



San Luis Coastal Unified School District Education & Budget Plan

2017-2018 Plan

Questions from the Community

May 16, 2017

1. How does the district determine how Title I dollars are allocated and spent?

The District completes a Consolidated Application each Spring to secure Title I funding for the following year. In order to qualify for Title I funds, 35% or more of a school's student population must be qualified for free and/or reduced-price lunch. This calculation is based on the student count on the first Wednesday in October. San Luis Coastal made a decision over two decades ago, anchored in research on early intervention, to allocate the funds only to qualifying elementary schools.

The most recent Consolidated Application requires that any school with 75% or more low-income-eligible students receive Title I funding. This change will mean that Pacific Beach High School will receive a Title I allocation in 2017-2018.

The table below shows the current allocation for each of our Title I sites, based on qualifying students for 2016-2017. This does not include the parent education budget, Program Improvement allocation, or any carryover.

| Title I Allocations, 2016-2017 (\$385.61 per student) | | |
|---|---------------------------------|----------------------------|
| Site | Free/Reduced Lunch Count | Title I Entitlement |
| Baywood | 190 | \$73,266 |
| Del Mar | 219 | \$84,449 |
| Hawthorne | 190 | \$73,266 |
| Monarch Grove | 128 | \$49,358 |
| Pacheco | 248 | \$96,632 |
| C.L. Smith | 208 | \$80,207 |
| Total | 1,182 | \$456,179 |

Each Title I school develops a Title I budget annually, based on a review of student achievement data. Sites differ in how they use the money to provide before-school, after-school, or during-school interventions, classroom support, materials, and supplemental curriculum.

2. How does the district ensure equity on the coast for socioeconomically disadvantaged (SED) students, especially as the sixth graders attend middle school on the coast and Title I dollars do not follow them?

As elementary students, coast SED sixth graders were previously counted in the elementary Title I allocation. When the sixth graders became part of Los Osos Middle School, Title I funding did not transfer to the middle school. On the surface this may seem inequitable, but it is important to look deeper to understand what the transition to middle school meant for these sixth graders. Los Osos Middle School was allocated \$200,000 to start up the sixth grade STEAM (Science, Technology, Engineering, Arts and Math) program. The sixth grade wing was remodeled both inside and out. Classrooms were painted and all new furniture was purchased. The exterior area was given a facelift as well with new fencing, plants, and painting. One classroom was retrofitted to become a Science Lab, and high efficiency lighting was installed in each sixth grade classroom with a grant from PG&E.

Programmatically, the sixth grade students at LOMS experienced a dramatic shift. They received more instructional minutes (approximately 30 additional minutes daily) by participating in a middle school schedule. In addition to daily instruction in core subjects, students received PE, music, and a STEAM elective wheel choice throughout the year. Sixth grade band was offered, meeting every day. LCAP funding provided a number of targeted interventions for students in sixth grade, including online math programs and Read 180, a reading intervention program. Every sixth grade student was provided a device (our 1:1 technology model) and the opportunity to engage in a rigorous, collaborative learning environment with the use of Google Classroom.

Exceptional teachers were selected for LOMS through an interview process. An additional teacher was hired the first year to support the transition and academic needs of incoming sixth graders. LOMS received an additional allocation of a sixth grade Resource Specialist position as well. This allowed for students without IEPs (Individual Education Plans) to access specialized support, if needed. An additional EL instructional aide was added to the school, specifically to support sixth grade students. A late bus was offered to encourage students to stay after school for targeted interventions. All of these additions should be considered de facto Title I contributions from our general fund. The support for our coastal sixth graders far exceeds what is offered to Title I sixth graders in our city elementary schools.

3. What was the rationale of the district staff to post the position for an IST Director?

Prior to Mrs. McGrath's hiring, the IS&T Department had a full-time director. When that director left the District, and we were recruiting a new Secondary Director of Learning & Achievement, we decided to combine both positions and selected Mrs. Kimberly McGrath to take on the challenge of this dual role. Mrs. McGrath had the unique skill sets to manage both the secondary director position of learning and achievement as well as director of technology, but this was a very difficult assignment to manage effectively. When Mr. Robinett announced his early retirement this year, Mrs. McGrath transitioned into the role of Assistant Superintendent while maintaining her previous duties, adding a further layer of difficulty. This proved too great a challenge, and we hired a part-time manager to finish out the year in IS&T.

After an extensive review of district office staffing throughout SLO County, we learned that virtually every district has an IT Director. Reductions at the District level (including not replacing the secondary director position) were developed carefully with two primary considerations: 1) reduction of district administration to reduce costs; and 2) ensure high-quality support and maintaining our innovative vision for 17 schools and nearly 8,000 students. The role of technology in public education will become increasingly vital in the coming years and will require leadership - not just management - in that department.

In our budget reduction plan for 2017-2018, we eliminated the Secondary Director of Learning and Achievement and brought back the lower-cost, classified IT Director position. We also realized a savings in the difference in salary with the transition of Mrs. McGrath into Mr. Robinett's position. As outlined in the budget reduction plan and approved by the Board in February 2017, this combined savings is roughly \$80,000:

District Office - Consolidate Secondary Director of ISLA with Director, IS&T (\$81,000)

Compared to the other large school districts in San Luis Obispo County, we are in the low-average range of district administration staffing. Despite these already low staffing margins, we reduced another administrative position by combining the Deputy Director of Student Services with the Principal of Pacific Beach High School. This was another savings of \$163,000.

We strive to help school sites function at high levels while continuing to seek budget savings by reducing district office staffing and support services. Providing exemplary educational programs requires both leadership and support. Balancing these needs within our budget will become our greatest challenge in the future.

**4. How does the district justify special funding for Pacheco Elementary?
Are there EL vs. Low-Income funding priorities established?**

Pacheco Elementary School's bilingual program was created with the idea that bilingual education would be a beneficial strategy for working with our English learner (EL) students for whom two-way immersion is a powerful, research-based intervention. This was the rationale for beginning the program in 1996. Currently, Pacheco serves 248 EL students. This represents 27.3% of our total number of English learners, more than double the number in any other elementary school in our district. In fact, Pacheco serves more EL students than the three coast elementary schools combined. Each of those coast schools is allocated a half-time position designated for EL support. Pacheco is allocated a 1.5 EL specialist position and three part-time instructional aides. The additional \$100,000 that Pacheco receives is primarily for EL student support and is used to provide the following:

- .5 English Learner Intervention teacher
- .25 secretary clerk, who provides district support to the Welcome Center
- Instructional aides, who provide direct support to English learners in the classroom
- Spanish books and materials

Pacheco's dual immersion program focuses on English learners and developing bilingual and biliterate students.

Instructional Services: Learning & Achievement reviews English learner student numbers each year to determine site needs. Allocations of EL specialists and EL aides are reviewed each spring and adjusted for the upcoming year based on the numbers and levels of English learners as well as specific site needs. Secondary sites determine the number of ELD sections each year. EL aide allocations are based on student numbers and individual site plans.

Supporting low-income families is a high priority and described throughout our LCAP. Specifically, Success for All Preschools, extended transportation, Summer School, and AVID programs at all secondary schools provide direct support to low-income families. There are numerous actions in our LCAP, such as academic interventions as well as social-emotional supports designed to ensure support for families and students in need. Our two Family Resource Centers are designed to provide outreach and services to socioeconomically disadvantaged families. Kindergarten Round-Up provides an early screening and referrals for community services for families in need.

5. What efforts has the district made to ensure hands-on science opportunities?

We are now in our third year of transitioning from old standards to the Next Generation Science Standards (NGSS). In elementary grades, we have moved to the new NGSS-aligned FOSS Science curriculum. Elementary teachers have attended training on using these hands-on materials as well as the shifts required of NGSS. All elementary sites have embraced learning the engineering component of NGSS and hosted Family Engineering nights to educate parents as well. By next year, all K-6 staff will be administering the first two hands-on units of study, with a goal to have the third trimester unit developed by the end of the school year. This will prepare us to have a full year's hands-on science curriculum in place for the following school year. To assist teachers in this process, we are retaining the science TOSA position for 2017-2018. This position received great support from teachers during the LCAP process.

The Science TOSA position will continue to play a critical role, as well, in assisting secondary teachers in transitioning their curriculum to the new NGSS. San Luis Coastal is proud to be a leader in STEAM education throughout the State of California.