

Local Control & Accountability Plan Summary

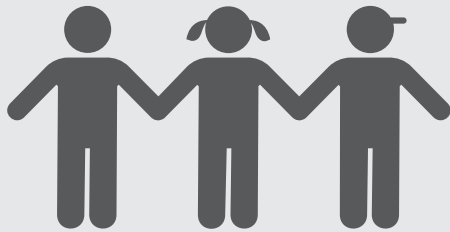
2021-22

Lompoc Unified School District

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DISTRICT STORY

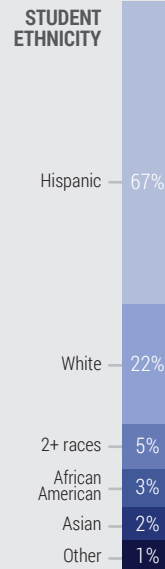


9,600 TK-12th grade STUDENTS



17 SCHOOLS

High School: 2	Alternative Ed: 1
Junior High: 2	Charter: 1
Elementary: 9	Independent Study: 1
Adult: 1	Community Day: 1



STUDENT GROUPS

66%
Low Income

15%
English Learners

0.8%
Foster Youth

68%
High Need

Wide Range of Student Programs

Middle & High School opportunity classes & specialists support bilingual, migrant, gifted & special needs students.



Cooperative & Collaborative Atmosphere

Win-win negotiations & problem solving are institutionalized at all levels.

District Mission

Committed to District-wide actions which lead students to develop the skills, knowledge & character traits necessary to become responsible, thriving & contributing members of society.



1,038 EMPLOYEES

20 STUDENTS PER TEACHER

6 DISTINGUISHED Schools

LCAP HIGHLIGHTS



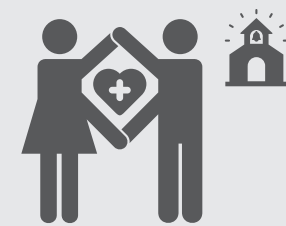
Maximize Pupil Achievement & Success

GOAL #1	Highlighted Actions & Expenditures
	1.2 - Professional development for all TK through 12th grade teachers, counselors and specialists \$844,909
	1.12 - Personnel to support LCAP implementation \$588,181



Promote Positive, Effective Communication Among All Stakeholders

GOAL #2	Highlighted Actions & Expenditures
	2.1 - Parent Outreach & Communication with community \$56,685
	2.2 - Community Liaisons & Translators \$645,312
	2.4 - Workshops and resources for parents \$47,000



Provide a Safe and Respectful Learning Environment






GOAL #3	Highlighted Actions & Expenditures
	3.5 - Staffing to support health and wellbeing including Nurses, Health Clerks, Crossing Guards and Noon Duty Aides \$1,459,099
	3.7 - Facility maintenance and cleanliness \$1,000,257



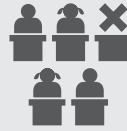





Local Control & Accountability Plan Summary







REFLECTIONS: SUCCESSES

 <h3>Maintained High Graduation Rate</h3>	<p>Indicator: 19-20 California Dashboard</p>  <p>Status: 93.7% Change: Maintained</p>
<h3>Met Standards for All Local Indicators</h3> 	<p>Met standards for implementation of:</p> <ul style="list-style-type: none"> Academic standards Parent & family engagement Local climate survey Access to a broad course of study
 <h3>Maintained English Learner Progress</h3>	<p>Indicator: 19-20 California Dashboard</p>  <p>46.4% making progress towards English language proficiency</p>

REFLECTIONS: IDENTIFIED NEEDS

 <h3>Reduce Chronic Absenteeism</h3>	<p>Indicator: 19-20 California Dashboard</p>  <p>Status: 13.3% Change: Increased</p>
<h3>Increase Math Achievement</h3> 	<p>Indicator: 19-20 California Dashboard</p>  <p>Status: 59.4 points below standard Change: Maintained</p>
 <h3>Increase ELA Achievement</h3>	<p>Indicator: 19-20 California Dashboard</p>  <p>Status: 18.7 points below standard Change: Declined</p>

PERFORMANCE GAPS

<p>Subgroup in Need:</p> 	<p>State Indicators:</p> <ul style="list-style-type: none"> 1. Chronic Absenteeism 2. Suspension Rate 3. English Learner 4. Graduation Rate 5. College/Career Readiness 6. ELA Assessment 7. Math Assessment
<h3>English Learners</h3>	
<h3>Homeless Students</h3>	
<h3>Students with Disabilities</h3>	

Planned Actions to Maintain Progress:

- 1.9** - Provide a robust CTE program with teachers offering courses at the two comprehensive high schools and one continuation high school to expand career readiness options.
- 1.10** - Offer extended instructional learning time during Summer 2021, Summer 2022 and at sites during the 2021-22 school year.
- 2.1** - Increase outreach to English learner's parents in their primary language via: electronic means, flyers, newsletters, meetings, letters, home visits.

Planned Actions to Address Needs:


- 1.3** - Provide certificated & classified staffing support for ELA, language, and math achievement & language development.
- 3.2** - Implement the LUSD Attendance Mediation Program, which includes school incentives for attendance, letters to parents, classroom interventions, parent contacts, home visits, administrative meetings and referrals to SARB.
- 1.7** - Provide staffing and programming to support technology integration in the classroom.

Planned Actions to Address Performance Gaps:

- 1.8** - Continue to provide one additional Special Education Coordinator and one Program Specialist to support the implementation of student IEPs, monitor instruction and provide staff development to educational specialists.
- 1.13** - Address needs of homeless and FY families by connecting them to appropriate resources (Homeless and FY Liaison, Foster Focus program, county agencies, etc.).
- 3.8** - Purchase clothing, basic necessities, and other resources for homeless students and families.

COMPREHENSIVE SUPPORT & IMPROVEMENT


IDENTIFIED SCHOOLS



- Maple High School
- Lompoc Valley Middle School

PROVIDE SUPPORT FOR SCHOOL


Lompoc USD supported this school in developing CSI plans through:



- School-level needs assessments
- Analysis of dashboard & survey data
- Support with budget allocations, documentation, and reporting

MONITOR & EVALUATE EFFECTIVENESS

Implementation & effectiveness of the CSI plan will be monitored through:



- Site-based meetings with Coordinator of Education Services
- Review of data-based metrics
- Assistance in developing mid year & end of year surveys & other progress monitoring tools

