



Local Control Accountability Plan (LCAAC)

April 25, 2018

6:00-8:00 p.m.

1. Agenda review.
2. Received a brief presentation from the librarians.

Library funding in LCAP was removed for next year as it's hard to show data for reaching our unduplicated students. It was funding materials; not staffing, or keeping libraries open later. ACOE and state recommends services over stuff and we have no data in showing an increase in student growth. Therefore, the decision was to decrease funding in material items through several line items.

Maile Ferreira and Allison McAuley spoke on behalf of the librarians/media techs. Libraries receive no District library funding. They receive LCAP money and that's the only funding. Staff can have book fairs/fundraising as the only way to receive money. Book fairs are not very successful at secondary schools. They believe that there is plenty of data that can support the increase in reaching unduplicated students.

Studies show students earn better test scores with strong libraries. Gains for low-income students are higher with well supplied libraries. Libraries heavy usage avg. 29 books per student. 430 students at Irvington; unduplicated students checked out books at a rate of 152% more than regular students. 74% of unduplicated students use printing in library. In a random survey during MAZE days, 325 of students have one or zero computers at home and 185 students have no printer. Recommendations: give the librarians/media techs an opportunity to collect data. It's hard to identify for Free/Reduced students as the information is very federally protected. 19 elementary schools only get book fair and LCAP funding. Others get some support from the PTA or site or donations. They would like a chance to collect data. Committee member question: can we purchase more staff hours? How do we prove this increases student success? Data bases like Lexia are wonderful for using as an intervention – trying to make things more accessible to more students. How do we link SBAC scores to library funding? County is saying that we can't prove the link between buying library books versus SBAC scores. Some other districts use parcel taxes, general funds, and LCAP.

3. Unspent Funds from 17-18

\$585,000 unencumbered. Expected teachers in greater numbers attending professional development; teachers that didn't return from leave; etc. At this time, it has to be on stuff not people. Principals were polled.

G2A5

- Library funded

G3A2

- Looked at ways to get homeless students and students with an IEP intervention; Chromebooks to check-out for homeless and provide hotspots to get wireless (hotspots out of next year's budget). They will be used for students with IEPs for speech to text and intervention software to use in their classes. \$300,000

G3A5

- ELD supplemental curriculum – serves EL (unduplicated) students – can't be used for all students, but can use for specific group (K-12)

G4A5

- Translator kit –microphone and wireless headset - for each school site. More for parent meetings or

community meetings; probably could be used even for a student new to the District. G4A5 funds some FUSD personnel (translators) to support EL families; supplementing what we have in place for people with diverse languages.

Committee agreed with the list.

4. Review LCAP Goals for 2018-19.

Goal 1 - First 5 not funded by LCAP;

- G1A6, teacher collaboration time for PLC (Professional Learning Communities) time at 3.3 million dollars. The vote did not pass. The District still is going forward with PLCs; teachers could opt-in (8 hours each semester) with flat rate stipend. \$1,400 stipend estimated at 90% of teachers opting in (this year, we had a 92% rate); per FUDTA president: it's a good estimate. For next year, teachers have to track that it is aligned to the funding, such as intervention – which worked and what didn't; this will make it easier to gather data. School Board and Superintendent support PLC for FUSD for closing the achievement gap.

Goal 2 -

- 2.4 funded by base last year; resolved by general fund, so didn't have to reinvest
- 2.5 increase language/literacy skills - Lexia for K-12 (includes library funding if libraries collect the data necessary to support the funding)

Goal 3 –

- 3.2 – had decreased to about \$800,000, but have more money since we didn't fund the contracted PLC stipend. We are able to make sure every school has intervention money. Difficult for secondary as we took ELD funding and intervention funding from them. This way we can reinstate intervention for junior highs and had money in a grant for high school. All schools have something to put towards the needs of the site.
- New 3.9 – different assistance required goals in LCAP and funding to homeless; with Title 1 funding 50% at \$50,000 hire a homeless outreach coordinator; other \$50,000 goes to our agreement actions with the County which is focusing on a transition team for homeless student support; homeless support team at of the 5-10 schools with the highest homeless population. They are eligible to receive funding because they are in the red on the dashboard in suspension and graduation

Goal 4 –

- 4.2 - 22 sites have COST (Coordination of Services Team) teams – academic and social/emotional-behavioral. Put LCAP funding in place for stipends to support a coordinator at 42 school sites. Gave flexibility to principals on how it would work, but funding for a person to coordinate.
- 4.6 – 7 additional counselors for elementary – substantial increase

Discussion: Input on intervention funds to junior highs, increasing people at the District office coordinating for homeless students: try for a year to see if it is effective; how are we measuring “moving the needle” to get out of the red.

Modeling on what works in other districts and suggestions from ACOE. One thing we implemented is to have principals call someone at the District to talk it through before suspending and to make sure principals have the most recent training on alternatives to suspension.

Highest impact for students is for them to feel safe and cared for.

Feedback from some Directors who spoke with principals: principals value resources to the site level. Reluctant to put too many District people; more at sites.

Committee feedback: not sure if the position can be filled; how long do we give for data showing changes; some items take time for the data to show the difference. Recognize that some items will take time to see

