



LUSD

Parent Advisory Committee

May 3, 2021

Agenda

- I. [Minutes](#) from 4.12.21
- II. Local Control Accountability Plan Update
- III. Expanded Learning Opportunities Grant
- IV. Future Meetings
 - A. Next Board meeting: Tuesday, May 11th at 5:30pm
 - B. Next PAC meeting: Thank you for your service on PAC during the 2020-21 school year. We will establish the 2021-22 PAC before the end of this school year. I appreciate your ongoing engagement!

Draft Goals

Goal 1: Maximize academic achievement of all students with performance at or above grade level in ELA and math; and reduce disparity in levels of achievement among low income, English learners and foster youth.

Goal 2: Promote effective communication among students, staff, community and stakeholders

Goal 3: Develop capacity of all staff to meet the academic needs of all students

Goal 4: Provide a safe and respectful environment for students and staff that supports social-emotional learning and wellbeing.

Metrics

All state & local indicators via Dashboard

SBAC

STAR Reading

STAR Math

STAR Early Literacy

RFEP - Reclassification Rates

AP -Enrollment & Pass Rate

Remedial Course Rates

EL Progress toward English Language Proficiency

College & Career Readiness

A-G -Enrollment & Completion

Metrics

Parent participation at school events

Parent receipt of Parent Square communication

Parent involvement on site & district committees

Credentialed teacher rate

Adopted textbook rate

Misassignment rate

Attendance

Chronic Absenteeism

Drop out rates

Graduation rates

Suspension rates

Expulsion rates

CA Healthy Kids Survey

Facilities ratings

Climate Survey

Goal 1: Maximize academic achievement of all students with performance at or above grade level in ELA and math; and reduce disparity in levels of achievement among low income, English learners and foster youth.

Collaborate with community partners and organizations as well as professional learning and programming to support college and career readiness. Examples include: ~~Renaissance software~~, Career Technical Education teachers and courses, SAT/PSAT/AP Test Preparation, Allan Hancock Community College, Expanding AVID (courses, staff, training, expansion to Elementary sites), STEAM Festival, STEM Expo, 6th grade Outdoor Education, 5th grade field trip to CHS Aquarium.

*Mitigate learning loss due to the pandemic by partnering with various groups to provide tutoring services. Examples include: College-age tutors, Cal-SOAP.

*Provide students who need additional learning opportunities with after school and summer programming, including ASES programming, dual language immersion programming, and courses for high school students who require alternatives to receive course credit.

Maintain district library technicians who support libraries, reading programs, textbook adoptions and other essential services.

Goal 1: Maximize academic achievement of all students with performance at or above grade level in ELA and math; and reduce disparity in levels of achievement among low income, English learners and foster youth.

Operate Bob Forinash Community Day School in order to serve at-promise youth with rich academic programming and individualized learning opportunities.

*Support early literacy and core instruction in the primary grades. Examples include: K-3 Literacy Specialists, ~~Bilingual Literacy Specialist to support dual language immersion programs~~, Kindergarten support teachers to supplement instruction in Kindergarten classrooms, TK instructional paraeducators

*Provide personnel and resources to increase engagement with Emergent Multilingual families. Examples include: District translators who function as interpreters and translators for district level communication and meetings, Bilingual liaisons to support increased communication between staff and families, Bilingual instructional assistants to provide instruction and support for emergent multilingual students, Bilingual instructional assistant to support Hmong families, training and support for DELAC members, leveled ESL classes at the Adult School and Career Center. (1,2)

Goal 2: Promote effective communication among students, staff, community and stakeholders

Improve communication and parent engagement for all families. Examples include: Program Specialists for Parent and Student Engagement, maintain and improve updates to LUSD website, utilize tools such as Parent Square, Parent Link and Nixle, parent academy classes at Adult School and Career Center

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Goal 3: Develop capacity of all staff to meet the academic needs of all students

Collaborate with consultants and community partners to support our efforts in the area of Equity. Examples include: Dr. Pagan from SBCEO, ELD professional learning community, Superintendent's Equity Committee, *implementing recommendations from Orenda Equity study. (1,2,3,4)

Professional learning, materials, and protected time and/or release time for teacher collaboration to include: *Professional Learning Community discussions, vertical articulation, equity work, co-teaching (1,3)

Provide staff, professional learning, and material resources to support technology integration. Examples include: Education Technology Media Specialist, hardware for managing devices, Site Technology Support Assistants, training for IT staff, workshops for teachers, BetterLesson workshops based on need. (1,3)

*Dedicate staffing and resources to supporting Special Education programs and students with disabilities. Examples include: opportunities for 18-22 year old students with disabilities, Special Education Coordinator and one Program Specialist to support the implementation of student IEPs, monitor instruction and provide staff development to educational specialists in ELA, math and social emotional instructional programs, Provide professional development opportunities one day a month for special education SDC teachers in both academics and behavior. (1,3)

Provide coaching and professional development for administrators and teachers. Examples include: Assigned mentor for new administrators, professional institutes such as ACSA, costs for Year 1 and Year 2 of SBCEO TIP program.

Goal 4: Provide a safe and respectful environment for students and staff that supports social-emotional learning and wellbeing.

*Partner with outside agencies, provide staffing, professional development, and material resources to address safety, social emotional learning, behavior, physical health, and mental health.

Secondary Counselors, Elementary PE teachers, maintain behaviorists, school-based therapists, maintain District nurses and health clerks, Positive Behavior Interventions and Supports, attendance mediation program, LUSD Resource Center, Mental health center at another location, Adult Education will continue providing Parent Academy classes at 3 elementary school sites and add additional sites, student Safety Community Liaisons, School Resource Officers, Noon-Duty Aides, Crossing Guards, and ongoing facility maintenance and improvement projects (4)

Support our Foster Youth with a homeless liaison, foster youth/immigrant liaison, and the Foster Focus program. (1,4)

Timeline

May: Finalize expenditures, metrics and outcomes using Spring 2021 data, send to SBCEO for review

May 25: Post DRAFT LCAP to website

June 8: Public Hearing at Board Meeting

June 22: Board Meeting to approval LCAP, Budget Overview, and Local Indicators

Expanded Learning Opportunities Grant

Plan for providing **supplemental instruction and support to students**, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks.

The plan will explain how the LEA will use the **funds** it receives through the Expanded Learning Opportunities (ELO) Grant to implement a **learning recovery program**.

Presenting ELO plan to the School Board on May 11, 2021.

Extended Time - Summer Expanded Learning

LUSD will offer extended instructional learning time during **Summer 2021, Summer 2022** and after school at the Elementary sites during the 2021-22 school year. The ELO plan includes funding for the following staff and programming for Summer 2021 and 2022: **Administrators, Teachers, Literacy Specialists, Bilingual and SPED paraeducators, counseling and mental health services, nurses, Outreach Consultant student support, transportation, software, supplemental programs, SEL integrated physical activities, and enriching and hands-on field trips to Camp Whittier and the CHS Aquarium to support math and science.** The summer program will include academic support in core areas such as reading, writing, and math in addition to enrichment and hands-on activities in science, art, music, and social science. LUSD is partnering with several organizations to provide mental health, physical education, and social-emotional enrichment during the summer including **CADA, FSA, and Sports for Learning.** Over 600 students are invited to the Elementary summer learning program, approximately 150 middle school students will have the opportunity to be part of this unique summer learning opportunity, and over 600 high school students will have time and support for **credit recovery.** Community liaisons, district and school staff have been working with the most vulnerable populations of students in Lompoc Unified School District to include students who are homeless, in foster care and/or are socioeconomically disadvantaged. While all students are welcome to apply, staff have gone above and beyond to reach these students to ensure they are aware of and have priority in the summer expanded learning program.

Extended Time - After School

The after-school program will include a high dosage tutoring program in Math and/or ELA. The tutoring program will either be offered at every site or at a few centralized learning hubs that currently host our ASES and after-school child care programs. Students will be invited based on fall benchmark assessments and receive tutoring in small groups. LUSD is currently researching high dosage, evidence-based tutoring programs that are recommended by ESSA, The National Center on Intensive Intervention, and recent research released by the Learning Policy Institute. The tutoring program will be staffed with trained paraeducators, teachers, or other classified staff. The ELO plan will fund specialized training, the extended hours for staff, and the purchase of the evidence-based math and/or ELA programs. Community liaisons, district and school staff will ensure vulnerable populations of students, including homeless, are invited to the summer expanded learning program.

Learning Recovery Programs

The ELO plan includes funding for learning recovery programs and staffing strategically designed to accelerate student academic proficiency in multiple areas, including language development. LUSD will fund and support a **bilingual literacy specialist at Hapgood Elementary** in the Dual Language program as well as expand **hours for paraeducators at sites with a high percentage of English learners**. LUSD will also fund additional hours for paraeducators and support staff who work with small groups of students in Kindergarten and 1st grade in order to **support early literacy and math skills**. Community liaisons, district and school staff will ensure vulnerable populations of students, including homeless, have access to these learning recovery programs and additional services.

Educator Training

The ELO plan will fund educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students. Training will also be provided for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs. LUSD is hoping to partner with OrendaEd on an Action Plan, that aligns with our 4-Year PLC Implementation Plan, has been developed so we can take the results from the study and use them to inform our practice; allowing us to work smarter instead of harder. Part of the Action Plan involves a Summer Institute where foundational information specific to ELA and Math will be shared with teachers and teachers can start the year off with intentional planning related to ELA and Math standards. A summer institute will be offered to Elementary and Secondary teachers as well as Secondary counselors to engage in identifying weighted Common Core and grade level ELA standards, create ELA target standards matrix that defines learning targets and success criteria, and design five common ELA unit assessments to SBA for each grade level. The OrendaEd partnership will also include Administrative Power Clinics for site and district administrators, learning walks to observe and discuss instructional practices, coaching with principals and leadership teams on common assessments and guidance alignment, meta and data reflections with school teams and administrators, as well customized professional learning for teams to address learning gaps. LUSD will also partner with other organizations to provide training for paraeducators in several areas including Linda-Mood Bell, math, and ABA behavioral supports. Teachers will also receive training on SEL programming and have release time to review PBIS systems of supports.

Integrated Supports

The ELO plan will fund integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs. LUSD will provide tiered social-emotional support for students and training for teachers on SEL curriculum (Second Step for Elementary, Suite 360 for Secondary), & mindfulness. A key piece of this integrated support will be the hiring of Elementary school counselors (1 for each site) and additional counselors for secondary schools. LUSD recognizes the need to address the mental health needs of students due to the pandemic and the increased trauma, anxiety and depression in our community. The new school counselor positions at the elementary schools have one primary purpose: fostering the tiered implementation of social-emotional and behavioral supports to address student needs. LUSD values the work of all the schools that have dedicated time and resources to PBIS training over the past two years. In order to fully implement, each school will need a dedicated staff member to anchor their work: support Tier 1 implementation, create and run Tier 2 interventions, and facilitate the Tier 3 process. These new positions will be hired for a three-year cycle using COVID funds allocated for social-emotional support. As with every program, LUSD will re-evaluate at the end of that time to determine the effectiveness and continue to fund the positions if they have had a measurable impact on students. LUSD will offer an additional counselor to the secondary schools that have been developing tiered behavioral supports for all students and schools that are now committing to PBIS and developing a three-tiered SEL/behavioral model. Community liaisons, district and school staff will ensure vulnerable populations of students, including homeless, have access to integrated student supports.

Integrated Supports

LUSD will also offer additional integrated supports to include expanding YMCA programming during the summer and after school as well as offering Saturday programming during the summer in partnership with the Boys and Girls Club. LUSD will expand the partnership with Sports for Learning to offer structured recess that focus on movement, mentorship and social-emotional learning enrichment for students during the summer and for the 2021-22 school year at all elementary sites. LUSD is purchasing Second Step for elementary sites and Suite 360 curriculum to support social-emotional learning at Secondary schools. In addition, the ELO plan will fund additional counseling after school and/or drop-in support in partnership with CADA.

Special Education

LUSD will provide additional support during the school year for students in Special Education or students that need to be tested for special education by funding additional **Psychologists** to provide more support to students, **teachers** to provide support for additional assessment and services for students, additional **speech** services for students to mitigate learning loss, and training for **paraeducators**. A **mental health counselor** will also be hired to provide counseling for students with IEPs. LUSD's ELO plan will connect families to resources, including parenting support, to address students' basic needs and parenting support that impede learning by hiring **School Social Workers and Family Support Specialists** to support elementary and secondary sites. In addition, training for the homeless will be provided in partnership with SBCEO.

Support for Credit Deficient Students

Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility by enrolling students in the proper classes, providing Credit Recovery and A-G Recovery options for all students during the school year and summer school. Funding for this strategy includes additional sections for high schools to provide credit recovery and increasing the number of APEX licenses. Community liaisons, district and school staff will ensure vulnerable populations of students, including homeless, have access to these learning recovery programs and additional services. Additionally, LUSD will provide in-person tutoring to students in middle and high school who are homeless, who are credit deficient, need support in their A-G classes, have limited internet capacity, have attendance barriers or other support in order to graduate college and career ready.

Additional Academic Services

LUSD's ELO plan includes additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning. The plan will fund a one-year contract with Renaissance Learning to include the STAR Reading and Math assessments, access to online texts, Accelerated Reader and Freckle Math. The contract will also include professional learning for staff and data integration. The ELO plan will fund a math program called IXL for summer expanded learning at the K-8 level along with an evidence-based reading program. Another academic service for students will be providing all elementary sites and LHS with Lexia (Core 5 for primary/elementary and PowerUp for upper/secondary). Lexia provides an adaptive, individualized learning experience to advance reading skills in phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension to accelerate reading skill development, predict students' year-end performance, and provide teachers with data-driven action plans to help differentiate instruction. The PowerUp program for 6th grade and LHS blends browser-based online student-driven instruction with offline educator-delivered lessons and independent skill-based activities, to accelerate the development of both fundamental literacy skills and higher-order thinking skills through personalized learning paths. Lexia can be used during the school day, as part of the after-school tutoring program or after-school child care program, during Summer expanded learning, and at home for all families. Community liaisons, district and school staff will ensure vulnerable populations of students, including homeless, have access to these learning recovery programs and additional services.

Estimated Expenditures in ELO

- Extending instructional learning time = \$800,00
- Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports = \$200,000
- Integrated student supports to address other barriers to learning = \$3,800,000
- Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility = \$100,000
- Additional academic services for students = \$380,000
- Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs = \$1,443,187
- Total = \$6,723,187.00