

LCAP Consultation with Associations Agenda
May 12, 2021

1. Introductions: Dr. Ostash

Eileen Poole-DATA President
Sylvia Payanes-CSEA President
Nadine Steichen-DATA
Kathy McCoy-DATA
Brianna Rivera-DAGA President
Dr. Dave Ostash-District Superintendent
Michelle Savko-District

2. Recall:

- LCFF, LCAP, and Dashboard 101: LCFF 2014 transformed funding to school districts. Three tiered funding-base, supplemental, and concentration. Local control was given to address Unduplicated Pupils (Low Income, Foster Youth, English Learners). Based on district's UP% three year average, possibly will generate additional funding.
- Consultation Education Code: The school board and district must "consult with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils" in developing the LCAP (Education Code 52060(g)).
- At the May 12, 2021 LCAP Consultation Meeting, we engaged in consultation regarding potential areas of need to inform 2021-22 LCAP Goals and Actions. This has been posted on the district website.
- LCAP climate in the 2021/22, 2022/23, and 2023/24 three-year cycle. Consultation is a commitment. District does not yet have a plan for the \$1 million dollar difference between 2020-21 and 2021-22 budget years. Actions should be targeted to meet the specific needs of Unduplicated Pupils.

3. May 6, 2021 DATA Email

DATA has two requests in connection with on-going consultation regarding LCAP funding:

- 1) We would like to express an interest in extending the time frame for discussion regarding the Concentration Grant funds for the 2021-24 LCAP cycle because of the significant amount of money available (approximately one million dollars in on-going funds). An extended time frame also seems important because we are asking for further assistance to help us understand the decision-making process and criteria involved in the expenditure of these funds.
 - a) Meet June 3rd? Not a consensus on need to meet an additional time.

- 2) We would like to request a year-long calendar for LCAP consultation which would allow our members to be informed of the use of these funds as well as allowing them some input into the consultation process including the “goals, actions, services, and expenditures” as indicated in CDE documents.

3. Revisions to DRAFT 2021-22 LCAP Actions. Update.

- Reviewed latest revisions to 2021-22 LCAP Actions.
 - Goal 3, Action 2 Translators and Goal 4, Action 1 School Resource Officers removed.
 - Goal 2, Action 8 expanded to include High School Credity Recovery programs rather than limited to summer school programs.
 - Goal 2, Action 9 expanded English Learner support teacher to High School

4. Timeline for LCAP Consultation/Adoption

- Usually, the consultation process begins with the release of the Dashboard (November/December) to determine district needs.
- Board workshop LCAP and budget June 10 at 6:00 pm at District Office
- Public Hearing at regular June 17 board meeting.
- Board adoption of LCAP no less than 5 business days after public hearing, June 24 at 12:00 pm District Office

5. Consultation and Sharing Our Thinking:

Frame of LCAP Thinking for Potential Actions:

1. **What needs/conditions/and circumstance do we have?**
2. What is the action? (Who? Does what? For whom?)
3. Expected outcome?

Question: Why is the district estimating a lower Unduplicated Pupil Percentage (UPP)?

Answer: The LCAP UPP percentage is based on a three year rolling average of the district's UPP. When the district used an estimate of 55-58% to determine the LCAP allocation. Over the past several years, we have had inconsistent UPP percentages. Two unique variables in 2020-21 which may have resulted in a higher UPP percentage were the expansion of the reporting window from October to December and also allowing a phone call verification of data.

Question: Would the state allow LCAP dollars to meet the needs of school sites?

Answer: The answer is dependent on the UPP needs at specific sites as evidenced by the Dashboard.

Question: Could we add elementary music? (DATA) As therapy and furthering achievement for all? Proposal from Amber Peterson.

Answer: What is the identified need of UPPs which would support this action? What data identifies the need for a potential elementary school music program?

Question: Could we have paraprofessionals in elementary to support academic groups, small group instruction, such as English Learners? During the school day? After school? Before school?

Answer: How is this aligned with a need? English language learners need support. If students have not Reclassified Fluent English Proficient (RFEP) by 5th grade, it is challenging for students in middle school to be classified.

1. What needs/conditions/and circumstance do we have?

2. What is the action? (Who? Does what? For whom?)

3. Expected outcome?

There's a percentage of ELO funds for paraprofessionals. Could we consider this for implementation next year? Think tank/committee?