

Local Control and Accountability Plan (LCAP) Update

Board of Education

March 9, 2021

Robert Sahli

Rafael Ceja

Executive Summary

- Staff met with all bargaining units and parent / community groups during the 2020-2021 school year.
- Groups were provided the following prompts:
 1. Please suggest any additional services or resources we can provide students to improve their success.
 2. 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?
 3. Keep in mind any increase to services will require a decrease in another service to balance the budget
- Parent Thoughtexchange- "What are we doing well and what can we focus on to improve?"

Executive Summary Continued

Common Feedback from All Groups

Support requested for the following areas:

- Social-emotional support/counseling to students
- Academic interventions
- Professional development for classified and certificated staff
- Enrichment activities for students:
 - Field trips, science camp, art, music

Additional Considerations:

- Some actions and services from the previous LCAP could not be implemented due to COVID-19
- Many LCAP input comments collected this year related specifically to distance learning and may no longer impact the 2021-2022 LCAP, for example, hotspots

Executive Summary Continued

Top 5 Thoughtexchange Comments (comments with the highest average ratings):

1. The number of combo classes for next year is terrible! It makes it more difficult for students to learn and teachers to teach! More students will be coming back to the district once we reopen. I know of 4 families who have left who plan to return!
2. Keeping class sizes down is great!
3. We need to ensure all students are reading at an early age. We need to do whatever it takes, including professional development, after-school intervention, and extra supports. Reading is essential!
4. Some teachers need to be more understanding and acknowledge distance learning is more difficult for some than others. Teachers should reach out at the first sign of students struggling, not at report card time.
5. Targeted interventions for students not at standards. All children need to be able to read and learn at their pace. Students that are struggling without the needed help can disrupt the learning for

Executive Summary Continued

Budget Implications:

Declining enrollment

- District has experienced significant decline in enrollment. The decline in enrollment has been 1,200 during the hold harmless budget years (2019-2020 and 2020-2021). (<https://www.lodiusd.net/district/departments/business-services>)
- Estimated LCFF & S/C funding per student on average is approximately \$10,686 (2020-2021 average K-12)

LCFF/LCAP

- Supplemental and Concentration Grant Funding for 2020-2021 was \$51,104,802

Staff Recommends:

- Continue current LCAP actions
- Consider adjustments in the following areas:
 - Due to learning loss, there will be an increased need for intervention supports
 - Provide additional supports for Social-Emotional Learning

Stakeholder Outreach for Virtual Meetings

DAC, DELAC, and Community Input LCAP Meetings:

- All meetings were conducted through Zoom
 - Since the majority of students use Zoom for distance learning, the rationale was that our students could help their parents log on
- Meeting information was shared in the following ways:
 - Information was shared on our district website
 - Principals were emailed information to share with parents
 - Meetings were shared on LUSD Twitter and Facebook pages
 - Blackboard Connect voice message (English & Spanish)
 - Personal phone calls by Bilingual Community Liaisons (Spanish & Vietnamese)
 - Bilingual Flyers (Spanish & English) mailed to households with no email on file
- Overall participation in virtual meetings was comparable to parent / community participation during in-person meeting in prior years

Bargaining Group Meetings

- Staff worked with bargaining group leadership to schedule meetings during first two weeks in February
- Bargaining group leadership shared information with group members

LCAP Meetings for Consultation and Input

Group	Date(s)
District Advisory Committee (DAC)	February 1, 2021
District English Learner Advisory Committee (DELAC)	February 3, 2021
LEA Bargaining Unit	February 3, 2021
CSEA Bargaining Unit	February 8, 2021
LPPA Bargaining Unit	February 9, 2021
LUSDAA Bargaining Unit	February 11, 2021
LCAP Community Input Meeting	February 11, 2021
Thought Exchange with LUSD Community	February 1-12, 2021

LCAP Consultation and Meeting Agendas

- Current LCAP template changes
- Overview of resources and supports provided in current LCAP
- Input received regarding additional 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?
- Community groups reminded any increase to services will require a decrease in another service to balance the budget
- Thoughtexchange question to parents: *“What are some things you think our school are doing well and what are some things we can focus on in order to improve?”*

Common feedback from all bargaining groups:

Support requested for the following areas:

- Social-emotional support/counseling to students
- Intervention programs
- Training for students experiencing trauma
- Enrichment activities
- Teacher salaries and benefits
- Administrator support at larger school sites
- Reduce combination classes and class sizes
- Increase school site FTEs
- Recruiting and retaining high quality teachers

Community Input, DAC, and DELAC Committees

Support requested for the following areas:

- Increase communication between schools and homes
- More academic, behavior, and social-emotional learning support for students
- Increase the number of math sections
- More professional development/training
- Increase in access to board certified behavior analysts
- Allocate resources to maintaining accurate/up-to-date home contact information
- Campus security and bus driver training
- Increase the amount of time counselors spend at one site
- Provide more headphones for all students

Top 5 Parent ThoughtExchange Comments

- Children need to stay engaged both physically and mentally. Physical tasks and outside tasks should be incorporated into learning regimen.
- After school program. This program is helpful for students and for parents as well. As some parents can't help their kids in their homework due their job.
- There should be some assignments that encourage getting outside if possible. Being outside and in the fresh air has many benefits. It's so nice to get out and see the kids running and playing when the weather permits of course.
- Some teachers need to be more understanding and acknowledge distance learning is more difficult for some than others. Teachers should should reach out at the first sign of students struggling, not at report card time.
- Thanks to the teachers for all the effort they make to keep the student at the level they need to be in their subjects, thank you very much It is not only the responsibility of the teachers to help our children to study, it is also up to us as a parent they are hard times but they are valued.

Bargaining Group and Community Group Input

- On the following pages, included as an appendix, is the feedback collected from bargaining groups and community groups

LCAP Input
District Advisory Committee (DAC)
February 1, 2021

Attendance: 28

- Science camp for all 6th grade students-not just sites that use fundraising to pay for it
- Take advantage of community resources.
- Social emotional learning
- Developing and implement multi-tiered systems of support (MTSS)
- MTSS framework that supports academic, behavior, and SEL.
- Increase in access to Board Certified Behavior Analyst (BCBA) support for students with behavioral concerns.
- Increase the amount of time counselors spend at one site-so they become an integral part of the school community.
- Data tracking system to adequately track all components of MTSS framework (academic, behavior SEL)
- Behavioral therapist
- Number of counselors in the district
- Social emotional learning continues to be an issue
- Prioritize recruiting and retaining teachers
- Summer school as an intervention in primary grades over the next couple of years
- Equity for all students
- Reduction in combo classes
- Counselors have enormous caseloads. SEL will continue to be a need in the district.
- Students need greater social emotional support, including team building opportunities and engaging activities that rebuild student connections
- Why was the wording “retain highly qualified teachers” removed from LCAP
- Competitive compensation for educators is a high priority-supports the goal of retaining and recruiting highly qualified teachers
- Smaller caseloads for SPED teachers, especially SDC
- Is ThoughtExchange shared with older students?
- Expand opportunities for GATE students. Consider a more comprehensive identification process they will capture students of color. Framing cultural dissonance.
- Learning loss for high school students in the area of Math. Increase the number of sections.

- Paid GATE training for teachers
- Community based instruction opportunities are key to student success
- How do we get more community participation?

LCAP Input
District English Learners Advisory Committee (DELAC) and
EL LCAP Committee
February 3, 2021

Attendance: 38

- Parents need more headsets provided for students who participate in the same room for distance learning. Having headsets will help each student concentrate.
- Students need headphones for students at all grade levels.
- A parent reported that his daughter received a headset from their school, but it broke. They are requesting a process to replace broken technology resources.
- During distance learning, we would like to see improvements in communication between school and parents. Sometimes parents are reaching out and not receiving response from school staff. Office hours are more limited during distance learning.
- Parents are requesting schools open up communication channels and identify ways they can reach out for support
- During distance learning, office hours are limited. Schools are frequently closed or their office hours are limited. It's hard for parents to get support.
- Parents reported they are not receiving text messages on district-wide communications. How can we participate if we do not receive messages?
 - District staff reminded parents they need to provide updated information when phone numbers change.
 - District staff reminded parents to alert school staff if they are not receiving regular messages to update records
- A parent reported that his daughter received a headset from their school, but it broke. They are requesting a process to replace broken technology resources.

Add/Increase spending LCAP Goal 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.
There should be more spending on hiring highly qualified personnel means paying your teachers competitive wages. The LCAP should make sure that "highly qualified personnel" stay in this district, are recruited to this district, and are offered competitive salaries and ability to earn units for salary advancement.
Students need the opportunity to attend academic and enrichment programs after school via the After School and Bridge Programs. There needs to be additional robust academic interventions, afterschool, during breaks, and summer school.
Additional AVID program specific personnel. One coach for the whole district is not enough. Increase district wide AVID implementation. Over additional opportunities for all title one students to sign up for AVID Programs. AVID is highly effective for college and career readiness.
Increase additional enrichment activities, study trips, science camp, art and music activities.
Increase SEL activities that teachers can implement in the classroom.
We need more appropriate curriculum for Middle school SDC.
Pay the teachers a competitive salary to keep highly qualified in LUSD.
Have competitive salaries.
Students need hotspots look at better devices.
Increase money for teacher salaries and benefits to recruit teachers to come to Lodi.
Provide additional after school or early evening ELL classes with certified teachers, no more online programs! PAY \$50 per hour for teachers and you'll have a HUGE pool of teachers. The District may have a shortage due to the pay. We outsource at a higher rate. Pay our teachers to work with our students
We need more intervention at early grades, like back when we had Reading Recovery teachers. Too many kids SLP through the cracks.
Increase funding for smaller classes especially special education. Special focus on special education training.
Increase spending of recruiting and retaining our highly qualified teachers
Increase spending on small learning groups for focused reading intervention.
Increase spending on small groups for reading. Things like reading recovery.
English Learners (K-6) spend more on tutoring and intervention.
Increase spending reading intervention like reading recovery.
Need more spending on people not purchasing of online programs.
I think that this definitely needs to be increased as I see it as the best "umbrella" for our students. If we can maximize highly trained personnel for this, our students have a better chance of succeeding. We need highly trained, dedicated personnel to teach System 44 and Read 180 who will push the students further then just using the basic curriculum and not finding extra ways for the students to practice what they have learned. MyOn is nice for younger students who need books to read, but does not offer much to sixth graders so it is a waste of time. Too many of their books are graphic novels or easy to read books.

Lodi Education Association Stakeholder Input on LCAP 2021-2023
 Meeting – February 3, 2021. Feedback collected through group Google Form.

Increase spending on supplies but make sure it's not frittered away on extraneous items such as colored pencils. Ask teachers what supplies are needed.
ADD/Increase spending LCAP Goal 2. All students including targeted students will demonstrate proficiency in literacy, mathematics and technology to prepare students to be college and career ready.
Add/Increase manipulatives and tutoring time.
ADD- Yes, in order to provident an optimum learning environment money must be spend to ensure reasonable class sizes (not just vague averages) and a reduction of combo classes.
Increase FTE to reduce combos.
We need to offer summer school and tutoring throughout the year. Teachers should be trained via conferences.
Add k-3 intervention teachers ie reading recovery. Do not spend on computer programs and more testing. Waiting until 4th grade is too late for intervention.
Increase spending on interventions.
Increase spending on interventions and reduce combos
Add dollars to be spent on reading intervention especially k-3
Yes, increase spending in summer and intervention programs.
We already focus on this but without teacher accountability nothing will change
Keep AVID
Literacy & Math Intervention FULL TIME teachers at every site.
Increase intervention programs.
Fully fund extra learning opportunities (e.g. intersession, summer school)
More instructional assistants to help in the classroom
Add increase spending for intervention.
Create an after school academy, summer academy and/or weekend academy all small group classes in targeted area of choice per two grade levels (1/2), (3/4) etc...
Our outcomes are not what they should be, which is directly related to the fact that those who are in the trenches (the teachers) are not given a true voice. Teachers being asked to join committees then told that they must have misunderstood that they were part of a team, and their opinions are only suggestions is one example.
Increase spending on FTE's reduce combo's and class size. Smaller class size when we return with help with everything from reading and math to emotional well being.
Start with class-size reduction to support this goal
Continue Elevate Math 3+. Add SIPPS or System 44 reading instruction teachers for grades 1-3. (Especially grade 3.)
Funding for more reading intervention specialists based at school sites of need
Yes spending at title one schools.
Increase spending on intervention programs for k-3 no more I read, system 44 1:1 reading recovery
Low Income (K-12) intervention
Increase spending on intervention

Lodi Education Association Stakeholder Input on LCAP 2021-2023
 Meeting – February 3, 2021. Feedback collected through group Google Form.

Accelerated Reader needs to be fully implemented at all levels. This includes sending lead teachers to week-long trainings and all teachers to observe programs that fully utilize the program. AR is a powerful tool, and HS teachers who have been in the district over 25 years have never even heard of it! Our second language learners should have dual language goals, all students should have both fiction and nonfiction goals, and every campus should have functional incentive systems. The district has been spending money on a fantastic program that it has never effectively trained staff to implement.
ADD/Increase spending LCAP Goal 3. LUSD schools will be positive and supportive learning environments that provide maximum opportunities for each student to succeed
Add/Increase
ADD- SEL education is more important now than ever. Make sure counselors do not have staggering case loads. Make sure students have resources to meet their mental health needs.
Yes increase spending to train teachers
SEL training needs to continue.
Increase the number of counselors at ELEMENTARY sites.
Yes
Increase
Add
Yes. More options for those in between SDC kids
We already spend money on this, continue
Yes increase
Motivational Activities for students who meet or exceed expectations. Reward the positive.
Add more money in this area
Ensure there are enough teachers to maintain/lower student-teacher ratio
Increase
Provide BOOKS for students to EARN like a library, only they get to KEEP their earned books (based on student participation and effort) offer incentives for learning!!
If this is to come to fruition, we need to have adequate counselors (1 per 250 is the recommendation. Our elementary schools are at 1/10 that number. We would have adequate supplies for students - we don't even have enough dry wipe pens. Our boundaries wouldn't be drawn to segregate by income.
Yes
Yes
Yes. Including Class size reduction to support this goal
Yes
Mental Health (K-12)
Increase spending for training
Yes increase spending
Increase spending
Increase spending

Lodi Education Association Stakeholder Input on LCAP 2021-2023
 Meeting – February 3, 2021. Feedback collected through group Google Form.

Add spending for schools to promote positive campaigns
Increase to allow for school wide positivity campaigns and recognition
Eliminate/decrease spending LCAP Goal 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.
Increase
Increase paras for intervention & resource classes. The more adults a student has contact with, the more chances for a positive connection.
Create a student based buddy system- High functioning students could apply for the position of “Buddy” to earn credit for being paired with a disadvantaged student to provide an academic partnership. Peer mentoring is a fantastic method to foster the belief that ALL can succeed. Provide a structure for the buddy to adhere to with a monitoring administrator in particular areas of study.
Our special education students have little access to enrichment and to things such as after school programs. Pretending they do while not offering related services like transportation from an after school program is one example. Enormous class sizes is another.
Yes very important
There are some teachers who truly needed improvement plans and yet, they continue on, providing curriculum and leaving students to themselves to figure it out. “Redesignate” them and hire and monitor people who do the work.
Eliminate/decrease LCAP Goal 2. All students including targeted students will demonstrate proficiency in literacy, mathematics and technology to prepare students to be college and career ready. Most comments came in to increase
Increase
Increase
Make sure ALL students have technology (including internet) to be able to work independently.
As stated above, we need more interventions which means we need to people to do this.
I feel that the LCAP Goal #1, if done efficiently and correctly with highly trained personnel should cover this area
Eliminate/decrease LCAP Goal 3. LUSD schools will be positive and supportive learning environments that provide maximum opportunities for each student to succeed MOST Comments came in to increase
ALL PD for staff should be on a timecard.
More interventions during and after school especially upon returning to in person
Although this is an important goal, especially during COVID, I feel the district spends too much time and funds on (what I consider is) common sense in the classroom and workplace.
ADD/Increase spending LCAP
Add/Increase spending on training for teachers to deal with students in trauma
Yes
Expand summer school, SEL programs, and ASP programs!
PAY TEACHERS WHAT OTHERS IN AREA GET PAID
I am not sure how to respond to these questions it is not clear to me at this time.

Lodi Education Association Stakeholder Input on LCAP 2021-2023
 Meeting – February 3, 2021. Feedback collected through group Google Form.

Increase
Maker opportunities in the model present Sonoma County office of Education
Stop looking at building MORE schools, if you are concerned about lower enrollment. Make the schools you have the BEST, before you look at expanding.
Increase healthcare cap to retain teachers
Career preparation for Juniors and Seniors
Teachers pay increase to keep them
student engagement, attendance, graduation, advertising for proactive Parent involvement and communication and parent support services
Elementary counselors lower student ratios
Recruit and retain qualified staff by having competitive salaries!
Increase health care to keep teachers
Yes
Increase
Recruit & retain highly qualified teachers.
Spend money on Science Camp
Increase
Why not improve our access for students with something better than a chrome book?
Eliminate/decrease LCAP
Decrease the bloated, vague reserves that the district hoards. Use the money on the kids. Use the money to pay your teachers wages that are commensurate with neighboring districts.
I don't think we need to eliminate but we keep reinventing the wheel. What needs addressed is accountability but since the union protects non workers and lazy employees nothing will ever change. The dedicated teachers will continue to work endless hours while the others sit back and collect a paycheck. Do you know how many teachers have not even provided live instruction this year and have gotten away with it! It's pathetic and my tax dollars are funding it!!!!
Get rid of expensive tech call center, pay staff like and teachers and librarians extra instead to field calls
Testing reduce or eliminate
Eliminate programs that they cannot prove work! People not programs!
Eliminate programs where students are enrolled from 4 th grade through high school with no data
Eliminate programs on computer.
Duplicate programs no data on all the programs
Eliminate computer programs

**LCAP Input
Supervisors Bargaining Unit
February 4, 2021
2:30-3:30PM**

Attendance: 5

- The only area we would like to see more attention to is Social Emotional Learning (Provide more Counseling Services). The group feels that with all of the students away with recent COVID 19 Pandemic that addition resources and support for students returning to school would be beneficial to all.

LCAP Input
CSEA Bargaining Unit
February 8, 2021
5:00-6:00 p.m.

Attendance: 8

- We need more training for campus security monitors and campus police.
- We need more training for paraeducators in special education, including orientation, training on toileting, and other training. Current staff take it upon themselves to train new staff.
- We need more training for classified staff related to COVID-19.
- Transportation staff are requesting training related to ensuring student safety when we return to in-person instruction. Transportation needs PPE, loading / unloading procedures, etc. There are additional concerns related to transporting special education students.
- Substitute custodians need to be provided with the supports and materials they need keep our schools clean
- Our number one concern is the safety of our classified staff
- Training and staff development for classroom paraeducators. Our staff want to help our students, but they need extra training and support.
- Monthly collaboration or training for classified staff to ensure everyone is on the same page.
- Training for special education paraeducators and PAAS.

LCAP Input
LPPA Bargaining Group
LCAP Community Meeting
February 9, 2021

Attendance: 18

- Growth of staffing in LPPA has not increased with along with our increased number of students receiving services. We need more speech therapist, nurses, psychologist

Input for LCAP Rational for need of Additional FTE for LPPA

While LPPA serves the entirety of LUSD's student population, the majority of our primary job duties are directly related to serving our special education population. Special education is notoriously under-funded federally and often times underserved which leads to costly litigation. During the previous LCAP process I reported that over the past 10 years, the special education population had grown by 969 students, a growth of 26.9%. Similar growth has been reported nationwide with many contributing factors especially an explosion of children being diagnosed with autism.

This phenomenon of special education growth continues. For example, in north Stockton, Westwood currently has 3 structured autism kindergarten classes (a level 1, 2 and 3). Next year the level 3 students will be transitioned to other placements, but we are planning for 4 classes filled with level 1 and 2 students. This is double our current population of level 1 and 2 students. This exact situation is occurring in Lodi as well. While LUSD is hiring teachers and classroom aides to staff these classrooms. We are not planning for additional FTE for school psychologists, nurses, speech and language pathologists, or program specialist to provide the mandated direct services, assessments, behavioral supports, counseling, and much more. This special education growth is not limited to Westwood or Autism, it is district wide. In addition, I anticipate that the learning loss from COVID-19 and distance learning will contribute to an explosion of special education referrals when student do return to campus. I question whether you have an adequate workforce to handle these growing demands.

I understand that we as a district are experiencing declining enrollment and the declining funding that goes with that. However, we are not adequately staffing our district for the population that we are serving or at least trying to serve. This is an ongoing concern that I brought to your attention during the last LCAP process. Since that time, LUSD continues to employ the roughly stagnant LPPA work force of 130 members to support these students. Roughly the same number that you employed nearly 11 years ago. As of the 19/20 school year, LPPA should have added 34.4 staff members (26.9%) as a unit over the previous 10 years simply to keep up with the growth in the special education population. Our existing duties and responsibilities remain, but our caseload is growing logarithmically. This is evident in the grievance that was brought before you last year by our speech and language pathologists.

As always, LPPA shares the values and interests of the school district as a whole. Our mission is also to provide the best education for students to be successful in life. For you to accomplish this goal, the appropriate resources need to be directed to some or your neediest students. The funding needed to accomplish these goals would be a fraction of a percent of LUSD's projected budget. I know that LUSD wants to do many things and "cannot afford to do everything that it wants to do" (quote curtesy of Mr. Khan), but you must allocate the resources to adequately serve the population of students that we do have. Together we can rise to the challenge and help you make this goal a reality.

LCAP Input
LUSDAA Bargaining Unit
February 11, 2021
2:00-3:00 p.m.

Attendance: 14

- Provide high quality technology for students and teachers. A higher quality of Chromebook for students is absolutely required. Students are frustrated during distance learning due to inadequate technology
- Focus on early literacy. Provide direct services to students to ensure they are reading by third grade
- Professional development for teachers in early literacy is essential.
- Highly trained counselors / social workers are needed at our school sites (2 participants agreed).
- I saw that the district is offering tutoring services for high school students. I have parents asking about this for elementary. This would be great to offer for elementary students. (2 additional participants agreed)
- We need social emotional resources to help students who are afraid to return to school.
- Provide additional compensation to staff to train students on new safety measures / procedures for a return to in-person instruction
- We should provide training for parents on digital citizenship, to ensure students use technology safely.
- Provide more counseling FTE at the elementary level.
- Provide additional interventions, such as Tutor.com
- Provide more custodial support to sites. This will be needed to sanitize.
- Extra compensation for additional days for administrators.
- Increase the amount of administrator support at our larger school sites (two participants agreed)
- Equal access to community liaisons at sites with high numbers of EL students. I have 139 EL students at my site which is almost half of my student population.
- Family engagement workshops on how to help student digitally and many more courses available. For example: <https://pebsaf.org/virtual-workshops>
- It would be nice to have 2 separate Orientation Days for middle school students when we come back. One for our 7th graders and one for our 8th graders. Both groups will be new to our campus. We won't have ambassadors like we usually do.
- Increased counseling services at our school sites
- Provide interventions for social emotional learning.
- Provide two vice-principals per middle school (five participants agreed)
- We have already had high school parents asking if tutor.com can be used by younger siblings (and we are only a couple days into using the app.)

- I agree with the other administrators' comments, we need community Liaisons at our schools with high EL population. We also need more hours with bi-lingual aides.
- Use a formula tied to enrollment to generate additional AP's at the HS. 2 AP's is not enough

**LCAP Input
Community Meeting
February 11, 2021**

Attendance: 18

- More COVID-19 related training for employees. We need additional trainings for other CSEA Members, in addition to what para-educators receive. All CSEA Employees need training. We need training for campus security and bus drivers.
- Parent appreciates app for parent communication
- Parent appreciates getting text messages and information. Wants to make sure we continue providing this resource to our community.
- Website is a little intimidating. We would like it to be more user friendly
- Sometimes Peachjar zoom links do not work. Make sure all links for community meetings are provided and readily accessible
- Internal search does not always work on Lodi USD Website
- Provide AVID Excel for middle school students. This will provide additional resources for English Learners in middle school.
- LCAP is great as it stands. Make minor adjustments to what we're doing in the LCAP.
- Provide additional supports for parents to be involved.
- Blocks program is excellent. Additional information is needed on how to access parent view.
- Provide tools for helping parents to participate in distance learning.
- Providing more funding for AVID Teacher Training, especially to attend summer sessions.
- Parents are appreciative of the hotspots. Some of the hotspots are becoming defective. Parents would like to know process for returning or exchanging defective devices.
- Meal service is being offered a few days a week. Parents like take home packages and are able to cook meals at home. Parents recommend more of the take home packages.
- Increase communication from home to school. Communication is only going to be as good as the parent engages. Parents would like to see more outreach for working parents.
- Training for parents to better understand their part of how they can be useful to their students and teachers in this pandemic
- There should be a change in the parent involvement category
- Maybe provide more parent education and involvement
- Elementary special education SDC mild moderate needs better curriculum in the area of math. Expression offers nothing

- Would like to see continued Internet/wifi support when we do go back full time in person for students who don't have it
- Positive Feedback: paying for Remind or Seesaw has been invaluable for communication from teachers to parents!!!! We couldn't survive this without that service (as a parent)
- I agree with Remind, Seesaw as communication tools we should still use even when we are back full in person..
- Class Dojo is great too
- I don't know the suspension data for 2019-2020 but I see that 2018-2019 African American students had a higher rate than any other race. How will the district use LCAP funds to address?
- As a teacher that uses Remind with AVID students EVERY year (this year with ALL my classes). It's great! I can remind students of test dates, application deadlines, and my email doesn't get blown up by students asked questions about homework.
- Is the district getting students feedback as well?
- We can change the LCAP to add a Parent coordinator a person specific to parent education and training
- I know the SEL curriculum is part of helping to address discipline