive this funding.

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 Luis Coastal Unified School District held a variety of stakeholder (students, staff, parents, community) meetings throughout the 2021-22 school year. With virtual options and in-person meetings, we tried to give everyone an opportunity to participate. At the beginning of the school year, we had separate meetings for staff and students/parents about our return to campus and shared updates from our COVID Safety Plan and Prevention Plan. All of this information can be found on our district website. We held public hearings for each of the required plans and presented the information for a second reading at public Board meetings (in-person and virtual options).

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SLCUSD has used a wide variety of communication strategies to engage our educational partners. The Expanded Learning Opportunities Grant Plan was presented to the Board on May 18, 2021 and approved on June 1, 2021. The ESSER III plan was presented to the Board on September 7, 2021 and approved on October 5, 2021. To assist our educational partners, we also developed a COVID Funding Overview. This federal and state funding is supplementing our LCAP.

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 LCAP, [Expanded Learning Opportunities Grant Plan](#), and the [ESSER III](#) are all aligned and complementary to each other. We are attempting to [maximize our resources](#) and provide the added support our students and teachers need. Our goal is to extend the additional services and resources for as long as possible, but at least through our current LCAP timeline (3 years). We realize that it will take multiple years to make up for the detriment caused by the COVID pandemic. We are focused on both academic and mental health supports for our students. With these funds, we have greatly expanded our multi-tiered systems of support. We are struggling with finding employees for some of our positions and, in particular, finding mental health therapists (outside of the schools' district staff and contracts) to work with our students and families.

We have been using a variety of assessment strategies to ensure our work is making a difference for our students. We were able to hire 11 full-time MTSS teachers, 32 part-time academic intervention teachers, and over 20 full-time instructional aides. The academic intervention teachers are providing targeted, small group reading instruction to accelerate student reading progress. The instructional aides push-in to the classroom to support students with math. From the beginning of the year, to the end of trimester one in November, we saw our 2nd-6th grade reading proficiency go from 61% to 70% districtwide. We are starting our mid-year screening of K-1 and 7-11 graders to examine their growth. One major challenge has been the shortage of substitute teachers. The MTSS teachers and academic intervention teachers often end up substituting in classrooms, causing small group instruction to be canceled for the day.

The District has implemented a variety of programs to help students to recover credits and improve grades at the secondary level. APEX courses are available to high school students during the school day with the purpose of credit and grade recovery. At San Luis Obispo High School, a “Learning Hub” space and class was recreated for students to receive academic support from a co-teaching team of highly qualified, credentialed teachers to increase student success in recovering and earning original credit in their other courses. Study skills courses that support executive functioning and provide support for students in their other academic classes were implemented at Morro Bay High School. At the middle school level, AVID Excel was scheduled at Laguna Middle School and Los Osos Middle School to support the language acquisition and academic success of long-term English Learners (LTELs) in all of their courses. The District also offered a robust summer school program for high school students in Summer 2021 to help students affected by COVID-19 to recover credits and grades for the purposes of meeting high school graduation requirements and/or becoming A-G qualified.

The following is a list of materials, supplies, and services provided through the American Rescue Plan Act to ensure a safe learning environment for students and staff in SLCUSD:

- Additional nursing services to support sites and facilitate student and staff COVID-19 testing
- Updated ventilation systems throughout all district schools
- KN95 masks for all staff members
- Additional personnel to complete contact tracing and facilitate modified quarantine
- Additional cleaning supplies, plexiglass shields, and personal shields for specialized staff throughout the district, including nurses, psychologists and speech pathologists
- Technology for students, including hotspots and laptop devices, to facilitate distance learning
- Personnel costs for daily COVID screening, vaccination clinics, weekly athletic testing, and testing for other similar events
- Personnel costs to develop and update COVID Safety Plan
- Personnel costs to provide several open parent and staff forums to discuss COVID protocols and updates

SLCUSD has committed funds from the American Rescue Plan Act of 2021 and the ESSER III to ensure safe in-person learning for our students and staff. Examples include but are not limited to:

- Custodial costs, equipment and supplies
- Technology and furniture costs
- Extending instructional learning time
- Expanded summer school
- MTSS Tier II System of Support
- Principal on Special Assignment
- District lead teachers to address learning loss
- Site MTSS teachers
- LLI teachers
- Instructional aides
- English learner teachers
- English learner aides
- Integrated student supports to address other barriers to learning
- Marriage and Family Therapists
- Counselor on Special Assignment

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 LCAP, Expanded Learning Opportunities Grant Plan, and the ESSER III are all aligned and complementary to each other. We are attempting to maximize our resources and provide the added support our students and teachers need. Our goal is to extend the additional services and resources for as long as possible, but at least through our current LCAP timeline. We realize that it will take multiple years to make up for the detriment caused by the COVID pandemic. We are focused on both academic and mental health supports for our students. We have expanded our multi-tiered intervention systems greatly with these funds.

Some expenditures have been added and some have been moved between our LCAP and COVID funding. The Board of Education has approved funding to assist schools with science camp expenses and addition of SEB aides to assist with behavior issues at sites. Funds have also been provided to expand our middle and elementary school athletic programs. At budget adoption, there were still unknowns for staffing and personnel costs. As the positions were filled, actual expenses were added to our LCAP and COVID

budgets. Some of these expenses were moved to the LCAP, such as the MTSS principal on special assignment, elementary counselors, counselor on special assignment, and TK aides. Some of our summer expenses will also be moved, as they may not be able to be charged to COVID funding. We will continue to monitor our LCAP and COVID expenses and make budget adjustments and transfers as necessary.

The pandemic has affected some of our goals in the LCAP. While we have accomplished much of what the Board set out to do, there have been some issues with implementing all aspects of the plan due to our staff's inability to take on more. Staff and students are feeling the stress and strain of the pandemic. The LCAP is a three-year plan, so anything we are unable to complete this school year will be able to remain in the plan for following years if the Board decides to keep it in the plan. The three-year LCAP is modified and approved by the Board of Education each year, along with the overall district budget.

Our LCAP supplemental amount has grown from \$4,737,053 to \$5,083,494 after CBEDS, and accounting for changes in free/reduced lunch applications (economically disadvantaged), the number of English Learners, and the number of foster youth. To date, we have spent \$4,208,097, with \$5,231,902 encumbered.