

LOCAL CONTROL ACCOUNTABILITY PLAN

2021-2022 Stakeholder Meetings

Curriculum Department

February 2, 2021

Actions and Services

- The following slides provide an overview of the resources and supports we have been able to provide our students through the Local Control Accountability Plan (LCAP) Process.
- In order to obtain more detailed information regarding our actions and services, individuals are welcome to review our 2019-2020 LCAP or our 2020-2021 Learning Continuity Plan (LCP)
- Using the information on the following pages, we look forward to gathering input from our stakeholder groups to help us develop the 2021-2022 LCAP.

Key

- On the following pages are many of the actions and services we have provided to Lodi Unified students through the Local Control Accountability Plan (LCAP) process.
- Here is a key to help understand information on following pages
 - Dollar amounts in parenthesis: M = Millions and K = thousands
 - Number in brackets [1.2] refer to actions in 2019-2020 LCAP

Local Control Funding Formula (LCFF)

- There are two main funding categories in the LCAP:
 - Base: LCFF dollars based on total student enrollment
 - *Supplemental* and Concentration Grant Funding: additional LCFF dollars based on unduplicated student enrollment (English learners, low-income, & foster youth)

2019-2020 LCAP Goals

1. LUSD will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all, including Low Income, English Learners, Reclassified, Foster Youth and Special Education students, as well as provide enrichment opportunities to prepare our students to be college and career ready.
2. All students including targeted students will demonstrate proficiency in literacy, mathematics and technology to prepare students to be college and career ready.
3. LUSD schools will be positive and supportive learning environments that provide maximum opportunities for each student to succeed.

Educational Resources

- Common Core Textbooks and standards-based materials (\$3.5M base; \$1.8M *supplemental*) [1.1]
- Managing and Inventory of Instructional Materials (\$43K *supplemental*) [1.2]
- Maintain a data management system (\$167K base; 39K *supplemental*) [2.1]
- Maintain district support to collect and monitor student data (\$77K base; \$31K *supplemental*) [2.2]

Supplemental Interventions (\$5.2M Supplemental)

- Afterschool interventions and enrichment [1.5 & 2.3]
- Summer School [1.5]
- Additional staffing for reading intervention [1.5]
- Additional staffing for combination support classes [1.5]
- Advancement Via Individual Determination (AVID) [1.6]

Supports for English Learners

- Provide additional supports and monitoring for English Learners (\$1M supplemental) [1.10]
 - Staffing to support provide services, monitoring, and supports for English Learners at various sites.
- Bilingual paraprofessionals provide primary language support (\$3.1M supplemental) [1.14]
- Provide professional development targeting English Learner support (\$45K supplemental) [1.4]

Social Emotional Learning

- Provide counseling services (\$1.1 M supplemental) [1.12]
- Promote a bully free environment through providing supports to help with conflict management, life skills, and character development (\$10K supplemental) [3.9]

Instructional Technology

- Provide pupil and teacher technology devices and support (\$2.2M supplemental) [1.9]
- Provide instructional technology licenses for students to access learning resources (4.3M supplemental) [1.5]

Professional Development for Staff

- Professional development related to the following areas: (\$2 M supplemental) [1.3]
 - English Language Development
 - Access to Core
 - Differentiated Instruction
 - Technology
- Support for fully credentialed teachers - Teacher Induction (\$305K supplemental) [1.13]
- Provide supplemental coaching support K-12 (\$95K supplemental) [2.4]

Attendance and Behavior

- Provide supplemental support for students to improve attendance and address the needs of students experiencing difficulties in school (\$1.6M supplemental)
[3.2]
 - Attendance
 - Behavior

Special Education

- Special education services are provided to students based on their individual identified need (\$56.4M special education) [1.16]
 - Interventions are designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school beyond what is available in the traditional classroom.

Career Technical Education

- Provide career technical courses and offerings to secondary students (\$456K Base; \$1.6M Supplemental)
[1.15]

Highly Qualified Staff

- All students have access to quality teachers and support staff (\$2.6 M base and \$6M supplemental) [1.11]
- Maintain class size in grades K-12 to increase student / teacher contact time (\$13.8M supplemental) [1.7]
- LUSD core program staff provides staff, services, and systems that support the three LCAP goals. Includes ensuring highly qualified teachers, classified, administration, district office staff, support, and operations staff (\$191M base; 4.8M supplemental) [1.18]

School Safety and Facilities Maintenance

- Provide personnel to maintain facilities to enhance learning environment (\$10.4M base and \$357K supplemental) [1.8]
- Continue to provide school safety and security measures (\$4.3M base) [3.6]
- Continue to provide school safety through supplemental services (\$806K supplemental) [3.7]

Parent Involvement

- Provide learning opportunities for parents in order to improve student success through increased parent involvement (\$130K supplemental) [3.5]
- Provide Community Liaison support to sites to bridge communication between home and school (\$761K supplemental) [3.8]

Restricted Federal and State Funds

- Restricted federal and state funds will be used to supplement the base program. Guidelines will be followed to ensure appropriateness of expenditures (\$33.1M state and federal categorical funds) [1.17]

Parent, Staff, and Community Input for 2021-2022 LCAP

- Staff are developing the LCAP for the upcoming school year
 - We are gathering input from our stakeholder groups
 - Everyone is invited to participate in meetings and Thought Exchange opportunities
 - LUSD Board of Education will be holding a Board Study Session at 6:00pm on March 9, 2021 to obtain feedback from our community

Supplemental and Concentration Grant Funding

- Our district receives additional funding to help the following three student groups:
 - English Learners
 - Low-Income Students
 - Foster Youth
- Supplemental and Concentration Grant Funding for 2019-2020 was \$51.2M.
- We appreciate any feedback regarding how to improve student outcomes for these three groups

Increased or Improved Services

- We can provide district-wide actions that are increased or improved for our unduplicated student groups
- Increase: to grow services in quantity
- Improve: to grow services in quality
- Our school community is asked to identify how we can use supplemental and concentration grant funding to increase or improve services for our English Learners, low-income students, and foster youth.

Local Indicators

- The COVID-19 Pandemic and the implementation of distance learning has affected availability of progress monitoring data.
- With the cancellation of statewide assessments and the California Dashboard in 2019-2020, we are relying more on historical data or local measures.
- Validity of local measures is impacted by distance learning.

Community Input

- Please suggest any addition services or resources we can provide students to improve their success.
- If we are providing district-wide actions, how can we increase or improve services to ensure the success of English learners, low-income students, or foster youth?
- Any increase to services will require a decrease in another service to balance the budget.