



## 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).

Throughout the LCAP development process, CUSD received input on a variety of district programs and services provided to students. Due to limited LCFF resources, not all of these needs can be expressed in the LCAP, however this feedback has been considered in the use of additional funds received. In addition, CUSD has engaged educational partners during the 2021-2022 school year as follows:

- \* A public meeting/forum was held on November 18, 2021 regarding the Educator Effectiveness Block Grant (EEBG).
- \* A public meeting/forum is planned on February 17, 2022 regarding the A-G Completion Grant.
- \* A public meeting/forum is planned on May 19, 2022 regarding the Expanded Learning Opportunities Program (ELOP).
- \* A public meeting/forum is planned on May 19, 2022 regarding the Prekindergarten Planning and Implementation Grant (PPIG).

Beginning August 2021, CUSD has facilitated the following educational partner surveys vis ThoughtExchange software. Below is a summary of the educational partner ThoughtExchange surveys:

\* 9/24/2021: Based on the key programs listed in the introduction, what CUSD initiatives and academic areas are you interested in learning more about and why?

309 Participants, 144 Thoughts, 5,120 Ratings

\* 10/1/2021: What communication are you successfully receiving and what communication are you not receiving that you need?

156 Participants, 126 Thoughts, 2,512 Ratings

CUSD also posted Google forms on the CUSD website to solicit educational partner feedback related to the LCAP, EEBG, ELOGP, Reopening plans and the ESSER III plan. The forms were available prior to Board approval and any feedback provided in the forms was included in the various reports to the Board.

In addition to surveys, CUSD has continued to engage in dialogue and provided the following opportunities for educational partners to provide feedback:

- \* DELAC/ELAC meeting held on January 25, 2022.
- \* LCAP Special Board Workshop will be held on February 10, 2022. The public is invited to attend.
- \* All CUSD schools have been holding regularly scheduled School Site Council meetings.

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.

CUSD does not receive concentration grant or concentration grant add-on funding because the enrollment of unduplicated student groups is less than 55%. Currently, 7.6% of students enrolled in CUSD are unduplicated.

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.

Throughout the LCAP development process, CUSD receives input on a variety of district programs and services provided to students. Due to limited LCFF resources, not all of these expressed needs can be addressed in the LCAP, however this feedback has been considered in the use of additional funds received. In addition, CUSD has engaged educational partners during the 2020-2021 and 2021-2022 school years. There have been numerous opportunities to gather and streamline feedback from educational partners to inform the development of the Expanded Learning Opportunities Grant Plan (ELOGP) and the LCAP. The extensive feedback from the ELOGP and LCAP was used in the development of the ESSER III expenditure plan and the EEBG plan. Community engagement opportunities targeted the following educational partners: students, parents/guardians, school and district administrators, teachers, support staff, ELC/DELAC, PLC, and the parents/guardians of students with disabilities, students experiencing homelessness, students in foster care, and military-dependent students and families. The platforms used to solicit meaningful feedback from the CUSD community included: family and staff surveys via ThoughtExchange (21 surveys to date), virtual community forums, student achievement data analysis meetings/dialogue to identify students in need of academic or social-emotional supports, and Google forms to solicit feedback on the CUSD website for the ELOGP, LCAP and ESSER III. Furthermore, as regularly scheduled Governing Board meetings, CUSD included the ELOGP, LCAP, EEBG and ESSER III on the agenda for approval, providing the opportunity for public comment.

\* Link to ESSER III Expenditure Plan: [https://legistarweb-production.s3.amazonaws.com/uploads/attachment/pdf/1051439/CUSD\\_2021\\_ESSER\\_III\\_Expenditure\\_Plan.pdf](https://legistarweb-production.s3.amazonaws.com/uploads/attachment/pdf/1051439/CUSD_2021_ESSER_III_Expenditure_Plan.pdf)

\* Link to ELOGP: [https://legistarweb-production.s3.amazonaws.com/uploads/attachment/pdf/923023/2021\\_Expanded\\_Learning\\_Opportunities\\_Grant\\_Plan\\_Coronado\\_Unified\\_School\\_District\\_20210512.pdf](https://legistarweb-production.s3.amazonaws.com/uploads/attachment/pdf/923023/2021_Expanded_Learning_Opportunities_Grant_Plan_Coronado_Unified_School_District_20210512.pdf)

\* Link to EEBG: [https://legistarweb-production.s3.amazonaws.com/uploads/attachment/pdf/1168497/2021\\_CUSD\\_Educator\\_Effectiveness\\_Block\\_Grant\\_Plan\\_.pdf](https://legistarweb-production.s3.amazonaws.com/uploads/attachment/pdf/1168497/2021_CUSD_Educator_Effectiveness_Block_Grant_Plan_.pdf)

\* Link to 2021-2022 LCAP: <https://coronadousd.net/documents/Merged-2021-LCAP.pdf>

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.

It is a priority of the Coronado Unified School District to ensure the health and safety of students, educators, and other staff as well as ensure continuity of services as required by the American Rescue Plan (ARP) Action of 2021. To this end, CUSD has implemented and will continue to implement strategies identified in the ESSER III expenditure plan to provide continuous and safe in-person learning. Specifically, we have successfully implemented the following:

\* Secured additional health/nursing and custodial staff in order to provide continuous and safe operation of in-person learning to reduce and prevent the spread of COVID-19 in accordance with CDPH guidelines.

\* Continue to provide concurrent curriculum delivery (CCD - "livestreaming") to students who are directed to quarantine due to COVID-19. CCD ensures the continuity of learning and less disruption to each student's course of study. Teachers are trained in CCD and technology was provided through the ELOGP and other COVID funding.

- \* Extending instructional learning time to facilitate continuous and safe in-person summer school and intervention opportunities.
- \* Integrated student supports to address barriers to learning for students experiencing social-emotional and mental/physical challenges by securing additional counseling staff to mitigate barriers and support student mental/emotional/physical health.
- \* Provide additional academic services that are targeted to support struggling learners. Services have included additional resources to support special education teachers and students, including additional hours for paraprofessionals to provide individual or small group instruction.

While CUSD has successfully implemented many of the actions described above, there have also been challenges with implementation. Securing additional staff has been the biggest challenge and has put us behind on some of our hiring timelines. COVID-19 has made it difficult to hire new staff and retain staff. We continue to work through our Human Resources department to overcome staffing challenges. It is important to note that CUSD has now secured staff to provide the actions and services outlined in 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.

The Coronado Unified School District considers the LCAP to be the guiding, comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. As such, all additional funds received are viewed through the lens of the LCAP to determine where student needs exist and what services are needed to address those needs. Below are some example LCAP goals and actions showing how these additional funds are aligned.

- \* LCAP Goal 1, Action 1: Standards-aligned core curriculum, assessment and high quality instruction
- \* LCAP Goal 2, Action 1: Educational partner participation, communication and engagement
- \* LCAP Goal 3, Action 3: Multi-tiered systems of supports to provide intervention and enrichment services that support the needs of all learners and ensure continuity of learning.
- \* LCAP Goal 3, Action 4: Social emotional learning supports and interventions
- \* LCAP Goal 3, Action 5: Student engagement to support continuity of learning for all students
- \* LCAP Goal 3, Action 6: Counseling services that will provide the continuum of services for all students

# 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](mailto: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  
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